

## **Writing Master Syllabus**

### **Cluster**

#### Communication and Creative Expression

Categories in this cluster—Writing, Oral Communication, Literature, and Arts—are designed to cultivate a student’s capacity to appreciate, analyze, and engage the human experience in its diverse creative forms. In some courses, students will develop their capacities to move, educate, convince, and entertain audiences; tell their own stories; reflect on their learning; discover and reveal attitudes and feelings; defend beliefs, opinions, and interpretations; and contribute in diverse, creative, and meaningful ways to the lives of those with whom they live and work. Other classes will develop students’ abilities to identify and analyze the formal and thematic features of a variety of artistic and literary works and to explain how the creation and reception of those works was influenced by aesthetic, cultural, historical, and social factors. All of the courses in this category will develop students’ ability to use methods of human expression—to invent, design, write, speak, and perform—in creative and effective ways. In short, the courses in this cluster will help students probe for deeper understanding and meaning in the cultural works they encounter and to create meaning through their own artistic works and their written and spoken communication.

### **Core Goals Served in the Writing Category**

Goal 1: To help students develop the foundational skills and competencies of written . . . communication

Goal 4: To cultivate students’ capacity to appreciate, analyze, and engage the human experience in its many creative forms

### **Learning Outcomes**

A student successfully completing the Writing category will be able to

1. Support a significant central idea with thoughtfully chosen evidence and details appropriate to the purpose and genre (Core Goal 1)
2. Demonstrate organization and cohesion in writing (Core Goal 1)
3. Incorporate effectively and document properly sources that are reliable, accurate, and relevant (Core Goal 1)
4. Demonstrate facility with the English language, including conventions, sentence structure, and diction (Core Goal 1)
5. Develop creative capacities through inventing, designing, writing, or performing (Core Goal 4.3)

## **Catalog Description / Introduction**

A student educated in the liberal arts must be able to express ideas clearly and effectively in writing. As a creative art, writing shapes experiences into knowledge and is therefore essential to the development of the mature and socially responsible person. As a facet of effective communication, writing is also a practical art, one that society respects and regards as necessary for success in all careers and professions. The academic writer communicates purpose and meaning in writing that is organized, coherent, and developed through rhetorical methods such as description, comparison/contrast, argument, and cause-effect analysis. Good, clear writing is grammatically sound and free of errors in usage and mechanics.

## **Intangibles / Aspirations / Other Category-Level Elements**

In addition to the outcomes assessed in this category, other Core outcomes might be developed and addressed. Skills, competencies, and dispositions relevant to the subject of writing might also be cultivated in this category.

- Work through the stages of preparing an essay: develop a topic based on assignment or interests, use techniques of drafting and editing such as peer revision, global revision, and proofreading
- Develop students' skills in critical inquiry/analysis (Core Goal 1)
- Students completing the effective writing category should
  - develop a broad vocabulary and sensitivity to language
  - develop a respect for ideas supported by evidence and logical argumentation
  - appreciate the vital connection between good reading and good writing
  - present an authentic individual voice in writing

## **Teaching Methods and Assessment**

The instructor may select from the following:

- Exercises in using various writing processes and heuristic devices for developing subjects, e.g., list making, free writing, brainstorming, clustering, looping.
- Exercises and assignments in using specific rhetorical forms (e.g., comparison and contrast, cause and effect, definition, classification) and rhetorical purposes (e.g., to narrate, describe, inform, define, and persuade).
- Exercises in writing for a particular audience.
- Exercises in the use of peer editing techniques.
- Exercises to incorporate library material into essays and informational papers.
- Discussions of readings and writing samples.
- Reading and discussing writing in class sessions.
- Use of workshop and tutorial approaches.
- Submission by students of between four and six papers, each revised through drafts.
- In-class writing assignments and journals
- Use of rubric in evaluating papers.

## **Texts**

Texts are chosen by the instructor.

## **Additional Information / Resources for Instructors**

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## **Courses**

### **ENGL 110: Academic Writing (3)**

This course introduces students to academic discourse, emphasizing such tasks as researching and arguing a position, analyzing information, and defining complex terms. Through individual conferences, writing workshops, journal writing, and regular writing assignments, students will be encouraged to develop strategies for writing clearly, effectively, and creatively for a variety of purposes and audiences. (To register for ENGL 110, students must demonstrate proficiency in the skills taught in ENGL 105 or ENGL 109. ENGL 110 satisfies the writing requirement in the Core curriculum. All students take ENGL 110 in the first year).