

Writing Course Outcomes	
Writing 25: Writing about Place	<p><i>Catalog description:</i> Students explore the UCSC discourse community including classroom culture, then widen their lens to include the larger Santa Cruz community. Writing moves beyond the paragraph level to include oral communication and presentation skills.</p> <p>Designed to support multilingual learners.</p> <p><i>Course outcomes:</i></p> <ol style="list-style-type: none"> 1. Write a series of analytical, creative, and coherent writing projects, including original research with primary and secondary sources; 2. Practice and develop your grammar, academic vocabulary, reading, writing and revision skills through a variety of reading and writing assignments; 3. Demonstrate improved oral language fluency and listening comprehension skills; 4. Build community in the classroom and on campus through interviews and discussions; 5. Understand your thinking processes and reflect on your growth to identify strategies for improving academic writing and language skills, and; 6. Utilize campus services, faculty resources, and peer interaction to fulfill these goals.
Writing 26: Writing about Language	<p><i>Catalog description:</i> Students explore language acquisition and how to best optimize their own language learning by engaging in a primary research project. Through the research project, students learn to use academic discourse conventions in their own writing.</p> <p>Designed to support multilingual learners.</p> <p><i>Course outcomes:</i></p> <ol style="list-style-type: none"> 1. Compose a series of analytical thesis-driven writing projects, including original research with primary and secondary sources, using appropriate citation; 2. Increase grammatical accuracy, academic vocabulary, reading, writing and revision skills through a variety of reading and writing assignments; 3. Present on academic topics, demonstrating improved oral language fluency while developing listening comprehension skills;

	<p>4. Create community in the classroom and on campus through discussions and projects;</p> <p>5. Analyze and reflect on your thinking processes and growth to identify strategies for improving academic writing and language skills, and;</p> <p>6. Utilize campus services, faculty resources, and peer interaction to fulfill these goals.</p>
<p>Writing 1: Introduction to Composition</p>	<p><i>Catalog description:</i> Provides declarative knowledge and procedural knowledge about writing, with a special focus on genre, rhetorical situation, revision, editing, and making connections between texts and one's own perspective.</p> <p><i>Course outcomes:</i></p> <ol style="list-style-type: none"> 1. Demonstrate understanding of the purpose-driven nature of academic writing. 2. Identify and use rhetorical concepts (such as audience, purpose, context, or genre) to analyze and write about a variety of texts. 3. Use strategies such as response, analysis, interpretation, or critique to produce purpose-driven writing that draws connections between texts and student writers' perspectives. 4. Support their ideas through the use of appropriately acknowledged texts and, as appropriate, examples, personal experience, and/or observations. 5. Compose projects through multiple drafts using both writer- and reader-based strategies and revising for focus, quality of content, and/or coherence. Implement strategies to edit work according to genre and disciplinary conventions such as arrangement, language use, mechanics, or documentation style. 6. Reflect cognitively and metacognitively on processes for writing and analysis, building on strengths and addressing weaknesses.
<p>Writing 1E: Introduction to Composition for Multilingual Students</p>	<p><i>Catalog description:</i> Provides declarative knowledge and procedural knowledge about writing, with a special focus on genre, rhetorical situation, revision, editing, and making connections between texts and one's own perspective. Designed to support multilingual learners.</p> <p><i>Course outcomes:</i> Course outcomes for Writing 1E are the same as those for Writing 1.</p>

**Writing 2:
Rhetoric &
Inquiry**

Catalog description: Provides declarative knowledge about writing, with a special focus on writing from research, composing in multiple genres, and transferring knowledge about writing to new contexts.

Course outcomes:

1. Compose in more than one genre by responding to rhetorical situations and genre conventions according to readers' expectations and writers' purposes.
2. Ask questions and be guided by a strategic exploration of those questions in order to generate research topics and sustain meaningful inquiry.
3. Locate relevant source material, evaluate its credibility, and cite it appropriately.
4. Analyze and synthesize ideas in source material to produce projects that interpret and evaluate their own ideas and assumptions, as well as those of other writers.
5. Apply strategies when composing, revising, or evaluating their own work that enable them to follow conventions of professional English, such as arrangement, language use, mechanics, or documentation style.
6. Reflect critically on how to apply their processes for writing and analysis to writing projects in other contexts, within and outside the university.