Fall 2016 **English 1A Pathways: Grand Summary and Review**

**ENGL 1A Course Description** English 1 is an introductory writing course that will help you understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, you will develop clear thinking and effective writing that give form and coherence to complex ideas. In English 1 you will practice these skills by writing for various audiences and rhetorical situations.

**Pathways Themes: Creativity, Sustainability and Global Engagement**

This class has been formed to develop a greater understanding of the complex global forces that have ushered in this new age. It is meant to develop students’ awareness of the many creative ideas that have grown out of some of our most desperate crises. This focus should help us envision a more, just, peaceful, prosperous, sustainable world.

**Official General Education Learning Goals** (whittled to reduce redundancy)

Upon successful completion of the course, you will be able to:

1. communicate meaning clearly and effectively.
2. explain, analyze, develop, and criticize ideas effectively.
3. organize individual paragraphs and entire essays.
4. construct sentences with accuracy, variety, and clarity.
5. use appropriate diction and tone.
6. demonstrate the ability to read actively and rhetorically.
7. demonstrate the ability to perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance.
8. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals.
9. demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres.
10. demonstrate college-level language use, clarity, and grammatical proficiency in writing.

**Assignments linked to goals**:

**Benchmark Essay**: Engage in self-analysis and writing about your own writing for others. This allowed us both (your instructor and yourself) to see where you were with basic writing skills while also giving a sense of your personality and writing background.

**Rhetorical Analysis** (in-class essay): Focused exercise in reading rhetorically and articulating your understanding of rhetorical features of a text, including audience, context, and the rhetorical appeals. For those of you who chose the “retry” option, it also gave you a chance to do rhetorical analysis in a less-pressured situation.

**Profile/ Site Visit Essay** (revised essay): Learn about a culture other than your own, and interpret that culture for a particular audience. Learn to gather direct primary information from a personal interview and incorporate quotes. Also practice the full writing process, from drafting through revising and editing.

**Critical Analysis of a Film** (revised): Learn about a culture other than your own (for those who picked a foreign film). Practice the intellectual skills of evaluation and critical analysis. Also practice the full writing process, from drafting through revising and editing.

**Film Club Presentations:** Learn about a culture other than your own (for those who picked a foreign film). Practice research and/or analysis skills (depending on your task). Practice multi-modal presentation skills. For the written portion, final chance to work on all of the writing skills that go into writing for a specific audience.

**Readings/ Film Viewings:** The reading assignments gave you multiple opportunities to read and analyze public arguments made for a variety of audiences. Most of them also gave you information about the Pathways themes and insights into how arguments on these themes are being made, particularly to your generation. Readings in the textbook offered guidance on writing rhetorically in a number of different genres—profile, rhetorical analysis, film analysis, and multi-modal presentations—and offered models of these forms. The short films gave you experience rhetorically analyzing oral/visual presentations, especially documentary films. The films you watched for your own assignments added analyzing feature films to your skill set. Most of these also related to the Pathways themes.

**Portfolio/Self-Reflection Essay** (revised): This assignment gave you a chance to look back over the semester and consider how much you have learned, particularly about the two learning goals being officially assessed by the department: the ability to practice all of the steps of **the writing process**, and articulate an awareness of and **write according to the rhetorical features of texts**. Like the benchmark essay, it also gave you a chance to practice thinking and writing about your own thought process and writing process for a specific audience.

**Small assignments**:

* The peer reviews gave you experience in evaluating your own and other people’s rhetorical and writing skills, as well as diplomatically discussing your evaluation.
* Responses to readings and films were intended to check comprehension and give you practice with rhetorical analysis and writing.
* Other small assignments like topic proposals, sample interview questions, outlines, thesis statements, and quoting exercises were meant to check whether you were on track to succeed on the major assignments.

**Other Skills**: These aren’t usually included in official lists of course goals, but your first semester of college also requires that you use general **student skills** and **life-management skills** that apply to all of your classes: staying motivated, following directions (and asking questions when you don’t understand the directions), seeking help on your work when you need it, giving feedback to other students when asked, keeping up with reading assignments, meeting deadlines, showing up to class ready to participate and learn, and being a good class citizen, all while managing your emotions, relationships, health, money, and your sleep. Even if you didn’t manage all that perfectly (and who among us does) congratulate yourself on surviving this far.