

General Principles for the Design of ENL 103 Classes

The English faculty recognizes that the volume and types of work expected of students should be similar in all sections of ENL 103. The English faculty also recognizes that each instructor of ENL 103 has the right to design his or her own course. To balance these two concerns, the English faculty endorses the following principles for the design of ENL 103 classes.

Catalog Description

This course is designed to teach students how to write well-crafted, insightful essays about literature. The course will also teach students how to become more attentive, insightful readers. The students will draft and revise essays about literary works from several genres. Research and documentation skills will be introduced. Three lecture hours per week. Required of all Freshman English majors. Prerequisites: ENL 101, 101I, or 101ESL, or satisfactory completion of English Department placement procedure.

Goals

The primary goal of ENL 103 is to teach students how to write well-crafted, insightful essays about literature. In pursuing this goal, the course will also teach students how to become more attentive, insightful readers. As students read and discuss literary works from several genres, the students will draft and revise essays about these works. These writing assignments will range from informal responses to critical analyses. Students will also learn some basic procedures for library research and the MLA guidelines for documenting sources.

Objectives

Students in ENL 103 will develop the following knowledge and skills:

1. The ability to use flexible composing processes that are well suited to the types of writing produced in literary studies,
2. An understanding of how the rhetorical relationships among writer, audience, and message should influence their writing,
3. The ability to use writing to sharpen their own analytic and critical-thinking skills,
4. The ability to participate in the written exchanges of a community of writers who share some common concerns, and, more specifically,
 - a. The ability to verify, critique, and extend the arguments offered by other members of the literary community,

- b. The ability to critique and refine their own ideas in light of new knowledge that they develop through their reading and other experiences in the course,
 - c. The ability to construct reasonable and persuasive defenses of their positions when these positions are critiqued by advocates of other positions.
5. The ability to analyze the writing conventions of common genres and to produce texts that conform to those conventions, including
 - a. The grammar, spelling, and punctuation conventions of standard American English,
 - b. The conventions of unity, organization, and support that are common in analytic writing and academic research.
6. The ability to use effective processes for revising and improving their work, including
 - a. Processes for evaluating responses from readers and for using those responses in revising an essay,
 - b. Processes for proofreading an essay to ensure that it conforms to the conventions of standard American English.
7. An understanding of principles for integrating source materials into their writing, including
 - a. The conventions for fair usage of sources and formal documentation detailed by the Modern Language Association (MLA),
 - b. Techniques for emphasizing their original ideas while also acknowledging how other writers have influenced their thinking.
8. An understanding of some basic methods for conducting library research using print and electronic resources.
9. Familiarity with a basic vocabulary for describing properties of literary works in various forms (e.g., poetry, drama, novel, etc.).

Activities

Each instructor of ENL 103 is free to choose the teaching strategies that s/he deems most effective. However, each instructor will adhere to the following principles:

1. Students in ENL 103 will be expected to write at least 20 pages of edited prose. Teachers may use a portfolio system, but this is not required. The writing

assignments should include at least three essays in which the students position their own ideas in relation to other writers' thoughts on a topic. These essays should employ formal documentation procedures detailed by the Modern Language Association (MLA).

2. Students in ENL 103 will be expected to read extensively within a range of literary styles (e.g., poetry, drama, novel, short story, essay, autobiography, or criticism) so that they will consider the ways in which different forms of writing construct alternative perspectives on various topics.
3. Each instructor will provide students with ongoing feedback concerning their progress in the course. This feedback will include regular written assessments and/or conferences for each student during the course of the semester.
4. Each instructor will devote attention to the processes of writing as well as the product. Instructors will use strategies that help students to identify topics, to draft their essays, and to revise their essays. Teachers are not obligated to allow students to revise already-graded essays in order to improve their grades; however, if teachers do not allow such revisions, they should provide opportunities for students to receive feedback and to revise before an assignment receives a grade. This policy applies to major assignments but not to homework exercises or other "minor" assignments.
5. Each instructor will create opportunities for students to become acquainted with and respond to other students' work. The most common technique to accomplish this goal is the use of peer-response groups; however, other techniques are acceptable.
6. Each instructor will devote some time to teaching students how to locate sources in books, periodicals, and online databases that are available in or through the Salem State University library. Students will also learn about plagiarism and proper documentation of outside sources as they conduct research.
7. Each instructor will be responsible for helping students resolve problems in the use of standard American English grammar, punctuation, spelling, and the elements of style. While grammar instruction should not occupy much classroom time in ENL 103, it is almost certain that some students will need assistance to resolve lingering problems. Teachers should address these problems on a case-by-case basis.

Assessment

Instructors will have broad discretion in determining how to grade students in ENL 103. However, it is recommended that instructors base at least 50% of the final grade on essays in which the student summarizes and analyzes sources that are cited using a formal documentation system. It also is recommended that instructors base at least 50% of the final grade on essays that the student has had an opportunity to revise. Typically an

instructor will allow multiple drafts of essays before assigning grades throughout the semester, and the instructor will base a significant portion of the student's grade on a portfolio of revised work submitted at the end of the semester. When instructors assign work, they will provide students with clear assessment criteria.

Required Texts

The following texts are required in ENL 103:

- A grammar handbook common to all sections of ENL 103. (This should be the same handbook required in ENL 101.) At present the common handbook is the following:

Faigley, Lester. The Brief Penguin Handbook. 4th ed. New York: Longman, 2005.

Until the department reconsiders its selection, the common handbook will be the current edition of The Brief Penguin Handbook.

- In addition to the handbook, instructors are free to choose a range of literary readings. These readings can come from an anthology, or the instructor can choose a variety of texts so long as they provide students exposure to multiple literary genres.

Suggested Texts

In selecting texts for their courses, instructors may wish to consider the following options:

- A guide to reading and analyzing literature—for example:

Littlewood, Ian, *The Literature Student's Survival Kit: What Every Reader Needs to Know*. Blackwood, 2005.

Murfin, Ross and Supryia M. Ray, *The Bedford Glossary of Critical and Literary Terms*. 2nd ed. Bedford/St. Martin's, 2003.

Abrams, M. H. *A Glossary of Literary Terms*. 6th ed. Harcourt, 1993.

Meyer, Michael. *Thinking and Writing about Literature : A Text and Anthology*, 2nd ed. Bedford St. Martin's, 2000.

Griffith, Kelley, *Writing Essays About Literature : A Guide and Style Sheet*, 6th ed. Heile, 2001.

- An eclectic anthology of literature—for example: A nonfiction book on a topic of interest to academics--for example:

Booth, Alison, and J. Paul Hunter, and Kelly J. Mayes, *The Norton Introduction to Literature*. 9th ed. Norton, 2005.

Or a collection of individual texts (perhaps organized around a unifying topic or issue).

Other Resources:

<http://www.wwnorton.com/college/english/litweb/write.htm>

Scholes, Robert, *Textual Power: Literary Theory and the Teaching of English*. New Haven: Yale UP, 1985.

The MLA's "Approaches to Teaching Literature" series is also a fine place for teachers to think about teaching and composition practices in relation to literature.

Schedule

Instructors will have broad latitude in designing the schedule for their sections of ENL 103. However, a typical schedule would include the following units:

Weeks 1-5: Expository Techniques and Responses to Literature. Students will review the basic principles of expository writing that were covered in ENL 101 and will apply these principles as they craft their initial responses to literary texts. Topics covered will include the communication triangle, composing strategies, common properties of academic writing, and some basic principles for fair usage of sources.

Weeks 6-10: Formal Analysis and Critical Response. Students will develop a basic vocabulary for discussing topics of importance in literary studies and will apply this vocabulary as they craft formal analyses of and critical responses to literary texts. In addition, students will begin exploring how to locate research materials online and in the college library, and they will continue studying techniques for documenting sources.

Weeks 11-15: Critical Analysis and Literary Research. Students will continue their study of analysis and response as they craft and revise critical essays about literary texts. In doing so they will learn how to foreground their own ideas while also acknowledging other writers' views concerning specific texts. Throughout the unit students will conduct research to locate sources that they will cite in their essays.