

## ***RHET 250 (Academic Writing at USF):***

### **Course Description:**

This course is designed to provide transfer students with prior college composition credits an introduction to the standards and research methods expected at the University of San Francisco. It is an intensive course that will fulfill the Core writing requirement and stress academic writing and research skills. A grade of C- or better is required to pass this course.

### **Learning Outcomes:**

#### **Core A2 Outcomes: Rhetoric and Composition**

1. Critical analysis of academic discourse: Students critically analyze linguistic and rhetorical strategies used in long and complex texts from a variety of genres, subjects, and fields.
2. Integrating multiple academic sources: Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them.
3. Academic research: Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes.
4. Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse.
5. Revision: Students develop their own revision strategies for extending and enriching early drafts and for producing polished advanced academic writing.

### **Assignment Guidelines:**

- Essay analyzing academic text(s), 1200-1500 words
- Argumentative essay incorporating several texts read in common, 1500-1800 words
- Academic review of literature or annotated bibliography, 1200-1500 words
- Research-based essay, 3000-3600 words

### **Approved Texts:**

#### **Rhetorics (required; choose one):**

*A Brief Guide to Writing from Readings*, Wilhoit (Longman)

*Essentials of Academic Writing*, Soles (Wadsworth)

*From Inquiry to Academic Writing: A Text and Reader*, Greene and Lidinsky  
(Bedford/St. Martin's)

*Reading and Writing Across the Curriculum* (full or brief version), Behrens and Rosen  
(Longman)

*A Sequence for Academic Writing*, Behrens and Rosen (Longman)

Reader (optional):

*Fields of Reading*, Comley et al. (Bedford/St. Martin's)

*New Humanities Reader*, Miller and Spellmeyer (Wadsworth)

*Reading the World*, Austin (Norton)

*Ways of Reading*, Bartholomae and Petrosky (Bedford/St. Martin's)

*A World of Ideas*, Jacobus (Bedford/St. Martin's)

Note: Students should also purchase (or already have) a style manual and/or handbook covering matters of form, mechanics, and documentation. If students do not yet have this kind of text, you may recommend Hacker's *A Pocket Style Manual, Rules for Writers*, or Hacker and Sommers' *A Writer's Reference*.

Optional:

*Research Writing Simplified*, Clines and Cobb (Longman)

In rare instances, alternate texts may be approved by the Composition Area Director, provided they cohere to the goals and priorities of the course. The prime criteria for texts is that they be academically sound, given the learning outcomes and course description, and that they be relatively inexpensive compared to the approved texts.