

DESCRIPTIONS, OUTCOMES,
AND STANDARDS
FOR WRI 1000 AND 1100
SEATTLE PACIFIC UNIVERSITY WRITING PROGRAM

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COURSE DESCRIPTIONS FOR WRI 1000 AND 1100

1000: Academic Writing and Inquiry Seminar

This course provides first-year college students an introduction to academic inquiry. Its central purpose is to immerse students in the types of reading, writing, and critical thinking required by their new community – the university. Key elements of the course include understanding the rhetorical and cultural contexts that impact reading, writing, and learning; practicing the critical reading of academic texts; learning to develop insightful lines of inquiry and complex claims; and developing skill in the processes and conventions that lead to successful academic writing.

Writing 1100: Disciplinary Research and Writing Seminar

This course continues the academic inquiry and writing skills of WRI 1000 by incorporating the elements and standards of college-level research and writing within a disciplinary context. Students use writing throughout the term as a tool to investigate and communicate information and ideas and to approach and answer complex questions. Key elements include learning to develop good research questions and lines of inquiry; writing in appropriate disciplinary genres; understanding the proper use of primary and secondary sources; evaluating, summarizing, analyzing, and synthesizing research; revising writing so as to develop and deepen ideas; and producing a culminating paper or project.

COURSE OUTCOMES

The outcomes for both WRI 1000 and 1100 draw upon the Council of Writing Program Administrator's Outcomes Statement for First-Year Composition, approved 17 July 2014. See also *WPA: Writing Program Administration* 38.1 (Fall 2014): 129-43.

Outcomes for both courses are offered here to show the sequence from 1000 to 1100.

At the end of each course, students will be able to:

	1000	1100
Rhetorical Knowledge	Demonstrate understanding of the relationship between writer, reader, text, and medium in various genres of academic writing (summary, paraphrase, synthesis, argument, and narrative)	Understand and use the appropriate types of writing (genres) that communicate knowledge and ideas in this discipline
Critical Inquiry	Ask good questions of the texts they read and write, attending especially to relationships between assertion and evidence, to patterns of organization, and to the interplay of verbal and nonverbal elements	Understand and use the kinds of questions, problems, and evidences that are important in this discipline Locate, analyze, evaluate, synthesize, and use disciplinary research materials both primary and secondary
Process	Practice flexible strategies for reading, drafting, revising, and editing texts	Develop a researched writing project through multiple drafts, using writing as a tool for the discovery, refinement, and communication of ideas
Conventions	Negotiate the conventions of academic writing, including grammar, spelling, and citation, exploring the concerns that motivate each	Produce writing that is suitable for the field, occasion, or genre in its use of claims, evidence, structure, diction, and citation Understand how conventions for structure, style, and citation vary among genres in this discipline

COURSE STANDARDS

To ensure consistency, and on the premise that a writing course must be a course in writing, all sections of WRI 1000 and 1100 will adhere to the following standards:

Students write 16-20 polished pages of final-draft prose in 3-5 assignments

This does not include informal writing, in-class writing, reading responses, drafts, etc., but instead is finished, polished prose, such as a literature review, annotated bibliography, critique, review, research paper, rhetorical analysis, methods discussion, project proposal, proposition, proof, lab report, specifications, or hypothesis.

Students write early in the term and regularly throughout the quarter: at least one writing assignment of some type due each week

These weekly assignments do not need to be long, nor do they all need to receive feedback, nor do they all need to be polished prose for the page count. Research shows the value of low-stakes, informal writing as vital to students learning critical thinking while improving their writing.

No fewer than three assignments undergo substantial revision

Substantial revision means that at least half the writing is new material or thoroughly reworked. This is an opportunity for the student to fundamentally rethink her writing.

Students receive formative feedback on their writing at least three times

Formative feedback is commentary aimed at revision, commentary that addresses the question, "What is the next step for this writer?" This is different from line editing a student's writing, and it is different, too, from only marking places that are good or poorly written. Formative feedback aims to help the student substantially revise the current assignment or (if the assignment is finished) think toward the next.

At least half the classroom time is devoted to working with reading, writing, and researching

This can include learning to use databases, learning to write an annotated bibliography, learning to read academic texts, learning citation, doing peer review, workshopping student writing in-class, learning to evaluate sources, analyzing a piece of disciplinary writing for its structure and methods of argument, etc. The purpose of this standard is to ensure the class centers on writing.

No more than 75 pages a week of required/assigned reading

The spirit of this standard is to provide space for writing instruction by ensuring that content doesn't overtake the course, while recognizing that 75 pages looks quite different in different fields. When reading in a writing class, more is not always better.