

## COURSE SYLLABUS (2 Page)

**Course Number:** UWRT 1101  
**Course Name:** Writing and Inquiry in Academic Contexts I

**Credits and Contact Hours:** 3

**Instructor:** Staff

**Textbook:** The Everyday Writer, by Lunsford, Andrea A., 5<sup>th</sup> Edition (2012).

**Catalog Description:** Writing is both the primary subject of inquiry and the primary activity. Students write, revise, edit and reflect on their writing with the support of the teacher and peers. Students also engage critically with the opinions and voices of others, as they are encouraged to understand how their writing can have an effect on themselves and their environments. As the primary subject of readings and discussion, writing is explored as it relates to different contexts, discourses, cultures and textual media. As students inquire into literacy, they understand their own writing and development with heightened awareness. Grades are derived primarily from portfolios that include work generated throughout the term.  
*Most Recently Offered (Day): Spring 2016, Fall 2015, Summer 2015*  
*Most Recently Offered (Evening): Summer 2016, Fall 2015, Fall 2014*

**Pre-Requisites/Co-Requisites:** Appropriate score on SAT Verbal and high school performance; the prerequisite determines whether students take both UWRT 1101 and UWRT 1102, or just UWRT 1103.

**Course is: Required (R)**

**Goals:** The primary objectives are to develop rhetorical knowledge, critical reading skills, composing processes, knowledge of conventions, and critical reflection.

1. Rhetorical Knowledge: the ability to identify and apply strategies across a range of texts and writing situations. Using their own writing processes and approaches, writers compose with intention, understanding how genre, audience, purpose, and context impact writing choices.
2. Critical Reading Skills: the ability to analyze, synthesize, interpret, and evaluate ideas, information and texts. When writers think critically about the materials they use, they separate assertion from evidence, evaluate sources and evidence, recognize and assess underlying assumptions, read across texts for connections and patterns, and identify and evaluate chains of reasoning. These practices are foundational for advanced academic writing.
3. Composing Processes: writers use multiple strategies, or composing processes, to conceptualize, develop, and finalize projects. Composing

processes are seldom linear: a writer may research a topic before drafting then conduct additional research while revising or after consulting a colleague. Composing processes are also flexible: successful writers can adapt their composing processes to different contexts and occasions.

4. Knowledge of Conventions: Conventions are the formal rules and informal guidelines that define genres, and in so doing, shape readers' and writers' expectations of correctness or appropriateness. Most obviously, conventions govern such things as mechanics, usage, spelling, and citation practices. But they also influence content, style, organization, graphics, and document design.
5. Critical Reflection: a writer's ability to articulate what s/he is thinking and why. For example, to explain the choices made in a composition, to contextualize a composition, to address revisions made in response to reader feedback etc.

**Student Outcomes Addressed:**

- G. an ability to communicate effectively

**Course Topics:**

- Writing
- Critical Reading
- Critical Thinking
- Research
- Multimodal Composition
- Genre Conventions
- Web Design
- Project Design
- Design Thinking