

## **PATHWAYS: WRITING**

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January 27, 2012

### **Native student requirements**

English Composition I, English Composition II, two W classes

[four writing classes as now, but see below for why additional resources will still be needed]

### **Transfer student requirements**

Two W classes

[at a minimum; composition classes might be needed as well if they are missing from a student's record]

Where the following obtain:

**English Composition I** would be equivalent to the current English 110 (with the possible adjustment that it is changed into a 3 hour, 3 credit course, from its current structure as a 4 hour, 3 credit course). Sections of English 110 would be linked to content courses as is the case with the current FYI structure. We currently teach XX sections of 110. If all incoming Freshman are placed in Learning Communities, this number will have to be raised to YY.

**English Composition II** courses would be taught in Departments across campus (including, but not limited to English). These courses would have a significant focus on writing; they might, if appropriate, have a specific focus on writing within a particular discipline. To that end, while they are probably going to be thematically closer to a particular major or field than sections of English 110, they may very well still not function as part of a major; the field-specific content may be inadequate. That being said, they should be a way to introduce students to a particular major or to a particular kind of writing, e.g. writing in the social sciences, etc. We envision that a number of current 100-level W courses could be re-imagined as English Composition II [see below on the new requirements for a W course]. Without a doubt, English Composition II will require the most new resources. This was always going to be the case, whether the courses are in English or in a variety of Departments. We expect to need [50] or so sections of English Composition II every semester.

### **W classes**

All W classes are 200-level and 300-level courses, i.e. they are more likely than not to play a role in a major, potentially a very advanced role. Since W is an “overlay,” all W-courses should also be able to satisfy other requirements within Pathways or within majors (in particular, it is completely reasonable that the capstone course might also be a W course). As noted above, we envision that a number of current 100-level W courses could be re-imagined as English Composition II. Others might be made more rigorous to

qualify them as 200-level or 300-level courses. We have not done a survey of current 200- and 300-level W courses, but we expect that some will have to be created.

Additionally:

1. Students whose native language is not English who have TOEFL scores between X and Y [to be determined] may take an additional Composition II course to satisfy their “L” requirement [assuming we have an “L” requirement].
2. We did want not create tracks of (i) students who might move freely from Composition I to Composition II and (ii) students who would be directed into “special” sections of Composition II, probably taught by English, that continued with a major focus on the mechanics of writing. We discussed the idea of a Grammar Lab and other resources, some of which already exist and some that might be created, to help students while they are in Composition I or Composition II.
3. We felt that one body at Queens should have clear pedagogical oversight over the entire writing program at the College (and if not the entire program, then minimally the Composition I and II courses). We felt that the logical home of this oversight is Writing at Queens (with more resources). At the same time, we recognized the official function of the Writing Intensive Subcommittee of the UCC and the status of the “W” overlay. I will discuss this further, i.e. the relationship of WAQ and WISC, with Ken Lord and Bobby Brody. This is surely a longer-term goal.
4. We discussed the role of an Oral overlay. Two (not completely consistent) views were argued for. (i) All Composition II classes should have a significant spoken component. The open question here is the meaning of “significant.” (ii) An Oral overlay should be defined independently and then applied where it fits the overall goals/pedagogy of the course in question (as W does now). This link is not automatic anywhere, and certainly not in a course focused on the teaching of writing.
5. A general (and potentially very serious) question was raised about the status of class size and any course that satisfies a component of Pathways. Since reasoning and a certain kind of academic interaction are required of all Pathways classes, it seems that they must be small, and if not small, is having break-out sections enough to satisfy the requirement? This question remains unanswered.