

WRD 104 Waiver Process for Transfer Students

Transfer students who met first-year writing requirements at their previous institution through coursework that does not articulate with WRD 104 Composition and Rhetoric II may petition the First-Year Writing Program for a waiver of this requirement by composing a portfolio that meets the requirements outlined below and submitting it to FYWriting@depaul.edu.

Process & Guidelines

Petitioning to waive WRD 104 requires that you demonstrate your ability to achieve course goals and learning outcomes for WRD 104. Students who successfully complete WRD 104 are able to write, and document, researched arguments at the college level, to account for their rhetorical composing choices and writing processes, and to explain what they know about writing effectively. All WRD 104 courses culminate with a digital portfolio that includes coursework and reflective commentary illustrating metacognitive awareness of how to write effectively.

To compose a successful portfolio, you will need to acquaint yourself with WRD 104 and its course goals and learning outcomes (more on this below), and particularly with its pedagogical concepts from the discipline of Composition and Rhetoric. Then you will need to create a **portfolio** that contains, at minimum, the following materials:

- **at least two research projects** with evidence of your **writing processes** for those projects, such as proposals, annotated bibliographies, drafts, written feedback from teachers and/or peers, reflections or self-assessments, progress narratives, etc.
- **a reflective argument** that illustrates *how* your portfolio texts demonstrate your ability to meet course goals and learning outcomes for WRD 104. Your reflective commentary should provide evidence of your awareness of and knowledge about the rhetorical decisions and choices involved in writing the research projects included in the portfolio.

Course Goals and Learning Outcomes for WRD 104

WRD 104 focuses on the kind of academic writing that uses information drawn from research to shape convincing, defensible arguments. As the second part of the two-course sequence in first-year writing, WRD 104 reinforces and extends students' ability to deal with the variable relationships between writer, reader, and subject in the specific context of academic research and argumentation. This course is part of the university Liberal Studies core, and students must achieve a grade of C- or better to receive graduation credit.

WRD 104 has the following specific goals:

- Students should further develop their conception of writing as an interaction between writer and reader and their ability to analyze their audience's knowledge, assumptions, and disposition.
- Students should develop the ability to read and evaluate the writing of others with accuracy, understanding, and insight.
- Students should develop strategies of effective research, note taking, summarizing, and paraphrasing.
- Students should learn to develop and support convincing arguments from their research.
- Students should learn to incorporate quotations and paraphrased passages into their writing and to document such material with standard scholarly apparatus.
- Students should refine their skill in using the language of academic writing shaped with greater stylistic sophistication, especially in the context of argumentative strategies.

Learning Outcomes for FYW, including WRD 104 are as follows:

By the end of First-Year Writing, students will be able to:

- Identify and use key rhetorical concepts, including purpose, audience, and context, through analyzing and composing a variety of texts.
- Integrate critical thinking, reading, and writing.
- Reflect on and develop their own writing processes.
- Appropriately apply knowledge of linguistic structures, genre, and citation.

The learning outcomes for the WRD 102/103/104 sequence are aligned with recommendations by the National Council of Writing Program Administrators. More details can be found in the [WPA Outcomes Statement for First-Year Composition \(3.0\)](#).

Here is an extended description of what we expect students will know and do by the end of First-Year Writing:

Rhetorical Knowledge. Students can use rhetorical knowledge to analyze and compose in a variety of genres in diverse contexts. Students can demonstrate an understanding of audience and purpose and apply this knowledge in print and electronic environments using a variety of technologies.

Critical Thinking, Reading, and Writing. Students can use reading and writing for inquiry, learning, critical thinking, and communicating in various rhetorical contexts. Students can locate and evaluate a range of research materials and integrate their own ideas with those from sources appropriate to the rhetorical situation. Students can situate analysis within a broader context.

Processes. Students can develop writing projects through multiple drafts and develop flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing. Students can adapt writing processes to a variety of technologies and modalities. Students can analyze and reflect on how their processes and practices influence their writing.

Knowledge of Conventions. Students can use knowledge of linguistic structures, understand how and why genre conventions vary, and systematically and appropriately apply linguistic, genre, and citation conventions to rhetorical contexts.

Shared Assumptions of the FYW Program

1. **Literacies.** We are helping students become more literate. By literacy, we do not mean merely learning to read and write academic discourse, but also learning ways of reading, writing, thinking, speaking, listening, persuading, informing, acting, and knowing within the contexts of university discourse(s) and the multiple discourses in the world beyond the university. Consequently, writing classrooms should be places where these multiple activities are valued, and where there is ample opportunity for critical reflection on aims and results of literacy acquisition.
2. **Reflection.** Students are best able to transfer skills they have learned in our courses to other classes and other contexts if they engage in regular and sustained reflection about their processes and work. Thus reflection (like the reflective essay component in student portfolios) plays a key role in the success of learning to write.

3. **Language is a social process.** Language (written, oral, and multimodal) and literacy involve social processes. Language is, at heart, collaborative; hence dialogue with others is key to helping students situate themselves as writers, readers, and thinkers in the world.
4. **Knowledge is a transaction.** Within the context of literacy learning, knowledge is best considered not as a commodity but rather as a complex process that involves give-and-take between participants and contexts. The best kinds of classrooms, then, are those in which everyone learns and everyone teaches, and where knowledge involves an ongoing and productive process.
5. **Support and Engagement.** Learning to write in new ways is an extraordinarily complex activity. It takes time and requires an environment where learners have low anxiety, high confidence and strong motivation, and where every participant has responsibility for learning and a stake in the process.

WRD 104 Waiver Portfolio Scoring Guide

	Outstanding	Developing	Emerging	Missing
Identify & use rhetorical concepts	Student demonstrates an excellent understanding of & dexterity with using rhetorical concepts & an ability to analyze their audience.	Student demonstrates some understanding of & ability to use rhetorical concepts & some ability in analyzing their audience.	Student demonstrates minimal understanding of & ability to use rhetorical concepts & a limited ability to analyze their audience.	Student offers no demonstration or use of rhetorical concepts & offers no evidence of audience analysis.
Integrate critical thinking, reading, & writing	Student offers a compelling thesis & argument; demonstrates the ability to read & evaluate the writing of others with accuracy, understanding, & insight; & provides persuasive evidence from secondary sources to support claims.	Student offers an adequate thesis & argument, demonstrates some ability with reading & evaluating the writing of others, & provides some evidence from secondary sources to support claims.	Student offers an underdeveloped thesis & argument, demonstrates limited ability with reading & evaluating the writing of others, & provides minimal evidence and/or offers no support for claims.	Student does not offer a thesis or argument, provides no evidence of an ability to read & evaluate the writing of others, & offers no evidence or support for claims.
Reflect on & develop writing processes	Student provides evidence of robust writing processes & strategies & an ability to adapt their processes to a variety of technologies & media, while also analyzing & reflecting on how their processes influence their writing.	Student provides evidence of writing processes or strategies & some ability to adapt their processes to different technologies & media but struggles to analyze & reflect on how their processes influence their writing.	Student provides limited evidence of writing processes or strategies & offers no analysis or reflection on how technologies, media, &/or their processes influence their writing.	Student provides limited to no reflective commentary on their writing processes.
Appropriately apply knowledge of linguistic structures, genre, & citation	Student anticipates audience's needs with organizational cues (e.g., signal phrases, transitions, counterargument) & generates an organized & cohesive essay that incorporates quotations & paraphrased passages into their writing & documents such material with standard scholarly apparatus.	Student uses organizational cues with limited effectiveness & generates a mostly organized essay that includes some quotations & paraphrased passages & documents them inconsistently using standard scholarly apparatus.	Student does not effectively use organizational cues, generates a disorganized essay, & fails to include—or to signal the use of—and appropriately document quotations & paraphrased passages.	Student uses no organizational cues, generates an incoherent essay, & does not include or make reference to secondary sources.