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Project Summary: First Year Writing Experience

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Introduction & About the Project

Welcome to our First Year Writing Experience Guidebook. This project is designed to support first-year writing instruction at the college level for Idaho public colleges and universities. We have used the Idaho State Board of Education GEM 1 Written Communication learning outcomes to guide this project, including instructional material, student models, suggested readings, and learning activities for each outcome. We have also included supplemental resources for English language learners and for grammar.

Audience

Our primary student audience consists of students enrolled in ENGL 101 and/or ENGL 102 courses at any of Idaho’s two or four year colleges and universities. This audience also includes Idaho dual credit high school students who are enrolled in ENGL 101 and/or ENGL 102. Secondary audiences include Idaho’s GEM 1 written communication instructors as well as any instructors interested in a comprehensive guide to first-year writing.

About the Text/Content

How will the text be structured? (e.g. 3 parts to every chapter, student-facing text plus instructor handbook etc.). What (if any) accompanying elements (e.g. instructor resources, presentations, quizzes/activities, maps, data sets) will be produced or collected?

Contents and Organization

Written Communication General Education Learning Outcomes:

Section One: Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts.

- Lessons/Existing Resources
- Assignments

- Student Models

Section Two: Adopt strategies and genres appropriate to the rhetorical situation.

- Lessons/Existing Resources
- Assignments
- Student Models

Section Three: Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context.

- Lessons/Existing Resources
- Assignments
- Student Models

Section Four: Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others.

- Lessons/Existing Resources
- Assignments
- Student Models

Section Five: Address readers' biases and assumptions with well-developed evidence-based reasoning.

- Lessons/Existing Resources
- Assignments
- Student Models

Section Six: Use appropriate conventions for integrating, citing, and documenting source materials as well as for surface-level language and style.

ELL Learner Resources

MLA & APA Documentation Style Resources

Academic Integrity / Plagiarism Resources

Grammar resources

Writing Templates

Glossary

Licensing

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Team

Who is leading the project? Who else is involved? Provide contact details (not necessarily personal) and guidance on where to direct different kinds of queries.

Joel Gladd, English Instructor at the College of Western Idaho. Email: joelgladd@cwidi.edu

Amy Minervini, English Instructor at Lewis-Clark State College. Email: alminervini@lcsc.edu

Liza Long, English Instructor at the College of Western Idaho. Email: lizalong@cwidi.edu

Support (if applicable)

Note any grants, institutional support or other external support the project has received or will receive over the course of the project.

Timeline

Provide an approximate timeline for the project. This doesn't have to be comprehensive, or rigid, but an indicator of dates for major milestones (e.g. chapters submitted, peer review complete, beta testing, initial release, etc.)

How to Get Involved

Offer clear guidance on how people can participate in the project, and where they should start (contact the project admin, comment on the forum, email someone, etc.). Consider making this general enough that you don't have to update it for different phases of the project. You may also want to link to other relevant resources you have, like author or review guides.

Measures of Success

How will you know if you've met your goal? What constitutes success, and how will you measure it? Consider things like number of participants, diversity of perspectives (geographic, cultural, social, etc.), completed peer review process, number of adoptions etc. These don't have to be comprehensive, but help to clarify what success means to your project, beyond just writing a text.