

Foundations—Written Communication (FW)

Description & Requirement

[updated 2008; course list updated 2009]

Written Communication (FW) (3 credits/1 course)

Students will be introduced to the rhetorical, conceptual, and stylistic demands of writing at the college level; courses give instruction in composing processes, search strategies, and composing from sources. This course also provides students with experiences in the library and on the Internet and enhances their skills in accessing and using various types of primary and secondary materials.

Approved FW courses: ENG 100, ENG 100A, ENG 101 (no longer offered), ENG 190, ELI 100

Student Learning Outcomes

[updated 2010]

At the end of the FW course, students can:

1. compose college-level writing, including but not limited to, academic discourse, that achieves a specific purpose and responds adeptly to an identifiable audience.
2. provide evidence of effective strategies for generating, revising, editing, and proofreading a text in order to produce finished prose.
3. compose an argument that makes use of source material that is relevant and credible and that is integrated in accordance with an appropriate style guide.

Working definitions

Revising: making global changes (e.g., adding, deleting, or moving content; rewriting for a different audience; rewriting in a different tone)

Editing: making changes at the sentence level, including changes in sentence style, syntax, phrasing

Proofreading: correcting grammar, punctuation and mechanics, spelling, formatting

Course Hallmarks & Explanatory Notes

[updated 2008]

To satisfy the Written Communication (FW) requirement, a course will:

1. **introduce students to different forms of college-level writing, including, but not limited to, academic discourse, and guide them in writing for different purposes and audiences.**
 - *The primary goal of W Foundations classes is learning to write. Course reading should serve as a basis for writing rather than as a body of material to be mastered per se.*
 - *The primary reading focus should be on expository texts. The course should consider a variety of college-level readings (e.g., summary/abstract, narrative, analysis, argument).*
2. **provide students with guided practice of writing processes—planning, drafting, critiquing, revising, and editing—making effective use of written and oral feedback from the faculty instructor and from peers.**
 - *There should be a coherent sequence of various types of writing studied and assigned in the course. Generally, such a sequence will move from presumably simpler to more complex*

rhetorical tasks (e.g. from summary to analysis/interpretation to argument, or from narrative/serialization to comparative analysis to research-based inquiry).

- *Types of interaction concerning student writing will vary and may include in-class collaborative group work (including online or hybrid instruction), instructor/student conferencing (in person and/or online), student/student peer review, and tutorial feedback as available.*
3. **require at least 5000 words of finished prose—equivalent to approximately 20 typewritten/printed pages.**
 - *“Finished prose” is defined as writing which has received peer and/or instructor feedback, has usually undergone student revision, and has been formally evaluated by the instructor. Writing such as journal entries, e-mail letters, pre-writing exercises, unrevised in-class writing, or feedback to peers should not normally be considered “finished prose.”*
 4. **help students develop information literacy by teaching search strategies, critical evaluation of information and sources, and effective selection of information for specific purposes and audiences; teach appropriate ways to incorporate such information, acknowledge sources and provide citations.**
 - *“Information literacy” includes knowledge of and competence using Internet as well as print materials.*
 5. **help students read texts and make use of a variety of sources in expressing their own ideas, perspectives, and/or opinions in writing.**