

## **English 102: Composition II (Inquiry and Research)**

### **Rationale:**

Building on 101, movement to extended and expanded textual production—from inquiry/research using primary and secondary sources to production of knowledge and construction of rhetorically effective research projects.

### **Outcomes for English 102:**

*By the end of English 102, students should be able to*

- demonstrate critical and reflective reading in order to identify, define, and evaluate problems/complex issues within a discipline, culture, or topic, focusing, in part, on intercultural issues or complex issues about which people hold differing points of view;
- recognize how writing and research methods develop within different communities committed to mutual inquiry or shared questions/issues;
- participate in ongoing written conversations concerning areas of inquiry within particular communities and cultures or within written texts and visual media related to particular subject matter;
- utilize multiple investigative methodologies and conduct thorough research in order to define and develop positions on the issues/questions of their own choosing;
- construct effective arguments using appropriate material gained through "active scholarship";
- locate information relevant to specified research questions and audiences using a range of research sources and methods, and evaluate its usefulness and quality;
- present research effectively, selecting genres and using rhetorical appeals appropriate to audience and purpose and drawing on various modes of communication in multi-modal formats.

### **English 102: Curriculum Description and Goals**

Overall, the revised English 102 offers instructors and students greater breadth and depth in research writing, as well as the ability to have greater input in the subject-focus of the course, including the specific topics students explore and write about. At the same time, every section of 102 will share a general focus on inquiry and research, and every section of 102 will share the same basic structure and core set of assignments.

The revised English 102 focuses on inquiry and research. It is designed to give students insight into and familiarity with the ways different expert communities produce knowledge. Rather than teaching generic library research, then, instructors will have opportunities to guide students in considering a variety of subjects using a range of sources, media, and genres appropriate to different expert communities and diverse cultures both within and outside of the academy. Building on English 101, English 102 maintains a focus on rhetoric and on teaching students to identify, analyze, and use rhetorical concepts and strategies to understand, to conduct, and to share research with both general and with specialized audiences. Going beyond English 101, English 102 emphasizes introducing students to some of the ways people conduct research, from posing valid research questions in different contexts to identifying and analyzing good sources to presenting information, analysis, and conclusions to different types of audiences.

### **English 102: Course Sequence**

The English 102 curriculum also has a required course structure: a sequence of course units that begins with personal, experiential research of the present and includes research of the past as well as research that invites students to “enter the parlor” and join expert conversations through inquiry into discipline-specific academic research methods.

### **Unit 1: Being “present” in your research**

Students will learn hands-on research or “field research” methods, with the focus on the tools of observation, interviews, and surveys. They might write fieldnotes or descriptions of places and activities they observed, profiles of persons interviewed, or reports of data gathered in surveys. Option: Students with particular interests/majors could interview an individual working in their field or a professor or advanced student in that field (or could survey a group of student majors) and then write up their findings.

### **Unit 2: Answering questions by looking to the past**

Students will carry out historical research, by examining artifacts, visiting museums, consulting archives, reviewing or (since methods overlap) interviewing someone with an historical perspective on the question being asked. Students might write oral histories or create visual essays or family trees (paired with a family history paper). Option: Students with particular interests/majors could explore the history of a discipline or area of study or analyze an artifact of the field or discipline and its significance.

### **Unit 3: Entering the parlor**

This unit will introduce students to a range of traditional research methods (library sources, databases, internet sources) and disciplinary methodologies. For their research project, students will decide on methods and genre appropriate to audience and purpose (and may choose to write a website or pamphlet to a popular audience, for instance). Option: Students may choose to do a research project exploring how research is conducted in their field of interest; for instance, they could examine journals in the field to determine methods used, interview people, observe disciplinary electronic listservs, etc.

### **English 102: Core Assignments**

Core assignments in 102 include many assignments common to research-focused composition courses. What makes our 102 different is the way instructors will position typical research assignments within specific expert contexts, linking basic research activities to specified methods, disciplines, and contexts. In contrast to English 101, in which instructors provide students with sources for writing, English 102 also helps students learn specific ways to conduct research themselves. This goal takes research beyond basic and general library work to hands-on data collection, archival research in specialized archives, and different disciplinary archives and resources.

**1. *Initial Reading and Inquiry.*** Analysis of texts to introduce students to "ongoing conversations" within a particular discipline or a selected subject. Critical and reflective reading that focuses on questions at issue, writers' perspectives, assumptions, positions, and strategies of argument.

Written reflections on and responses to readings  
Reader's journal or dialogue journal

**2. *Problem Identification and Preliminary Research.*** Identification of problem, development of research question.

Research Proposal  
Initial Annotated Bibliography (Include instruction on appropriate citation formats)

**3. *Directed Research.*** Introduction to various research methodologies (e.g., empirical, qualitative, source-based) and sources (e.g., library, database, internet).

Extended Annotated Bibliography  
Evaluation of Sources  
Presentations/discussions of developing knowledge/hypotheses (synthesis)

**4. *Construction of Research Project.*** The research project (in an appropriate genre). Develop understanding of audience, purpose, genre, appropriate rhetorical appeals.

Working and final drafts  
Revisions (emphasis on rhetorical effectiveness, stylistic improvement, proofreading & correctness, proper use of source material and citation)