

Advanced Writing
Description and Objectives
DRAFT
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“The primary purpose of this component will be to deepen familiarity with the values, genres, and conventions relevant to students’ major field of study. Advanced writing, taught by English faculty and others, will also provide additional study of and practice in rhetorical theory, composing processes, critical thinking, and information literary, within a variety of discipline-specific contexts. Like the CTW sequence, Advanced Writing also helps students gain increased sophistication in critical reading and writing with a purpose, including addressing diverse audiences through a range of styles and voices.”

--*Proposal for the Santa Clara University Core Curriculum, Core Curriculum Revision Committee, 2007, p. 22*

Overall Learning Goals

The learning goals are broad statements about the content, level of knowledge, skill and values that faculty expect students to possess upon completion of a program of study, of which the CTW sequence is an important part. The learning goals for Advanced Writing are the same specified for the CTW sequence:

- **Critical Thinking:** The ability to identify, reflect upon, evaluate, integrate, and apply different types of information and knowledge to form independent judgments. Students experience writing and other critical thinking processes as a way to learn.

By understanding critical thinking and writing as a reflexive process students become intentional learners who develop self-awareness about the reasons for study and “adapt to new environments, integrate knowledge from different sources, and continue learning throughout their lives” (*Greater Expectations* xi).

- **Complexity:** An approach to understanding the world that appreciates ambiguity and nuance as well as clarity and precision.

Critical thinking and writing requires awareness of historical, cultural, and social contexts and further requires sensitivity to cultural difference.

- **Communication:** Interacting effectively with different audiences, especially through writing, speech, and second language.

Critical thinking and writing require students to contextualize their own ideas and the ideas of others through rhetorical analysis, logical reasoning, and information literacy.

Student Learning Objectives

The learning objectives are specific statements of the content, level of knowledge, skills, and values that faculty expects students to possess upon the completion of Advanced Writing. They are the minimum and mandatory objectives.

After completing Advanced Writing, students will

- Be proficient in reading and writing with a critical point of view that demonstrates depth of thought and a thorough understanding of the rhetorical situation (Learning Goals: Critical Thinking, Complexity, Communication)
- Be proficient in independently and deliberately locating, selecting, and appropriately using and citing evidence that is ample, credible, and smoothly integrated into intellectually honest writing appropriate to a particular discipline (Learning Goals: Complexity, Communication; Meta-Goal: Information Literacy)
- Be able to use writing processes as modes of thinking and learning that can be generalized across a range of writing and thinking tasks (Learning Goal: Critical Thinking, Complexity; Meta-Goals: Intentional Learning)

Course Description

Advanced Writing is not an additional course within the core but is an element that is integrated into other requirements, either within a student's major or within the Explorations section of the core. As a result, there is no single course description mandated for all Advanced Writing courses.

Courses that fulfill the Advanced Writing component may be upper- or lower-division and may be offered for various credit units.

Assumptions

- CTW 1 and 2 are prerequisites for Advanced Writing.
- Advanced Writing should be taken after students complete 60 quarter units.
- To engage students with writing and to avoid plagiarism, topics should grow out of the course readings and should be based at least in part on texts read in the course and supplemented by students' research using the library and other appropriate sources.
- Like CTW 1 and 2, Advanced Writing courses should have small enrollments. The National Council of Teachers of English, in its "Statement on Class Size and Teacher Workload: College," says,

No more than 20 students should be permitted in any writing class. Ideally, classes should be limited to 15. Students cannot learn to write without writing. In sections larger than 20, teachers cannot possibly give student writing the immediate and individual response necessary for growth and improvement.

Minimum Standards

- Students will work on critical reading skills with a variety of complex texts
- Students will gain experience with reading discipline-specific texts and understanding and evaluating the rhetoric of a specific discipline
- Students will reflect on and/or analyze rhetorical differences, both constraints and possibilities, of different modes of presentation
- Students will draw on feedback from professor and peers during the writing process and then substantially revise their own writing

Sources

“Glossary of Assessment Terms.” Carol Giancarlo Gittens. 2007.

Greater Expectations: A New Vision for Learning as a Nation Goes to College, National Panel Report. Association of American Colleges and Universities, 2002.

“Program in Writing and Literacy Studies: Proposal” (DRAFT), Jennifer Trainor, et al., 2006.

Proposal for the Santa Clara University Core Curriculum, Core Curriculum Revision Committee, 2007.

“Santa Clara University Core Curriculum: The Third Writing Requirement,” Sept. 2001.