

Writing Two Outcomes

Writing 2/2E/2LK Curricular Guidelines

(Revised May 2013)

COURSE TITLE

Writing 2: Academic Writing

PREREQUISITES

To be eligible to take Writing 2, 2LK, or 2E students must have either passed the AWPE Examination (see Writing 1 Curricular Guidelines) or have passed Writing 1 (or equivalents).

CATALOG DESCRIPTION

A writing course focusing on developing analytical skills, synthesizing multiple sources, sustaining coherent arguments, and revising for clarity of style. Reading and writing assignments are drawn from a range of academic disciplines.

COURSE DESCRIPTION

Writing 2 is students' initial orientation to the foundations of academic writing in the University. This is done in a small classroom setting where teachers interact intensively and creatively with students—giving students feedback on writing, ways to work with and understand genres, strategies for engaging in critical inquiry, and a focus on the whole process of writing. By the end of Writing 2, students will have developed a foundation of critical writing, reading, and analysis strategies that they can use in upper-division classes in the Writing Program and the University. Writing 2 satisfies the Area A1 requirement.

Academic Communities for Excellence (ACE)

Special sections of Writing 2 are offered to students participating in the EOP Program. The requirements of these courses are identical to those in the general sections of Writing 2. ACE Writing 2 classes are generally smaller, and students are encouraged to continue throughout a two-course sequence with the same instructor. CLAS provides tutorial services.

LINKS

In fall 1992, the Writing Program instituted a new set of Writing 1 and Writing 2 courses—an alternative to existing Writing 1 and Writing 2 curricula called "LINKS." LINKS courses emphasize the connection between writing and other university courses. The enrollment for the LINKS consists entirely of students who are concurrently enrolled in a particular lecture course, usually a course satisfying the General Education requirement and taken by a large number of first year students. The goal of LINKS sections is to help students develop their abilities as

academic writers and critical thinkers--the same essential goals as for any other writing course--using the assigned reading of the disciplinary course and supplemental material as the instructor deems appropriate.

All writing assignments in Writing 2 LINKS are related to the subject matter of the disciplinary courses. These writing assignments, however, as well as grading in the linked courses, are independent of the writing assignments and grading for the disciplinary course.

The reading material includes whatever reading is assigned in the disciplinary course, along with additional reading assigned by the LINKS instructor. LINKS instructors may attend all lectures of the disciplinary course and do all of the assigned readings.

Writing 2E

To better serve students in The College of Engineering, a version of Writing 2 is offered to students who are declared engineering majors or are pre- majors (excluding Computer Science majors). Writing 2E shares many of the goals and outcomes of Writing 2, but, because it serves engineering students particularly, the course has its own steering body (the Engineering Writing Committee); some differences in readings and assignments (see “Readings” and “Writing” under “Curricular Premises” and “Course Requirements” below); and some differences in outcomes (see the “Outcomes” section of this document). In general, Writing 2E concentrates on the types of writing typically done by academic and professional engineers. Writing 2E does, however, address general principles for effective analysis and argumentation, and, like Writing 2, it addresses strategies for effective academic writing.

BACKGROUND

Writing 2 continues the development of students' writing as begun in Writing 1, "Approaches to Academic Writing." Continued instruction in mechanics, grammar, and paragraph development is part of the curriculum. While Writing 1 helps acclimate students to the requirements of academic writing, Writing 2 helps students better understand the rhetorical demands of academic writing by providing instruction, practice, and feedback in writing in various genres across the disciplines.

Additionally in Writing 2E, students can conduct original inquiry in the form of interviews, along with secondary research that uses library and web-based resources. Particular attention is given to use of quotations, the significance of documentation, and appropriate citations in academic writing. As in Writing 1E, emphasis continues to be placed on the development of the thesis statement, on overall principles and patterns of organization, on the style of writing appropriate for academic discourse, and on mechanics where appropriate. In terms of computer skills, students may be asked to work with a graphics program (e.g., Photoshop) and a presentation program (e.g., PowerPoint).

CURRICULAR PREMISES

Reading

Readings are designed to introduce students to the different concerns, values, and "ways of thinking and knowing" typical in academic work.

Writing

While the writing of summary is stressed in Writing 1, some work with summary, especially as pertains to the use of citations, may prove necessary in Writing 2. The emphasis of the course, however, is upon instruction in how to engage in analysis, synthesis, and interpretation in students' writing. Throughout, writing as persuasion may be stressed as a way of helping students better to understand the rhetorical dimensions of the act of writing relative to a particular audience.

For Writing 2E, writing assignments are designed meet the objectives of the Writing Program and are informed by the skills required by the College of Engineering.

Pedagogy

A variety of in-class strategies are typically employed to maximize the particular potentials of the small writing class. These include the following strategies: "freewriting," directed shorter writings, timed writings, small group work, class discussion, "peer editing" groups, lecture, and student presentations. In addition, out-of-class strategies include reading questions, reading logs, blogs, journals, and email discussion lists. Finally, a variety of strategies—for example, required "rough drafts" and the use of "project builders"—give students opportunities to practice revision.

Assessment Process

Individual faculty will have an opportunity to assess their effectiveness in achieving course goals and revising the design of their courses based on feedback from students, colleagues, and supervisors.

Students provide both informal and formal feedback. Informally, it is a common practice in writing courses to have several conferences with students during the quarter; in these conferences, teachers can assess students' understanding of course content and the effectiveness of their progress toward curricular goals. Formally, ESCI scores for each course provide evidence of students' overall satisfaction with the course and the quality of instruction; narrative evaluations provide more detailed feedback to teachers regarding the value of specific readings, assignments, and class activities.

Colleagues provide assessment feedback in regular departmental and committee meetings. Teachers in the ACE Program also meet regularly to discuss curricular and other issues, as do teachers in the Engineering Writing sequence. Teachers of linked sections of Writing 2 can seek input from teachers of the lecture course to which their section is linked.

Feedback assessing the effectiveness of the curriculum and the teaching practice of individual faculty also comes from supervisors. For Teaching Assistants, these supervisors (who are Lecturers in the Writing Program) regularly visit class sessions, review graded papers, and consult with TAs throughout the quarter. TA supervisors also review ESCI and narrative evaluations for each course and suggest improvements and revisions where appropriate. For Lecturers, review from superiors comes in the form of contract renewal reviews. Lecturers are asked to provide syllabi, assignments, and sample student papers for courses they teach, and these materials are reviewed by a committee of Continuing Appointment Lecturers and the Writing Program Director.

Assessment Procedures in Writing 2E

The goals and curriculum of Writing 2E are also assessed in the context of regular meetings of the Engineering Writing Committee, which is composed of all faculty and Teaching Assistants teaching Writing 1E, Writing 2E, and Writing 50E during a given academic year.

At committee meetings, Writing 2E teachers can discuss course goals and share assignments and reading materials to meet those goals. Moreover, Writing 2E teachers benefit from hearing discussions of the curriculum in Writing 1E and Writing 50E. These discussions help Writing 2E teachers develop an understanding of the skills their students should bring to the course, as well as the skills they need to develop to be prepared for Writing 50E. In general, Engineering Writing Committee meetings serve to establish consistency across sections and coherence across courses in the sequence.

Course Requirements

Writing

Students are expected to produce 18-20 pages of formal, polished writing per quarter. This writing requirement may be met through a combination of appropriate informal assignments (e.g.: reading logs, blogs, journals, rough drafts, short in-class writings and exercises) and formal assignments (e.g.: thesis driven essays, IMRAD research papers, writing projects, and other extended acts of writing). Shorter informal in-and-out of class writings, designed to help students become engaged with and better understand the materials for the course, play a central role in Writing 2 and are strongly encouraged. Students in Writing 2E also produce 18-20 pages of formal, polished writing, typically by completing one extensive research report, with shorter preliminary assignments that lead up to the report (e.g., annotated bibliography, website review, progress report). In Writing 2E, there is often one required oral presentation, which may be done individually or collaboratively; in addition, students may conduct an informational interview with a practicing engineer or engineering professor.

Readings

It is expected that all students in Writing 2 will read various academic texts. These readings may be independent of each other in relation to content or may be organized around a guiding idea, concept, or topic. More generally, readings and other forms of media serve to acquaint

students with the role of theory in academic knowledge formation and discourse; also, they can act as models of the sort of writing expected from students

Some readings in Writing 2E address professional issues in engineering, including the history of the field and the social impact of technology. Readings also address effective interviewing and oral presentation strategies. The remainder of the readings provide information and models for students to use as they complete assignments in the course.

OUTCOMES

All Writing 2 classes focus on developing students' abilities in rhetorical analysis, writing, inquiry, reflection, and editing. Students who successfully complete Writing 2 will:

Rhetorical Analysis

- Analyze conventions and concepts of genres within academic disciplines and outside of the university.
- Identify rhetorical concerns within a range of reading and writing contexts, and then apply conventions and concepts of genre analysis to different contexts. For Writing 2E there will be an emphasis on the rhetorical demands of communicating in engineering and technical fields.

Writing, Research, Revision, and Reflection

- Use a process involving drafting, revision, and editing to develop writing.
- Use processes of inquiry to develop and explore questions relevant in academic contexts.
- Apply strategies for locating, evaluating, and incorporating electronic, textual and/or ethnographically-based sources to explore questions relevant in academic and other contexts.
- Engage evidence from sources for academic audiences to support and develop ideas in writing.
- Paraphrase, summarize, and/or quote scholarly sources to engage academic audiences.
- Reflect on and describe strategies used for writing, reading, and research across contexts
- Practice academic honesty.
- Identify and use the conventions of at least one citation system.

Editing Processes

- Understand and use conventions of grammar, diction, syntax, and mechanics in academic and other contexts.
- Apply usage conventions to academic and other contexts to produce clear and effective writing.

Additional Outcomes for Writing 2E

1. Deliver effective oral presentations in formal and informal contexts.
2. Work effectively in teams, particularly when planning, researching, writing, and editing a document.

3. Understand issues in the field of engineering, including professional, social, and ethical issues.
4. Follow the conventions of writing in a variety of genres common to engineering, including proposals, reports, memos, and letters.
5. Design documents effectively and use graphics appropriately, for print as well as electronic media.