

**What are the core principles and practices
of WR 120?**

WR 120: First-year Writing Seminar

Bulletin description

CAS WR 120 First-Year Writing Seminar Prereq: CAS WR 112 (if required by placement test). *Topic-based seminar in critical reading and writing. Engagement with a variety of sources and practice in writing in a range of genres with particular attention to argumentation, prose style, and revision, informed by reflection and feedback, including individual conferences. Effective Fall 2018, this course fulfills a single unit in the following BU Hub area: First-Year Writing Seminar. 4 cr. Either sem.

WR 120: First-year Writing Seminar

Basic requirements

□ 3 major assignments (academic paper 1, academic paper 2, and alt-genre assignment) 70% of the semester grade, portfolio 10%, and 20% discretionary. Note: oral presentation assignment is required but does not need to factor as a separate grade percentage.

□ Module 1 (4-5 weeks) focused on course foundations (of academic writing & of course topic) and ending with academic paper 1

Module 2 (5-6 weeks) focused on EITHER writing an academic (multi-source) paper OR writing in a different genre. (Two drafts for the academic paper, at least one draft and scaffolding for genre assignment)

□ Module 3 (5-6 weeks) focused on EITHER writing an academic (multi-source) paper OR writing in a different genre—whichever was not chosen for Module 2. Portfolio due as well. (Two drafts for the academic paper, at least one draft and scaffolding for genre assignment)

□ Oral presentation assignment in either Module 2 or Module 3

□ Module 3 assignment and Portfolio/Reflection due before the reading period

WR 120: First-year Writing Seminar

Learning outcomes

- read a range of genres with understanding, appreciation, and critical judgment;
- express yourself orally and converse thoughtfully about complex ideas;
- craft responsible, considered, and well-structured written arguments;
- produce clear, coherent prose in a range of genres and styles, using different media and modes of expression as appropriate;
- plan, draft, and revise efficiently and effectively, and help your peers do the same by responding productively to their work;
- reflect on your own reading, writing, and editing practices.

WR 120: First-year Writing Seminar

Essential Lessons

Summary and Analysis

Standard Rhetorical Moves of Introductions

Argument Through Acknowledgment and Response

Sentences Tell Stories

**What are core principles and practices shared
across WR 15X classes?**

WRITING, RESEARCH, AND INQUIRY

Most students will take CAS WR 150, "Writing, Research, and Inquiry," in the CAS Writing Program to fulfill the Hub requirement in this area. There are additional select courses that also fulfill this area listed below.

CAS WR 150

Writing, Research, & Inquiry

HUB AREAS

Writing, Research, and Inquiry ~ Research and Information Literacy

Topic-based seminar in critical reading, research, and writing. Practice in sustained inquiry, including scholarly research and communication of findings to different audiences. Attention to argumentation, prose style, and revision, informed by reflection and feedback, including individual conferences.

WR 15x Writing, Research & Inquiry

Learning outcomes

- strategically search for and select both scholarly and non-scholarly sources and read them with understanding, appreciation, and critical judgment
- express yourself orally and converse thoughtfully about complex ideas
- engage a range of sources in order to address research questions and to communicate findings in the form of responsible, considered, and well-structured written arguments
- produce clear, coherent prose in a range of genres and styles, using different media and modes of expression as appropriate
- plan, draft, and revise efficiently and effectively, and help your peers do the same by responding productively to their work
- reflect on how research, reading, writing, and editing practices differ for varied audiences, genres, and purposes

WR 15x Writing, Research & Inquiry

Basic requirements

- Develop a sustained research inquiry in which you explore a range of information sources and modes of research to help formulate and engage with research questions
- Communicate about your research
- Prepare reading, drafts, and exercises as assigned so that you are ready to participate in class
- Attend at least one conference with your instructor
- Reflect on your learning throughout the term, including a self-assessment at the beginning of the term and a reassessment at the end of the term

WR 15x Writing, Research & Inquiry

Essential Lessons

Scholarly Argument as Disciplinary Conversation

BEAM/BEAT: Rhetorical Ways of Thinking About Sources

Research as Forming a New Question

Style and Genre

**What common principles and practices unite
WR 120 and WR 15X classes?**

Essential Lessons

WR 120

Summary and Analysis

Standard Rhetorical Moves of Introductions

Argument Through Acknowledgment and Response

Sentences Tell Stories

WR 15x

Scholarly Argument as Disciplinary Conversation

BEAM/BEAT: Rhetorical Ways of Thinking About Sources

Research as Forming a New Question

Style and Genre

Learning Outcomes

WR 120

WR 15x

Reading & Searching	Oral Communication	Engagement & Argumentation	Genre, Audience, & Style	Process	Metacognition
to read a range of genres with understanding, appreciation, and critical judgment	to express yourself orally and converse thoughtfully about complex ideas	to craft responsible, considered, and well-structured written arguments	to produce clear, coherent prose in a range of genres and styles, using different media and modes of expression as appropriate	to plan, draft, and revise efficiently and effectively, and help your peers do the same by responding productively to their work	to reflect on your own reading, writing, and editing practices
to strategically search for and select both scholarly and non-scholarly sources and read them with understanding, appreciation, and critical judgment	to express yourself orally and converse thoughtfully about complex ideas	to engage a range of sources in order to address research questions and to communicate findings in the form of responsible, considered, and well-structured written arguments	to produce clear, coherent prose in a range of genres and styles, using different media and modes of expression as appropriate	to plan, draft, and revise efficiently and effectively, and help your peers do the same by responding productively to their work	to reflect on how research, reading, writing, and editing practices differ for varied audiences, genres, and purposes

Genre awareness & metacognition throughout

What distinguishes WR 15x classes from WR 120?

Three projects (120) vs. one project (15x)

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WR 120

Three modules, each engaging different material assigned by the instructor

Three assignments engaging these materials

WR 15X classes

Course foundations module with material assigned by instructor

Independent research

One sustained project informed by research

No research (WR 120) vs intensive research (WR 15x)

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WR 15x learning outcomes

- to strategically search for and select both scholarly and non-scholarly sources
- to engage a range of sources in order to address research questions and to communicate findings

WR 15x basic requirements

Module 2: RESEARCH AS EXPLORATION

In this unit, you will conduct open-ended research to develop and shape a research question that will drive your project. You will design and propose an executable research project.

Librarian support and collaboration in WR 15x

What 151, 152, and 153 have in common

Topic-based seminar in critical reading, research, writing

Practice in *sustained inquiry*, including scholarly research and communication of findings to different audiences.

Attention to argumentation, prose style, and revision, informed by reflection and feedback, including conferences.

BU Hub units:

Writing, Research, and Inquiry; Research and Information Literacy

**What distinguishes WR 151, 152, and 153
from each other?**

WR 151/2/3

Bulletin description

CAS WR 151 Writing, Research, & Inquiry with Oral and/or Signed Expression

Topic-based seminar in critical reading, research, writing, and oral communication. Practice in sustained inquiry, including scholarly research and communication of findings to different audiences. Attention to argumentation, public speaking, prose style, and revision, informed by reflection and feedback, including conferences. This course fulfills a single unit in each of the following BU Hub areas: Writing, Research, and Inquiry, Research and Information Literacy, Oral and/or Signed Communication.

CAS WR 152 Writing, Research, & Inquiry with Digital/Multimedia Expression

Topic-based seminar in critical reading, research, writing, and digital/multimedia communication. Practice in sustained inquiry, including scholarly research and communication of findings to different audiences. Attention to argumentation, prose style, digital/multimedia design, and revision, informed by reflection and feedback, including conferences. This course fulfills a single unit in each of the following BU Hub areas: Writing, Research, and Inquiry, Research and Information Literacy, Digital/Multimedia Expression.

CAS WR 153 Writing, Research, & Inquiry with Creativity/Innovation

Topic-based seminar in critical reading, research, writing, creativity, and innovation. Practice in sustained inquiry, including scholarly research and communication of findings to different audiences. Attention to argumentation, prose style, creative process, and revision, informed by reflection and feedback, including conferences. Writing, Research, and Inquiry, Research and Information Literacy, Creativity and Innovation.

Hub Units

All WR 15x: (1) Writing, Research, & Inquiry
(2) [Research & Information Literacy](#)



WR 151: [Oral/Signed Communication](#)
WR 152: Digital/Multimedia Expression
WR 153: Creativity/Innovation

What distinguishes **WR 151** from other 15x classes?

Throughout the semester, WR 151 aims explicitly at making the resources of writing available to speech/signing and vice versa: students learn to infuse their writing with the liveliness and urgency of oral exchange and to develop an oral style commensurate with the thoughtfulness of their reading and writing. Students receive instruction in and demonstrate proficiency in each the following five areas:

Elocution

Students will demonstrate the skills needed to communicate effectively in a range of contexts. These skills include pacing, volume, enunciation, eye contact, and a varied vocal and gestural delivery.

Extemporaneity

Students will be able to speak or sign well in unscripted situations....

Leadership/Authority

Students will share the expertise they have gained from their research projects in a variety of ways throughout the semester, including an assignment wherein each student must lead a portion of class time on their own.

Retrieval

Students will accurately summarize or quote material without notes. This might mean answering a teacher's questions, performing a recitation, or delivering a declamation.

Metacognition

Students will regularly reflect on and evaluate their peers' and their own performance on oral and signed tasks.

Signature Approach

Remediation of research into an oral/signed genre and mode; orality/signed communication present throughout course

What distinguishes **WR 152** from other WR 15x classes?

How Does Multimodality Work?

- Linguistic
- Visual
- Aural
- Spatial
- Gestural

Figure 1.6 The Five Modes of Communication
This chart of the modes is based on a diagram created by the New London Group.



Signature approach

Remediation of research into a new genre and mode; multimodality present throughout course

What distinguishes **WR 153** from other WR 15x classes?

Students learn about and practice design thinking as they undertake a sustained project or series of projects related to our course topic. The **Design Thinking** process involves the following steps:

Empathize

Students will practice empathy by demonstrating their awareness and understanding of the audience for whom they write or create.

Define

Based on their observations and insights, students will articulate a problem or question that will motivate their work over the course of the semester.

Ideate

Students will generate new ideas and possible solutions by challenging assumptions and engaging in a variety of creative activities.

Prototype

Students will start to create solutions and implement their ideas into written, digital or other forms in order to capture ideas, but also redefine choices.

Test

Students will share drafts with others in order to gain feedback and insight into improving final versions.

Assess/Reflect

Students will regularly reflect on and evaluate their peers' and their own processes and final outcomes.

Signature approach

The sustained project may include traditional academic papers guided by design thinking as well as non-academic genres informed by substantive research. Possibilities include creative reimaginations of material covered in the course such as creating a social media campaign, making a graphic novel or poetry collection, designing an interactive map, or recording an educational TED talk or YouTube video.