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

Sept. 27, 2012 - By the General Education Steering Committee and the Writing Subcommittee

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 to here 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 websites as much as possible. A course proposed to satisfy the CW2 requirement must:

- Be conceived as a disciplinary or divisional writing course that features instruction on writing (see examples under “additional information” below).
- The only prerequisite that can be required for this course is English 110/CW1, and thus the course must be at an introductory level.
- Require at least 20 pages of formal, graded writing with at least one of the writing assignments requiring revisions.
 - The 20 pages should include formal writing in more than one genre appropriate to the discipline or division. Genres could include essays, research papers, reviews, oral presentations, lab reports, online writing genres, creative writing, or annotated bibliographies, and some assignments must include the application of research skills appropriate to the discipline.
- Include informal writing assignments such as blogs, journals, writer’s notebooks or field notes, or in-class writing exercises.

Additional information:

- CW2 courses will have a class size capped at 25 students.
 - CW2 courses 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 2XX: *Writing about Literature*.
 - These criteria, like CW1, are based on 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.
 - Innovative departures from these guidelines will be considered on a case-by-case basis.
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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

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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