

WR 121 : ACADEMIC COMPOSITION

Transcript title

Academic Composition

Credits

4

Grading mode

Standard letter grades

Total contact hours

40

Lecture hours

40

Prerequisites

WR 065 or minimum placement Wr/Comm Level 9.

Course Description

WR 121 focuses on rhetorical reading, thinking, and writing as a means of inquiry. Students will gain fluency with key rhetorical concepts and utilize these in a flexible and collaborative writing process, reflecting on their writing process with the goal of developing metacognitive awareness. They will employ conventions, including formal citations, appropriate for a given writing task, attending to the constraints of audience, purpose, genre, and discourse community. Students will compose in two or more genres.

Course learning outcomes

1. Rhetorical Awareness: Exhibit rhetorical awareness and develop rhetorical competence; Use key rhetorical concepts through analyzing and composing a variety of texts.
2. Critical Thinking, Reading, and Writing: Critically read and use college-level texts to support writing goals; Locate, evaluate, and use sources for writing goals; Demonstrate an understanding of the communal and conversational nature of research.
3. Processes: Develop and compare flexible strategies for composing processes; Collaborate in the exchange of writing as both reviewer and author, generating and evaluating feedback as part of the revision process; Use a variety of technologies in composing for different purposes and audiences.
4. Knowledge of Conventions: Recognize and apply the conventions of standard edited English; Vary text structure, paragraphing, sentence structure, and word choice appropriate to genre; Apply citation conventions.
5. Metacognition and Transfer: Reflect on and document procedural knowledge gained in the areas of writing strategies; Discuss how to transfer and apply writing knowledge to new contexts, including academic, workforce, and others.

Content outline

Topics include a variety of concepts and skills appropriate for both Transfer and Career and Technical Education students:

1. Rhetorical Competence, Awareness, and Situations
2. The Concepts of Purpose and Audience (Including Academic and Workplace Audiences), Technologies for Composing for Different Purposes and Audiences
3. Critical Reading, Analysis, Thinking, and Writing
4. Academic, Workplace, and Other Genres (Including Email Communication)
5. Locating, Evaluating, and Using Sources Appropriate for the Rhetorical Situation
6. The Writing Process: Prewriting, Drafting, Revising
7. Flexible Composition Strategies, Multimodal Composition
8. Metacognitive Reflection, Documentation of Procedural Knowledge, Applying Writing Knowledge to New Concepts
9. Conventions of Standard Edited English, Text Structure, Paragraphing, Word Choice
10. Citation and Document Formatting Strategies
11. Peer Review and Collaboration Strategies, the Roles of Author and Reviewer, Generating and Evaluating Feedback

In applying these concepts and skills, students will:

1. Produce 3000-3500 words of revised, final draft copy or an appropriate multimodal analog for this amount of text
2. Compose in two or more genres
3. (If the focus of the course is primarily multimodal) Produce at least one essay that integrates research and demonstrates an understanding of the role of an assertive thesis in an academic essay of at least 1000 words

Required materials

Students will use a required textbook either in print or low cost format.

General education/Related instruction lists

- Communications
- Writing Information Literacy (Foundtl Writing Info Lit)