

### First-Year Writing Program Objectives (Aligned with TBR Outcomes)

1010 Objectives	1010 Key Concepts	Program Objectives	1020 Key Concepts	1020 Objectives
Conduct primary research; Make appropriate decisions about content, form, and presentation	genre analysis, primary research, multimodality	<b>Composing Processes</b>	rhetorical analysis, secondary research, writing across genres	Conduct secondary research; Demonstrate recursive relationships between reading, writing, research, and reflection
Examine literacies across contexts; Read and analyze various types of text—print, digital, and audio	common course texts, reflexive & recursive reading, annotation	<b>Reading</b>	self-directed reading, critical reading, source analysis	Interpret and respond to complex ideas in sources; Identify and contribute to critical conversations
Develop genre awareness and practice genre analysis; Complete writing tasks that require understanding of the rhetorical situation	rhetorical situation, genre convention & deviation, genre affordances & constraints	<b>Rhetorical Knowledge</b>	rhetorical appeals, kairos, delivery	Identify and address appropriate audiences and contexts; Demonstrate flexibility and awareness of effective delivery within different genres
Reflect on literacy in student lives; Develop a writing theory that can transfer to writing situations in other classes and professions	habits of mind, metacognition, backward-reaching transfer	<b>Integrative Thinking</b>	experimentation, metalanguage, forward-reaching transfer	Identify connections between coursework and other academic and external contexts
Learn about discourse communities; Demonstrate understanding of ethical primary research practices	research ethics, discourse community, campus resources	<b>Information Literacy</b>	ethical source use, public audiences, research integration	Locate sources and analyze their relevance and credibility; Demonstrate rhetorical understanding of source attribution

\* Objectives have been approved by the General Education English Committee and are aligned with TBR Communication Outcomes; Key Concepts and additional material are intended as teaching tools for instructors. They are also meant to differentiate between the two courses, helping both students and instructors understand how the courses build upon each other. Program Objectives are derived from the Council of Writing Program Administrators (WPA) (the national body that researches first-year writing) Outcomes Statement and MT Engage Student Learning Outcomes.

**ENGL1010: Literacy For Life**

<b>Program Objectives</b>	<b>1010 Objectives</b>	<b>1010 Key Concepts</b>	<b>1010 Invention/W2L</b>	<b>1010 Writing Projects*</b>
Composing Processes	Conduct primary research; Make appropriate decisions about content, form, and presentation	genre analysis, primary research, multimodality	Create literacy “maps,” Conduct literacy “bingo,” Interview classmates about literacy	Literacy Narrative, Genre Portrait, Interview Project
Reading	Examine literacies across contexts; Read and analyze various types of text—print, digital, and audio	recursive/reflexive reading, reading strategies, annotation	Read aloud in-class protocols, Guided activities over textual features and reader reactions, Asking questions of the text	
Rhetorical Knowledge	Develop genre awareness and practice genre analysis; Complete writing tasks that require understanding of the rhetorical situation	rhetorical situation, genre convention & deviation, genre affordances & constraints	Genre scavenger hunt, Analyzing genre samples	Genre Analysis, Writing to Targeted Audiences
Integrative Thinking	Reflect on literacy in student lives; Develop a writing theory that can transfer to writing situations in other classes and professions	habits of mind, metacognition, backward-reaching transfer	Reflective writing, End-of-class one-minute papers	E-Portfolio, Final Reflection/ Theory on Writing, Celebration of Student Writing Presentation
Information Literacy	Learn about discourse communities; Learn to distinguish between reliable and unreliable sources and between fact, opinion, and inference	research ethics, discourse community, campus resources	Take pictures and reflect on different spaces across campus, Visit and reflect on campus resources, Examine source use and attribution across disciplines/contexts	

\* These are recommended as options for writing projects, aligned with course objectives. We generally recommend three primary writing projects and a fourth culminating writing project (portfolio, reflection, or presentation), supported by inventional/W2L assignments throughout the semester.

**ENGL1020: Research and Argumentative Writing**

<b>Program Objectives</b>	<b>1020 Objectives</b>	<b>1020 Objectives</b>	<b>1020 Invention/W2L</b>	<b>1020 Writing Projects</b>
Composing Processes	Conduct secondary research; Demonstrate recursive relationships between reading, writing, research, and reflection	rhetorical analysis, secondary research, writing across genres	Read sources rhetorically, identify exigence for individual research, consider how to achieve one's purpose with a specific audience	Annotated Bibliography, Topic Proposal
Reading	Interpret and respond to complex ideas in sources; Identify and contribute to critical conversations	self-directed reading, critical reading, source analysis	Acknowledge difficulties and devise strategies, craft "reading like a writer" accounts, consider what a text says/means/why it matters	
Rhetorical Knowledge	Identify and address appropriate audiences and contexts; Demonstrate flexibility and awareness of effective delivery within different genres	rhetorical appeals, kairos, delivery	Revise investigative research article for different audiences/purposes	Investigative Research Article, Cumulative Reflection, E-Portfolio, Celebration of Student Writing Presentation
Integrative Thinking	Identify connections between coursework and other academic and external contexts	experimentation, metalanguage, forward-reaching transfer	Write weekly blog posts reflecting on past, present, and future reading	
Information Literacy	Locate sources and analyze their relevance and credibility; Demonstrate rhetorical understanding of source attribution	ethical source use, public audiences, research integration	Analyze sources and target publications, Use self-help guide for integrating source material	