

UCSC Writing 1 and Writing 2 Course Outcomes and Descriptions

Writing 1/1E*: Introduction to Composition

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.

Course outcomes:

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.

What is it? Writing 1 is taken in the winter quarter of the first year and asks students to write in diverse genres, rather than only “the five-paragraph essay” and thesis-driven genres. Students learn to shift their writing between purposes, audiences, and genres. This course asks students to think about their writing processes and make plans for how to improve their skills and carry them into future classes. Writing 1 provides a small class size (20 students) and more hands-on support for success, including tutors.

Who is it for? The majority of first-year students place into Writing 1. Writing 1 is for students who are capable readers and writers and also know that they need time or support to meet college-level writing expectations.

What is the workload? In Writing 1, students read a range of texts, including scholarly articles/chapters and readings about how to write effectively in a variety of situations. Classroom time is spent processing difficult readings that are likely new to students. Students write 3-4 major projects, typically of about 1,000-1500 words per project.

**We also offer Writing 1E for multilingual students. Writing 1E is the same as Writing 1 except that it is designed for multilingual students and is taught by language specialists. Extra support is provided for language-related needs, and projects may incorporate students' strengths in using multiple languages.*

Writing 2/2H*: Rhetoric & Inquiry

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.

What is it? Writing 2 is taken in the winter quarter of the first year or later. It focuses on rhetorical strategies for academic writing in various genres. Students are expected to plan and execute research projects and be comfortable with the UCSC Library databases. Writing 2 has 25 students in each class and does *not* focus on sentence-level skills or provide tutors.

Who is it for? While all students must complete Writing 2 and the C Requirement by the end of their second year, most students do *not* initially place into Writing 2. Writing 2 assumes proficiency in argumentation, the ability to recognize genres, and previous background in citation.

What is the workload? In Writing 2, students write 4-5 major projects, typically of 1,000-2,000 words, possibly with a longer final project. This course is fast-paced, and more independent learning, including the reading of complex academic research texts, will be expected.

**We also offer Writing 2 Honors for students in the College Scholars Program. Writing 2H carries the same outcomes as WRIT 2 but provides an in-depth focus on conducting sustained scholarly inquiry about one topic throughout the quarter.*