Please consider the course work in WR115 to consist of three interrelated strands: Editing, Critical Reading/Writing, and Essay Writing.

EDITING
(Course Outcome #5 & 6)
The term “editing” should suggest that our WR115 focus on grammar and punctuation is always in the service of our writing. Over the years, we have highlighted the most common editing problems that occur in student writing:

- Fragments
- Run-ons (comma splices and fused sentences)
- Commas
- Subject-verb agreement
- Apostrophes
- Pronoun reference and agreement
- Commonly confused words

CRITICAL READING/SUMMARIZING AND RESPONDING TO A READING
(Course Outcome #1, 2, 3, 5, & 6) One of the most common academic writing assignments on campus is the summary. I like to tell my students that summary and response writing is a core academic skill, challenging them not only to critically understand essays (and other academic writings), but to summarize the main and supporting ideas of the original in their own words. Finally, students are challenged not only to understand others’ ideas, but to assert their own ideas in a focused, unified, and well-developed paragraph.

ESSAY WRITING
(Course Outcome #1, 4, 5, & 6)
Essay writing in WR115 provides practice in academic essay writing, building on the skills of the personal essay writing that students might have practiced if they took WR95. Skills include working with a thesis, providing unity, developing with examples and illustrations, organizing clearly – perhaps using rhetorical modes, and revising and editing.