

Writing 1 Course Checklist

Course Basics	
	Course title is WRIT 110 - Writing 1: The Art & Craft of Writing
	<p>Course description is the following: Writing is a skill that can be practiced and improved. In this course, students will learn about writing by approaching it from theoretical, historical, pedagogical, and practical perspectives. Students will engage with writing processes, literacies, and genres by reading and writing about research and arguments dealing with all aspects of writing. Students will also craft arguments of their own based on their research on the art and craft of writing. <i>Meets the general studies requirement for University Skills</i>. 3-unit course. *Students must earn a C- or better in Writing 1 in order to register for Writing 2.</p>
	There are no course prereqs for Writing 1. However, students are required to complete a self-directed placement survey online before registering for Writing 1.
	Course uses a solid writing and rhetoric-focused text . *latest editions also approved
	Course includes Writing Studies-based readings in the forms of a course reader and/or selected articles (some articles are available via the Writing Program website at www.apu.edu/go/writing).
	Instructors may choose to require a style and documentation handbook, or they may instruct students in the use of reliable online resources.
	Class meets 2 or 3 days per week (per the assigned course schedule meeting days/times) in order to accommodate process assignments.
Student Learning Outcomes (Updated 4/20)	
By the end of this course, students will be able to:	
	Practice effective writing processes, including planning, drafting, revising, editing, and proofreading
	Participate in collaborative groups with emphasis on listening, critical and reflective thinking, and responding to group members' writing and ideas
	Demonstrate rhetorical awareness of the audience, message, and purpose of various writing and reading situations
	Write an organized, logical argument
	Demonstrate information literacy by finding and evaluating sources for answering questions and solving problems, as well as using sources appropriately to support arguments, and citing sources appropriately
	Develop a clear, grammatically correct writing style
Necessary Components	
	Guidance of students' writing processes through structured assignments and multiple drafts
	Guidance of students' writing processes through feedback on drafts (via peer workshops, draft responses, professor feedback--written and/or oral, Writing Center visits, etc.)
	At least 30 minutes of conferences with each student over the course of the semester*
	Completion of a literacy-focused assignment/assignments involving a written exploration of some aspect of a student's literacy journey/history. This may or may not involve multiple drafts, depending on the type of exploratory assignment an instructor chooses -- literacy narrative, writer's notebook entries, discussion boards, etc. Suggested total product: 3-5 pages (750 - 1,250 words of final product).**

	Completion of an assignment designed to build rhetorical awareness and rhetorical analysis skill (includes multiple drafts, incorporation of student/instructor feedback, and a crafted final product). Suggested length: 3-5 pages (750 - 1250 words of final product).**
	Completion of an original, thesis-driven argument that is supported by researched evidence (includes multiple drafts, incorporation of student/instructor feedback, and a crafted final product). Suggested length: 6-8 pages (1,500-2,000 words of final product).** We strongly encourage the topic of the researched argument to be a “writing about writing” topic , as we believe that this minimizes the opportunity for plagiarism and allows students to continue to think about and learn about the art and craft of writing throughout the term. However, if some students absolutely cannot find a connection between WAW and their own lives, <i>instructors may help them to find a topic that is more closely aligned with their interests.</i>
	Completion of a portfolio cover letter to preface a cumulative ePortfolio containing <i>polished versions</i> of a literacy-focused assignment, an assignment designed to build rhetorical awareness and skill, and an original argument that is supported by researched evidence. Suggested cover letter length: 3 pages (approximately 750 words of final product).**
	Instruction in information literacy , including research practices and conventions
	Instruction in one rhetorically-appropriate documentation style (APA, MLA, Tarabian, etc.)
	Use of the lexicon
	*Up to 6 in-class hours may be canceled to accommodate conferences throughout the semester (up to six class sessions for M/W/F sections and up to four class sessions for T/Th sections).
	**A fully formed message that is appropriate to the rhetorical situation should dictate the length of a given paper. These are, however, suggested page lengths informed by past student writing. Ideally, a student will produce a minimum of 6,000 words on drafts of anchor assignments (in addition to in-class writing and weekly written responses) + a minimum of 3,500 words of final product.
Requirements for Students	
	Participation in a peer writing group for workshops in and/or outside of class
	Participation in individual or group conferences with the professor
	Weekly written responses/discussions , such as reading responses, blog posts, discussion posts, writing exercises, or journal entries. These may be completed in or out of class, per each instructor’s directions.
	Completion of a literacy-focused assignment/assignments involving a written exploration of some aspect of a student’s literacy journey/history. This may or may not involve multiple drafts, depending on the type of exploratory assignment an instructor chooses -- literacy narrative, writer’s notebook entries, discussion boards, etc. Suggested total product: 3-5 pages (750 - 1,250 words of final product).**
	Completion of an assignment designed to build rhetorical awareness and skill (includes multiple drafts, incorporation of student/instructor feedback, and a crafted final product). Suggested length: 3-5 pages (750 - 1,250 words of final product).**
	Completion of an original argument that is supported by researched evidence (includes multiple drafts, incorporation of student/instructor feedback, and a crafted final product). Suggested length: 6-8 pages (1,500 - 2,000 words of final product).**
	Completion of a portfolio cover letter to preface a cumulative ePortfolio containing <i>polished versions</i> of all anchor assignments (literacy-focused assignment, an assignment designed to

	build rhetorical awareness and skill, and an original argument that is supported by researched evidence). Suggested cover letter length: 3 pages (approximately 750 words of final product).**
	**A fully formed message that is appropriate to the rhetorical situation should dictate the length of a given paper. These are, however, suggested page lengths informed by past student writing. Ideally, a student will produce a minimum of 6,000 words on drafts of anchor assignments (in addition to in-class writing and weekly written responses) + 3,500 words of final product.
Additional Syllabus Creation* Resources	
	www.apu.edu/go/writing — APU Writing Program’s website
	Writing 1: Anchor Assignments Explanation
	APU Faculty Guidelines for Undergraduate Course Syllabi
	Minimum Canvas Requirements (2021)
Sample WRIT 110 Syllabi	
	WRIT 110 Sample Syllabus w/ Updated Student Learning Outcomes (SLO’s), pdf version WRIT 110 Sample Syllabus w/ Updated Student Learning Outcomes (SLO’s), Word version
	Updated SLO & GELO Chart -- All W1 courses must include this chart in the syllabus
	WRIT 110 Sample Syllabus with “Instructional Notes” and “Feedback and Grading” Notes — Please use as you consider how you might approach a given class session or how you might want to address feedback and grading in your class.

*Please note that adjunct faculty members who are teaching WRIT 110: The Art and Craft of Writing for the first time are asked to teach closely to the sample syllabus, including all of the anchor assignments and the ePortfolio process. Please reach out to Karen Lang kslang@apu.edu if you’d like to talk about potential assignment adaptations to those found in the sample syllabus.