

WRITING II COURSE INFORMATION SHEET

Please submit this sheet for each proposed course along with 1) a syllabus describing the key components of the course that will be taught regardless of the instructor 2) assignment guidelines 3) PDF of Course Inventory Management System (CIMS) submission.

INTEGRATING WRITING WITH CONTENT COURSES

The Writing II Program aims to incorporate writing into courses across the curriculum to help advance student learning and course objectives. In this integrative approach, writing is a means of helping students deepen their understanding of the course content and, more broadly, to develop the ability to think using a given disciplinary perspective. Simultaneously, these courses help students develop their written communication skills.

Critical thinking and writing develop together, each supporting the other. Clarifying writing helps clarify thinking, as well as the reverse. The end result does not emerge fully formed, but evolves in stages. At a beginning stage, we write to learn. We discover what we think, giving shape to previously half-formulated or unformulated ideas. Writing is not external to thought, transcribing already clearly conceived ideas. Rather, it is integral to the thought process at each successive stage. Within an academic context, we finally write to communicate, drawing on the conventions of a given field. Writing, then, is at the core of our broadest mission: to teach students how to think critically so that they can master the modes of thought they learn in their class and eventually apply them to other contexts and contents.

PROCESS – THE SEQUENTIAL STAGES OF WRITING ASSIGNMENTS

Writing II courses focus not simply on the final product, but also on the process that leads towards clear thinking and clear writing. Writing II courses focus on the process that engages critical thinking and leads toward a final written product. For most students, learning to write a lengthy paper is like learning to run a marathon. Just as coaches train runners with warm-up exercises of stretching and shorter runs, Writing II courses are most effective when students train by focusing on the various stages of both the thinking and the writing processes. The primary writing assignments should be sequenced to build both a knowledge base for course content as well as analytic writing skills. As part of writing these longer main assignments, students should engage in preparatory (formative) activities or writing tasks which build toward the longer writing assignments by helping them understand the rhetorical and intellectual demands of the assignment.

STRUCTURING THE COURSE:

While there is no set way to structure a course, we recommend that instructors begin by first identifying the learning outcomes. What are the fundamental analytic skills that students should learn through the course content? Some skills will be basic to all fields, such as differentiating opinion from evidence-based claims. Other skills are field-specific such as methods, theories and forms of representation that are valued in the field.

We suggest instructors work backwards from the learning outcomes, designing sequenced assignments that lead towards these outcomes. We recommend that instructors structure their course around the writing assignments, rather than around the readings and lectures. (See [the Undergraduate Writing Center's Course Planner](#) for examples.)

1. Department, course number and title:

2. What faculty member(s) will serve as instructor(s):

3. a). Is this course currently being taught? Yes No

If yes: Present number of units: _____ Proposed number of units: _____

Quarter(s) offered: _____

b). What is the current enrollment? _____

c). What is the projected enrollment for your proposed course? _____

d). Does the course currently use TAs: Yes No

If yes: Number of TAs: _____

e). How many TAs will your department support for your proposed course (each TA will handle one writing section of twenty (20) students)? _____

f). How many additional TAs will you request from the College for your proposed course (each TA will handle one writing section of twenty (20) students and should not exceed the number of TAs supported by the department)? _____

g). Do you intend to discontinue the existing version of this course (without the writing component)? Yes No

4. When would you anticipate teaching this course over the next two years:

2019-20: Fall Winter Spring
Summer

2020-21: Fall Winter Spring
Summer

5. Do you intend to offer this proposed course on an on-going basis? Yes No

If yes: How many times per academic year: _____

Please present concise responses to each of the following questions:

6. What are the student learning outcomes for this course? As a Writing II course, what are two outcomes for course content? What are two outcomes for writing in the discipline?

7. What are the writing assignments? Specify the number of pages per assignment. How are they sequenced and/or how they connect from the first to the last? How do they connect to the learning outcomes? If you are proposing a larger final writing assignment, what preparatory writing assignments/exercises will be assigned to help students complete this assignment? (Please explain the writing assignment sequence or break down as they build into a larger assignment.)

8. What criteria will you use to evaluate the writing? Will you use a general rubric for assessing all the writing assignments? Or will you have specialized rubrics for different writing assignments? Will students be introduced to these rubrics when they are given the writing assignment? How will students be guided to understand their progress throughout the quarter (e.g., through peer feedback sessions with classmates, comments on their drafts, or conferences with their TAs? (Please discuss your rubric(s) for assessing student writing.)