

In English 1020, students will embark on a semester-long sequence of research, reading, discussion and writing culminating in the creation of an 8-10 page document engaging real-world issues and addressing an authentic audience. Students may choose one of three 1020 focuses:

- English 1020: Cultural Expression will explore facets of high culture and popular culture. These sections are open to students of any major; researching and writing projects may relate to literature, dance, music, film, or the graphic arts.
- English 1020: Civic Engagement will explore the workings of social groups and institutions. These sections are open to students of any major; researching and writing projects may relate to history, political science, criminal justice, education, business, women's studies, or sociology.
- English 1020: Scientific Exploration will explore the implications of scientific and technical advancements in the everyday world. These sections are open to students of any major; research and writing projects may relate to technology, environmental studies, philosophy, physical sciences, mathematics, and medicine.

The semester-long 1020 sequence progresses in four overlapping and interrelated phases: Critical Reading, Annotated Bibliography, Project Proposal, and Research Project. During the Critical Reading phases, students practice reading actively, summarizing accurately and concisely, recognizing and evaluating rhetorical strategies, and comparing material from multiple works in terms of purpose, argument and audience. These skills are then employed in the construction of an Annotated Bibliography, as students locate, evaluate, select and summarize sources reflecting diverse approaches to a topic of their choice.

The Annotated Bibliography is an exploratory endeavor through which students organically discover the angle or aspect of the topic they find most compelling. This then becomes the basis for their Project Proposal. After defining the problem, students categorize the critical arguments which inform the problem, identify gaps in current research, and formulate a potential solution to the problem. Students then identify a real-world audience for the proposal, define the form of proposal appropriate to that audience/discipline, determine the appropriate rhetorical stance, and then draft, revise, edit and proofread the proposal with support from a peer writing group.

Based on the assumption that the audience has approved the Project Proposal, students begin work on the Research Project or "deliverable." Students will first conduct additional necessary research, construct a working thesis, and formulate supporting arguments and rhetorical strategies appropriate to the discipline and the audience. Students will then assemble and incorporate evidence from secondary sources, taking care that such sources support rather than supplant the students' own arguments. Finally, as with the Project Proposal, students will then draft, revise, edit and proofread the Research Project with support from a peer writing group.