

W131-Elementary Composition Fact Sheet

Course description (catalog): Practice in writing organized, well-developed, researched papers for a variety of purposes and audiences.

Course description (expanded): This course assumes that students have had regular practice reading and writing various kinds of texts (e.g., journals, letters, essays, stories, poems) for both familiar and public audiences. The course attempts to bridge high school and college contexts by beginning with a focus on a familiar genre with a twist (for example an autobiographical narrative with multi-media elements added), moving to a close reading and analysis of a non-academic text (rhetorical analysis of a non-academic genre), to an argumentative paper supported with evidence and sources, and finally a reflective essay on the course outcomes. Whenever possible, students determine their own topics, purposes, and audiences.

A total of 15-20 pages of “final” polished writing will be required. Instructors are required to give detailed feedback to students during at least one point of the writing process. Instructors are encouraged to require students to maintain a log documenting problems noted by their instructors and by peer reviewers, and to ask students to develop strategies to overcome those problems. Instructors are also encouraged to supplement the textbook readings with current and relevant texts from a variety of genres.

Course outcomes (brief):

- **Rhetorical Knowledge:** Upon completion of the course, students should be able to focus on a purpose; define a thesis; respond to the needs of different audiences; adopt an appropriate stance toward audience and topic; and write in several genres.
- **Critical Thinking, Reading, and Writing:** Upon completion of the course students should be able to use writing and reading for inquiry, learning, and thinking; be able to paraphrase and summarize the work of others; and integrate their own ideas with those of others.
- **Processes:** Upon completion of the courses, students should use multiple drafts to complete an effective text; develop flexible strategies for generating, revising, and editing; engage in a recursive process of writing; demonstrate that they understand the collaborative and social aspects of writing processes; learn to critique their own and others' work; and use various technologies to address a range of audiences.
- **Knowledge of Conventions:** Upon completion of the courses, students should demonstrate that they can recognize and use common formats for different genres of texts; practice appropriate means of documenting their work; and control syntax, grammar, punctuation, and spelling.

Required Assignments:

- Rhetorical analysis of a non-academic genre
- Argumentative paper supported with evidence and sources

Proscribed Assignments:

- Academic research paper based on primary and/or secondary research with heavy emphasis on MLA or APA formatting (reserved for W233)
- Evaluative annotated bibliography or literature review (reserved for W233)
- Textual analysis (basic—not a rhetorical analysis—reserved for W129)
- Self-designed, non-academic research paper (reserved for W129)

Required Texts:

- Faigley, *Backpack Writing*
- Stewart, *The IPFW Writing Program Student Handbook*

Point of Contact: For questions or help in developing your syllabus, you may contact Dr. Huffman (huffmand@ipfw.edu).