<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Lead Instructor</th>
<th>Course Specific Outcomes in addition to the general WR II Bacc Core Outcomes</th>
<th>Typical Assignments: Assignments vary across sections</th>
</tr>
</thead>
</table>
| WR 201  | Writing for Media | Jillian St. Jacques | • Identify and produce hard and soft news stories  
• Compose clear, accurate articles under tight deadline constraints  
• Command a toolbox of Associate Press editorial skills to groom stylistically perfect copy  
• Distinguish the basic elements of print mechanics and graphics as they apply to  
newspapers, blogs and magazines  
• Critically evaluate hard and soft feature stories using journalistic approach  
• Interview faculty sources on areas of expertise  
• Utilize computer research to deepen factual detail  
• Command more than one type of organizational style (inverted pyramid, hourglass, etc)  
• Navigate the basic laws and ethics guiding the practice of writing for the media, specifically plagiarism and libel | • Associated Press Style Quizzes (3)  
• Leads exercises (synthesize facts)  
• Interactive headline drills  
• Interactive group newspaper drills  
• Short Feature Story  
• Long Feature Story (research piece)  
• Profile Story  
• Descriptive drills  
• Discussion board entries  
• Midterm and Final Exam |
| WR 214  | Business Writing | Sara Jameson | • Demonstrate rhetorical knowledge of audience, purpose, and professional workplace writing techniques  
• Plan and produce a variety of professional documents;  
• Apply appropriate persuasive techniques including visual rhetoric and design  
• Use standard workplace formats and design for letters, newsletters, memos, reports, etc.  
• Research, analyze, and accurately and ethically cite and report information  
• Use revision to bring draft documents to their highest potential  
• Use correct conventions such as appropriate grammar, voice, punctuation, and spelling | • Daily workplace communication  
• Resumes and cover letters  
• Letters, memos, professional email  
• Proposals or Reports  
• Strategic plans or White Papers  
• Newsletters  
• PowerPoint presentations |
| WR 222  | Eng. Comp II: Argumentation | Anita Helle | • Understand and respond to a variety of public rhetorical situations and audiences, using appropriate format; claims, support, evidence, and appeals; and voice, tone, and level of formality.  
• Use writing and reading for inquiry, learning, thinking, and communicating  
• Find, read, evaluate, analyze, and synthesize appropriate sources in print and online  
• Engage with the ongoing conversation and integrate “I say” with what “they say” ethically with documentation to give credit for others’ ideas  
• Use multiple informal and formal drafts to create, re-think, revise and complete a successful text  
• Develop flexible strategies for generating, revising, editing, and proof-reading  
• Collaborate in the writing process and critique personal and peers’ works  
• Use appropriate formats and genre conventions  
• Document sources appropriately with MLA works cited page plus in-text citation (footnotes etc.)  
• Use correct syntax, word choice, grammar, punctuation, and spelling | • Argumentation in the public sphere  
• Editorial, op-ed, and letters to the editor  
• Rhetorical analysis of public opinion in newspapers, websites, and blogs  
• Write two or three arguments  
• Possible research log or portfolio |
| WR 224  | Intro to Short Fiction | Karen Holmberg | • Become proficient in analyzing short stories for their deployment of craft (development of character, conflict, perspective, and structure);  
• Produce original fictional works (short stories);  
• Pratice the skills of written and oral critique of creative writing during peer review;  
• Become an active, critical, and reflective reader of contemporary short fiction | • Writing exercises on elements of craft (character, image, point of view, etc.);  
• Reflective essays: asking students to discuss own work in light of model story or stories and the elements that influenced their own creation;  
• Vocabulary quizzes: test knowledge of craft/terminology;  
• Stories: two short stories ranging from 5-8 pages;  
• Presentations that lead a discussion of a published short story (literary analysis) |
**WR 240 Intro to Creative Non Fiction**
Karen Holmberg

- Analyze and interpret published nonfiction for understanding of formal and narrative choices
- Recognize and use elements of prose as a means of discovering and conveying meaning for diverse reading audiences
- Recognize and use writing processes effectively to generate, compose, organize, and revise writing, reflecting appropriate writing standards and conventions
- Rhetorically analyze a variety of genres and forms appropriate to audience and purpose
- Develop and strengthen critical writing, reading, thinking, and communication skills for lifelong literacy

- Weekly reading journal responses analyzing narrative non-fiction traditions
- In-class freewriting
- Informal, one-page essay drafts
- Longer (5-10 page) and well-revised creative essays, demonstrating craft elements of narrative non-fiction genres
- 1/2 page response letters to peer writing
- Final portfolio with process letter rhetorically reflecting on audience and purpose

**WR 241 Intro to Poetry**
Karen Holmberg

- Recognize and shaping the poetic subject;
- Learn to manage the rhythm and pacing of the poetic line;
- Gain a fundamental knowledge of the main metrical patterns and poetic devices, as well as an array of poetic forms and modes;
- Become an active and creative reviser, one who considers multiple directions for a poem;
- Read poetry with a sensitivity to its layers of meaning, idea, and emotion;
- Critique peers' work meticulously and articulately.

- Original poems, following project guidelines which specify a particular mode or type (elegy, ode, etc.);
- Typed critique letters of peer work;
- A midterm exam testing knowledge of poetic devices;
- A close reading essay, testing their ability to interpret and analyze a poem;
- Exercises on craft: rhythm, sound devices, point of view, metaphor, etc.

**WR 303 Writing for the Web**
Ehren Pflugfelder

- Plan and produce clear and useful Web-based genres
- Analyze and recognize new and emergent Web-based writing forms
- Compose in a style and arrange information using best-practices for Web writing
- Use standard Web-writing guidelines for collaborative content production, Web-based research, and user-driven content
- Make best use of page layout and design strategies for Web-based writing
- Research, analyze, and accurately report on existing Web writing practices
- Understand and successfully employ hypertext markup language (HTML) within written prose
- Negotiate and plan the storage and distribution of materials to multiple authors

- Blog Writing
- Review Writing
- Wiki Writing
- Website portfolio projects
- Tweet and status updates
- Internet research writing

**WR 323 Eng Comp III: Writing with Style**
Sara Jameson

- Demonstrate critical thinking about ideas through reading and writing
- Demonstrate effective, stylish, correct writing for specific audiences and purposes
- Demonstrate appropriate use of conventions for stylish written English at the 300-level
- Use a variety of writing processes effectively to generate ideas and compose, organize, and revise writing
- Rhetorically read and analyze a variety of written and visual texts
- Demonstrate increased Information Literacy

- Two or three shorter and longer essays
- Reading journal, responses
- Informal writing
- Style analysis
- Market analysis

**WR 324 Intermediate Fiction**
Karen Holmberg

- Demonstrate a working knowledge of the elements of a fiction writer's craft, including point of view, imagery and setting, character development, voice, and dramatic structure;
- Develop the ability to articulate, with fairness and specific support, a peer critique of student fiction, both in written and oral form;
- Become a more sophisticated reader of contemporary fiction, through written and oral literary analysis of professional short fiction;
- Become a stronger writer and critical thinker, both in terms of literary analysis and imaginative writing.

- 8-12 page short story (double spaced);
- Exercises practicing elements of craft;
- One "short-short" or very short story, expanded from an exercise;
- Weekly typed peer critiques and oral participation;
- 1-page, single-spaced typed analyses on assigned professional short stories

**WR 327 Technical Writing**
Sara Jameson

- Demonstrate rhetorical knowledge for audience and purpose to create effective documents
- Use professional conventions of clean and clear design, style, and layout of written and oral materials
- Gather and apply researched information and analyzing documents, and citing sources correctly
- Write clearly, correctly, and concisely

- Proposals and Reports
- Instruction manuals
- Technical descriptions
- Usability testing
- Oral presentations

**WR 330 Understanding English Grammar**
Vicki Tolar Burton

- Recognize and use a range of sentence structures and punctuate them correctly
- Compose texts in which you make effective rhetorical choices in grammar and syntax based on purpose and audience
- Employ critical thinking to analyze rhetorical choices of grammar and syntax in personal and published writing
- Effectively revise, edit, and proofread your own writing
- Demonstrate an understanding of language differences, including ethnic, international, and disciplinary differences

- Short and long essays
- Daily grammar exercises, including diagramming
- Sentence composing
- Discourse analysis of student and professional writing
- Tests and Exams
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Requirements</th>
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<tbody>
<tr>
<td>WR 341</td>
<td>Intermediate Poetry</td>
<td>Karen Holmberg</td>
<td>Develop a more sophisticated ability to delineate the poem’s subject;</td>
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<td>Increase the complexity of ideas and the ambition of poems;</td>
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<td>Become an active and creative reviser, one who considers multiple directions for a poem;</td>
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<td>Read poetry with a sensitivity to its layers of meaning, thought, and emotion;</td>
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<td>Critique peers’ work meticulously and articulately;</td>
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<td>Understand and contribute to the evolution of poetic subjects and techniques along the historical continuum.</td>
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<td>Original poems, following project guidelines which specify a particular mode or type (sequence poem, sonnet, etc.);</td>
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<td>A reading journal, in which they transcribe 50 favorite poems from the term’s reading;</td>
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<td>“Process” essay, in which they reflect on the conceptualizing, growth, revision, and influences, of an original poem;</td>
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<td>Exercises on craft: rhythm, sound devices, point of view, metaphor, etc.</td>
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<td>WR 362</td>
<td>Science Writing</td>
<td>Sara Jameson</td>
<td>Write and revise articles that accurately and engagingly present complex scientific ideas clearly for various audiences</td>
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<td>Effectively use style, vocabulary, images, and content in articles for various publications of popular science</td>
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<td>Follow the conventions governing popular science and scientific communication, including correct, concrete and concise writing and visuals, with appropriate documentation</td>
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<td>Two or three shorter and longer feature articles</td>
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<td>Case studies of media markets and science writers</td>
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<td>Review of the literature research log</td>
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<td>Book review of a book of popular science</td>
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<tr>
<td>PHL 121</td>
<td>Reasoning and Writing</td>
<td></td>
<td>No information provided</td>
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<tr>
<td>HC 199</td>
<td>Honors Writing</td>
<td></td>
<td>Information coming in May 2014.</td>
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