

**Syllabus**

ENGL 1100 – Composition I: Contextualized for the Business and Hospitality Services Pathway

*Course Description*

This section of English 1100 is a contextualized course version for business and hospitality services pathway majors, exploring ways college reading and writing apply to such “real-world” subjects and professions. Students in this course learn composition principles as in other English 1100 sections, but with a focus on business and hospitality services. We will study five knowledge domains of writing (discourse community, genre, rhetorical, writing process, and subject matter) and apply these concepts to business and hospitality services contexts in class and off campus. Engaging in this work will help you become versatile and flexible lifelong learners of writing, empowering you to succeed in any writing situation about any subject for college and beyond, for yourself and in service to others.

*Course Texts*

Pink, Daniel. *When: The Scientific Secrets of Perfect Timing*. Penguin, 2018. ISBN# 9780735210639

Pine, Nancy. *Writing in Context*. Ohiolink OER Commons, 2020, Columbus State Community College Open Texts, <https://ohiolink.oercommons.org/courses/writing-in-context/view>

*Assessment Criteria Grading Breakdown*

<b>Assignments</b>	<b>Grade weight (100% total)</b>
Applying Theory to Experience: Personal Response to a Text	15%
Reading as a Writer: Studying How a Text Works	20%
Researching Writing in Action: Case Study of a Discourse Community	20%
Developing Your Theory of Writing: Self-Study of Writing Practices	20%
Informal Writing and Class Participation	25%

*Calendar*

<b>Week</b>	<b>Reading Due</b>	<b>Writing Due</b>
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1	<p>Course syllabus</p> <p><i>Writing in Context</i> Home Page, Ch 1 “What do You Know about Reading and Writing?” and Ch 3 “Reading to Write Analytically”</p>	
2	<p><i>Writing in Context</i> Ch 2 “Five Knowledge Domains of Writing”</p> <p><i>When</i> Introduction and Ch 1 - Begin taking double-entry notes in your writer’s notebook. Can you list all of the theories and concepts Pink discusses? Where does he get this information from? What kinds of sources does he use and how does he find them?</p>	
3	<p><i>When</i> Ch 2 - In your double-entry notes can you focus on a specific theory Pink discusses that you can connect with your own life?</p>	Case Study Proposal Presentation
4	<p><i>When</i> Ch 3 - Have you made any resolutions or had any recent beginnings (e.g. starting college!)? Where can you make connections between your personal situation and what Pink says about beginnings?</p>	Draft of Personal Response to a Text
5	<p><i>Writing in Context</i> Ch 7 “Writing Sentences”</p> <p><i>When</i> Ch 4 - What’s the flawed theory Pink discusses and why is it wrong? Had you heard of it before? What discourse communities, fields of study specifically, does Pink focus on when it comes to the subject matter of this chapter on midpoints?</p>	Personal Response to a Text
6	<p><i>When</i> Ch 5 - What are your thoughts on how this book—this text—is structured and written? What is the text’s purpose and audience—and how do you know this? Can you identify examples in this chapter that really show how this text is working to fulfill that purpose for that audience? Overall, what do you see as this text’s role or contribution to the discourse of timing and how does it accomplish this?</p>	

7	<i>When</i> Ch 6 - What can you say about the rhetorical situation of this text, using this chapter as an example? What more would you need to research to find out? What examples does Pink use to show/illustrate the theories he discusses in this chapter? How does he know this information—and how can you tell?	Draft of Studying How a Text Works
8	<i>When</i> Ch 7 - What does Pink say he learned about time and writing in researching and writing this book? What about you – what do you take away from this book about the subject matter of time? Of reading and writing?	Studying How a Text Works
9	<i>Writing in Context</i> Ch 4 “Researching to Write Analytically”	Midterm Reflection: Self-Study Proposal Presentation
10	<i>Writing in Context</i> Ch 6 “Writing in Academic Contexts”	Case Study Work-in-Progress Group Presentations
11	<i>Writing in Context</i> Ch 5 “Joining Academic Conversations”	Draft of Case Study
12		Case Study
13		Self-Study Work-in-Progress Group Presentations
14		Draft Self-Study
15		Self-Study
Finals		Self-Study Presentations

## Instruction and Evaluation Criteria for Writing Assignments

### *Formal Major Writing Project Assignment Overview*

For each of the four major writing project assignments you will complete this term, you will read and write analytically. Why analysis? Because analysis is an essential skill and habit of mind for majors in the business and hospitality services pathway, as well as college and many professions more broadly. To research and write analytically for each writing project, you will identify and summarize theories from readings/texts, generate hypotheses or research questions about the theories as they relate to personal, school, or work situations, and test your hypotheses or answer your research questions by applying the theories to those situations.

As you engage in the writing process during each writing project assignment, you will make choices not only about which theories from the texts to focus on—as well as what situations to apply them to—but also how best to achieve your own purpose and rhetorical effect. You will consider and choose a specific discourse community, genre, and rhetorical situation for each writing project, which will guide you in making decisions as you compose. You will review sample academic and professional genres and consider rhetorical situations for which you might choose to write. What do you see as your purpose? Your target audience? Using what genre could you achieve your purpose and reach this audience? What about any context issues for your rhetorical situation? You will consider the opportunities these elements of your rhetorical situation will provide you, as well as any constraints or challenges they present. To what extent might you conform to any conventions and to what extent might you resist? How? Why?

### *1. Applying Theory to Experience: Personal Response to a Text*

#### **Instructions**

So far this term you have begun examining your prior experiences with reading and writing, exploring what a theory is and how it works, discovering different kinds of texts and how to read them, and studying what composition researcher Anne Beaufort calls the five knowledge domains of writing. In college you will read and respond to all kinds of texts. One way to help you understand and respond to any kind of text is to connect with personal knowledge you have about the topic. This is a way inside the text, so to speak, to closely “test” and examine the theory presented. The word *test* is in quotation marks because your purpose in such response writing is not to evaluate or argue with the text and its theory as though you could disprove it using only your own isolated, anecdotal experiences. Rather, your purpose is to illuminate the theory—shine a light on it—slide it under a microscope and really question it based on your own personal observations. This response writing project assignment will not only help you better understand the text and its theory—and respond to it in writing—but also inform your readers as well.

This first major writing project assignment invites you to respond to a text analytically. You will choose a theory about timing from the book *When* by Daniel Pink and “test” or apply that theory to a personal experience or situation, helping you and your readers understand both better.

#### **Evaluation Criteria**

- Genre and rhetorical knowledge: Effective for the chosen genre and meets the needs of the chosen rhetorical situation (as explained in the process reflection letter), following MLA format for page setup.
- Focus and development: (1) States a clear interpretation or judgment based on your analytical response to the book/text in a thesis (statement of the topic of analysis + point of significance), based on an emergent theme from your “testing” or application of the theory to a personal experience or situation. (2) Provides reasonable support and evidence for your analytical response points both from the text and your personal experience, “testing” and applying the theory from the text to your personal experience by comparing and contrasting in ways that help your readers understand both clearly.
- Organization: Structured—the specific structure may depend on the chosen genre, but in

general includes an introduction, body, and a conclusion, with the sections, paragraphs, and sentences in the draft unified and coherent.

- Conventions: Demonstrates effective use of sentence structure, mechanics, spelling, etc.
- Use of Sources: (1) Includes a concise summary of the text that pays attention to its context—summarizing and explaining the author’s theory accurately, concisely, and with good insight into both what the theory says and what the implications of the theory are. (2) Effectively acknowledges, quotes, paraphrases, and cites sources using MLA format for in-text citations and the Works Cited page.

## 2. *Reading as a Writer: Studying How a Text Works*

### **Instructions**

You are probably used to reading for a text’s content. For example, so far we have been reading the book *When* for what we can learn about timing and apply to our personal and professional lives—what this text says. Drawing on Anne Beaufort’s five knowledge domains of writing we are beginning to study this term, the content of the book would be considered subject matter knowledge. Yet, any text’s content—and what you and any other readers take away from that text—are in part determined by how it is written and even what you bring to your reading of the text. This is known as the rhetoric of the text. It is important to be aware of the rhetorical situation of a text as readers—that what a text says is in part determined by how it says it, how it was written—but it is especially valuable for us as writers. This assignment is an opportunity for you to practice reading as a writer, so you can achieve your intended rhetorical effect in any writing project.

In the previous major writing project assignment, you responded by applying a theory from a text—the book *When*—to a personal situation. In this writing project, you will again apply a theory to a situation. However, this time you will choose a theory about a knowledge domain for writing discussed in *Writing in Context*, and you will “test” or apply that theory to analyze how a text of your choice works, its rhetorical situation. Ideally, you will choose a text used in the discourse community you are studying for the next case study writing project assignment. You will need to conduct any necessary primary or secondary source research in order to fully analyze the rhetoric of the text, for example by conducting interviews of people involved in the text and collecting other related texts.

### **Evaluation Criteria**

- Genre and rhetorical knowledge: Effective for the chosen genre and meets the needs of the chosen rhetorical situation (as explained in the process reflection letter), following MLA format for page setup.
- Focus and development: (1) States a clear interpretation or judgment based on your analysis of how the text works (its rhetoric) in a thesis (statement of the topic of analysis + point of significance), based on an emergent theme from your “testing” or application of the knowledge domain of writing theory to the text you’ve chosen to analyze. (2) Provides reasonable support and evidence for points for your analysis both from the knowledge domain of writing theory and the text you’ve chosen to analyze, “testing” and applying the theory to the text by comparing and contrasting in ways that help your readers understand both clearly.
- Organization: Structured—the specific structure may depend on the chosen genre, but in

general includes an introduction, body, and a conclusion, with the sections, paragraphs, and sentences in the draft unified and coherent.

- Conventions: Demonstrates effective use of sentence structure, mechanics, spelling, etc.
- Use of Sources: (1) Includes a concise summary of the text you are analyzing that pays attention to its context, as well as the knowledge domain of writing theory you are using—summarizing and explaining the theory accurately, concisely, and with good insight into both what the theory says and what the implications of the theory are. (2) Effectively acknowledges, quotes, paraphrases, and cites sources using MLA format for in-text citations and the Works Cited page.

### 3. *Researching Writing in Action: Case Study of a Discourse Community*

#### **Instructions**

Recall that the largest circle in the graphic of Beaufort's five knowledge domains of writing is for discourse community; the other four knowledge domains (subject matter, genre, rhetoric, and process) are all subsumed or included within it. This means those the other four are dependent upon discourse community (e.g. the genre of a letter is quite different when you're writing within your family discourse community versus applying for a job at a business).

In the previous major writing project assignment, you analyzed a text from a particular discourse community. Now it's time to study the ways a variety of texts mediate activities within that discourse community—how texts work in that social group. In this writing project, you will conduct case study research of your chosen discourse community field site (research location).

To do case study research of your chosen discourse community, you will conduct field work: observe, conduct interviews, and collect written artifacts, all the while taking field notes and then reporting on your findings. For this case study, you will, after gaining their permission, be observing and analyzing a specific discourse community field site (a place, a location) that you choose early in the term related to your pathway major that you belong to or one that is new to you (e.g. a particular type of business, restaurant, hotel, non-profit organization, club, team, etc.). You will explore this social group's goals and characteristics and specifically how written texts work within the group. You'll choose a particular point of interest within that discourse community site to consider in more detail. Your report will describe the discourse community and explore the particular point of interest (or research question) that you want to focus on, using the data you collect to support your research findings. Your initial question will most likely change as you spend time researching your site, learning about how it functions as a discourse community. In addition to primary fieldwork research, you will conduct college library research to find out what else has been studied about your chosen discourse community in general and/or your point of interest (research question).

#### **Evaluation Criteria**

- Genre and rhetorical knowledge: Effective for the chosen genre and meets the needs of the chosen rhetorical situation (as explained in the process reflection letter), following APA format for page setup.
- Focus and development: (1) Using the data collected and analyzed, explores the way that texts mediate activities within a particular discourse community. Shows a clear understanding of

what discourse communities are and demonstrates careful and thoughtful analysis, beyond simply listing features of the discourse community, but rather uses discourse community theories to in some depth develop a particularly interesting aspect of that community. Presents a tightly focused topic—includes the thesis (statement of the topic + point of significance) based on an emergent theme from the case study research (primary and secondary) of the chosen discourse community. (2) Shows patterns in and relationships among the information by synthesizing ideas. (3) Uses various writing and development strategies effective for the chosen genre and rhetorical situation.

- Organization: Structured—the specific structure may depend on the chosen genre, but in general includes an introduction, body, and a conclusion, with the sections, paragraphs, and sentences in the draft unified and coherent.
- Conventions: Demonstrates effective use of sentence structure, mechanics, spelling, etc.
- Use of Sources: (1) For support, uses accurate, well-researched information from credible and relevant sources including primary sources (field notes, interviews, and written “artifacts”) and two to four secondary sources (articles/periodicals) using college library resources. (2) Uses APA format, citing each source used both in the text with in-text citations and in the References page. (3) Provides clear definitions for key terms using secondary sources rather than a dictionary.

#### *4. Developing Your Theory of Writing: Self-Study of Writing Practices*

##### **Instructions**

This final self-study is an opportunity for you to demonstrate your increased understanding of Beaufort’s five knowledge domains of writing—the practices of writing, key terms, and any specific skills you’ve acquired. You can think of this project as your theory of writing so far, a chance to study yourself right now on your journey to becoming a versatile and flexible lifelong learner of writing.

In the previous major writing project assignment you studied a discourse community; for this writing project you will study yourself. All term you have been in a sense studying yourself by reflecting on your own writing practices while developing your theory of writing. You have also been reflecting on what your theory of writing means in terms of its relationship to how you write—i.e. exploring whether you enact your theory of writing in your own compositions. As a result, you have the opportunity to create a knowledge base of writing and its practices. In this final writing project, you will be returning to this self-study, your writing, and your reflections to define and discuss your theory of writing, supporting your ideas with data collected during your own self-study over the course of the term, and, through these examples, interpret what you have learned in a research report.

For this assignment, you will conduct a study similar to the writing process studies discussed in *Writing in Context*, but instead of looking at someone else, you will examine yourself and your own writing processes and write a report in which you describe them in support of developing your theory of writing. Your method will be to “think aloud” and record your writing process as you complete at least two writing projects (at least one for this class and at least one project—no matter how small—for another class, work, etc.) using video and audio via screencasting and/or writing via a detailed process journal or log. Your purpose is to learn about your actual writing

practices that you might not be aware of and to reflect on what you learn using the terms and concepts we have been studying this term.

### **Evaluation Criteria**

- Genre and rhetorical knowledge: Effective for the chosen genre and meets the needs of the chosen rhetorical situation (as explained in the process reflection letter), following APA format for page setup.
- Focus and development: (1) Demonstrates learning about your actual writing practices (which you may not have been aware of) including reflecting on what you learned using the terms and concepts in the course, clearly conveying your insights and findings to readers. Demonstrates engagement, going beyond obvious findings. Presents a tightly focused topic—including a thesis (statement of the topic + point of significance) based on an emergent theme from your self-study research (primary and secondary) to show and illustrate your evolving theory of writing. (2) Shows patterns in and relationships among the information by synthesizing ideas. (3) Uses various writing and development strategies effective for the chosen genre and rhetorical situation.
- Organization: Structured—the specific structure may depend on the chosen genre, but in general includes an introduction, body, and a conclusion, with the sections, paragraphs, and sentences in the draft unified and coherent.
- Conventions: Demonstrates effective use of sentence structure, mechanics, spelling, etc.
- Use of Sources: (1) For support, uses accurate, well-researched information from credible and relevant sources including primary sources (screencastings and transcripts, process logs, and/or your writing comparisons) and two to four secondary sources using college library resources. (2) Uses APA format, citing each source used both in the text with in-text citations and in the References page. (3) Provides clear definitions for key terms using secondary sources rather than a dictionary.

### *Process Reflection Letter*

To support your growth understanding and applying the knowledge domains of writing—and transferring skills and knowledge to other writing situations and contexts—it is essential to reflect. Before submitting your final draft of each major writing project assignment, you will respond to the following process reflection questions (please note the information in #1 is required for an assessment of your final draft):

- 1) What decisions did I make and why about my rhetorical situation for this writing project—my purpose, chosen genre, target audience, etc.? And how did they affect my process and final product? What texts did I consult for examples of my chosen genre (attach or link to if possible)?
- 2) What did I learn in doing this writing project about writing itself? How did I learn this?
- 3) How does this new knowledge about writing connect to or differ from what I already knew about writing (the role of prior knowledge)?
- 4) What do I want to remember to apply in the next writing project or other writing I do (transfer of learning)?
- 5) With which knowledge domains did I (a) struggle the most and (b) do the best in this writing project: discourse community, subject matter, genre, rhetorical, writing process? How and why?
- 6) As of right now, based on my experience with this writing project, what do I wish to pay closer attention to and study about myself as a writer? What is my working hypothesis or



research question for such a self-study? Also, what kinds of data could I collect and how in order to test that hypothesis or answer that research question about my writing and process?