

RHET 106/106N Introduction to Composition (Intensive)
 (These two courses are part of the AEM Program Curriculum)

Course Description

RHET 106 - Intro to Composition (4)

This course focuses on preparing students for academic writing at the college level. The course emphasizes the connection between reading and writing. Students learn and practice the writing process, from idea to final essay (e.g., pre-writing, drafting, revising, and editing), finding and evaluating sources, summarizing, paraphrasing, quoting, citing, and documenting conventions. Individualized attention is given to grammar, vocabulary development, and rhetorical style. The minimum passing grade for this course is C-.

RHET 106N - Intro to Composition Intensive (6)

This course, designed for students who need additional practice in writing and reading, focuses on preparing students for academic writing at the college level. The course emphasizes the connection between reading and writing. In addition to four units of classroom instruction, students learn and practice the writing process, from idea to final essay (e.g., pre-writing, drafting, revising, and editing) in a 2-hour computer writing lab each week. They learn and practice finding and evaluating sources, summarizing, paraphrasing, quoting, citing, and documenting conventions. Individualized attention is given to reading, fluency, vocabulary development, and rhetorical style. The minimum passing grade for this course is C-.

Course Objectives (Example)

- Evaluate the advantages and disadvantages of a liberal arts education.
- Consider how the USF mission impacts policies and the curriculum at USF

Level/Course Guidelines

NUMBER OF WORDS (REVISED PROSE)	NUMBER OF ESSAY ASSIGNMENTS	RESEARCH COMPONENT	NUMBER OF SOURCES (PER ESSAY)	NUMBER OF PAGES (WORDS) OF READING
4,000-6,500	4-5 Essays (750-1,750 words each)	Library introduction. Intermediate research skills. Focus on summarizing and responding. NO RESEARCH PAPERS.	Use 2-4 common sources in last 2-3 papers. (some may be common sources) in last 1-2 papers. (mix of student researched and teacher provided) (Three essays per semester)	

Learning Outcomes and Grading Rubric

1. Identify main ideas and supporting details in a variety of types of multi-page academic texts. (Reading)
 - A. Student demonstrates, through answering written or verbal questions, a highly accurate ability (90% or better) to identify main ideas and supporting details.
 - B. Student demonstrates, through answering written or verbal questions, a mostly accurate ability (80-89%) to identify main ideas and supporting details.
 - C. Student demonstrates, through answering written or verbal questions, an accurate ability (70-79%) to identify main ideas and supporting details.
 - D. Student cannot demonstrate, through answering written or verbal questions, an ability (69% or lower) to identify main ideas and supporting details.
2. Summarize multi-page texts, and synthesize information from multiple related texts, both orally and in writing. (Reading)
 - A. Summaries are concise, well paraphrased, and accurate.
 - B. Summaries are clear, but lack concision and/or some accuracy.
 - C. Summaries are clear, but lack concision, accuracy and/or not paraphrased enough.
 - D. Summaries lack clarity and accuracy due to lack of concision, accuracy and not being paraphrased enough to not be considered plagiarism.
3. Use source information accurately. (Paraphrasing, quoting, citing). (Academic Skills)
 - A. Source information is integrated and cited with very high accuracy.
 - B. Source information is integrated, and cited well, with a few noticeable gaps.
 - C. Source information is integrated and cited well with a number of noticeable gaps.
 - D. Source information is not integrated or cited clearly.
4. Use the writing process ((pre-writing, drafting, revising, editing) in a multiple draft assignment, to improve iterations. (Writing).
 - A. Corrections made are complete, accurate and appropriate throughout the text and reflect not only a response to feedback, but also editing beyond what the student was explicitly told in feedback from peers or professor.
 - B. Corrections made are mostly complete, accurate and appropriate throughout the text and reflect not only a response to feedback, but also some editing beyond what the student was explicitly told in feedback from peers or professor.
 - C. Corrections made may be complete, accurate and appropriate throughout the text but do not reflect a response beyond the feedback from peers or professor.
 - D. Corrections made lack an attempt to follow feedback from peers or professor, thus making few meaningful corrections.
5. Write coherent texts with topic sentences and supporting details in order to describe, narrate, report and inform. (Writing)
 - A. The text is very coherent because the topic sentences relate directly back to the thesis and the supporting details relate directly to the topic sentences.
 - B. The text is coherent, but minor breakdowns in the relationship between topic sentences and thesis, or supporting details and topic sentence, exist.
 - C. The text is coherent, but minor breakdowns in the relationship between topic sentences and thesis, and supporting details and topic sentence, exist.
 - D. The text lacks coherence because the relationship between the thesis and topic sentences and/or the supporting details and topic sentences is so unclear that the

- meaning is obscured.
6. Write 2-4 page texts to make an argument using different types of support (e.g., description, narration, report, inform) (Writing)
 - A. The text articulates a clear and consistent argument using a variety of types of support.
 - A. The text articulates a clear or consistent argument using a variety of types of support.
 - B. The text articulates a moderately clear and/or consistent argument using a variety, or a single type, of support.
 - C. The text does not articulate a clear or consistent argument.
 7. Recognize and correct some common grammatical and mechanical errors in written texts. (Writing)
 - A. Grammar and lexical use is consistently accurate and completely appropriate.
 - B. Grammar and lexical use is mostly consistent, accurate and appropriate.
 - C. Grammar and lexical use is minimally accurate enough to give clear meaning and not prevent reader from being unable to understand the content.
 - D. Grammar and lexical use is problematic to the degree that understanding of the content is obscured behind errors.
 8. Articulate the advantages and disadvantages of a liberal arts education
 9. Evaluate how the USF curriculum and policies demonstrate the USF mission.

For Comparative Purposes

NUMBER OF WORDS (REVISED PROSE)	NUMBER OF ESSAY ASSIGNMENTS	RESEARCH COMPONENT	NUMBER OF SOURCES (PER ESSAY)	NUMBER OF PAGES (WORDS) OF READING
RHET 110/110N	6,000-8,500	4-5 Essays, all making or analyzing arguments.	3 or more essays incorporating sources; 1-2 papers incorporate library research.	
RHET 120	8,000-9,000	3-4 Essays, focusing on academic argument	All essays incorporate outside sources; 2 or more papers incorporate library research.	