

Learning Outcomes for ENG 101 & 101.10

1. Identifying Genres:

Students should be able to identify the features of multiple genres and articulate (through verbal or written communication) the differences that separate these genres (this ability to include both academic and non-academic genres).

Students should be able to document (through verbal or written communication) how the features of a particular genre work to shape the genre's content, style, and structure through visual, conceptual, stylistic constraints, as well as through the expectations of the reader/user.

Students should be able to demonstrate (through verbal or written communication) how choices in their own writing either conform (or don't) to the established features of the genre in which they are working.

Students should be able to compare how the features of different genres shape content (and knowledge-making) in different ways.

2. Creating Content:

Students should be able to create content in multiple genres.

NOTE : Although students may not necessarily be able to create flawless versions of an unfamiliar genre, they should at least be able to create content and shape it according to the features of a genre, and discuss/reflect on how well their work fits or doesn't fit the framework of the genre. This learning outcome highlights the goal that students in ENG101 learn more than the ability to mimic specific (or generalized) academic genres, but that they instead develop a clear understanding of the complex factors that shape texts and their production. Students in ENGL 101 should learn that each text/genre they encounter will have a range of requirements based on technology, media, genre history, etc. Students also need to increase their awareness of the ways that a text or genre is shaped, not only through compliance with established features, but in response to the history of its use; the ways it is envisioned, produced, and distributed; and the unique ways it may be taken up by readers/users.

Students should be able to employ cognitive/conceptual skills related to argument and analysis in their textual productions, and be able to identify the use of these strategies in their own productions.

NOTE : We highlight these rhetorical strategies specifically, because they often come up as terms used to discuss writing in the academy. Students should be familiar with these terms, and be able to identify how they might work differently in different genre situations. Projects in the course will certainly discuss and practice other rhetorical strategies, but these should specifically be included as a primary component of at least one of the genres in the class.

Students should be able to employ a range of other skills (rhetorical strategies, mechanics, style, etc.) and defend these choices as thoughtful response to specific writing and genre situations.

3. Organizing Information in Multiple Genres:

Students should be able to identify the organizational structures that govern different kinds of writing genres.

NOTE : While this knowledge can be based on different academic and non-academic genres, learning should definitely include the ability to organize traditional-style writing genres using features such as: clearly delineated topics for paragraphs, creating effective thesis statements, integrating transition statements to create logical flow, etc. Students should also be able to identify and articulate the differences in organizational technique that apply to various writing genres.

4. Technology/Media:

Students should be able to identify the technologies (print or digital) and tools necessary to produce a text in a given genre.

Students should be able to decide on and use appropriate digital and print technologies to produce a genre (based on the genre's required features).

Students should be able to demonstrate (through written or verbal communication) how a given text is affected by the use of different technologies or media (in terms of its conception, production, and distribution, as well as the potential ways the text may be taken up by users).

5. The Trajectories of Literate Activity:

Students should be able to trace the trajectories of a text (the path a text takes in its production, distribution, and use) in reference to the context and history that shape the given genre. This includes the way a particular instance of text is shaped by interactions with people, materials, and technologies; the social and cultural forces that shape how a genre is understood and identified; and the potential uses (both intended and unintended) that reader/users may devise for the text and its content.

6. Flexible Research Skills:

Students should be able to demonstrate knowledge of how to find a variety of source materials for research purposes. This should include using digital databases, print material, and archival resources.

Students should demonstrate an awareness of the various methods which can be used to collect data (e.g., experiment, observation, various kinds of survey, and interview methods).

7. Using Citation Formats and Citing Source Material in Multiple Genres:

Students should be able to cite sources correctly according to one or more academic citation formats (MLA, APA, CBE, Chicago Manual of Style).

Students should be able to integrate source material into their written projects in ways appropriate to a project's genre(s). This includes the ability to cite material correctly; to quote and paraphrase source material; and to effectively integrate source material to support an argument, persuasive goal, or analysis.

Students should be able to investigate and demonstrate how different methods of citing source material (including academic and non-academic attribution) are shaped by the goals and intentions embedded in the citation style.

8. Grammatical Usage and Sentence Structure:

Students should be able to identify how specific genres are defined, in part through the use of sentence structure, grammar, punctuation, and vocabulary.

Students should demonstrate the ability to make informed decisions regarding the appropriate sentence structure, grammar, punctuation, and vocabulary in their own writing (based on an assessment of the various genre features required in a particular writing situation).

Students should be able to identify the match between an example of a genre that they've produced and a representative example of that same genre (in terms of grammar, usage, and style).

Students should be able to identify in their own writing projects the aspects of sentence structure, grammar, punctuation, and vocabulary which require improvement, and demonstrate through multiple revisions the ability to address these problem areas.

9. Cultural & Social Contexts:

Students should be able to identify cultural, political and social interactions that shape or influence how writing happens in a particular genre or situation. These might be local interactions within a particular group that specifically constrain how a particular text is produced, or interactions that take place at a national or international level and impact texts and genres more generally.

Students should be able to identify (within their own writing and the writing of others) specific examples of how content/form/genre/style respond to cultural, political and social influences and pressures.

