
Guidelines for College Writing 2: Writing in/about the Disciplines

Beginning Fall 2013, students will be required to complete six credits of **English Composition (EC)** as a requirement of the CUNY Common Core. Queens College has divided the six credits into a first semester, English 110, to be followed by a second composition course, drawn from a set of courses known collectively as College Writing 2 (CW2). English 110 is taught by the English Department, while CW2 courses will be developed by departments or divisions across the college, under the guidelines that follow.

Syllabi for College Writing 2 courses must:

- Reflect the [*Queens College Goals for Student Writing*](#), as well as all CUNY Core English Composition 2 learning outcomes (see below), and will be submitted to the appropriate curriculum committees as part of the General Education Course Submission Process.
- Make explicit to students how the second course in composition (CW2) builds on the first course, English 110, and is part of the larger effort to teach writing across the disciplines.
- 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 relevant writing strategies.
- Require 20-25 pages of formal, graded writing, in several assignments, 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 project 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 25 students. Enrollment caps are subject to the Provost's approval and availability of resources.
- CW2 courses will be at the introductory-level (no pre-requisites) 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.

(Developed by English Composition 2 Committee, June 30, 2012)

QC Goals: Required for all EC courses offered at Queens

These Queens College Goals for Student Writing (endorsed by the QC Senate, May 2007) should govern the design of the course and be incorporated in the justifications given for the CUNY EC learning outcomes listed below. The QC *Goals* are meant to “foster a commitment to ideas, engagement with texts, and ownership of language.” The cumulative experience Queens College graduates have had by the time they complete a bachelor’s degree will prepare them 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.

As you complete the course proposals for the QC Senate review committee (WISC), make certain that the *Goals for Student Writing* are reflected in the conceptual design of the course syllabus, the assignments, learning outcomes, and in the justifications that are called for in the course submission form.

CUNY English Composition Learning Outcomes:

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

- Read and listen critically and analytically, including identifying an argument’s major assumptions and assertions and evaluating its 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 other’s 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.

Resources:

[Guidelines for 110](#)

[Goals for 110](#)

[Queens College Goals for Student Writing](#)
