INTRODUCTION TO COLLEGE WRITING

Course Name: WR 115
Course Number: Robin Havenick, Natalie Daley, Audrey Perkins
Date: Fall 2003

Outcomes-based Course Outline and Approval Form

The information contained in this course outline reflects an accurate picture of the course at the time of development. However, conditions can and do change. Thus, the college must, as in the past, reserve the right to make any necessary changes in the course description, objectives, prerequisites, texts and references, course content, methods of instruction, methods of evaluation, credits, hours and times of offerings or other matters discussed herein.

Clock Hours

<table>
<thead>
<tr>
<th></th>
<th>Per Week</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>3</td>
<td>30-33</td>
</tr>
<tr>
<td>Laboratory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>30-33</td>
</tr>
</tbody>
</table>

Outline Developed By

Arts & Communication

Number of Weeks: 10

Credits: 3
Variable

Grading:
PNP
OPT
A-F
X

Special Admission Procedures
CPT placement
Prerequisite
WR95
Corequisite

Please check the following area in which this course will be taught:

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>College Transfer X</td>
</tr>
<tr>
<td>Professional Technical</td>
</tr>
<tr>
<td>Adult Supplemental</td>
</tr>
<tr>
<td>Other Education (Reimbursable)</td>
</tr>
<tr>
<td>Community (Non-Reimbursable)</td>
</tr>
</tbody>
</table>

PREREQUISITE:
Placement in WR115 is determined by pre-enrollment testing (CPT) or by passing WR95 with a grade of C or better. Students may challenge their mandatory placement, with an advisor’s approval, by signing a self-placement form through their counselor.

CATALOG DESCRIPTION:
Introduces college-level critical inquiry in academic and professional reading and writing. WR115 students critically read, summarize, and respond in paragraph format. Students develop expository essay writing skills, review conventions, and use individual and collaborative processes.

Note: This course is transferable as an elective, but does not satisfy institutional writing requirements for the degree seeking or transfer student.

COURSE LEARNING OUTCOMES: What should they be able to do as a result of taking this class?
1. Write thoughtful, clear, and effective expository paragraphs and essays for a variety of purposes.
2. Identify and focus the writer’s situation: writer’s role, audience, and purpose in both reading and writing.
3. Read critically; paraphrase, summarize, and directly quote from readings.
4. Write clear, focused, and well-organized summary and response paragraphs using in-text citations.
5. Focus a thesis and develop this thesis clearly and logically using examples and illustrations in a well-organized essay.
6. Revise their writing using standard college editing and proofreading conventions (grammar, syntax, spelling,
LEARNING ACTIVITIES: What will your students be doing, i.e. listening to a lecture, attending a field trip, participating in group activities?
1. Students will read 30-60 pages weekly to support their writing assignments.
2. Students will complete grammar exercises, each week, keyed to standard grammar conventions (e.g. fragments, run-ons, commas, subject-verb agreement, pronouns, apostrophes, commonly confused words).
3. In-class activities will include grammar reviews and lectures about reading and writing strategies and techniques.
4. Students will participate in a variety of workshops: grammar, reading and discussing, writing, and peer-editing.
5. Students will write at least one timed in-class Summary/Response in preparation for the WR115 Final Exam.

ASSESSMENT TASKS: How will the students show evidence of achieving the learning outcomes?
1. Students will write at least 3 summary paragraphs and three response paragraphs and two short essays (500-750 words).
2. In these writing projects, students will demonstrate mastery of a writing process (pre-writing, shaping, drafting, and revising).
3. Students will complete in-class and out-of-class grammar exercises (e.g. fragments, run-ons, commas, subject-verb agreement, pronouns, apostrophes, commonly confused words). Mastery of these grammar conventions will be assessed within the context of the student’s writing.
4. Students will pass an exit final exam (holistically graded) worth 30% of the final grade. In a two-hour testing situation, students will critically read a short essay then handwrite a summary and response paragraph. Instructor’s grades of classroom activities, projects, and assignments will constitute 70% of the final grade.

COURSE CONTENT: What do the students need to understand to demonstrate this outcome?
Themes: What themes, if any, are threaded throughout all learning experiences in this course?
- Critical Thinking
- Writing as Process
- Writing Situation (Writer’s Purpose, Role, Audience)
- Reading/Writing Connection

Concepts: What concepts do students need to understand to demonstrate course outcomes?
- Teamwork
- Focus
- Purpose
- Organization/Structure
- Development
- Support
- Conventions

Issues: What primary issues or problems must students understand to achieve course outcomes?
- Writing anxieties
- Objective versus subjective writing
- Paragraph focus and development versus essay focus and development

Skills: What skills do students need to master to demonstrate course outcomes?
- Work in teams through reading groups and peer editing workshops.
- Develop a process for writing (developing, drafting, revising, editing).
- Evaluate your own work using commonly accepted standards.
- Provide critical response to peer’s work.
- Read critically.
- Develop your response to readings.
- Master grammar conventions.

Approved by:

Dean/Director  Date  Academic Affairs Office  Date
(Revised 12/30/02)