# **ENGL 1023 Weekly Objectives**

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| Week | Unit | Weekly Objectives By the end of the week, you will be able to: | Chapters Covered & Major Due Dates |
| 1[MM-DD] | Genre Analysis: Rhetorical Situations & Choices | * Identify the components of a rhetorical situation.
* Explain how the rhetorical situation affects the choices you make in writing.
* Use the rhetorical situation to deepen the way you read and annotate a text.
* Explain why the focus of the course will not be edited American English until the last half of the semester
 | * Syllabus & Labor-Based Grading Contract
* Bedford Book of Genres Ch. 1
* The Well-Crafted Sentence Ch. 1
 |
| 2[MM-DD] | Genre Analysis: Rhetorical Genres | * Give examples of genre as a “social response to a rhetorical situation.”
* Identify the conventions used to categorize a genre.
* Explain how rhetorical situations and genres work together.
* Analyze responses to rhetorical situations.
 | * Bedford Book of Genres Ch. 2 & 3
 |
| 3[MM-DD] | Genre Analysis: Reading Rhetoric in Genres | * Explain how the rhetorical situations affect the way genres are composed in academic, workplace, and public environments.
* [Add 1-2 of your own objectives (or copy/pasted from pp. 4-8) for the Bedford Book of Genres chapter of your own choosing.]
 | * Bedford Book of Genres Ch. 5 & [???]
* Genre Analysis Draft 1
 |
| 4[MM-DD] | Genre Analysis: [Add Your Focus] | * Provide useful feedback for your peers’ drafts.
* Revise your first draft for organization and structure.
* [ Add 1-2 of your own objectives ( or copy/pasted from pp. 4-8) ) for the Bedford Book of Genres chapter of your own choosing.]
 | * Bedford Book of Genres [Ch. ???]
* Peer Review of Analysist
 |
| 5[MM-DD] | Genre Writing: [Add Your Focus] | * [For Weeks 4-12, see Lesson Objectives on pp. 4-8 for a pre-written list of objectives by genre, or for instructions on how to write your own.]
 | * Bedford Book of Genres Ch. [???]
* Genre Analysis Due!
 |
| 6[MM-DD] | Genre Writing: [Add Your Focus]  | * [Same as Week 5]
 | * Bedford Book of Genres Ch. [???]
 |
| 7[MM-DD] | Genre Writing: [Add Your Focus]  | * [Same as Week 5]
 | * Bedford Book of Genres Ch. [???]
* Draft of Genre Writing
 |
| 8[MM-DD] | Genre Writing: [Add Your Focus] | * [Same as Week 5]
 | * Bedford Book of Genres Ch. [???]
* Peer Review of Genre Writing
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| Week | Unit | Weekly Objectives By the end of the week, you will be able to: | Chapters Covered & Major Due Dates |
| 9[MM-DD] | Genre Advocacy: [Add Your Focus] | * Analyze a sample research-based genre project.
* Explain the necessity of evaluating and annotating sources for research.
* Explain why and how to incorporate sources into a multi-genre project.
* Identify your topic and its rhetorical situation
* Evaluate a sample multi-genre project to identify its effectiveness
 | * Bedford Book of Genres Ch.14 & 15
* Genre Writing Due!
 |
| 10[MM-DD] | Genre Advocacy: Conferences | Conferences on the campaign. By the end of the conference, you will be able to:* Select the most appropriate genres for the project’s rhetorical situation
* Coordinate the genres so that they present a cohesive campaign
* Collect and format sources from your research
* Evaluate a sample multi-genre project to identify its effectiveness
 | * Weekly Writing Assignment on Topic for Group Advocacy Campaign
 |
| 11[MM-DD] | Genre Advocacy: [Add Your Focus] | * [Same as Week 5, but also you can start focusing on The Well-Crafted Sentence. Include lesson objectives found on pp. 9-]
 | * Bedford Book of Genres Ch. [???]
* [The Well-Crafted Sentence Ch. ???]
* Advocacy Draft
 |
| 12[MM-DD] | Genre Advocacy: [Add Your Focus] | * [Same as Week 5, but also you can start focusing on The Well-Crafted Sentence. Include lesson objectives found pp. 9-]
 | * Bedford Book of Genres Ch. [???]
* [The Well-Crafted Sentence Ch. ???]
* Peer Review of Advocacy
 |
| 13[MM-DD] | Portfolio: Compiling a Portfolio | * [Add 1-2 of your own objectives (or copy/pasted from pp. 4-) for the Bedford Book of Genres and The Well-Crafted Sentence of your choosing.]
* Identify a method for curating content for your final portfolio.
* Curate (select and clean up) material for your final portfolio.
* Draft a self-assessment of your work to include in your final portfolio
 | * [The Well-Crafted Sentence Ch. ???]
* Advocacy Due
 |
| 14[MM-DD] | Portfolio: Editing & Self-Assessment I | * [Add 1-2 of your own objectives (or copy/pasted from pp. 4-) for the Bedford Book of Genres and The Well-Crafted Sentence of your choosing.]
* Edit all works for clarity, precision, and efficiency.
 | * [The Well-Crafted Sentence Ch. ???]
* Portfolio Self-Assessment Draft
 |
| 15[MM-DD] | Portfolio: Editing & Self-Assessment II | * Edit all works for clarity, precision, and efficiency.
* Select an automatic grammar and spelling checker to help with proofreading for the final week.
 | * [The Well-Crafted Sentence Ch. ???]
 |
| 16[MM-DD] | Portfolio:Proofreading & Final Touches | * Proofread all pieces in final portfolio.
* Ensure that portfolio meets checklist of requirements
 | * Portfolio Due!
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Links to Learning Objectives

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[Ch. 2: Genres 4](#_Toc68362914)

[Ch. 3: Guided Readings: Rhetorical Situations & Genres Together 4](#_Toc68362915)

[Ch. 4: Composing: Drawing on Experience & Evidence 4](#_Toc68362916)

[Ch. 5: Composing in College & Beyond 4](#_Toc68362917)

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# Learning Objectives for The Bedford Book of Genres

The following is a list of learning objectives that you can copy/paste into your syllabus. They are broken down by chapter/genre. In the event that your chapter is not on this list, you can use the guide to write your own learning objectives.

Note that the objectives for Ch. 1-3, 5, and 14-15 are already in the syllabus template.

## Ch. 1: Rhetorical Situations & Choices

Already in syllabus template

## Ch. 2: Genres

Already in syllabus template

## Ch. 3: Guided Readings: Rhetorical Situations & Genres Together

Already in syllabus template

## Ch. 4: Composing: Drawing on Experience & Evidence

By the end of the week, you will be able to:

* Develop a method for choosing your own topic to write about
* Use a guided process for choosing a genre to compose in

## Ch. 5: Composing in College & Beyond

Already in syllabus template

## Ch. 6: Artist Statements

By the end of the week, you will be able to:

* Define what an artist statement is
* Explain the type of rhetorical situation in which an artist statement might be most effective
* Identify genre conventions that an artist statement follows

*And if your students are composing in this genre:*

* Compose your own artist statement following (or bending) the genre conventions
* Justify why your composition should fall into this genre categorization

## Ch. 7: Academic Genres

### Researched Arguments

By the end of the week, you will be able to:

* Explain the type of rhetorical situation that might call for a researched argument
* Identify genre conventions that a researched argument follows
* Analyze a sample researched argument to see if it adheres to or bends genre conventions

*And if your students are composing in this genre:*

* Compose your own artist statement following (or bending) the genre conventions
* Justify why your composition should fall into this genre categorization

### Critical Analysis

By the end of the week, you will be able to:

* Explain the type of rhetorical situation that might call for a critical analysis
* Identify genre conventions that a critical analysis follows
* Analyze a sample critical analysis to see if it adheres to or bends genre conventions

*And if your students are composing in this genre:*

* Compose your own critical analysis following (or bending) the genre conventions
* Justify why your composition should fall into this genre categorization

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### Digital Stories

By the end of the week, you will be able to:

* Explain the type of rhetorical situation that might call for a digital story
* Identify genre conventions that a digital story follows
* Analyze a sample researched argument to see if it adheres to or bends genre conventions

*And if your students are composing in this genre:*

* Compose your own artist statement following (or bending) the genre conventions
* Justify why your composition should fall into this genre categorization

## Ch. 8: Workplace Genres

### Cover Letter and Resume

By the end of the week, you will be able to:

* Identify genre conventions that a cover letters and resumes follow
* Explain the rhetorical moves a writer should make to compose a clear cover letter and resume
* Evaluate sample cover letters and resumes to see if they adhere to or bend genre conventions
* Analyze why it might be more difficult to bend the conventions of these genres

*And if your students are composing in this genre:*

* Compose your own resume and cover letter that follow (or bend) genre conventions

### Business Memos

By the end of the week, you will be able to:

* Identify genre conventions that a business memo follows
* Analyze business memos to see if they adhere to or bend genre conventions
* Explain if or why it might be more difficult to bend the conventions of this genre

*And if your students are composing in this genre:*

* Compose your own business memo that follows (or bends) genre conventions

### Infographics

By the end of the week, you will be able to:

* Explain the type of rhetorical situation where an infographic might be most effective
* Identify genre conventions that an infographic follows
* Evaluate infographics to see if they adhere to or bend genre conventions
* Explain if or why it might be more difficult to bend the conventions of this genre

*And if your students are composing in this genre:*

* Compose your own infographic that follows (or bends) genre conventions
* Justify why your composition should fall into this genre categorization

### Proposals

By the end of the week, you will be able to:

* Explain the type of rhetorical situation where a proposal might be most effective
* Identify genre conventions that a proposal follows
* Evaluate sample proposals to see if they adhere to or bend genre conventions
* Explain if or why it might be more difficult to bend the conventions of this genre

*And if your students are composing in this genre:*

* Compose your own proposal that follows (or bends) genre conventions

## Ch. 9: Public Genres

### Presentations

By the end of the week, you will be able to:

* Explain the type of rhetorical situation where a presentation might be most effective
* Identify genre conventions that a presentation follows
* Evaluate a sample presentation to see if it adheres to or bends genre conventions
* Establish criteria for justifying if a sample presentation is successful as a public genre

*And if your students are composing in this genre:*

* Compose your own infographic that follows (or bends) genre conventions
* Justify why your composition should fall into this genre categorization

### News Articles

By the end of the week, you will be able to:

* Identify the different rhetorical situations in which you might find news articles
* Identify genre conventions that news articles follow
* Evaluate sample news articles to see if they adhere to or bend genre conventions
* Establish criteria for justifying if a news article is successful (ethical – could be a good discussion on sources and reliability?) as a public genre

*And if your students are composing in this genre:*

* Compose your own news article that follows (or bends) genre conventions
* Justify why your composition should fall into this genre categorization

### Editorials & Opinions

By the end of the week, you will be able to:

* Explain the difference in rhetorical situations between news articles and editorials
* Identify genre conventions that editorial and opinions follow
* Evaluate a sample op-ed piece to see if it adheres to or bends genre conventions
* Establish criteria for justifying if an op-ed piece is successful as a public genre

*And if your students are composing in this genre:*

* Compose your own infographic that follows (or bends) genre conventions
* Justify why your composition should fall into this genre categorization

### Advertisements

By the end of the week, you will be able to:

* Identify how the rhetorical situation affects the creation of an advertisement
* Identify genre conventions that advertisements follow
* Evaluate sample advertisements to see if they adhere to or bend genre conventions
* Establish criteria for justifying if an advertisement is successful as a public genre

*And if your students are composing in this genre:*

* Compose your own advertisement that follows (or bends) genre conventions
* Justify why your composition should fall into this genre categorization

### Wikipedia Entries

By the end of the week, you will be able to:

* Explain how the nature of knowledge generation and the rhetorical situation affect the creation of a Wikipedia entry
* Identify genre conventions that Wikipedia entries follow
* Evaluate Wikipedia entries to see if they adhere to or bends genre conventions
* Establish criteria for justifying if an advertisement is successful as a public genre

 *And if your students are composing in this genre:*

* Compose your own advertisement that follows (or bends) genre conventions
* Justify why your composition should fall into this genre categorization

### Photo Essay

By the end of the week, you will be able to:

* Identify how the photographic medium and the rhetorical situation affect the creation of a photo essay
* Identify genre conventions that photo essays follow
* Evaluate a sample photo essay to see if it adheres to or bends genre conventions
* Establish criteria for justifying if a photo essay is successful as a public genre

*And if your students are composing in this genre:*

* Compose your own photo essay that follows (or bends) genre conventions
* Justify why your composition should fall into this genre categorization

### Graphic Memoir

By the end of the week, you will be able to:

* Identify how the graphic novel medium and the rhetorical situation affect the creation of a graphic memoir
* Identify genre conventions that graphic memoirs follow
* Evaluate a sample graphic memoir to see if it adheres to or bends genre conventions
* Establish criteria for justifying if a graphic memoir is successful as a public genre

*And if your students are composing in this genre:*

* Compose your own graphic memoir that follows (or bends) genre conventions
* Justify why your composition should fall into this genre categorization

### Fairy Tales

By the end of the week, you will be able to:

* Identify how the rhetorical situation of the fairy tale affects its creation, popularity, and spread
* Identify genre conventions that fairy tales follow
* Evaluate a few fairy tales to see if they adhere to or bend genre conventions
* Establish criteria for justifying if a fairy tale is successful as a public genre

*And if your students are composing in this genre:*

* Compose your own graphic memoir that follows (or bends) genre conventions
* Justify why your composition should fall into this genre categorization

## Ch. 10: Revising and Remixing

By the end of the week, you will be able to:

* Explain why revising is important to the composition process
* Develop a preferred method or strategy for revision
* Differentiate between revision and editing/proofreading

## Ch. 11: Exploring Topics & Creating a Research Proposal

By the end of the week, you will be able to:

* Explain how your rhetorical situation will affect the scope of your research topic
* Use preliminary research to identify common arguments, conflicts, and irrational ideas surrounding your topic of interest
* Form a research question based on a narrowed down subsection of your topic
* Generate a research proposal based on your research question
* Organize and format your sources through References in Microsoft Word

## Ch. 12: Evaluating & Choosing Sources

By the end of the week, you will be able to:

* Explain where to find reliable sources and how they can strengthen your composition
* Differentiate between a general and an academic source
* Assess the source’s rhetorical situation for reliability, accuracy, and relevance
* Develop a process for previewing and evaluating your own researched sources
* Organize and format your sources through References in Microsoft Word

## Ch. 13: Integrating & Documenting Sources

By the end of the week, you will be able to:

* Differentiate between the use of quotations, paraphrases, and summaries in writing.
* Integrate quotations, paraphrases, and summaries of sources in your compositions.
* Format your papers and in-text citations based on a citation style of your choosing.

## Ch. 14: Composing: Drawing on In-Depth Research: A Student Case Study

Already in syllabus template

## Ch. 15: Assembling a Multigenre Project

Already in syllabus template

# Learning Objectives for The Well-Crafted Sentence

The following is a list of learning objectives that you can copy/paste into your syllabus. They are broken down by chapter/genre. In the event that your chapter is not on this list, you can use the guide to write your own learning objectives.

Note that, with the exception of Chapter 1, you should refrain from focusing on the structures presented in The Well-Crafted Sentence until the last half of the semester, right before students start the Portfolio unit. this is because the curriculum and the labor-based grading contract prioritize researching, planning, drafting, and revising of genre work. Learning Edited American English for editing and proofreading is a secondary goal.

## Ch. 1: Approaches to Style

By the end of the week, you will be able to:

* Identify different ways we use style for to express our identity
* Explain how style changes depending on the rhetorical context

## Ch. 2: The Sentence’s Working Parts

By the end of the week, you will be able to:

* Identify what a clause is and its basic structure
* Use different methods to modifying and extend clauses

## Ch. 3: Well-Focused Sentences: The Subject-Verb Pair

By the end of the week, you will be able to:

* Distinguish between active and passive voices
* Explain why varying sentence focus is helpful for writing
* Use different methods to sharpen the focus of our sentences

## Ch. 4: Well-Balanced Sentences: Coordination & Parallel Structure

By the end of the week, you will be able to:

* Explain why coordination and parallel structure help readers understand information
* Write with coordination using correlative conjunctions
* Use the echo effect to help readers remember multiple units of information

## Ch. 5: Well-Developed Sentences: Modification

By the end of the week, you will be able to:

* Identify different types of modifiers
* Explain how modifiers at the start and end of sentences can create a stylistic effect
* Use periodic and cumulative sentences to emphasize information

## Ch. 6: Adding Color with Adjectivals

By the end of the week, you will be able to:

* Identify the structure of adjectivals (adjective clause and adjective phrases)
* Identify when sentence structures will allow you to reduce adjective clauses
* Use adjectivals to efficiently add extra information to main clauses

## Ch. 7: Adding Action with Verbal Phrases

By the end of the week, you will be able to:

* Explain how a verbal phrase functions in a sentence
* Manage emphasis in a sentence using verbal phrases
* Reduce clauses to create verbal phrases

## Ch. 8: Appositives & Absolutes

By the end of the week, you will be able to:

* Explain what types of information appositions can convey
* Create appositions by using noun phrases
* Use appositions and absolutes to efficiently introduce description and detail in sentences

## Ch. 9: Special Effects: Expectations and Exceptions

By the end of the week, you will be able to:

* Manipulate clause structures from Ch. 3 to emphasize meaning in sentences.
* Vary sentences to create a melodic and rhythmic reading experience