

**ENG 291 Course Guidelines**  
**Writing Instruction Program**  
**Northern Kentucky University**

**COURSE DESCRIPTION**

This course helps students become more independent writers. The course treats writing as a process of research, revision, multiple drafts, and feedback through peer workshops and instructor conferences. The course teaches the skills of conducting electronically-based research, evaluating sources, and using sources correctly. Reading is included to help students engage with the ideas of others and discover new writing techniques.

**OBJECTIVES**

*Students in every section of ENG 291 will . . .*

- Make decisions appropriate for audience and purpose;
- Generate, develop, organize, and revise ideas;
- Read verbal and visual sources critically;
- Search library databases to locate newspaper, magazine, and journal articles;
- Use search engines such as Google to locate popular and scholarly web sites;
- Evaluate sources for credibility, currency, and usefulness;
- Integrate sources smoothly into one's prose;
- Document sources fully, accurately, and consistently;
- Edit and proofread for a polished final product.

**REQUIREMENTS**

*Every section of ENG 291 will . . .*

- Require at least 20-25 pages of polished writing (4-6 major writing projects) that will comprise at least 70% of the course grade;
  - Smaller writing projects will be 4-6 pages using one or more sources for analysis or critique;
  - One major project will be an extended research project consisting of multiple steps over a period of several weeks, resulting in a finished product of approximately 8-10 pages and 8-10 sources;
- Encourage students to incorporate and cite graphics (pictures, tables, charts, etc.) in an essay or other writing project;
- Teach students how to search for and evaluate articles in databases, including the library's on-line periodicals indexes.
- Teach students how to use search engines effectively to locate web sites and how to evaluate web sites;
- Require reading for rhetorical analysis—as much as 15-20 pages average per week.

## WRITING PROJECTS

*The objectives and requirements can be implemented through these kinds of assignments:*

- **Critical Response**  
Students analyze an article; the web site of a public official, candidate, or political organization; or a public document, such as driver's license, tax form, citizenship application, job application, or financial aid application.
- **Review**  
Students write a review of a concert, play, television show, CD, film, or web site. Review of a web site will give them additional practice in evaluating sources and becoming discerning "consumers" of the Internet for their research.
- **Evaluation**  
Students research and write an essay arguing that a situation is good/bad, right/wrong, or ethical/unethical.
- **Causality**  
Students research the cause of a problem and/or the effects of a problem, or have students write an argument that makes a prediction based on researching a present situation.
- **Proposal**  
Students research a specific problem and write an essay that proposes a practical solution, and/or have students research an ethical/philosophical problem and write an essay that proposes a new point of view.
- **Exploring New Perspectives**  
Students research a position they disagree with and write an essay explaining why someone would adopt that point of view; the essay could even be written in the voice of someone who might hold that point of view. The challenge is that the student must represent that perspective accurately and fairly.
- **Public Rhetoric**  
Students write one of their persuasive essays above as a letter to a public official or local newspaper, and require the students to send their letters. This gives students practice in revising, being concise, making appropriate decisions about audience, formatting business letters, and making one's writing public.
- **Visual Rhetoric**  
Have students create a flyer, poster, brochure, or web page expressing their opinion in one of their essays above. This gives students practice in visual rhetoric, visual design, and making appropriate decisions about audience in a visual context.