

General Education Curriculum – Advanced Writing (AW) Label Application

Departmental prefix _____ Course Number _____ Credit Hours _____

Title _____

Prerequisite(s) _____

Description of AW course: Advanced Writing courses expand the foundation of first-year composition skills, address the rigors of discourses across the disciplines, and focus upon the rhetorics of professional communication. Advanced Writing courses emphasize pedagogies that present writing as behaviors, habits of mind—not formulae for producing texts. A dynamic, creative *ethos* should guide Advanced Writing courses: an instructional emphasis on continual learning and refinement of effective writing behaviors—a sense that, while the products of composing may be completed, the processes for becoming better writers never end.

A successful syllabus for an Advanced Writing (AW) course will include:

- Project assignments that require students to compose in at least THREE types of writing distinctive in their audience and/or structural demands. (For example: reports, memoranda, brochures, procedures, article.)
- Project assignments that require students' attention to field-specific design and layout principles. (For example: tables, bullets, graphics, headings and subheadings.)
- Writing projects that require students to strategize research processes, interpret professional publications or original research, and compose arguments typical of students' discipline, (For example: case studies, grant requests, and/or proposals.)
- Informal expressive, reflective, and/or observational writing tasks throughout the semester in which students may test and articulate their perceptions in a low-risk environment. (For example: journals, summaries, logs, responses to class readings or presentations, reflections on the course.)
- Writing projects addressed to at least THREE distinctive audiences, such as, but not limited to, fellow specialist readers; informed non-specialists who may have a related professional or civic interest in the issue under consideration; and the general public or sub-group of the public, such as parents, students, or members of a particular community. Ideally, student would be directed toward opportunities for publication or circulation of their final work.
- Assignments that allow students to analyze and interpret distinct rhetorical situations and identify and implement effective choices of purpose, content, expression, development, audience awareness, conventions, and language use for those contexts.
- Assignments that demonstrate instructional attention to each phase in the full writing process, which may be facilitated with informal or formal assessment:
 - a. *invention* (For example: freewriting, looping, clustering, listing, outlining, brainstorming individually and in groups, using the *topoi* to discover ideas);
 - b. *arrangement* (For example: outlines, discovery drafts, descriptive outlines that assess organization in existing texts);
 - c. *composition* (tentative drafts in response to requests for specific kinds of writing);
 - d. *revision* (evidence in drafts of the same document that reveal students' returning to the draft and "seeing" it again to evaluate the focus, development, and arrangement--revising according to those needs); and
 - e. *editing* (textual evidence that students have distinguished errors and inappropriate word choices that detract from the meaning and effectiveness of a document in the given disciplinary context).

- Opportunities for collaborative writing that mirrors field-specific activities, such as team proposals or group program development projects.
- Definition of appropriate ethical standards and practices for written work in the particular discipline, with specific attention to the issue of plagiarism.
- At least TWENTY pages of revised documents appropriate for the discipline. Instructors are advised to mix expectations for lengths: short (one to two pages), middle length (five to six pages), and longer, sustained documents (12-15 or more pages).

I. The course satisfies the General Education Advanced Writing (AW) Criteria

- An Advanced Writing course must be at the 300-level or above.
- The course must have pre-requisites of ENGL 110 and 60 credit hours.
- Students compose in at least three types of writing distinctive in their audience and/or structural demands.
- Students compose at least twenty pages of revised documents appropriate for the discipline.

II. Students must satisfy these competencies upon successful completion of the course. Details regarding each competency can be found above.

- Demonstrate flexibility in applying the writing process to a variety of communication contexts.
- Understand rhetorical situations and multicultural contexts and respond to the demands of both in the preparation of texts.
- Demonstrate enhanced fluency and distinctiveness in writing style.
- Apply rhetorical principles to real-world situations in the academy, at work, and in the community.
- Effectively employ technologies to create and support texts.

III. Please attach a copy of the course syllabus or the course outline using TextEdit, Comment, Highlight, or Label to detail alignment of the AW course description and competencies.