### 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**

### 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**

### 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

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**DEFINITIONS**

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

**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?)

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**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.