

## **GUIDELINES for COLLEGE WRITING 2**

The Pathways general education program requires six credits in English Composition (EC). At Queens College, the first semester course is English 110, also known as *College Writing 1* (CW1), and the second course is called *College Writing 2* (CW2). (Because the second semester of this sequence is housed in departments across the curriculum, Queens College designates both composition courses as “College Writing” as opposed to “English Composition.”) CW2 courses are 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. Goals for English 110, as well as the Pathways Learning Outcomes for EC courses, are included in this document.

### **Learning Goals for CW2**

Students will:

- Learn the central rhetorical genres and conventions within the course’s discipline and/or division
- Build on writing practices introduced in English 110 such as pre-writing, drafting, revision, and research
- Build on critical reading practices introduced in English 110 such as summary, synthesis, and analysis
- Learn the research and attribution skills appropriate to the discipline that will help strengthen their writing and thinking
- Take ownership of their writing and gain an understanding of their voice and style in relation to disciplinary expectations

### **CUNY Pathways Learning Outcomes**

All EC courses must satisfy the following learning outcomes:

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| EC 1: Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.   |
| EC 2: 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. |
| EC 3: Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.  |
| EC 4: Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.   |
| EC 5: Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.   |

## ***Syllabi Checklist***

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The Academic Senate has determined that every CW2 class must meet the following criteria:

1. Is offered at an introductory level. The only required prerequisite is English 110/CW1.
2. Includes the following statement: This course satisfies an English Composition (EC) requirement of the Pathways General Education Required Core. In this category, English 110 satisfies the EC1 (College Writing 1) requirement, and all other courses satisfy the EC2 (College Writing 2) requirement.
3. Dedicates at least half of overall class meeting time explicitly to writing instruction.
4. Requires at least 15 pages of formal, graded writing, or the equivalent amount of significant writing that is appropriate to the discipline. Proposed changes to the page count requirement must be accompanied by a discipline-specific justification for the change in your course proposal.
5. Includes regular informal writing assignments and opportunities in class to think and talk about writing in the discipline.
6. Incorporates clear scaffolding on all formal writing assignments: Scheduled pre-draft writing, drafts, and revisions.
7. Incorporates revision: At least one formal writing assignment should be revised based on instructor feedback, and at least one formal writing assignment should be revised based on peer review.
8. Includes at least one formal research essay or project that introduces students to the process of disciplinary research. Sources might include both physical and online materials, appropriate research databases like JSTOR or EBSCOHost, and Rosenthal Library. Courses using published research are strongly encouraged to set up at least one class meeting with the disciplinary librarian assigned to their department.

## ***Additional Information***

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- 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 1XX: Writing about Literature.
- The above criteria, like CW1, are based on the Queens College Guidelines for Student Writing, Learning Goals for ENGL110 (see below), and the CUNY Pathways Learning Outcomes (see above), and will be submitted as part of the General Education Course Submission Process. Proposed CW2 courses will be submitted to WaQ and the UCC for recommendation to the Academic Senate.
- Innovative departures from these guidelines will be considered on a case-by-case basis.

## ***Learning Goals for ENGL 10***

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Students will:

1. Produce writing that **responds** appropriately to a **variety of rhetorical situations** with a particular focus on academic argumentation.
2. Learn reading strategies to **summarize, synthesize, analyze, and critique other people's arguments and ideas fairly**.
3. Learn **research practices** that will help strengthen their writing and thinking.
4. **Produce writing that shows how writers may navigate the diverse processes of composing** including revision and collaboration.
5. Produce writing that strategically employs **appropriate language conventions** in different writing situations.
6. **Take ownership of their work** and gain an understanding of their own voice, style, and strengths.