

**Core Writing Program**  
**ENGLISH 11 and ENGLISH 12: Texts and Contexts I & II**  
**FORMAL DESCRIPTIVE LANGUAGE**

*The EN 11-12 sequence offers a full year course of study in the literary and language arts intended to help students develop facility with college reading and writing. Students will practice increasingly sophisticated reading of complex texts across a broad set of contexts and genres, learn to employ a variety of strategies for writing in different rhetorical situations, and use reading and writing to practice inquiry, reflection, critical thinking, and argumentation—competences critical to academic achievement across the core and major and, more broadly, to living productive lives in the new literate cultures of the twenty-first century.*

*Texts and Contexts II: Writing About Literature: ENGLISH 12 builds on reading, writing, and critical inquiry work of English 11, focusing on the development of increasingly sophisticated reading, researching and inquiry skills through the exploration of literary texts and their contexts. Students will practice close reading techniques, be introduced to key terms and concepts in literary study, and practice writing in a variety of academic and creative genres. The course is intended to foster greater appreciation for the power of literature and literary study as a foundation to all the liberal arts.*

***The EN 11-12 course sequence aims align with the Core Literature courses (EN 100) and the broader aims of the Core Curriculum and the Core Pathways Initiatives.***

**EN 11/12 Shared Aims**

- **Increase facility with college reading and writing strategies and competences.**
  - By practicing the processes of invention, revision, editing, and performance/publication.
- **Foster intellectual growth, aesthetic appreciation, and responsible discursive agency**
  - By understanding the complex rhetorical nature of reading, writing, speaking and listening
  - By practicing reading and writing increasingly complex texts across a range of academic and literary genres, including texts outside of one's familiar worldviews.
- **Learn to appreciate and deploy the full resources of language for long-term intellectual, personal, and social insight and action.**
  - By encountering current modes of reading, researching, and composing.
  - By undertaking a variety of activities that explore the structures and meanings/ effects of word, phrases, sentences, paragraphs, and genre features.
- **Practice inquiry, critical thinking, and argumentation as habits of mind essential to academic work.**
  - By problem and question-posing, invention activities, following curiosities, and undertaking primary and secondary research practice.
  - By practicing college-level academic citation and negotiating matters of academic intellectual property and integrity. Students will work with MLA as one common form of academic citation.



**EN 12 Highlighted Course Aims: Students will:**

- **Work to develop increasingly sophisticated critical thinking for academic work through close reading of texts and their multiple contexts.**
  - By building on developing rhetorical expertise by attending to author/ reader relations.
  - By practice in applying a selected set of key literary terms and concepts to analyze texts
  - By undertaking inquiry-based projects with literary texts that require careful reading and use of selected secondary sources. These can build on information literacy skills practiced in EN11 and highlight the ethical uses of others' works.
- **Explore different kinds of literary texts and their cultural, academic, and aesthetic effects and purposes.**
  - By being introduced to the notions of **literature** and **literary genres** as broadly defined, culturally and historically situated and dynamic.
  - By engaging with diverse perspectives (texts, writers, textual traditions).
  - By engaging with new media where appropriate.
- **Integrate and connect EN 11-12 with learning (reading/writing/critical thinking) across the Core and larger communities.**
- **Cultivate a lifelong interest in reading**
  - By being offered opportunities to engage with reading serious literature outside of class.
  - By practicing regular short informal/ reflective writing to inform reading practices more mindfully.
  - By practice/ experience with oral presentation and/ or performative readings of texts.

**REMEMBER TO INCLUDE MENTION OF THESE WHERE APPROPRIATE:**

**Signature Practices: Common to All Sections of EN 11-12**

- All classes offer multiple opportunities for drafting, revising and editing.
- All classes offer frequent interaction with peer workshops and opportunities for cooperative learning.
- All classes include regular reflective/ heuristic writing (non-graded) to foster students' making connections to their own lives and learning across the Core and beyond.
- All classes offer regular student/teacher conferences to discuss writing-in-progress.
- All classes emphasize inquiry and information literacy skills and MLA style in partnership with the Library.
- All classes will use some form of portfolios for learning and assessment.



## **Core Writing Portfolios at Fairfield: Commonalities and Customizations**

### **YOU CAN USE THIS DESCRIPTION OF THE PORTFOLIO TO HELP YOU DESIGN THE PORTFOLIO COMPONENT OF THE COURSE**

**Purposes:** To meet Course Section, Core Writing, and Core Aims

- To document the journey of learning: produce metalearners
- To encourage student agency and ongoing reflection
- To compose, gather and assemble rich portraits of developing college writing and reading competences—and connect LIVING and LEARNING. (Literacy for life).
- To bridge the 11-12 divide (or EN 11-12 to EN 100)
- To generate direct samples of assignments and student work for faculty and program development and assessment.
- To connect EN 11-12 with the rest of the Core Curriculum and to the vertical curriculum.

**Portfolios:** The EN 11/12 portfolios offer a means of engaging and demonstrating progress toward the course aims. They need to be presented as a serious portion of classwork -- at least 20% of the grade. Some faculty organize all their grading through a series of portfolios. The portfolios can take multiple forms: unit or full course portfolios, metanarratives with artifacts, print, e-portfolios or hybrid (print and e-portfolios). The Program is currently experimenting with BB E-portfolios in multiple sections. We encourage the creation of common portfolio templates so that we can read them collectively and learn more directly about how the various courses accomplish our common goals and aims.

**Portfolios** offer students the chance to collect their work, select particular artifacts which demonstrate learning, reflect on the significance of their own work, and project (present and synthesize) their learning for others. Core Writing Portfolios include:

- 1) Artifacts that show growth in reading, writing, and critical inquiry over time and writing process in action.
- 2) Writing across genres and audiences.
- 3) Reflective writing both within and across assignments, including a formal reflective cover letter/memo/essay.
- 4) Artifacts that demonstrate integration of EN 11-12 with other core courses.



**Spring 2014 Core Integration Portfolio Template**  
**EN 12: Texts and Contexts: Writing about Literature**

**Description: What is an ePortfolio:** "A selected collection of artifacts that is contextualized by the composer's reflection." (Kathi Yancey, NEEAN, November 1, 2013) The EN 12 ePortfolio develops the print portfolios intended to document, synthesize, and extend the literacy learning of students in a full, rich, and multidimensional way. Portfolios include both work common to all students in the class, and work selected by the students themselves to show and share their learning. (Students have already been using ePortfolios in some sections.)

**TABLE OF CONTENTS:** Please create a full Table of Contents. (Be sure that you give clear labels and dates for – and on– all your artifacts.)

**COVER LETTER ESSAY:** The EN 11-12 sequence offers a full year course of study in the literary and language arts intended to help students develop facility with college reading and writing. Students will practice increasingly sophisticated reading of complex texts across a broad set of contexts and genres, learn to employ a variety of strategies for writing in different rhetorical situations, and use reading and writing to practice inquiry, reflection, critical thinking, and argumentation—competences critical to academic achievement across the core and major and, more broadly, to living productive lives in the new literate cultures of the twenty-first century.

**EN 12 Highlighted Course Aims:**

- **Develop increasingly sophisticated critical thinking for academic work through close reading of texts and their multiple contexts.**
  - By building on developing rhetorical expertise by attending to author/reader relations.
  - By practice in applying a selected set of key literary terms and concepts to analyze texts
  - By undertaking inquiry-based projects with literary texts that require careful reading and use of selected secondary sources. These can build on information literacy skills practiced in EN11 and highlight the ethical uses of others' works.
- **Explore different kinds of literary texts and their cultural, academic, and aesthetic effects and purposes.**
  - By being introduced to the notions of literature and literary genres as broadly defined, culturally and historically situated and dynamic.
  - By engaging with diverse perspectives (texts, writers, textual traditions).

- By engaging with new media where appropriate.
- Integrate and connect EN 11-12 with learning (reading/writing/critical thinking) across the Core and larger communities.
- Cultivate a lifelong interest in reading
  - By being offered opportunities to engage with reading serious literature outside of class.
  - By practicing regular short informal/ reflective writing to inform reading practices more mindfully.
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In this cover letter, please discuss the ways you have engaged the primary aims of the course and the Core Pathways (Rhetoric and Reflection) through reference to your own experiences and at least 3 **specific highlighted artifacts** you have chosen to include in this portfolio. **These can be hyperlinked or included in the section immediately following.**

*Remember Your Readers: Remember that you will <sup>have</sup> ~~many~~ readers from outside of your class, so you can make specific references to class members, or activities, or assignments, but you may need to offer sufficient context to make them accessible. (3-5 pages)*

#### **HIGHLIGHTED ARTIFACTS: (OPTIONAL/MAY USE HYPERLINKS)**

**PORTFOLIO MAP:** Please include at least one MAP (or VISUALIZATION) of the kinds of critical Connections or Pathways YOU HAVE DISCOVERED IN THIS PORTFOLIO. Think of it as an alternate route through your journey in this class -- another way of organizing and integrating your work and growth across the semester

**Unit One: TITLE?**

**Informal Writing** (Reading Responses, Journal Entries, Invention Work, In-class writing)

**Major Formal Assignment** (And Any MetaCommentary on Process, Workshop, Drafting, Revision)

**Optional Artifacts:** Include artifacts in any form or media that show something special about your learning, your work as a member of the classroom community, or other items that foster your integrated learning across the Core, the University, and the larger community.

**Unit Two: TITLE?**



**Informal Writing** (Reading Responses, Journal Entries, Invention Work, In-class writing)

**Major Formal Assignment** (And Any MetaCommentary on Process, Workshop, Drafting, Revision)

**Optional Artifacts:** Include artifacts in any form or media that show something special about your learning, your work as a member of the classroom community, or other items that foster your integrated learning across the Core, the University, and the larger community.

**Unit Three: TITLE?**

**Informal Writing** (Reading Responses, Journal Entries, Invention Work, In-class writing)

**Major Formal Assignment** (And Any MetaCommentary on Process, Workshop, Drafting, Revision)

**Optional Artifacts:** Include artifacts in any form or media that show something special about your learning, your work as a member of the classroom community, or other items that foster your integrated learning across the Core, the University, and the larger community.



## Rhetoric and Reflection: Communication Strategies

### Introduction:

The uses of rhetoric and the practice of reflection have been core intellectual activities of the humanities since the classical period and have been at the heart of a Jesuit education from the founding of the Order in 1540. Rhetorical training was the means to the development of *eloquence*, the chief aim of the liberal arts, and a central focus of the Jesuit curriculum, the *Ratio Studiorum*. Reflection is a key principle of another primary educational document, the *Spiritual Exercises*. As habits of mind, rhetorical action and reflection remain central to the mission of the Core Curriculum today, and central to all disciplines.

### *Some Definitions of Rhetoric*

The scope and focus of rhetoric and rhetorical education has widened considerably since the classical period from Quintilian's "the good man, speaking well" to more modern definitions, such as the following:

"Rhetoric is the art, practice and study of human communication." (Andrea Lunsford)

Rhetoric is the study of the means by which we influence the thinking and action of others by "the strategic use of symbols." (Douglas Ehninger)

"Rhetoric is the process of using language to organize experience and communicate it to others. It is also the study of how people use language to organize and communicate experience." (C H Knoblauch)

The Rhetoric and Reflection Pathway, then, focuses on developing students' effective and ethical understanding and use of language for academic, intellectual, and social purposes, including developing the habit of mindful reflection. Students will practice a variety of strategies to assist in reading and writing in different rhetorical situations (across disciplines, genres, cultures, and modes), and learn to use reading, writing, listening and speaking for inquiry, critical thinking, argumentation, and social action.

### *Educational Aims for Rhetoric and Reflection across the Core:*

#### Rhetorical Knowledge

##### Students Across the Core Will:

1. Understand that reading and writing are the means for doing intellectual and civic/cultural work, rather than just a means of demonstrating knowledge.
2. Understand that all reading and writing is rhetorically situated. Students will come to understand that different communities, including academic disciplines, use discourse for different purposes, and therefore, develop different genres to meet those purposes.

3. Appreciate the cultural contexts and ethical implications of oral and written texts.
4. Understand the collaborative and social nature of writing, and the benefits and responsibilities of collaborative writing.
5. Demonstrate an understanding of and respect for academic integrity, especially with regard to other writers and thinkers.
6. Analyze the different rhetorical demands of college assignments in different courses/ fields.

### **Applied Knowledge: Writing, Reading, and Researching Processes**

#### **Students Across the Core Will:**

7. Practice writing as intellectual work through the following: 1) invention activities (writing as discovery), 2) drafting and revision (writing as learning and critical thinking), and 3) editing for publication, presentation, or performance (writing to communicate).
8. Practice academic writing and researching as requiring multiple tasks, steps, or stages which include generating useful questions, gathering, evaluating, and synthesizing information from appropriate sources, developing substantive claims, logical structures, and effective evidence.
9. Deploy the full resources of language to read and write expository, imaginative, and/or persuasive prose accurately and effectively for academic, social, and civic work.
10. Develop a broad set of reading strategies to be able to read for information and insight by reading both empathically and critically.
11. Practice composing and making effective oral presentations. Practice effective listening skills.
12. Practice composing, reading and presenting in virtual environments.

### **Applied Knowledge: Reflection**

13. Appreciate and use oral and written language for regular and sustained mindfulness and reflection.

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