Goals
• To explore course design tools/resources.
• To consider how to integrate two university initiatives into course planning while continuing to prioritize English 110 objectives.

Supporting Instructional Goals
The course design process is a great time to look back to our instructional goals and consider how we might address them during the coming semester. Our 2007-2008 instructional goals were to:
• Connect teaching/assignments to objectives throughout the term, and
• Teach a variety of revising and editing strategies, with attention to peer response.

In addition, faculty expressed a desire to learn, and possibly implement, a new technology in their teaching. As we proceed with course design activities, please keep these goals in mind and reflect on how your own course design supports them.

Course Design Resources
Grant Wiggins and Jay McTighe provide helpful course design strategies in *Understanding by Design*. One of the most compelling portions of their work is their presentation of backwards design, a process that forefronts the results we want students to achieve and then works backwards through acceptable evidence that students have achieved those results and through learning experiences and instruction that support students’ progress.

1. **Backwards Design – Enduring Understanding**
   Wiggins and McTighe begin backwards design by asking faculty to consider what students should develop an enduring understanding of, what is important for students to know and do, and what is worth knowing. The first worksheet in this packet is designed to help you consider these categories for English 110.

2. **Backwards Design – Acceptable Evidence of Learning**
   The next step in backwards design is determining acceptable evidence. How do we know that students have met the objectives or achieved our desired results? The second worksheet in this packet is designed to help you brainstorm assignments and classroom activities that might provide evidence that students have met learning outcomes.

3. **Backwards Design – Learning Experiences and Instruction**
   Finally, Wiggins and McTighe encourage teachers to brainstorm what learning experiences and instruction students will need to successfully progress towards the desired outcomes. For instance, what do we need to teach students about source use and what types of practice can we provide them in order to help them prepare to synthesize research to support an argument? The third worksheet focuses on learning experiences.
University Initiatives and English 110

Each year, I receive over a dozen requests for English 110 to serve as an instructional site for a new initiative or for data collection. The two initiatives listed below could be implemented in select sections of English 110 while retaining a focus on the English 110 course objectives.

1. **Common Reading**
   - 2008-2009 Common Reading: Jonathan Kozol’s *The Shame of the Nation: The Restoration of Apartheid Schooling in America*
   - Selected by the Common Reading Committee (Jean Schwind is on the committee)
   - See final page of handout for Jean Schwind’s Common Reading assignment; Jean’s students will present their ideas at the 2008 College Writing Showcase.
   - A few ideas that retain a focus on English 110 objectives:
     - Profiles: Politicians responsible for relevant legislation, Schools in ABSS or in students’ hometowns, Kozol
     - Academic Arguments: Supporting or disputing Kozol’s representation of American schools, Proposing alternatives, Examining one of Kozol’s sub-points in more depth
     - Proposals: Calls for change at local, state, or national levels
     - Others?

2. **Environmental Sustainability**
   - Initiative to connect campus focus on environmental sustainability to academics
   - Centered in first-year core courses and General Studies
   - Pilot group has been meeting this spring with intention of implementing plans in select sections in the fall
   - Assignment and activity ideas noted in backwards design worksheet examples
   - Interested in participating or learning more? Contact Jessie Moore or Michael Strickland.

**Upcoming English 110 Events – Mark Your Calendars**

- *College Writing Showcase*, April 28, 5:30 – 7:00
- Indirect Assessment email sent to students, May 5 (follow-ups May 8, 12, and 15)
- Direct Assessment Packets due to Jessie (2125 CB), May 23
<table>
<thead>
<tr>
<th>Worth being familiar with…</th>
<th>Important to know and do…</th>
<th>Enduring understanding…</th>
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<tbody>
<tr>
<td></td>
<td>Writing to persuade by analyzing, interpreting, researching, synthesizing, and evaluating a wide variety of sources</td>
<td>Writing to academic audiences, writing to non-academic audiences, and writing for one’s own purposes</td>
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<td>Writing on the spot (determining the audience and purpose of given writing situations)</td>
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<td>Opportunities for oral presentation of their work/writing</td>
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<td>A more sophisticated writing process—including invention, peer responding, revising and editing—that results in a clear, effective, well edited public piece.</td>
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<td>A more sophisticated understanding of the relationship of purpose, audience, and voice, and an awareness that writing expectations and conventions vary within the academy and in professional and public discourse.</td>
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<td>An appreciation for the capacity of writing to change oneself and the world.</td>
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## Designing Your Course: Determine Acceptable Evidence

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<tr>
<th><strong>Shared Outcomes/ Learning Goals</strong></th>
<th><strong>Acceptable Evidence (Assignments, Projects, Graded Activities, etc.)</strong></th>
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| A more sophisticated writing process—including invention, peer responding, revising and editing—that results in a clear, effective, well edited public piece. | · Brainstorm as many options as possible  
· Consider sequencing related assignments across objectives |
| A more sophisticated understanding of the relationship of purpose, audience, and voice, and an awareness that writing expectations and conventions vary within the academy and in professional and public discourse. | |
| An appreciation for the capacity of writing to change oneself and the world. | |
Designing Your Course: Determine Acceptable Evidence - Example

This example reflects Jessie’s backwards course design, integrating the environmental sustainability initiative while remaining focused on the English 110 objectives.

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<td>A more sophisticated writing process—including invention, peer responding, revising and editing—that results in a clear, effective, well edited public piece.</td>
<td>Students try and submit multiple process activities throughout the semester (borrow Paula R’s process checklist idea?)</td>
<td>Successfully adapt writing for different rhetorical situations: Carbon footprint research report (academic) vs. profile presented to class vs. report to profile subject (public); academic synthesis paper about proposal topic vs. proposal to stakeholders</td>
<td>Proposal to stakeholders on environmental sustainability topic</td>
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<tr>
<td></td>
<td>Students provide well-developed and well-organized feedback to peers (peer response as a writing assignment; allot more time)</td>
<td>Students successfully manage a self-paced writing project near the end of the semester (perhaps an adaptation of Ashley H’s multi-genre project?)</td>
<td>Potential audience reaction/response to carbon footprint report</td>
</tr>
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<td></td>
<td>Students try and submit multiple process activities throughout the semester (borrow Paula R’s process checklist idea?)</td>
<td>Multi-genre project (on topic of student’s choice to avoid topic burnout and to extend self-management of project?)</td>
<td>Reflection on personal growth (regarding understanding of environmental sustainability?)</td>
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### Designing Your Course: Plan Learning Experiences and Instruction

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<td>What activities will equip students with the needed knowledge and skills?</td>
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<td>What experiences will help students meet the learning objectives?</td>
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### Designing Your Course: Plan Learning Experiences and Instruction - Example

This example reflects Jessie’s backwards course design, integrating the environmental sustainability initiative while remaining focused on the English 110 objectives.

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<tr>
<td>Self-managed writing process</td>
<td>Multi-genre project – rhetorical situations</td>
<td>Capacity of writing – proposal assignment</td>
</tr>
</tbody>
</table>

#### What knowledge and skills will students need to participate in class activities? To master course content?

- Process strategies (planning, drafting, revising, editing)
- Time management for writing tasks
- Audience analysis
- Adapting writing to purpose and audience
- Genre analysis
- Rhetorical strategies
- Research strategies
- Reflection on process and response

#### What activities will equip students with the needed knowledge and skills?

- Practice with several process activities during earlier assignments
- Practice with and feedback on peer response
- Dedicated time for peer response, or should students gain experience building it into their own writing outside of class?
- In-class audience analysis and practice during previous assignments
- In-class genre analysis
- Short activities writing for varied audiences/purposes and analyzing choices (Paul C’s President Lambert activity?)
- Low-stake practice
- Direct instruction in rhetorical strategies
- In-class practice using strategies for proposal writing
- Summary and synthesis practice
- Argument analysis (such as Toulmin)

#### What experiences will help students meet the learning objectives?

- In-class process activities
- Required exploration of new process activities
- Reflection on process
- Rhetorical analyses of texts produced for different rhetorical situations
- Structured assignments
- Audience response (requires shifting proposal assignment earlier)
- Reflection assignments
Assignment Shared by Jean Schwind

English 110: College Writing
Match 19, 2008

Paper 4: Rhetorical Writing Practicum

Your last two papers focused on writing in the disciplines. The analysis of Bad Haircut emphasized the rhetorical structure (interpretation thesis and supporting arguments) and style required for writing in the humanities. Your gender socialization study used the structure (hypothesis, collection/presentation of data, analysis of data/conclusion) and style of social science research.

This assignment requires you to define the rhetorical context of your writing and to make decisions about how to communicate most effectively within that context. Because much of the writing that you'll do after college will be a joint enterprise, this assignment is also designed to give you practice in collaborative writing. In business, law, teaching, medicine, and other fields, you'll frequently be writing as part of a team. It's important to get early practice in the human relations skills (especially negotiating differences, equitably sharing tasks, and synthesizing diverse viewpoints into a coherent whole) that you'll need in professional writing.

Assignment: Work with your team to develop a user’s guide for one target audience of the 2008 Common Reading, Jonathan Kozol’s The Shame of the Nation.

Directions:
1) Begin by defining your audience and purpose. Examine the Common Reading website to explore the possibilities: http://org.elon.edu/commonreading/current/index.htm
List all the different audiences targeted by the Common Reading. Alongside each potential audience, list the various forms or types of assistance with the CR that audience might. Settle on one audience and one purpose.
2) Once you’ve selected an audience, research it. To make appropriate decisions about the rhetorical strategies (use of pathos, ethos, and logos; diction; syntax; example; persona; and structure) that will most appeal to your readers, you must carefully consider who those readers are. If you’re writing for faculty who might use the CR in a first-year core class, examine the course goals and determine how Shame of the Nation is related to those goals.
   • For more information about College Writing, see http://org.elon.edu/writing/college_writing.html
   • For more information about GST 110, see the sample Global Experience syllabi posted on at CATL website: http://idd.elon.edu/faculty/syllabus/syllabus.php?DocTypeVal=syllabus&CourseNameVal=The%20Global%20Experience&DeptVal=ALL&InstructorVal=ALL
   • For Elon 101, see: http://www.elon.edu/e-web/academics/advising/elon101.xhtml

If you’re writing for students, consider the circumstances in which they’ll be reading the text, how their political beliefs and socioeconomic status might affect their receptivity to Kozol’s
argument, and what they’ll want to know about the CR initiative and where they’re likely to discuss it in their first months of campus.

3) Decide what kind of document your target audience might find most useful. If you’re writing to teachers, consult a professor or two to determine how they use the CR and what kind of supporting material they’d most appreciate. If you’re writing for students, survey classmates about what sort of guidance they’d have found helpful last summer as they read *An Inconvenient Truth*. The length of your document is a rhetorical choice that should reflect your audience and purpose. For example, a massive study guide may intimidate new students.

Some possibilities:
- Questions for class discussion for posting on ENG 110 or GST 110 BB sites;
- Questions to consider while reading that might be posted on the CR website;
- A classroom activity designed to provoke response to Kozol’s most controversial points. For example, you might write a “how to” guide for organizing a formal debate on questions like: “Is it ethical for a parents to spend $20,000/year sending their three year old to a “Baby Ivy” when there are children in their school district who will enter kindergarten “without even such very modest early-learning skills as knowing how to hold a pencil…or [recognizing] that printed pages go from left to right” (52-53)?
- A detailed writing assignment. For example, you might design an assignment that asks for a rhetorical analysis of some aspect of Kozol’s argument. Given his ridicule of President Bush’s “flooded engine” metaphor (58-59), it might be fun to examine the rhetorical impact of the most important metaphors that Kozol employs to make his argument.

4) Identify all the parts of your research and writing that you have to do, and distribute them equally among them members of your group. Decide as a group how you will work together to weave your parts into a whole.

5) Drafts of this paper are due on Wednesday, April 9. Revisions are due Wednesday, April 16. In evaluating these papers, I will consider these questions:
- Is your choice of an audience and purpose clear and appropriate?
- Do you use rhetorical strategies designed to appeal to your audience?
- Does your “user’s guide” focus on key elements of Kozol’s argument in inventive and insightful ways?