**Writing 2/2E/2LK**

**Curricular Guidelines**

(Revised May 2020)

**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 by providing a dedicated tutor for each ACE class.

***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. Enrollment for LINKS courses 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 as well as grading in the linked courses, however, are independent of the writing assignments and grading for the disciplinary course. The reading material includes assigned readings from 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." 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.

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 selected to introduce students to the different concerns, values, and "ways of thinking and knowing" typical in academic work. Readings are also used to help students develop rhetorical awareness.

**Writing**

Writing 2 emphasizes developing rhetorical awareness of the roles of audience, purpose, and context through understanding, analyzing, and creating writing in various genres. The writing process is also emphasized, from invention through drafting, revision and editing. In addition, students will also conduct and report on secondary and/or primary research. Throughout Writing 2, students are asked to reflect on their writing as well as to develop and demonstrate a critical awareness of their own processes and the choices they make in their writing. Conventions of writing are also discussed, practiced and analyzed.

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 such as "freewriting," directed shorter 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, and journals. Finally, writing process is stressed throughout the course with students practicing activities ranging from invention to revision and editing.

**Assessment Process**

Grading in Writing 2 is typically based on two to three polished writing projects, informal writing activities such as project builders and journals, participation in class discussion and peer reviewing activities, and a final portfolio of students work in the course.

Portfolios are commonly used to assess student writing at the end of the quarter and may make up large percentage of the course grade. Portfolios allow students to showcase work they created over a period of time, represent their learning. Portfolios reward both process and product. Students may include early drafts of their writing as well as revised final products and other more informal writing such as journals, freewrites, and brainstorms.

**Course Requirements**

**Writing**

While shorter informal writing (e.g. reading logs, blogs, journals, rough drafts, short in-class writings and exercises), play a central role in Writing 2 and are strongly encouraged, students produce approximately 18-20 pages of formal, polished writing or the equivalent (such as projects that use different modes of communication) per quarter. This writing requirement may be met through a variety of writing projects such as genre analysis, thesis-driven essays, IMRaD research papers, and other extended acts of writing.

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**

Students in Writing 2 will read various texts and other forms of media to acquaint them with the role of theory in academic knowledge formation and discourse; also, readings in Writing 2 can act as models of the writing often expected from students in an academic context as well as a variety of other contexts. *Starting Lines*, in particular, is commonly used for this purpose. Readings in Writing 2 can also be used as the focus of rhetorical analysis.

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[[1]](#footnote-1)**

**Rhetorical Knowledge**

By the end of first-year writing, students should

* Develop rhetorical knowledge through reading and writing in a variety of genres—which are more than a simple form.
* Gain understanding of how writing is shaped by readers’ and writers’ practices, purposes, and contexts. Develop critical awareness of diverse writing technologies and digital and non-digital modes of communication.

**Research and Reading**

By the end of first-year writing, students should

* Understand and use a process of inquiry to explore meaningful research topics and develop and answer focused research questions.
* Locate, evaluate, incorporate, and cite secondary and/or primary sources. Use strategies—such as interpretation, synthesis, response, critique, and design/redesign—to compose texts that integrate sources with the writer's prior knowledge and ideas.

**Processes**

By the end of first-year writing, students should

* Cultivate a conceptual awareness of writing as an ongoing process by developing writing projects through multiple drafts.
* Develop flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing.

**Knowledge of Conventions**

By the end of first-year writing, students should

* Learn about and use conventions in their own writing, i.e. grammar and punctuation. Understand why genre conventions for structure, tone, and mechanics vary.
* Practice applying citation conventions systematically in their own work and explore intellectual property issues.

**Metacognitive Reflection**

By the end of first-year writing, students should

* Use writing as a means for reflection.
* Demonstrate their rhetorical awareness as well as an awareness of their writing processes and writerly choices.
* Experience reflection as a necessary part of learning, thinking and communicating.

***Additional Outcomes for Writing 2E***

* Deliver effective oral presentations in formal and informal contexts.
* Work effectively in teams, particularly when planning, researching, writing, and editing a document.
* Understand issues in the field of engineering, including professional, social, and ethical issues.
* Follow the conventions of writing in a variety of genres common to engineering, including proposals, reports, memos, and letters.
* Design documents effectively and use graphics appropriately, for print as well as electronic media.

1. Informed by the WPA Outcomes Statement 3.0 and UNC, Charlotte’s FYC Outcomes [↑](#footnote-ref-1)