

## COURSE DESCRIPTIONS

### **WRIT 103 Academic English Vocabulary 2 CREDITS**

This class will enrich the quality and quantity of academic English vocabulary from a variety of contexts. Students will learn techniques for understanding vocabulary from context, analyzing lexical roots, prefixes and suffixes, associative mapping, and others. Emphasis placed on the Academic Word List.

### **WRIT 109 Beyond the Five-Paragraph Essay 3 CREDITS**

Write a five paragraph essay. Don't use "I, you, or we" in writing. These writing rules are familiar to many of us prior to college. But strict formulas like these often fall flat in the diverse context of academic writing. This writing course bridges the gap between high school and college writing to help us develop our confidence as academic writers. We will write often to explore how we, as writers, approach writing with more fluidity and flexibility. We will write to explore the ways our personal and cultural knowledge shapes our writing.

### **WRIT 110 First-Year Writing Workshop 4 CREDITS**

As students, we engage in a variety of academic conversations across multiple contexts. We engage with others in these communities to listen, share, inform, and persuade. The purpose of this course is to help students develop the confidence as writers entering academic conversations. We will approach this in several ways. We will develop mindful reading strategies. That is, how to make deliberate decisions on which reading strategies to use across various contexts and purposes. We will develop and reflect on our writing process, in which we plan, draft, share, and revise our writing. And, we will explore rhetorical choices in written and oral communication. That is, uncover not just what the writer and speaker says, but how the writing and speech is put together. We will analyze the academic conversations for rhetorical principles including audience, purpose, and argumentative strategies. (WCore: WCFAH)

### **WRIT 123 Writing and Language Diversity 4 CREDITS**

In this writing-intensive class, we will read, write, and discuss the intersection of writing and language. As college students, we are asked to write "academically." But what does academic writing mean? And how does it relate to language? Academic writing will be a subject of study as well as a skill we will develop. Language, though it seems neutral, is provocative because of social attitudes toward language standards, diversity, and change. In a sense, we judge - and are judged - on how we use language, both in speech and writing. As we explore this intersection, we will become stronger readers, writers, and researchers who are aware of linguistic diversity and language in various rhetorical contexts. (WCore: WCSBS, WE)

### **WRIT 301 Writing for Professional Research 2 CREDITS**

Involvement in the McNair program shows your engagement not only with academic inquiry in general, but with a specific discipline. This course will give you the opportunity to reflect on and develop your writing within that discipline as you prepare for your summer research project. Our readings and class discussions will examine what it means to be part of a discipline, how scholars in various fields do their work, and how writing functions within your own field. Written assignments will involve a literacy narrative of your experience learning to write academically, a review of the scholarly literature you will draw on in your project, and the research proposal itself. You will also give and receive feedback on your writing in class workshops and receive feedback in individual draft conferences.

### **WRIT 401 Directed Study 1 to 4 CREDITS**

A tutorial-based course used only for student- initiated proposals for intensive individual study of topics not otherwise offered in the Accounting Program. This course is repeatable for credit.

### **WRIT 405 Agents of Change 3 CREDITS**

Agents, advocates, champions, and leaders - These express the roles students will experience in this course. As change agents, students will collaborate and communicate with an intention to create change for the common good. The course content will focus on global challenges from multiple perspectives. Topics may include the following: sustainability, economic security, public health, global migration, global citizenship, and global climate patterns. Students will engage in identity self-awareness to reflect on their beliefs. A strong emphasis will be on research, writing, and communication, as well as exploring leadership and collaboration skills. The writing, communication, and team-work skills gained in this course will transfer to private, professional, and post-graduate writing contexts. (WCore: EWRLD)