

Self-Placement Guide for Written Inquiry Courses

The Written Inquiry category of the GE program provides you with an intensive course in academic writing at the first-year or intermediate level according to your interests and needs, with attention to media-based composing and delivery.

All Written Inquiry courses are rhetorically based, focusing on the ways language is used to negotiate social, educational and intellectual relationships in various contexts to a range of audiences. The courses are designed to help you:

- understand the connections among audience, purpose, style, and content
- discuss challenging material coherently
- summarize and analyze major points of what you've read
- employ brainstorming and planning techniques for composing
- participate actively in writing workshops and conferences
- enhance or clarify your ideas with relevant details, examples, and discussions
- cite and integrate the ideas and information of others into your compositions
- adopt appropriate style and tone for varied assignments
- format and edit your work according to standard academic conventions

The course information provided here can help you choose the Written Inquiry course most appropriate for you.

English 103: Seminar in Rhetoric and Writing is devoted to rhetorical understanding and competence in a variety of specific academic contexts. Students may choose their area of concentration from a range of genres, each with its own sets of expectations, forms and purposes. Attention will focus on student writing in differing discourse communities, but all sections of English 103 address rhetorical effectiveness in composition. Offered every semester.

Each seminar focuses on writing for academic purposes within instructor-developed themes, such as:

- Writing About Culture
- Writing About Film
- Writing About Place
- Writing in Academic Environments
- Writing Creative Non-Fiction
- Writing About People
- Writing the Mind
- Writing for the Health Sciences

ENG 200, 205, 206, 208, and HON 222 are designed for students who desire more intensive academic writing instruction. They emphasize critical and research-based methods and focus on rhetorical analysis and rhetorical forms.

ENG 200: Introduction to Literary Studies helps students write for a variety of purposes across genres of literary studies, including the research essay and theoretical analysis. Exploration of approaches to teaching and valuing academic writing encourages

students to think critically about writing in the field. Particular emphasis is given to the rhetorical challenges in generating knowledge from literary texts. This course is recommended for those intending to major in English.

ENG 205: Research-Based Writing focuses on the shaping and presenting of reports, analyses, and arguments, with special attention to research methodologies, the nature of evidence and evidence use, style(s) and voice(s), audience issues, and document design. Includes the study of essential elements of rhetorical theory; experience with historical, ethnographic, and empirical research methods; and use of text-based and multimodal written forms, including essays, reports, narrative, and visual/electronic text. This course is appropriate for all majors, and no specialized writing experience is assumed.

ENG 206: Critical Literacies and Community Writing provides an opportunity to explore public discourse, to see how dominant cultural expressions shape members of communities as well as how individuals and groups shape cultural messages. Students will critically observe and analyze public texts and events. The course is based upon the idea that bringing the “texts” in their lives to attention as material for reflection and deliberation provides students an opportunity to identify the rhetorical patterns used to enact community aims and to empower students to develop a voice in this public forum. The instructor may choose to include elements of community service and service-learning in the course curriculum. Appropriate for all majors, and no specialized writing experience is assumed.

ENG 208: Composing the Self explores the relationship between identity and writing. Students will study a variety of genres (personal essays, researched essays, academic articles, journalism, case studies, and ethnographies) and theoretical approaches to learn how and why writers create versions of themselves for rhetorical effect. While investigating identity construction in writing, students will hone their own rhetorical and stylistic skills. Students will compose narratives, essays, reports, and multi-genre compositions, drawing from personal experience, observation, and primary and secondary sources. The course will also address the role of self in the research-writing process by requiring students to conduct original academic research projects. This course is appropriate for all majors, and no specialized writing experience is assumed.

HON 222 Honors Composition: Rhetorical Agency Across Genres prepares students to write effectively in response to on-going academic discussions in a number of different genres. This class is about writers learning to “situate” themselves in relation to texts and ideas, learning to analyze for rhetorical effect, and writing through those processes. Prerequisite, acceptance to University Honors Program, or consent of instructor.

ENG 370, 375, 376, and HON 377 are upper-division courses designed for advanced writers and scholars who desire intense courses that integrate theory and practice in professional academic discourses. Many students take these Written Inquiry courses as additional writing courses to further develop their skills in writing and research.

ENG 370: Technical Writing will explore principles and procedures of technical writing with attention to rhetorical strategies, document design, usability, style, and editing. These will be applied to the basic genres of research-based scientific and technical writing, including the report, proposal, manual, resume and/or professional correspondence for business, industry, and technology. Appropriate for all majors.

ENG 375: Composing New Media studies how and why we compose in digital environments using new media tools and platforms. Students will explore the move from print to online publishing; the rhetorical effects, complexities, and problems of this online setting; and the rhetorical choices they must make in their own online texts. Students will study and compose in different new media platforms, which may include blogs, websites, and other hypertexts. They will also investigate how the rhetoric of these venues creates new situations and opportunities for academic, journalistic, and political writing in the evolving public sphere. Appropriate for all majors. Offered every semester.

ENG 376: Academic Narratives is an advanced academic writing course focusing on complex, multilayered, rhetorically informed narrative compositions. The course emphasizes rhetorical control of a range of academic narrative forms and discursive styles, with intensive work on stylistics and, optionally, the discourse conventions of the student's major, minor, and/or intended professional field. The course draws on narrative inquiry, a research method that embeds argument within a story structure. Students will develop and revise ethnographic, historical, and autobiographical narratives in response to critical reading, discussion, and feedback. Students will gain experience with stylistic variations, conceptual design, multivocality, narrative layering, alternative discourses, visual argument, and document design.

HON 377 Critical Animal Studies: How and when did animals come to be distinguished from humans? What other kinds of relationship to/with animals might we develop? What does the representation of animals in cultural productions suggest about the world views of the producers and consumers of those productions? This course engages with these and other related questions through in-depth study of the interdisciplinary field of Critical Animal Studies. Students engage with key articles, films, and books in Critical Animal Studies, and produce their own creative and critical projects in response. Prerequisite, acceptance to the University Honors Program, or consent of instructor and Honors Director.

If you have questions about which Written Inquiry course to take, you can contact the Director of Rhetoric and Writing Studies, Morgan Read-Davidson, at 714-532-7706 or readdavi@chapman.edu for further advising.