

Advanced Writing Learning Outcomes

This document lists the learning outcomes requirements specific to the Advanced Writing designation.

Advanced Writing / Writing in the Disciplines Requirements from Written Communication Core Curriculum Committee of the LAC

For a course to meet UNC's requirements for a "Advanced Writing" course (CO3), the proposed syllabus must adhere to the following requirements/expectations:

Requirement 1: Adherence to CDHE Gt Pathways Written Communication competency, student learning outcomes, and content criteria.

- Syllabus must include the GtPathways Written Communication competency, student learning outcomes and content criteria for CO3 courses.
- Syllabus must indicate how course assignments align with outcomes and content criteria.

Requirement 2: Writing must be comprehensively integrated throughout the course.

- Course must include a minimum of 2,500 words of finished writing.
- Writing should be used throughout the course as a way to learn.

Requirement 3: Writing must be a significant part of the course grade

- 70% of the final course grade must be determined by written projects (this can include drafts, revised products, reflective writing, and writing-to-learn activities).

Requirement 4: Writing is learned through revision.

- Reflective writing and revision must be integrated into major writing assignments. Students should have the opportunity to critique their own work and the work of others.

Requirement 5: Instructors should have training and/or credentials in writing pedagogy.

- UNC's Writing Program, in collaboration with CETL, will offer a faculty learning community focused on writing across the curriculum / writing in the disciplines (WAC/WID) each spring.

Requirement 6: Advanced Writing courses must be capped at 25.

- Due to the intensive nature of feedback to student writing, revision, and workshopping, any Advanced Writing course must be capped at 25. Writing-intensive courses are a high-impact practice and require lower course caps for effective pedagogy.

GT Pathways & LAC Learning Outcomes: Advanced Writing

Note that competencies are general statements of knowledge, skills, and behaviors while outcomes are specific statements about skills students can demonstrate in a measurable way. The content criteria represent the makeup of the course itself (i.e., what the course must include in terms of content).

The left column summarizes information about the category and its requirements. This data is for reference purposes and is not included on the syllabus.

The right column contains the competencies, outcomes, and content criteria that are required on the syllabus.

Advanced Writing	
<p>o GT-CO3: Advanced Writing Course</p> <p>Competency: GT-CO3 requires the following competency and SLOs:</p> <ul style="list-style-type: none"> • Written Communication: 1a, 2a, 3a, 4a-b, 5a <p>Content Criteria: Written Communication</p> <p>LAC attributes:</p> <ul style="list-style-type: none"> • Advanced Writing (LAW3) 	<p>LAC Written Communication Learning Outcomes + GTP Competency & SLOs</p> <p>Written Communication: Competency in written communication is a student’s ability to write and express ideas across a variety of genres and styles. Written communication abilities develop over time through layered, interactive, and continual processes and experiences across the curriculum.</p> <p>Student Learning Outcomes <i>Students should be able to:</i></p> <ol style="list-style-type: none"> 1. Employ Rhetorical Knowledge <ol style="list-style-type: none"> a. Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation. 2. Develop Content <ol style="list-style-type: none"> a. Create and develop ideas within the context of the situation and the assigned task(s). 3. Apply Genre and Disciplinary Conventions <ol style="list-style-type: none"> a. Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields. 4. Use Sources and Evidence <ol style="list-style-type: none"> a. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim. b. Follow an appropriate documentation system. 5. Control Syntax and Mechanics <ol style="list-style-type: none"> a. Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task. <p>Content Criteria for Advanced Writing (GT-CO3):</p> <ol style="list-style-type: none"> 1. Extend Rhetorical Knowledge <ol style="list-style-type: none"> a. Use texts from rhetoric, discourse studies, communication, or related disciplines to extend understanding of rhetorical concepts to the discipline that is the focus of the course. b. Develop sophisticated strategies for critical analysis of disciplinary or specialized discourse. c. Learn more sophisticated ways to communicate knowledge to appropriate audiences. d. Apply reflective strategies to the synthesis, communication, and creation of knowledge. 2. Extend Experience in Writing

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| | <ul style="list-style-type: none">a. Hone recursive strategies for generating ideas, revising, editing, and proofreading for disciplinary or specialized discourse.b. Critique one's own and other's work, including the work of professional writers and/or scholars. <p>3. Extend Critical and Creative Thinking</p> <ul style="list-style-type: none">a. Reflect on the implications and consequences of context.b. Incorporate alternate, divergent or contradictory perspectives or ideas within one's own position.c. Extend and complicate the consequences of the stated conclusion. <p>4. Use Sources and Evidence</p> <ul style="list-style-type: none">a. Select, evaluate, and synthesize appropriate sources and evidence.b. Use discipline-appropriate criteria to evaluate sources and evidence. <p>5. Extend Application and Composing Conventions</p> <ul style="list-style-type: none">a. Select and adapt genre conventions including structure, paragraphing, tone, mechanics, syntax, and style for disciplinary or specialized discourse.b. Use specialized vocabulary, format, and documentation appropriately in more extensive or in-depth writing projects. |
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