

### Guidelines for College Writing 2: Writing in/about the Disciplines (DRAFT)

Pathways requires six credits in English Composition. At Queens College, the first three credits will be English 110. The second course, which will be referred here to as *College Writing 2* (CW2), will come from a list of courses developed by departments or divisions under the guidelines that follow. Since these courses are intended to build on English 110, instructors should familiarize themselves with the material and methods taught in English 110. Guidelines and goals for English 110 can be found at [Guidelines for 110](#) and [Goals for 110](#). Proposals for CW2 should employ the basic terms used on those two pages as much as possible.

A course proposed to satisfy the CW2 requirement must:

- Explicitly explain to students how the course builds on English 110.
- Be conceived as a disciplinary or divisional writing course. Disciplinary or divisional content will be relevant and useful insofar as it is fodder for discussions and assignments about writing. Students should be engaged in critical reading and discussion of professional and student writing in the discipline, with particular attention to writing strategies.
- Require 20-25 pages of formal, graded writing with at least one of the writing assignments requiring multiple revisions.
- Include formal writing in more than one genre appropriate to the discipline or division. One of those genres must be a research paper that meets disciplinary standards for argument and evidence; other genres could include essays, reviews, oral presentations, creative writing, or annotated bibliographies.
- Include informal writing assignments both inside and outside of class, ungraded except insofar as they meet the instructor's requirements for frequency. Informal writing could include blogs, journals, writer's notebooks or field notes, or in-class writing exercises.

Practical considerations:

- CW2 courses will have a class size capped at 20 students, but departments may elect to set a lower cap. Enrollment caps are subject to the Provost's approval and availability of resources.
  - CW2 courses will be at the 100-level and will have titles starting with the word "writing," followed by an appropriate preposition. E.g., HIST 1XX: *Writing about History*; PHIL 1XX: *Writing in Philosophy*; ENGL 1XX: *Writing about Literature*.
  - CW2 courses will include common Bulletin language (to be determined, but as an example, "This course satisfies XYZ requirement. . . it is part of a larger writing curriculum. . . fulfilled by a college-wide list. . ."). Proposers will include additional language specific to the course.
  - CW2 course syllabi must reflect both Queens College general writing principles and goals, as well as all CUNY Pathways learning outcomes (see below), and will be submitted as part of the General Education Course Submission Process.
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## **Writing Guidelines: QC Principles and Goals and CUNY Pathways Learning Outcomes**

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**Course proposals for the CW2 requirement must specify how they meet the Pathways learning outcomes and also describe how the proposed course embraces the principles and goals of English 110, W courses, and the College's Goals for Student Writing as cited below.**

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**Main Principles for teaching writing at Queens, from English 110 through the W-Intensive curriculum (drawn from QC Goals and CUNY Pathways):**

**All courses will provide instruction in:**

- Rhetorical strategies for varied contexts, purposes, and audiences
  - Varied academic formats; conventions of various genres, disciplines and professions
  - Uses of Standard English; a working knowledge of the grammar and mechanics of Standard English
  - Research methods using primary and secondary sources; varied technologies; and visual, graphic or digital media.
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**Main Goals from QC "Goals for Student Writing," which were endorsed by the QC Senate, May 2007.**

**Students will learn to:**

- Become fluent with the elements of academic writing, including thesis, motive, evidence, analysis, and style
  - Practice the processes and methods commonly used by effective writers
  - Take ownership of the language and rhetorical strategies they employ
  - Develop a working knowledge of the grammar and mechanics of standard English
  - Gain experience with the conventions of various genres, disciplines, and professions
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**Pathways Learning Outcomes for English Composition courses**

**Students will learn to:**

- Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence
  - 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
  - Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources
  - Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media
  - Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citations
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