

## Unit Sequence

### Rhet/Comp 1 Fall '08

#### Unit 1

Academic Exposition:  
Examining 21<sup>st</sup> Century  
Literacies

#### Unit 2

Academic Analysis &  
Synthesis: Multiple  
Perspectives on Global  
Popular Culture

#### Unit 3

Academic Argument:  
Priorities for  
Environmental Action

#### Unit 4

Academic Interpretation:  
Narrative Literacy—  
Linking Text, Culture,  
and Ethics in Narratives

#### Unit 5

Essay Exams and  
Reflective Writing

### Rhet/Comp 2 Spring '09

#### Unit 1

Visual Literacy

#### Unit 2

News Literacy

#### Unit 3

Civic Literacy

#### Unit 4

Workplace Literacy

#### Unit 5

Reflection & Revision



## Current Textbooks

Bean et al., *Allyn & Bacon  
Guide to Writing* (2009)

Faigley, *Brief Penguin  
Handbook* (2009)

Muller, *New World Reader:  
Thinking & Writing about  
the Global Community*  
(2008)

THE HELEN WAY KLINGLER COLLEGE OF ARTS AND SCIENCES  
English



## CRITICAL LITERACIES

*Awarded a Writing Program Certificate of Excellence from the  
Conference on College Composition & Communication  
2006*

The First-Year English Program at Marquette University is designed to develop students' reading, writing, speaking, and listening skills via **critical literacy**, which is the ability to express ideas, values and beliefs effectively in a variety of situations. To foster Critical Literacy, the FYE Program offers a two-course writing sequence: Rhetoric & Composition 1, Academic Literacy, and Rhetoric & Composition 2, Public Sphere Literacy.

The learning outcomes for these two courses combine to meet those of the Marquette University Core of Common Studies Rhetoric Knowledge Area, so that at the completion of core studies, students will be able to (1) Use rhetorical strategies and processes to analyze and compose texts; (2) Produce effective written, visual, and oral texts, given diverse purposes, genres and audiences; (3) Explain the importance of ethics in academic, civic, and professional applications of rhetoric.

### Rhetoric and Composition 1, Academic Literacy

Students learn to

1. Recognize & analyze literacy practices in academic disciplines
2. Assume the *ethos* of a university student who can enter academic conversations and assert his/her own stance
3. Employ strategies of exposition, analysis, argument, & interpretation
4. Write academic essays that are well organized, well reasoned, and well supported with evidence
5. Address academic audiences
6. Find, evaluate & integrate sources into papers
7. Document sources according to MLA citation conventions
8. Write clear, concise sentences in appropriate academic style

### Rhetoric and Composition 2, Public Sphere Literacy

Students learn to

1. Recognize & analyze multiple literacy practices in the public sphere
2. Assume the *ethos* of a citizen who can engage public debates for the greater good of all
3. Write in multiple genres (e.g., thesis-support essays, journalistic essays, business documents, oral presentations) that are well organized, well reasoned, and well supported with evidence
4. Address non-academic audiences (e.g., general readers of *Newsweek* and workplace supervisors)
5. Find, evaluate & integrate sources into papers, using APA citation conventions (required starting 2006–07)
6. Write clear and concise sentences in a style appropriate to public contexts and audiences
7. Compose and deliver oral presentations for a listening audience

### Fall 2008 by the Numbers

Students: 1801, incl. 22 ESL

Sections: 85 English 1, incl. 2 ESL; 10 English 2, incl. 1 ESL

Instructors: 56—32 TAs, 20 PT Lecturers, 2 VAP, 1 Faculty