

DEVELOPMENT AND APPROVAL PROCESS *for* COLLEGE WRITING 2

Under Pathways, Queens College is mandated to create a second composition course, English Composition 2. At Queens College, we will call this course “College Writing 2,” and it will be designed to follow upon our current English 110: College Writing (soon to be “College Writing 1”). Per Queens College’s Pathways Implementation Plan, the second composition course will come “from a list recommended by WAQ [Writing at Queens] to the UCC [Undergraduate Curriculum Committee] and to the Senate.”

Although this mandate comes from beyond Queens College, we aim to use it to strengthen our curriculum by linking writing instruction more closely with General Education. In that spirit, we envision College Writing 2 as the next logical step that students take from the interdisciplinary work that they do in College Writing 1. College Writing 2 will teach students how to identify and practice the scholarly conventions of writing in a particular discipline.

To ensure that this discipline-specific work benefits students in every major, College Writing 2 will be offered in departments and divisions across campus. Students will be encouraged to take their second writing course in a department that is in—or institutionally near—their major, so that they learn to gather and analyze evidence in the ways that their discipline values most. Appropriate titles for College Writing 2 might be: Writing about History, Writing about Biology, or Writing about Literature.

While the college-wide deadline for submitting new Pathways courses to run during Fall 2013 is September 2012, since College Writing 2 is primarily a second-semester writing course, Writing at Queens intends to support faculty development of these new courses during Fall 2012 and submit them for approval at the end of that year so that they may be offered in Spring 2014 or be run as pilot sections in Spring 2013 or Fall 2014.

There will be an Information Session on Tuesday, May 1, at 12:00 in the Q-Side Lounge.

We will soon announce grant opportunities to develop these new College Writing 2 courses with the support of Writing at Queens during Fall 2012 and Spring 2013.

The attached “Syllabi Checklist for College Writing 2” is intended as a guide for faculty considering developing and offering College Writing 2. The checklist addresses requirements only, not course design or principles of writing instruction. It combines requirements for Pathways along with current college writing requirements for W classes and College Writing 1. Faculty seeking early approval will meet the first week of September 2012 to share their syllabi and “peer review” them for approval. Faculty participating in the Fall 2012/Spring 2013 development process will create model syllabi for their departments to meet these requirements.

Please contact the Writing at Queens office if you have questions about College Writing 2:
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SYLLABI CHECKLIST *for* COLLEGE WRITING 2

Adapted from the requirements for Pathways Outcomes, current W classes, and ENG 110.

Specific Requirements

Using the following numbers, please annotate a copy of your proposed syllabus, indicating where your syllabus addresses each item.

1. Maximum class size of 20 students.
2. No prerequisites other than College Writing 1.
3. At least three formal essays over the course of the semester, for a total of at least 3,000 words. An annotated bibliography or other writing-intensive project may be substituted for the third essay.
4. At least one formal research essay or project that introduces students to using and evaluating library resources. Sources should include both physical and online materials, such as CUNY+, appropriate research databases like JSTOR or EBSCOHost, and Rosenthal Library. Additionally, all courses should schedule at least one meeting with a librarian.
5. Scheduled pre-draft writing, drafts, and revisions of all three formal writing assignments. At least one of these revisions should be done as a peer review.
6. Regular, ungraded informal pieces of writing (both in class and outside).

Required Learning Outcomes

In a marginal annotation, provide a sentence or two indicating how and where your syllabus addresses the following learning outcomes. Evidence of satisfying these learning outcomes may appear in your course description, assignments, or course calendar.

A course in this area must meet all of the following learning outcomes. A student will:

- a. Attend to writing in class, in one or more of the following forms:
 - discussion of papers before they are written and after they are returned;
 - reading aloud of successful papers or models;
 - discussion of the rhetorical strategies or writerly qualities of course readings;
 - the occasional use of informal, ungraded writing to stimulate class discussion.
- b. Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
- c. Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
- d. Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
- e. Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- f. Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.