

WRTG 1320 Objectives

KNOWLEDGE AREA:

1. Students will develop their understanding of writing's relationship to academic inquiry.

Through writing assignments; print, field, and/or electronic research; peer-review workshops; and instructor feedback, students evolve in knowledge of academic writing and research approaches such as writing across the curriculum or writing within the context of a particular disciplinary discourse community, e.g., the arts.

2. Students will learn the nature and benefits of the writing process when applied to research-related writing projects.

By engaging in brainstorming, freewriting, listing, and other prewriting techniques, students discover subjects to be researched, arguments to be advanced, questions to be answered, and positions to be countered. Through drafting and peer review, students discover strengths and weaknesses in their research and in the arguments derived from that research.

3. Students will understand the practical value of focused, strategic, and comprehensive revision.

Students revise their work at both the sentence level and structural level in order to refine and bolster their arguments.

4. Students will examine the characteristics of academic conversations and engage an academic audience.

Students explore the qualities of intelligent public discourse and further consider qualities particular to academic writing. Students discuss the rhetorical triangle and the use of ethos, pathos, and logos in rhetorical arguments.

5. Students will learn the concepts, principles, and vocabulary of reasoning and argumentation.

Students review the historical roots of argumentation as well as the more recent contribution of Toulmin and others. They also explore logical fallacies as well as critical reasoning.

6. Students will explore rhetorically persuasive arrangements of source information and of their own ideas in order to advance an argument and develop their understanding of how various strategies (i.e., analysis, synthesis, evaluation) work to advance arguments.

Students examine the higher orders of critical thinking. Students explore various kinds of texts for the ways in which writers use different strategies to give clarity and validity to a position. Formal writing assignments are shaped to help students engage in critical thinking and use similar writing forms in their own texts. These texts include at least one substantial research paper using various argumentation techniques and strategies.

7. Students will expand their understanding of scholarly presentation and further evolve in their knowledge of academic writing and research approaches within particular disciplinary discourse communities.

Students review the purpose of a documentation style. Further, they discuss the major styles of academic documentation and their application within their appropriate fields. Students make use of an appropriate documentation style within their own texts, particularly their formal argumentative research paper.

8. Students will become more aware of their inclusion in and responsibility to the academic community.

Students continue to learn about their privileges and responsibilities as members of the academic community, including the ethical use of sources. Students increase their awareness of an academic audience through various activities, e.g., peer draft reviews.

SKILLS AREA:

1. Students will become proficient at identifying types of resources necessary to formulate a researchable question.
2. Students will become proficient at assessing the quality and utility of various kinds of resources for academic research.
3. Students will become proficient at formulating conclusions based on the results of their research.
4. Students will become proficient at incorporating expert opinion to support the claims they have developed.
5. Students will become proficient at incorporating source material using accepted forms of scholarly citation.
6. Students will become proficient at communicating their research findings to an academic audience.