

U of U

WRTG 1010 Introduction to Academic Writing (3)

Prerequisite: WRTG 1010 placement. Fulfills WR1 requirement. To be taken during Freshman year.

Students learn to **read and write rhetorically**, develop and support claims, and produce and evaluate writing in collaboration with peers. Course readings and assignments emphasize writing for **diverse purposes and disciplines**.

WRTG 2010 Intermediate Writing (3)

Prerequisite: WRTG 1010 OR WRTG 2010 placement. Fulfills WR2 requirement. To be taken during Freshman year.

Writing in undergraduate academic contexts. Students **practice analytical and persuasive writing that addresses various academic audiences in a research university**. Emphasis on writing for learning, textual analysis, **writing from research**, and collaborative writing.

BYU

WRTG 150 is designed to introduce students to college-level writing, reading, and research with an emphasis **on argumentation and rhetorical analysis**. WRTG 150 pays particular attention to the ways **arguments** work within discourse communities. Individual sections are structured around a focused topic area (e.g., globalization, mass media, religion in America, the environment) and require extensive writing, reading, and research in the topic area.

For more information on the honors sections, please see the [Writing 150H course description](#).

- Use **rhetoric responsibly to compose arguments in a variety of genres for specific audiences and purposes**.
- Critically read texts. This includes **analyzing how a text functions in a specific situation, community, or public**; analyzing the nuances of language (diction, figures of speech, tone, etc.);

identifying and evaluating the elements of an argument—claims, reasons, assumptions, and ethical, emotional, and logical appeals.

- Write coherent and unified texts (effective introductions, clear thesis, supporting details, transitions, and strong conclusions) using a flexible and effective writing process, including prewriting, drafting, revising, and editing.
- Use style—diction, figurative language, tone, grammar, punctuation, spelling, mechanics—genre, conventions, and document design correctly and for rhetorical effect.

Navigate the library to locate primary and secondary sources, evaluate the appropriateness and credibility of those sources, and effectively incorporate and accurately document outside sources in a research paper.

UVU

English 1010 - Introduction to Writing

3:3:0 Su, F, Sp

- Prerequisite(s): Appropriate placement scores or ENGH 0990 with a grade of C- or higher

Teaches rhetorical knowledge and skills, focusing on critical reading, writing, and thinking. Introduces writing for specific academic audiences and situations. Emphasizes writing as a process through multiple drafts and revisions. In addition to major essay assignments, may include in-class writing and collaboration, research writing, journals, and portfolios.

English 2010 - Intermediate Writing for the Humanities and Social Sciences

3:3:0 Su, F, Sp

- Prerequisite(s): ENGL 1010 or ENGL 101H with a grade of C- or better. Emphasizes academic inquiry and research in the humanities and social sciences. Explores issues from multiple perspectives. Teaches careful reasoning, argumentation, and rhetorical awareness of purpose, audience, and genre. Focuses on critically evaluating, effectively integrating, and properly documenting sources. In addition to major essay assignments,

may include in-class writing and collaboration, an annotated bibliography, oral presentations, and portfolios. As a result of taking English 1010 and 2010/2020, students will be able to craft an essay that is suitable for the rhetorical context in which they are writing. Students will learn how to appropriately adjust their tone and level of formality for their intended audience, genre, and purpose.

English 2020 - Intermediate Writing for Science and Technology

3:3:0 Su, F, Sp

- Prerequisite(s): ENGL 1010 or ENGL 101H with a grade of C- or better. Emphasizes academic inquiry and research in science and technology fields. Explores issues from multiple perspectives. Teaches careful reasoning, argumentation, and rhetorical awareness of purpose, audience, and genre. Focuses on critically evaluating, effectively integrating, and properly documenting sources. In addition to major essay assignments, may include in-class writing and collaboration, an annotated bibliography, oral presentations, and portfolios.

USU

Both English 1010 and English 2010 focus on helping individual writers improve their writing skills, habits, and attitudes. English 1010 begins with writing about music and personal experiences and ends in a researched essay sparked by the common reading book. English 2010 emphasizes rhetoric, persuasion, research, and the chance to pursue seriously an interest or question. Both courses offer small classes and individual attention from the instructor.

Each year, top student writers from English 2010 are invited by their peers to perform readings of their work with the greater university community. These students are considered for cash prizes and publication in an anthology *Voices: On Stage and In Print*. It is published each summer and gives undergraduates of all disciplines the chance to be publicly recognized for their writing. The contest provides extra incentive for students to write well, engages them in careful and meaningful self-assessment, and reinforces class instruction and the value of diverse perspectives. *Voices* is a self-sustaining program originally made possible by a USU Innovation Grant and housed within the USU Writing Program

.troduction to Writing: Academic Prose (English 1010): Students learn skills and strategies for becoming successful academic readers, writers, and speakers: how to

read and write critically, generate and develop ideas, work through multiple drafts, collaborate with peers, present ideas orally, and use computers as writing tools.

Intermediate Writing: Research Writing in a Persuasive Mode (English 2010): Writing of reasoned academic argument supported with appropriately documented sources. Focuses on library and Internet research, evaluating and citing sources, oral presentations based on research, and collaboration. Prerequisites: Completion of 30 credits; fulfillment of Communications Literacy CL1 requirement through coursework (C- or better in ENGL 1010) or examination; and completion of Computer and Information Literacy (CIL) requirement.

SUU

Programs & Degrees

Core Curriculum

ENGL 1010: Introduction to Academic Writing

ENGL 1010 offers a disciplined approach to the rhetoric of English composition with emphasis on organization and development in the whole composition, on coherence and effectiveness in paragraphs, and on maturity and flexibility in sentence styles. While grammar and usage are not neglected, they are treated as means to achieving rhetorical objectives.

By the end of ENGL 1010, students should

- Engage in writing as a process, including pre-draft strategies, multiple drafts of essays, peer review, and revision at both large-scale and small-scale levels.
- Recognize and evaluate rhetorical, cultural, and stylistic elements of texts.
- Interact with “texts” beyond the printed word.
- Acknowledge multiple points of view.
- Identify the needs of and appeal to various audiences.
- Use various rhetorical modes (such as definition, narration, comparison/contrast, and cause/effect) to analyze, generate, and organize writing.
- Write focused, arguable thesis statements and develop subordinate ideas through paragraphs that connect through transitions and clear topic sentences.
- Use specific evidence in development of subordinate ideas.
- Demonstrate the ability to summarize, paraphrase, and quote correctly and appropriately.

- Incorporate sources with signal phrases, cite correctly using current MLA-style parenthetical references, and create a properly formatted list of works cited.
- Understand the definition of plagiarism and follow the principles of academic integrity, as explained in Chapter 2 of the SUU General Catalog.
- Recognize and correct common errors of grammar and style, including but not limited to confused words, tense shifts, misplaced modifiers, sentence structure problems, pronoun/antecedent agreement, sexist language, and use of the generalized “you.”

In ENGL 1010, instructors will

- Require 15-20 pages of polished essay writing.
 - Two or three short essays.
 - A persuasive essay of at least 6 pages in length that includes cited sources.
 - Research papers will not be assigned.
 - Topics for papers should grow from class discussions and readings.
 - Assign approximately 10-15 pages of informal writing, which might include exploratory writing, journal writing, audience analysis, and responses to assigned readings.
 - Require at least 100 pages of reading including authors representing diverse perspectives.
 - Present student model essays.
 - Facilitate peer reviews.
- Assign individual and/or group presentations.

Core Curriculum

ENGL 2010: Intermediate Writing

ENGL 2010 emphasizes the development of an **effective academic style in argumentative essays that make use of traditional rhetorical patterns**. A major research paper is required. The class may count toward filling the skills competencies requirement for secondary education or for General Education. Subtopics will vary and may include: Writing in a Persuasive Mode, Literature and Film of the Vietnam War, Shakespeare and the Renaissance, and Writing from the Environment.

By the end of ENGL 2010, students should

- **Design and construct arguments** for specific audiences with an emphasis on organizing, sustaining, and maintaining consistency.
- Invest in an issue while exhibiting an awareness of multiple viewpoints.

- Engage in rhetorical and critical analysis of challenging texts.
- Evaluate evidence and sources.
- Display sophistication when integrating a variety of print and non-print sources into research-based writing.
- Use various rhetorical modes to analyze, generate, and organize writing while articulating complexities in thought and argument beyond pro/con.
- Employ rhetorical appeals and recognize the principles of academic argument (for example, Aristotelian appeals and the Toulmin Model).
- Be able to identify and avoid logical and emotional fallacies.
- Conduct research involving both primary and secondary sources.
- Grasp and employ the finer points of current MLA style.
- Understand the definition of plagiarism and follow the principles of academic integrity, as explained in Chapter 2 of the SUU General Catalog.
- Develop a sophisticated academic writing style employing standard usage.

In ENGL 2010, instructors will

- Require 20-25 pages of polished writing, which must include some persuasive writing.

Two or three short assignments, which may include critical/rhetorical analysis, a presentation, and/or an annotated bibliography.

A research paper of at least 10 pages of text documented in MLA style.

- Assign approximately 10-15 pages of informal writing, which might include exploratory writing, journal writing, and responses to assigned readings.
- Require at least 150 pages of reading including authors representing diverse perspectives.
- Present student model essays.
- Facilitate peer reviews.

Assign individual and/or group presentations.

Westminster

ENGL 098 Introduction to Writing ()
 An introduction to writing expository prose. This course provides an overview of grammar, syntax and paragraph writing so that students can master the skills necessary for success in ENGL 110.

ENGL 110 Composition and Research, LE ()
 This course serves as the college's composition requirement and introduces students to strategies and forms of argumentation, independent and collaborative intellectual inquiry, uses of critical reading and rhetorical analysis of grammar and mechanics for professional presentation. Prerequisite: adequate ACT or SAT placement scores successful completion of ENGL 098.

ENGL 1010 EN - Introductory College Writing

Credits: (3)

Typically taught:

Fall [Full Sem, Online]

Spring [Full Sem, Online]

Summer [1st Blk, 2nd Blk, Online]

Students will learn practices of successful academic writing. Students will focus on the writing process, writing for specific audiences, collaboration with peers, and on the interrelationship between reading and writing. To enter 1010 the student must have 17 or higher on the ACT English portion, or equivalent. Student must complete ENGL 1010 satisfactorily (a grade of "C" or better) before enrolling in [ENGL 2010](#).

ENGL 1010 EN - Introductory College Writing

Credits: (3)

Typically taught:

Fall [Full Sem, Online]

Spring [Full Sem, Online]

Summer [1st Blk, 2nd Blk, Online]

Students will learn practices of successful academic writing. Students will focus on the writing process, writing for specific audiences, collaboration with peers, and on the interrelationship between reading and writing. To enter 1010 the student must have 17 or higher on the ACT English portion, or equivalent. Student must complete ENGL 1010 satisfactorily (a grade of "C" or better) before enrolling in [ENGL 2010](#).

ENGL 2010 EN - Intermediate College Writing

Credits: (3)

Typically taught:

Fall [Full Sem, Online]

Spring [Full Sem, Online]

Summer [1st Blk, 2nd Blk, Online]

This course will focus on writing arguments, conducting research, and documenting sources. Students will continue to learn practices of successful

academic writing including the writing process, writing for specific audiences, and collaboration with peers. Prerequisite: [ENGL 1010](#) with “C” grade or better, AP Language and Composition or Literature and Composition examination with a score of 3 or better, ACT English and Reading score of 29 or better, CLEP with essay test with a score of 50 or better, or articulated transfer credit from another regionally accredited college or university.