

DEREE COLLEGE SYLLABUS FOR: **WP 1010 INTRODUCTION TO ACADEMIC WRITING**

US Credit Hours: 3/0/3

(Spring 2022)

PREREQUISITES:

None

CATALOG DESCRIPTION:

Introduction to reading, writing, and thinking skills central to academic discourse. Emphasis on summarizing and critically responding to nonfiction texts. Frequent informal writing exercises in addition to formal revised writing assignments.

RATIONALE:

The objective of this course is to introduce novice academic writers to the reading and writing skills central to academic discourse. Students will be encouraged to engage critically with contemporary issues through college-level readings of appropriate length for developing academic writers. They will practice analytical reading skills, presenting the arguments of others, and critically responding to texts with their own arguments. Students will develop academic literacy skills through written assignments that emphasize the following intellectual tasks: reading comprehension; summarizing; critically responding to substantive arguments; using the ideas and language of others as support. Importantly, students will understand how and why to use other viewpoints in their writing. WP 1010 will also prepare students for writing in WP 1111. To ensure that students are given time to develop college writing skills, this class will only be taught during semesters and the Summer Term.

LEARNING OUTCOMES:

As a result of taking this course, students should be able to:

1. Demonstrate writing as a process (prewriting, drafting, revising);
2. Identify the rhetorical features of a text (e.g., audience, purpose for writing) and annotate.
3. Summarize another's views accurately;
4. Demonstrate the ability to choose, frame, integrate and cite quotations appropriately;
5. Utilize argumentative writing by responding to another's views with adequate reasoning and examples;
6. Organize and develop their ideas effectively in essay form.

METHOD OF TEACHING AND LEARNING:

In congruence with the teaching and learning strategy of the college, the following tools are used:

- * structured and focused small- and large-group discussion of texts;
- * structured and focused writing activities in which students produce, share, and submit writing individually or collaboratively;
- * close reading of texts for rhetorical and content features;
- * analysis of exemplary models of student writing;
- * peer feedback workshops;
- * individual and group presentations;
- * short take-home writing exercises (preparatory work for the assessed coursework);
- * regular conferences with instructor;

* conference with DERE Student Academic Support Services facilitator to respond to specific, prioritized instructor feedback in writing assignments.

ASSESSMENT:

Three sequenced essays build on students' writing skills so that they can engage in longer, more complex writing.

Each writing assignment constitutes a multi-week unit leading up to and including all drafts of the writing assignment.

Students must complete all stages of an assignment by submitting work (in-class and take-home informal and formal writing as well as critical reading assignments), to receive a grade.

All work submitted must be word-processed and presented in portfolio form at the end of the term.

Student performance is assessed as follows:

Summary Essay (500 – 600 words) (final revised version)	20%
Critical Response Essay (750 - 950 words) (final revised version)	25%
Extended Critical Response Essay (1100-1200 words) (final revised version)	35%
Preparation & Participation (in-class written and oral work; take-home informal pre-writing as well as critical reading assignments)	20%

Learning Outcomes 1, 2, 3, 4, 6, are assessed in the Summary Essay.

Learning Outcomes 1, 2, 3, 4, 5, 6 are assessed in the Critical Response Essay.

Learning Outcomes 1, 2, 3, 4, 5, 6 are assessed in the Extended Critical Response Essay.

Students may compromise their final grade if they miss more than 2 class sessions in a TTh or MW course; more than 3 class sessions in a MWF course.

Students must submit all summative assessments to receive a grade for the course (A-F). If they receive a failing grade on one of the papers, they will need to perform sufficiently well on other assessments to achieve the Learning Outcomes of the course and receive a passing grade.

The final grade for this course will be determined by averaging all summative assessment grades, based on the predetermined weights for each assessment. Students are not eligible to resit failed assessments in this course. Failure to pass the course results in course repeat.

<p>INDICATIVE READING:</p>	<p>REQUIRED READING: Graff, Gerald and Cathy Birkenstein. <i>They Say / I Say: The Moves That Matter in Academic Writing</i>. 3rd edition. Norton, 2014. E-Book. Ruszkiewicz, John, Christy Friend, and Maxine Hairston. <i>The Scott Foresman Handbook for Writers</i>. 9th Int'l. ed. Pearson, 2014. E-Book. Additional Readings will be provided by the professor(s).</p>
<p>INDICATIVE MATERIAL: <i>(e.g. audiovisual, digital material, etc.)</i></p>	<p>REQUIRED MATERIAL: Selected argumentative readings of complexity and length appropriate for beginning college writers (to be posted on Black Board). These recent non-fiction readings should be interesting, topical, and compelling so as to inspire meaningful responses from students. Recommended number: 3-4 primary and 3-5 supplementary readings.</p>
<p>COMMUNICATION REQUIREMENTS:</p>	<p>acg.edu email account Blackboard With the exception of in-class writing, all written work submitted to the instructor must be word-processed on Word and adhere to specified guidelines for manuscript format and documentation.</p>
<p>SOFTWARE REQUIREMENTS:</p>	<p>Word, Blackboard</p>
<p>WWW RESOURCES:</p>	<p>J.S. Bailey Library resources www.acg.edu/academics/library</p>
<p>INDICATIVE CONTENT:</p>	<ol style="list-style-type: none"> 1. Academic Writing in Context <ol style="list-style-type: none"> 1.1. Creating a community of writers in the classroom <ol style="list-style-type: none"> 1.1.1. Writing as authentic rhetorical situation 1.1.2. Writing as communication act 1.2. Writing as dialogue <ol style="list-style-type: none"> 1.2.1. Argumentative writing 1.2.2. They Say / I Say 2. Reading to Write <ol style="list-style-type: none"> 2.1. Annotating texts 2.2. Analyzing texts 2.3. Evaluating arguments 2.4. Understanding rhetorical features 3. Summarizing an Argument <ol style="list-style-type: none"> 3.1. Understanding and practicing thematic summary 3.2. Using sources appropriately (MLA style) 3.3. Developing focused paragraphs / essay 4. Writing a Critical Response <ol style="list-style-type: none"> 4.1. Summarizing texts 4.2. Developing and advancing argument 4.3. Using one other text as evidence for support of position 4.4. Developing focused paragraphs / essay

5. Writing an Extended Critical Response

5.1. Summarizing texts

5.2. Developing and advancing argument

5.3. Using two or three other texts as evidence for support of position

5.4. Developing focused paragraphs / essay