

FIRST-YEAR WRITING PROGRAM MISSION

First-year writing courses promote student success as college writers and critical thinkers. By exploring writing as a mode of thinking that invites discovery, as well as a means of effective communication, the first-year writing courses will introduce students to the demands of college-level writing. These demands include the need to summarize, analyze, and synthesize multiple viewpoints; to articulate and support one's position regarding various issues; and to adjust one's writing to address different audiences, purposes, and genre conventions.

NOTE: The objectives and common syllabus elements are aligned with PASS, WPA, & NCTE guidelines/standards and are the products of faculty discussions. Both courses include pre- and post-writing assessment components, which will be utilized for annual program evaluation and revision.

WR 115 COURSE OBJECTIVES

- [Demonstrate Rhetorical Awareness](#)
- [Develop the Ability to Critically Read and Respond as a Writer, on Global and Local Levels](#)
- [Engage in Personal Writing: Write to Learn and Write to Communicate](#)
- [Identify Personal Writing Challenges, on Global and Local Levels, and Show Improvement](#)
- [Create Personal Writing Process Goals: Identify, Evaluate, & Revise Strategies to Increase Personal Success](#)

DEFINITIONS

Rhetorical Awareness: possess knowledge of the roles that context, purpose, and audience play in directing a writer's choices

Global Level: concentration on features affecting the text as a whole (e.g., gaps in progression, missing introduction, inappropriate register, lack of evidence to support claim, error patterns, etc.)

Local Level: concentration on surface-level features (e.g., format issues, a misspelling, word choice, a missing word, punctuation misuse, etc.)

WR 135 COURSE OBJECTIVES

- [Demonstrate Rhetorical Competence](#)
- [Refine the Ability to Critically Read and Respond as a Writer, on Global and Local Levels](#)
- [Engage in Research: Locate, Evaluate, and Utilize](#)
- [Identify Personal Writing Challenges, on Global and Local Levels, and Show Improvement](#)
- [Successfully Manage Personal Writing Processes](#)

DEFINITIONS

Rhetorical Competence: possess the knowledge, ability, and skills to (1) identify and (2) make appropriate choices in response to the context, purpose, and audience of a given text

Global Level: concentration on features affecting the text as a whole (e.g., gaps in progression, missing introduction, inappropriate register, lack of evidence to support claim, error patterns, etc.)

Local Level: concentration on surface-level features (e.g., format issues, a misspelling, word choice, a missing word, punctuation misuse, etc.)

Aims of Discourse: purpose- and audience-directed writing choices (i.e., what are you attempting to do, and how can you do it most effectively?)

WR 115 COMMON SYLLABUS ELEMENTS

1. [personal writing-related tasks: summary, analysis, and synthesis](#)
2. [discussions and activities focusing on personal writing, academic writing, and the possibilities for merging both in appropriate contexts](#)
3. [a writing portfolio and self-assessment of strengths, challenges, and goals for continued improvement](#)
4. [introduce concepts regarding citations and plagiarism](#)
5. [students' writing serves as a primary reading text](#)
6. [opportunities for informal and formal writing](#)
7. [peer-response workshops \(whole class and/or small group\)](#)
8. [instructor-student conferences \(a maximum of 6 in-classroom hours may be replaced by one-on-one conferencing\)](#)
9. [pre-test: timed, in-class writing to evaluate writerly patterns and provide direction for targeted instruction*](#)
10. [post-test: timed, in-class writing to evaluate how initial assessment patterns have improved*](#)
11. [introduction to Academic Advising services and study skills \(2-hour block\)](#)
12. [introduction to the Writing Center \(10-minute presentation\)](#)
13. [describe senior portfolio process across the disciplines: introduce students to the idea of archiving all written work from this point forward](#)

WR 135 COMMON SYLLABUS ELEMENTS

1. [research-writing related tasks: summary, analysis, and synthesis](#)
2. [Aims of Discourse](#) discussions and activities
3. [a sequence of research activities and papers which culminate into a multi-sourced research project](#)
4. [introduce MLA format and provide a brief overview of the format guides that serve other academic disciplines \(e.g., APA, CBE, Chicago\)](#)
5. [students' writing serves as a primary reading text](#)
6. [opportunities for informal and formal writing](#)
7. [peer-response workshops \(whole class and/or small group\)](#)
8. [instructor-student conferences \(a maximum of 6 in-classroom hours may be replaced by one-on-one conferencing\)](#)
9. [pre-test: timed, in-class writing to evaluate writerly patterns and provide direction for targeted instruction*](#)
10. [post-test: timed, in-class writing to evaluate how initial assessment patterns have improved*](#)
11. [introduction to Hamersly Library services and databases \(2-hour block\)](#)
12. [introduction to the Writing Center \(10-minute presentation\)](#)
13. [describe senior portfolio process across the disciplines: introduce students to the idea of archiving all written work from this point forward](#)

* tools for summative program evaluation only