## Petition of Exception General Education Writing Foundations

Oakland University

Department of Writing and Rhetoric

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### Exemption Portfolio Instructions

The exemption portfolio is intended for transfer students who:

* have junior standing or above at the time of their admission to Oakland University,
* have satisfied most or all of their general education requirements at the time of their admission to Oakland University, and
* have had instruction in research and writing at the institutions where they were previously enrolled that meets the outcomes of Writing Foundations and WRT 1060.

Students who are admitted to Oakland University with first-year or sophomore standing should plan to enroll in WRT 1060 as soon as possible.

Portfolios must be submitted within the first nine months of taking classes at Oakland University and must contain work completed at previous institutions prior to acceptance at Oakland University.

Exemption from WRT 1060 is granted to students whose portfolios not only demonstrate general writing proficiency, but who also demonstrate:

* successful completion of extensive research-based projects;
* a solid understanding of library databases and search strategies;
* ability to synthesize multiple academic sources in order to produce new knowledge;
* a thorough understanding of citation conventions (APA or MLA styles) and principles of avoiding plagiarism; and
* fluency at adapting content to various academic contexts.

The committee specifically looks for evidence of critical thinking; proficient use of summary, paraphrase, and quotation in adherence with prevailing academic bibliographic practices; and ability to advance arguments of a sufficiently scholarly tenor.

To prepare your portfolio:

1. Read the attached outcomes, objectives, and cross cutting capacities for both General Education Writing Foundations and WRT 1060.
2. Prepare a letter describing your writing experience and why you qualify for exemption from Oakland’s required writing courses, specifically addressing the outcomes and objectives for both the WRT 1060 course and general education writing foundations. The suggested limit for this document is five double-spaced, typed pages.
3. Assemble and organize the graded originals of three scholarly papers written for other college courses, including at least one research essay demonstrating the ability to synthesize secondary research (scholarly articles) and present primary research (observational research, surveys, ethnography, interviews, empirical data, etc.).
4. Complete the cover sheet included in this packet submit it with your portfolio to the Department of Writing and Rhetoric, 378 O’Dowd Hall.
5. Expect a response in two weeks from the date of submission of your materials. Please retrieve your portfolio from the department office at your earliest convenience; we will not retain portfolios beyond two weeks of your decision.

### WRT 1060: Outcomes and Objectives

The foundations knowledge areas in general education at Oakland University include one course in writing at the WRT 1060 level. The framework calls for the course that is equivalent to WRT 1060 to be taken by the end of the freshman year at Oakland. The goal of this area is to encourage students to develop effective writing skills. By introducing these skills early and returning to them in other areas of the program, students will understand the importance of writing, and continue to develop these skills throughout their undergraduate education. The writing area will introduce students to the elements of effective writing and rhetoric. The course approved to meet the requirement will be at the level of WRT 1060. Students who do not qualify for WRT 1060 will need to complete recommended prerequisite courses. Exemption from WRT 1060 is permitted only in special circumstances.

### General Education Learning Outcomes

The writing knowledge foundation area prepares students to demonstrate:

* knowledge of the elements, writing processes, and organizing strategies for creating analytical and expository prose.
* effective rhetorical strategies appropriate to the topic, audience, context, and purpose.

It is widely acknowledged that there are a number of capacities and values that contribute not only to personal success but also to the success of the society and the organizations within it. Oakland's general education program ensures students are exposed to these capacities multiple times throughout their general education experience by requiring that general education courses incorporate the cross-cutting capacities. The university learning outcomes met by WRT 1060 include effective communication, critical thinking, and information literacy.

The critical thinking requirement can be demonstrated through the ability to handle formal reasoning and through more complex writing assignments that require students to analyze or critique information. Critical thinking includes a number of skills, including the ability to:

* raise vital questions and problems, formulating them clearly.
* gather and assess relevant information using abstractions to interpret effectively.
* come to well-reasoned conclusions and solutions and test them against relevant criteria.
* recognize and assess the assumptions, implications and consequences of alternative systems of thought.
* work with others to figure out solutions to complex problems.

Information literacy addresses the need for students to develop the skills to investigate problems on their own once they graduate. The tools for acquiring information, the ability to evaluate the quality of the information source and the ability to use the information are central to this capacity. Also important is the need to develop the ability to acquire information from a variety of sources and delivery mechanisms.

### Other WRT 1060 Learning Outcomes

In WRT 1060, the student will:

* make connections with the broader community through activities related to civic and community engagement on or off campus;
* demonstrate familiarity with basic rhetorical, ethical, and methodological conventions of academic disciplines (such as humanities, sciences, social sciences) to prepare them for further study in their chosen discipline;
* demonstrate the ability to locate and analyze scholarly sources critically and synthesize them to produce various academic genres which include print, visual, digital, or oral elements.

### Other WRT 1060 Course Objectives

WRT 1060 will instill in students a basic understanding of:

* primary research methods (quantitative and qualitative) appropriate for academic scholarship;
* secondary research strategies for locating and evaluating sources both through library databases and through external online databases appropriate for academic scholarship;
* ethical considerations in academic scholarship, including responsibility to human subjects, non-biased use of language, fair and accurate use of sources, appropriate documentation, and larger rhetorical purposes of civic engagement;
* stylistic conventions for integrating secondary and primary research to arrive at new knowledge in academic disciplines, including familiarity with APA format

## Portfolio Cover Sheet

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grizzly ID:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ OU Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_@oakland.edu

Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone: (\_\_\_\_\_\_\_\_)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Major:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Total completed credits to date:\_\_\_\_\_\_\_\_

Please indicate college-level writing courses taken:

|  |  |  |
| --- | --- | --- |
| *Course name* | *College/university* | *Types of writing/papers* |
|  |  |  |
|  |  |  |
|  |  |  |

Enclosed are the following graded original documents for my WRT 1060 exemption portfolio (please specify the document title, course, and institution):

1. written for course at

college/university.

2. written for course at

college/university.

3. written for course at

college/university.

# I attest that this portfolio contains only my own original work.

Signature: Date: