While English 1001 focuses on academic literacy to help students learn to write as college students, *English 1002* teaches Public and Professional Literacies to help students learn to write as public citizens. In keeping with national best practices, English 1002 sections are limited to 20 students; instructors can thus provide intensive individual feedback to each student. The unit assignments described below are supported by sequenced class activities, short writes, and peer review. APA citation style is consistently taught and used. Each unit builds on the prior unit, as well as on concepts from English 1001.

### I. Outcomes and Transferable Skills Learned English 1002: Rhetoric and Composition 2

*By the end of the course, students will be able to*

- Recognize & analyze multiple literacy practices in the public sphere
- Assume the ethos of a citizen who can engage in public debates for the greater good of all
- Communicate in multiple genres (e.g., thesis-support essays, journalistic essays, business documents, multimodal presentations) that are well organized, well reasoned, and well supported with evidence
- Address non-academic audiences
- Find, evaluate & integrate sources into papers, using APA citation conventions
- Write clear and concise sentences in a style appropriate to public contexts and audiences
- Compose and deliver multimodal presentations for a listening audience

### II. Sequence of Assignments in English 1002:

- **Unit 1 (Media and Information Literacy):** Students learn to analyze and evaluate internet news sources. They produce an evaluative essay examining a current global news story, using three credible sources, one of which must originate outside the United States.

- **Unit 2 (Personal Ethos & Social Issues Connections):** Students learn to connect personal experiences to larger social issues. They produce a reflection essay that demonstrates an awareness of the ways that private beliefs and public policies inform one another.

- **Unit 3 (Problem-Posing & Problem-Solving via Proposal Writing):** Students learn the conventions of formal proposal writing. Using the issue raised in Unit 2, they produce a proposal to an individual within an organization (a politician, a business leader, a philanthropist, etc.) defining an aspect of a problem and proposing a solution in terms of conclusions and recommendations.

- **Unit 4 (Multimodal Literacy):** Students learn to use words and images rhetorically, with attention to genre, audience, and purpose. They produce an 8-10 minute oral presentation on a social issue (from units 2 and 3), choosing one rhetorical purpose (persuasion, information, exploration, reflection) from among those listed on p. 489 of *ABGW*. Students may choose any genre (PowerPoint, Prezi, Pechahuka) as a delivery system for their presentation.
• **Unit 5 (Revision and Reflection):** Students are invited to revise a paper from Units 1-3. Students will also produce a brief reflection on ethics in the public sphere, using concepts from RC2 to assess how and why their emerging rhetorical skills can be used responsibly in service to others.