



HUMANITIES DEPARTMENT

COURSE TITLE: Basic Writing II

COURSE NUMBER: WR 095

COURSE CREDITS: 3

RECOMMENDED PREPARATION: Reading and Writing placement test scores that place a student in WR 121; or a grade of "C" or higher in WR 65.

COURSE DESCRIPTION: Provides instruction and practice in basic essay structures and development. Students learn effective options for introductions, transitions, body paragraphs and conclusions. Includes brief review of sentence mechanics and paragraphing principles within the context of student's own writing. Also provides practice and instruction in the writing process, including peer review and analysis. WR 95 is an optional course in the developmental writing sequence for students who need or want additional preparation for WR 121. The course is not suitable for students who place into WR 60 or WR 65.

Upon completion of this course, the successful student will:	One or more of the following assessments will verify these outcomes:
1. Demonstrate control and understanding of the writing process: generating ideas, drafting, revising, and editing, including awareness of a variety of strategies for stages in the writing process.	<ul style="list-style-type: none">▪ Students' work demonstrates understanding of the conventions of idea generation and means of conveying those ideas.
2. Demonstrate control over the basic structure of an essay, including demonstrating control of a variety of options for introductory, body and concluding paragraphs.	<ul style="list-style-type: none">▪ Students' work demonstrates understanding and ability to use different organizational techniques.
3. Maintain focus and coherence for essays of at least 1000 words, including using a thesis statement, topic sentences for body paragraphs, and effective transitions within and between paragraphs.	<ul style="list-style-type: none">▪ Students' work, taken as a whole, will be focused, coherent, and well developed, and will demonstrate clarity of thought.
4. Demonstrate awareness of different audiences, including those of college level; demonstrate control of writing strategies, including control of voice, tone and appropriate word choice.	<ul style="list-style-type: none">▪ Students are able to identify the needs, values, and expectations of different audiences; and explain and use appropriate writing styles for appropriate situations.▪ Students' work exhibits use of acceptable academic vocabulary.
5. Produce essays containing a variety of sentence lengths and structures, including some complex sentences.	<ul style="list-style-type: none">▪ Students' work exhibits a good balance between complexity and simplicity of thought.
6. Edit one's own writing for mechanical and grammatical errors, producing work that is	<ul style="list-style-type: none">▪ Students demonstrate mechanical considerations in the writing stages of

substantially free of both minor surface errors and major sentence errors.	drafting, editing, and revision; students' final drafts differ significantly from initial drafts, exhibiting marked improvement.
7. Complete appropriate written peer reviews of student essay drafts, including suggestions for revision and editing.	<ul style="list-style-type: none"> ▪ Students observe collaborative editing strategies that exhibit responsible teamwork skills, constructive criticism, and solid writing advice.
8. Use critical reading to distinguish among general ideas, specific evidence, and analysis of evidence, and to apply the distinctions to one's own writing, including the incorporation of at least three sources as part of the writing process.	<ul style="list-style-type: none"> ▪ Students' work demonstrates proficiency in critically reading, analyzing, and evaluating sources in order to responsibly incorporate facts, opinions, judgments, and data from readings into their own writing.
9. Understand and avoid plagiarism, including demonstrating control of basic documentation principles in a summary or other written assignment.	<ul style="list-style-type: none"> ▪ Students are able to differentiate between quoting, paraphrasing, and summarizing; students' work exhibits originality in thought with an ability to critically review other arguments and compare with their own.
10. Achieve conformity to MLA formatting and citation requirements.	<ul style="list-style-type: none"> ▪ Students' work conforms to MLA conventions in formatting and accurate documentation.
11. Information Literacy, Research: Students will be able to execute effective Library and web searching and evaluation of Library and web resources for critical reading, writing, and thinking.	<ul style="list-style-type: none"> ▪ Students will use Library research tools such as print and online encyclopedias and Academic Search Premier, and academically acceptable web browsers and sites. ▪ Students will evaluate print and web sources to determine their suitability for inclusion as a source in an academic essay.
12. Information Literacy, Documentation: Students will be able to apply MLA documentation practices to instructor-provided sources and sources they find through their own research.	<ul style="list-style-type: none"> ▪ Students will integrate source materials into their own writing and document borrowings using MLA documentation procedures, including in-text citations and a Works Cited list.

COURSE OUTLINE BY MAJOR TOPICS:

- Developing expository essay and effective rhetorical strategies
- Writing essays as a process
- Becoming self-aware writers
- Essay conventions
- Finding sources and incorporating them into one's own writing
- Basics of correct documentation

PRIMARY ASSIGNMENTS:

- Summary Assignment
- Three expository thesis-driven essays, two of which achieve at least 1000 words in length, and one of which incorporates three outside sources