All English 201 classes are portfolio-based. A portfolio-based course develops and challenges students’ skills as reflective authors and researchers. All portfolios are graded holistically based on the Outcomes below:

**Critical Thinking**

Writers and researchers think critically when they analyze, synthesize, interpret, and evaluate ideas, information, situations, and texts.

Critical thinking is illustrated by the ability to

* Identify and investigate a research-oriented problem or question
* Engage in a position or argument by identifying a gap in the research
* Address salient perspectives and positions in an argument through both primary and secondary research
* Identify and consider the influence of varying cultural, social, and historical contexts on an issue, including personal and/or disciplinary biases
* Synthesize connections between sources and perspectives to explore or complicate an established issue
* Evaluate the effectiveness and relevance of both primary and secondary source material
* Summarize and incorporate primary and secondary source material, including counter narrative, into an exploration and analysis of a problem or question

**Rhetorical Awareness**

Writers and researchers develop rhetorical awareness by negotiating purpose, audience, context, and conventions as they compose a variety of texts for different situations.

Rhetorical awareness is illustrated by the ability to

* Establish an identifiable and critical focus and purpose
* Adapt and respond to the needs of different audiences, utilizing a format, structure, and tone appropriate for each audience
* Skillfully address the assignment and satisfy all the requirements outlined in the prompt
* Respond to the ways in which sources shift in voice, design, medium, and/or structure
* Demonstrate how the source material relates to an argument

**Composing Processes**

Writers use multiple strategies and composing processesto conceptualize, develop, and finalize projects. These processes are flexible and seldom linear.

Composing processes are illustrated by the ability to

* Use research to develop multiple-step scholarly projects
* Complicate thinking and analysis through successive revisions
* Respond to peers’ and instructor’s feedback
* Practice revision as more than editing or proofreading
* Reflect on writing and research processes, including use of primary and secondary sources

**Information Literacy**

Writers and researchers use information literacy to understand when information is needed, what type of information is needed, and to locate, evaluate, and effectively use that information.

Information literacy is illustrated by the ability to

* Determine the extent, relevance, and mode of information needed, while considering multiple types of sources
* Identify and evaluate key assumptions in source material
* Summarize and incorporate primary and secondary source material, including counter narrative, into an exploration and analysis of a problem or question
* Actively seek out and incorporate multiple perspectives from sources
* Consider multiple mediums and the various ways in which writers/rhetors choose to use sources
* Identify, understand, and uphold the ethical responsibilities of a researcher through careful attention to source material

**Conventions**

Conventions are the formal rules and informal guidelines that shape readers’ and writers’ perceptions of correctness or appropriateness. Conventions arise from a history of use and are not universal.

Use of conventions is illustrated by the ability to

* Consider and apply conventions of language (including structure, paragraphing, tone, and mechanics) from multiple discourse communities
* Determine which citation style is most appropriate for a particular rhetorical situation
* Negotiate and apply appropriate documentation & citation of sources