

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.

This page summarizes the [Writing II Guidelines and Recommendations](#). Please download the full document for more information.

INTEGRATING WRITING WITH CONTENT COURSES:

The Writing II Program incorporates writing into courses across the curriculum to help advance student learning and course objectives. As an integral part of a Writing II course, writing is a means to help students:

- to deepen their understanding of the course content
- to develop the ability to think, using a given disciplinary perspective
- to master and apply these disciplinary modes of thought in the course and to other contexts and contents
- to develop their written communication skills.

WRITING II COURSE PHILOSOPHY:

- Critical thinking and writing develop together, each supporting the other. Clarifying writing helps clarify thinking, as well as the reverse.
- Writing is not external to thought nor is it merely transcribing already clearly conceived ideas. Rather, writing is a means of better understanding how we think and how to deepen our thinking.
- Within an academic context, we write to communicate, drawing on the conventions of a given field.
- Students develop as writers and thinkers by completing and receiving feedback in an iterative process of drafting and redrafting their prose.
- Writing instruction is most effective when taking students through a series of carefully sequenced informal ungraded assignments (e.g., blog posts, personal stories, visual representations of thought, etc.) that lead to write longer, graded writing projects. Ungraded assignments allow students to practice the kind of thinking required in the graded assignments and also help them connect more deeply with course ideas. Longer assignments help them craft an academic argument informed by a disciplinary perspective.

COURSE STRUCTURE AND INSTRUCTIONAL PRINCIPLES:

We encourage each instructor to bring their own pedagogical style and strategies to structuring the course. Structures of each course may vary, but we recommend that instructors:

- Begin by identifying the learning outcomes, including course goals focused on writing. Some skills will be basic to all fields, such as differentiating opinion from evidence-based claims. Other skills are field-specific such as what counts as evidence and how to provide context to make the evidence resonate meaningfully with a particular audience.
- Work backwards from the learning outcomes to designing sequenced assignments that lead towards these outcomes. Structure their course around the writing assignments, rather than around the readings and lectures.
- Ensure that classes, especially discussion sections, are interactive and involve students in active learning (asking students to write and reflect on the content and writing process).
- Model for students your own thought process as you write and approach analysis of discipline-specific content to provide an example of how experts in a given discipline think and write. For example, you might model for students the following questions:
 - What are the key questions driving the course?
 - What counts as a good question?
 - What counts as evidence or data?
 - What separates observations from inferences or interpretation?
 - What paradigms of thought are privileged in the discipline? How might this differ from the paradigms that students bring to class?
 - How does audience determine how material is presented?
 - How does the course material incorporate and respond to the on-going conversations and polemics in the field?
- Use the course readings for more than content. Instead, use them as rhetorical models for structuring an argument, asking questions, analyzing evidence, and citing sources.

See [Course Planner](#) for examples.

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Course Information

1) Department and course number

Course title

2) Instructor(s) and title(s)

3) Is this course presently being taught?

Yes

No

If yes: Present number of units

Proposed number of units:

Do you intend to discontinue the existing version of this course (without the Writing component)?

Yes

No

4) When do you anticipate teaching this course over the next two years?

Academic Year:

Fall

Winter

Spring

5) How frequently will the course be offered on an ongoing basis?

Every quarter

Summers only

Every year

Other

TA Information

All TAs for Writing II courses will take the appropriate writing pedagogy 495 courses to train them in writing pedagogy, including how to teach writing and give meaningful, constructive feedback. Each TA will handle one writing section of twenty (20) students.

6) Do you intend to hire TAs?

Yes

No

If yes, number of TAs

7) TA's must complete 495E prior to teaching the approved course (or English Composition 495M and N in the Clusters training program), and then enroll in 495F simultaneously with the approved course. Considering this, when do you anticipate your assistant instructors registering for the 495 or 495M/N requirement?

Academic Year:

Fall

Winter

Spring

Summer

Please present concise responses to each of the following questions:

9) Writing II courses teach writing skills by integrating writing in the context of specific course topics. What are the student learning outcomes for this course? What are two learning outcomes that **show the relationship between the course content and the writing students are expected to do**? What are two learning outcomes for writing in the discipline?

10) Writing II courses emphasize the sequential process of writing. Please explain the writing assignment sequence or break down as they build into a larger assignment. Some questions to consider are: 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?

11) Please discuss your rubric(s) for assessing student writing. 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?)