

# Free is Good: Designing and Implementing a Composition 1 Template Course with Help from an Affordable Learning Georgia (ALG) Grant

*Jeanne Law, Kennesaw State University*

*Tamara Powell, Kennesaw State University*

## Appendix: FYC Program Pathways: Alignment and Consistency for 1101 and 1102

### Overview

The following major assignments for ENGL 1101 and 1102 will help generate consistent language and engender alignment across the FYC program at KSU. In creating these assignment structures, FYC faculty working groups have considered multiple stakeholders, including students, colleagues, and administration (in this case USG) – in that order. Moreover, the working groups created these assignment sequences in consultation with FYC faculty at KSU and after careful consideration of faculty syllabi and best practices comparator and aspirational institutions. Adopting these frameworks in our classrooms will ensure that students have consistent and transferrable learning experiences in FYC, that our colleagues have creative license to innovate in their classes, and that administration has necessary metrics against which we can map student learning.

For our work, we delineate differences between **types** of assignment and actual assignments themselves. The **type** of assignment should be overarching and not include specific instructions or rubrics. For example, an “analysis” (see 1101 section below) is a “type” or “genre” of writing. An instructor’s assignment that aligns to that type might be framed as a multimodal text, may be an essay that asks a student to consider how an author approaches purpose/audience/style/context, or it may even be a deep dive into a social issue that has been written about across publication contexts. Whatever the assignment looks like in form and function, as long as it meets the criteria to be considered an analysis, then it is aligned appropriately.

As we develop a programmatic future that aligns with trends in the field of FYC, comparator and aspirational institutions, and USG expectations, it’s important to remember that this is a “living document.” Program growth requires that we retain flexibility to revise this document as trends in the field change, as we situate ourselves uniquely within the USG, and as we consider KSU as a model for embracing best practice trends in the field. **For now, these assignment types continue to be in-place for AY 2022-2023.**

### Guiding Principles for Use of These Assignments in the Classroom

1. We will have a genre/type-based assignment sequence in FYC going forward so that our students, faculty, and other stakeholders can expect consistency of learning as well as local, sustainable, and measurable data that shows student success.
2. We will have a syllabus style/template that gives faculty the freedom to determine percentages for major assignments, the actual assignments they can align to the required types for each gateway course, their texts of choice selected from the current FYC approved list, and scaffolding/pacing of their course.
3. These are major assignment types only; three (3) major assignments per course<sup>1</sup>.
4. Low-stakes and scaffolded work, as well as day-to-day lesson plans are left up to individual instructors.
5. Assignments aligned with these types need not be traditional papers (though they very well may be). While writing will be an important component of any major assignment, the final product may take the form of alternative media or be multimodal in accordance with the instructor’s course structure and pedagogy.

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<sup>1</sup> This is a minimum number of assignments. Faculty may choose to offer more on their own.

## Brief Overview of Course Assignments

Every section of our FYC courses will align with the relevant major assignment sequences below. More details on each are provided in the following section. Sample assignments and syllabi from colleagues, TILTed resources, and examples of rubrics are located in the FYC D2L portal. **Please note: Effective Summer 2022, the first two assignment types for ENGL 1102 can be assigned in the order below or reverse order, depending on an instructor's pedagogical strategies.**

### ENGL 1101

1. Narrative/Reflective Assignment
2. Analysis Assignment
3. Argument Assignment

### ENGL 1102

1. Research Review/Annotated Bibliography
2. "First Look" Research-based Assignment
3. Research Project

## Detailed Overview of Course Structures, Learning Outcomes, and Assignment Descriptions

### *ENGL 1101*

#### English 1101 Course Description

English 1101 focuses on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation. Also includes introductory use of a variety of research skills.

#### English 1101 Course Outcomes

Upon completion of English 1101, students will be able to...

1. Practice writing in situations where print and/or electronic texts are used, examining why and how people choose to write using different technologies.
2. Interpret the explicit and implicit arguments of multiple styles of writing from diverse perspectives.
3. Practice the social aspects of the writing process by critiquing your own work and the work of your colleagues.
4. Analyze how style, audience, social context, and purpose shape your writing in electronic and print spaces.
5. Craft diverse types of texts to extend your thinking and writerly voice across styles, audiences, and purposes.

#### Major Aligned Assignments

1. **Narrative/Reflective Assignment:** a narrative assignment asks students to write through a *story* or a *history* (or both). This could take the form of a reflection. Chronology is a synonym here as well. Sample assignments include but are not limited to:
  - a. Personal narrative
  - b. Collage/multi-genre narrative
  - c. Literacy narrative/digital literacy narrative
  - d. "This I Believe" assignment
  - e. Transition narrative (into college or another important transition)
  - f. Family history
  - g. History of a profession or work narrative

- h. Reflective portfolio cover letter
- 2. **Analysis Assignment:** an analysis assignment asks students to break some object of study into its component parts and examine those parts carefully to come to a better understanding of the whole. Sample assignments include but are not limited to:
  - a. Rhetorical analysis
  - b. Genre analysis/comparative genre analysis
  - c. Audience analysis/kairotic analysis/rhetorical situation analysis
  - d. Stakeholder analysis
  - e. Text in context analysis
  - f. Pattern + interpretation
  - g. Conceptual lens/interpretive lens analysis
- 3. **Argument Assignment:** an argument assignment includes persuasion as an explicit goal. Persuasion can be broadly conceived; this assignment need not involve taking a stand on a controversial issue (though it may). Sample assignments include but are not limited to:
  - a. Persuasive assignment
  - b. A specific argument method: Rogerian, Toulmin, etc
  - c. Causal argument
  - d. Definition argument
  - e. Op-ed (or another “public” argumentative genre)
  - f. Joining the conversation or they say/I say essay

## ENGL 1102

### English 1102 Course Description

English 1102 focuses on developing writing skills beyond the levels of proficiency required by ENGL 1101. Emphasizes interpretation and evaluation and advanced research methods.

### English 1102 Course Outcomes

Upon completion of English 1102, students will be able to...

1. Locate print and digital sources that represent multiple perspectives.
2. Analyze sources by critically reading, annotating, engaging, comparing, and drawing implications.
3. Practice working through the writing process, including brainstorming, drafting, peer review, revision, and publication.
4. Compose a rhetorically-situated, researched text that enters an ongoing conversation, integrating relevant sources.

### Major Aligned Assignments<sup>2</sup>

1. **Research Review:** in this assignment type, students present key insights gathered from the research they have been conducting as they work towards developing their research project’s thesis. In producing a research review, students use databases and other university (and other) resources to find research materials; assess the quality of that research in relation to a larger, ongoing research project; and demonstrate appropriate academic documentation style. Sample assignments include but are not limited to:
  - a. Literature Review
  - b. Annotated Bibliography

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<sup>2</sup> Please note: ENGL 1102 is not a literature-based course. We do not teach literary research in this course. Also note: effective Summer 2022, assignments 1 and 2 may be taught in reverse order.

- c. Journal of notes/ note cards (submitted for review)
2. **“First Look” Research-based Assignment:** students present their projects’ topic, preliminary research, tentative thesis and/or potential argumentative points at an intermediate stage of the research-project process for feedback from peers and/or the instructor. Sample assignments include but are not limited to:
- a. Outline
  - b. Précis
  - c. Proposal
  - d. Rough Draft (submitted for a grade)
3. **Research Project:** the research project represents the culmination of the recursive practices of the course. Students will present a polished product of their work that illustrates the development of the project from the aforementioned stages. Consequently, the project should include a properly-documented, carefully-developed argument that makes use of research. Sample assignments include but are not limited to:
- a. Research Paper
  - b. Researched Essay
  - c. Multimedia Project
  - d. “Ted Talk”