

MEDAILLE COLLEGE
AGASSIZ CIRCLE
BUFFALO, NEW YORK

COURSE OUTLINE

Program: Humanities

Course Number: ENG 200

Course Title: Analytical Writing

Number of Credits: 3

Prerequisites and/or Special Considerations: ENG 110 or its equivalent in transfer credits

A. Catalog Description of Course:

This course is designed to follow ENG 110. It develops students' skills in critical thinking and in writing analyses, using subject matter from across the curriculum. Each writing assignment requires research and writing from sources. Students will produce a portfolio of their written work, including a self-assessment.

B. Goals:

- * To increase student's abilities to communicate effectively in college settings
- * To increase student's abilities as critically thinking, democratic citizens by using the research writing process. This process will help students develop awareness of when it is important to find information, skill in locating and using sources of information, and competence in applying researched information to support a thesis.
- * To enable students to use analytical models within their own writing, such as the problem-solving model, the social sciences model, the action-research model, etc.
- * To assist students in writing a series of essays on a single topic; at the end of the essay.
- * To assist students in developing and sharing research sources in small groups.

C. Objectives:

Students will be able to:

1. Recognize and apply the elements of essay organization, as needed: introduction and thesis focus, subtopic focus, transitions, paragraph structure, and conclusion
2. Recognize and apply the elements of grammar and punctuation appropriate to advanced college-level writing, as needed: sentence structure, subject-verb agreement, tenses, pronoun usage, parts of speech, commas, apostrophes, colons, semicolons, hyphens, dashes, brackets, and ellipses
3. Use advanced research strategies and think critically about the pertinence and

quality of secondary and primary sources before using them in written work;
recognize and use a criteria for choosing quality sources

4. Use both MLA and APA documentation styles
5. Understand analytical models for research writing
6. Develop a series of written essays on a single topic. For example, the problem-solving model would include a definition essay, a component-analysis essay, an evaluation-of-alternate-solutions essay, and a recommendations essay; a social sciences model would include a case-study essay, a literature-review essay, an analysis essay, and a recommendations essay; an action-research model would include a descriptive essay, a definition essay, a narrative essay, and a cause-effect essay. Whatever model is followed, the course culminates in a final essay that compiles the previous essays into a single, long research essay
7. Learn advanced vocabulary of composition theory/criticism and use it to critique their own and other's writing within workshops and/or peer editing sessions
8. Revise and edit as a means of thinking analytically, as needed: refine thesis focus; check for logical continuity and coherency; test supporting evidence; enhance transitions; assess overall organization
9. Develop ideas and share research sources in small groups and utilize within their individual essays
10. Assess their own progress as writers within the context of the class

D. Outline of Course Content:

Essay organization, as needed; introduction and thesis focus, subtopic focus, transitions, paragraph structure, and conclusion

Review of rhetorical modes, as needed: Argument-Persuasion, Comparison-Contrast, Process Analysis, Definition, Exemplification, Cause-Effect, Narration, Description, and Division-Classification

Review of grammar and punctuation, as needed: sentence structure, subject-verb agreement, tenses, pronoun usage, parts of speech, commas, apostrophes, colons, semicolons, hyphens, dashes, brackets, and ellipses

Research: evaluate, interpret, and present primary and secondary data; use advanced library resources; use MLA, APA and other documentation formats; avoid plagiarism

Paraphrase and summary, as needed

Introduction to analytical models in research writing

Revision as a means of thinking analytically; emphasis, as needed, on refining thesis focus; checking for logical continuity and coherency; testing supporting evidence; enhancing

transitions; assessing overall organization

Workshops and/or peer editing sessions; use of vocabulary specific to composition theory/criticism

Collaborative learning in small groups; use of shared research and ideas in individual essays

Inductive and deductive reasoning as they apply to problem solving and the creation of strong arguments

Audience analysis

Unities of person, tone, and tense

Voice and style

The portfolio as a means for self-assessment

Relationships of this course to other courses in the curriculum, with a particular emphasis on writing across the curriculum

E. Required Texts:

* Hacker, Diana. A Pocket Style Manual, 3rd. Edition. New Jersey: Bedford/St. Martin's, 2000.

* A composition text (select one of the following):

Comely, Nancy, R., et al. Fields of Reading: Motives for Writing. 6th ed. Boston, St. Martin's, 2001.

Ruggiero, Vincent Ryan. The Art of Thinking -- A Guide to Critical and Creative Thought. New York: Harper Collins, 1991.

Zinsser, William. On Writing Well. New York: Harper Collins, 1990.

* Copies of students' work for workshops

F. Suggested Modes, Media and Techniques of Instruction:

Modes: Cooperative learning; use of shared research in groups; lecture; workshops; conferences; tutorials; Academic Skills Center

Media: word processing software; personal computer; style analysts; graphics and presentation programs

Techniques: reflective, inductive and deductive

G. Instructor References:

Bruffee, Kenneth. "Collaborative Learning and the >Conversation of Mankind." College

English, 46 (1984): 635-52.

_____. "The Brooklyn Plan: Attaining Intellectual Growth Through Peer-Group Tutoring." Liberal Education, 64 (1978): 447-69.

Connors, Lisa S. Ede, and Andrea A. Lunsford. "The Revival of Rhetoric in America." Essays on Classical Rhetoric and Modern Discourse. Eds. Robert J. Connors, Lisa S. Ede, and Andrea A. Lunsford. Carbondale and Edwardsville, IL: Southern Illinois University Press, 1984.

Ede, Lisa S., and Andrea A. Lunsford. "Collaborative Learning Lessons from the World of Work." WPA, 9 (1986): 17-26.

_____. "Let Them Write - Together." English Quarterly, 18 (1985): 119-27.

_____. "Why Write ... Together?" Rhetoric Review, I (1983): 150-57.

Elbow, Peter. Embracing Contraries. New York: Oxford University Press, 1986.

_____. Writing With Power. New York: Oxford University Press, 1981.

_____. Writing With Power: Techniques for Mastering the Writing Process. New York: Oxford University Press, 1981.

_____. Writing Without Teachers. New York: Oxford University Press, 1973.

Larson, Richard L. "Discovery Through Questioning: A Plan for Teaching Rhetorical Invention." College English, 30 (1968): 126-34.

Lindemann, Erica. A Rhetoric for Writing Teachers. New York: Oxford University Press, 1982.

Morgan, Meg, Nancy Allen, Teresa Moore, Dianne Atkinson, and Craig Snow. "Collaborative Writing in the Classroom." The Bulletin. (Sept. 1987): 20-26.

Murray, Donald. "The Listening Eye: Reflections on the Writing Conference." College English, 41 (1979): 13-18.

_____. A Writer Teaches Writing. Boston: Houghton, 1968.

Petty, Richard E., Thomas M. Ostrom, and Timothy Brock, eds. Cognitive Responses in Persuasion. Hillside, NJ: Earlbaum, 1981.