**Core Syllabus Submission Guidelines -- Advanced Writing**

These guidelines serve multiple purposes:

1. They help faculty to distinguish the difference between SCU’s Core Advanced Writing courses and Writing Intensive courses in many disciplines;

2. They highlight how SCU’s Core learning objectives can be addressed within Advanced Writing syllabi;

3. They provide faculty with additional resources about research-based best practices in the field of Writing Studies.

Please use the following guidelines to compose your Advanced Writing syllabus. **In order to enable the Writing FCC to review your syllabus more efficiently, please annotate the syllabus to show how each of the Advanced Writing learning objectives is embedded in your course.** Ideally, the objectives will be incorporated throughout the course and a variety of assignments will offer opportunities for students to practice the learning associated with each objective.

Many of the suggestions below have been adapted from the *Framework for Success in Postsecondary Writing*, which was developed collaboratively by the Council of Writing Program Administrators (CWPA), the National Council of Teachers of English (NCTE), and the National Writing Project (NWP). For more information on these guidelines, see the full document: <http://wpacouncil.org/files/framework-for-success-postsecondary-writing.pdf>

**Advanced Writing versus Writing Intensive Courses at SCU**

In SCU’s Advanced Writing courses, faculty will teach writing as its own content subject so students learn about the writing expectations and conventions in a specific discipline. See [here](https://wac.colostate.edu/resources/wac/intro/wid/) for more about Writing in the Disciplines.

In contrast, SCU’s Writing Intensive courses require students to write a significant number of pages yet do not make writing a subject of learning and study. Hence, faculty will not teach writing as a content subject in itself and may not require multiple drafts of assignments for feedback and revision..

To fulfill SCU Core requirements for Advanced Writing, syllabi need to provide evidence that faculty will teach writing as a content subject in itself. One way to make sure your course does this is to be explicit about how your course activities help fulfill the following four Advanced Writing Core Learning Objectives. A single assignment may be associated with more than one of the learning objectives.

**Addressing Advanced Writing Core Learning Objectives**

**1.1 Read and write with a critical point of view that displays depth of thought and is mindful of the rhetorical situation of a specific discipline. (Critical Thinking, Complexity, Communication)**

To address this L.O., faculty should specify how they will teach students about the rhetorical expectations and writing conventions of a specific discipline and what types of texts are common for that discipline. For example, an Advanced Writing course in Chemistry will teach students how and why chemists present information and structure texts in a particular way. Chemistry and writing will both be objects of study and learning, and students will learn by reading, composing, and analyzing discipline-specific texts.

To help writers develop rhetorical knowledge, WPA/NCTE/CWPA suggest that faculty have students

* learn and practice discussing (and/or writing about) key rhetorical concepts such as audience, purpose, context, and genre through writing and analysis of a variety of types of texts (for example, nonfiction, informational, imaginative, printed, visual, spatial, and auditory);
* write and analyze a variety of types of texts to identify
  + the audiences and purposes for which they are intended,
  + the key choices of content, organization, evidence, and language use made by their author(s),
  + the relationships among these key choices and the ways that the text(s) appeal or speak to different audiences;
* write for different audiences, purposes, and contexts;
* write for real audiences and purposes specific to a particular discipline;
* analyze writer’s choices in light of those audiences and purposes; and
* contribute, through writing, their own ideas and opinions about a topic to an ongoing conversation within a discipline.

**1.2 Compose texts that demonstrate intellectual and creative rigor, engagement, and clear purpose (Critical Thinking, Complexity, Communication)**

To address this L.O., faculty should specify how students will learn about and compose purposeful texts within a given discipline. For example, students might learn how and why modes of composing (i.e., written, oral, visual) are used within a discipline in order to convey information in a rigorous and meaningful manner.

To help writers develop critical thinking, WPA/NCTE/CWPA suggest that faculty have students

* read texts from multiple points of view (e.g., sympathetic to a writer’s position and critical of it) and in ways that are appropriate to the academic discipline or other contexts where the texts are being used;
* write about texts for multiple purposes including (but not limited to) interpretation, synthesis, response, summary, critique, and analysis;
* craft written responses to texts that put the writer’s ideas in conversation with those in a text in ways that are appropriate to the academic discipline or context;
* create multiple kinds of texts to extend and synthesize their thinking (e.g., analytic essays, scripts, brochures, short stories, graphic narratives);

**1.3 Independently locate, deliberately select, and appropriately use and cite evidence that is ample, credible, and smoothly integrated into an intellectually honest text appropriate for a particular discipline. (Complexity, Communication, Information Literacy)**

To address this L.O., faculty should specify how they will teach students about the research and citation conventions that a specific discipline relies on. For example, an Advanced Writing course in Psychology will teach students how and why psychologists rely on specific types of research and how data are written about within the discipline.

Subject specialists at the Library can assist with this; hence, Advanced Writing faculty will regularly require library sessions where subject specialists provide instruction on how to determine a need for sources; how to select, access, and evaluate them; and how to use them with readers of a particular discipline in mind.

To help writers develop their abilities to locate and ethically use evidence, WPA/NCTE/CWPA suggest that faculty have students

* generate questions to guide research;
* evaluate sources for credibility, bias, quality of evidence, and quality of reasoning; conduct primary and secondary research using a variety of print and nonprint sources;
* smoothly integrate evidence derived from sources into an intellectually honest text appropriate for a particular discipline;
* write texts for various audiences and purposes that are informed by research (e.g., to support ideas or positions, to illustrate alternative perspectives, to provide additional contexts); and
* incorporate evidence and ideas from written, visual, graphic, oral, and other kinds of texts;
* practice various approaches to the documentation and attribution of sources; and
* examine the underlying logic in commonly used citation systems (e.g., MLA and APA).

**1.4 Demonstrate an understanding of their writing processes as modes of learning and intentionally manipulate those processes in response to diverse learning tasks. (Critical Thinking, Complexity; Meta-Goal: Intentional Learning)**

To address this L.O., faculty should specify how they will scaffold writing assignments. Such scaffolding should show how and when students will develop their writing in stages using pre-writing, proposals, annotated bibliographies or literature reviews, and various drafts. Additionally, syllabi will note when instructor and peer review feedback will be provided at multiple and various stages of the writing process so as to foreground revision.

To help writers develop flexible processes, WPA/NCTE/CWPA suggest that faculty have students

* practice all aspects of writing processes including invention, research, drafting, sharing with others, revising in response to reviews, and editing;
* generate ideas and texts using a variety of processes and situate those ideas within different academic disciplines and contexts;
* incorporate evidence and ideas from written, visual, graphic, oral, and other kinds of texts;
* use feedback to revise texts to make them appropriate for the academic discipline or context for which the writing is intended;
* work with others in various stages of writing; and
* reflect on how different writing tasks and elements of the writing process contribute to their development as a writer.

**Research-based Best Practices/Suggestions for further reading**

[Framework for Success in Postsecondary Writing](http://wpacouncil.org/files/framework-for-success-postsecondary-writing.pdf)

[New Frontiers in Writing](https://www.aacu.org/peerreview/2017/Winter)

[How Writing Contributes to Learning: New Findings from a National Study and Their Local Application](https://www.aacu.org/peerreview/2017/Winter/Anderson)

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