

Writing Course Review Form

I. General Education Review – Writing Course			
Dept/Program Subject	Dept/Program: Undergraduate Advising Center/Office for Student Success/Writing Center Subject: Writing (Composition)	Course # (i.e. ENEX 200)	UNC 270
Course Title	Critical Writing II		
II. Endorsement/Approvals			
Complete the form and obtain signatures before submitting to Faculty Senate Office.			
Please type / print name		Signature	Date
Instructor	Kelly Peterson		2/6/2009
Phone / Email	243-2470	kelly1.peterson@umontana.edu	
Program Chair	Assoc. Provost Arlene Walker-Andrews		
III Overview of the Course Purpose/ Description: Provides an introduction to the subject matter and explains course content and learning goals.			
<p>This writing-intensive course teaches students to plan and compose persuasive essays for academic purposes and to become attentive to the varied writing occasions they may face in an academic context. Because academic writing often responds to other texts and requires that the writer make a contribution to an ongoing conversation within a discipline, the course stresses the relationship of critical reading to effective writing. Writing activities are aimed at increasing students' facility in writing expository essays, developing a consequential point in response to a reading or series of readings, crafting supporting and logical arguments, writing cohesive paragraphs, and choosing appropriate language. Students will engage in critical reading of argumentative prose, learning to identify the salient features of effective argumentation. Students will learn to interpret academic writing assignments in light of the writing contexts they present: genre, purpose, and audience. Students also will learn to attend to issues of organization, clarity, and mechanics. Readings and writing prompts draw on topics and issues studied in the social and natural sciences, as well as the humanities.</p>			
IV Learning Outcomes: Explain how each of the following learning outcomes will be achieved.			
Student learning outcomes : Use writing to learn and synthesize new concepts		Students in this course will use writing as a mode of inquiry into a variety of topics and issues and as a mode of persuasive communication. Writing, both formal and informal, will be used as a tool to evaluate and synthesize others' rhetorical moves and as a tool to synthesize and analyze varied perspectives on a topic or issue. In addition to producing informal and formal pieces of writing that develop a consequential point, students will produce reflective writing about their own rhetorical situations in academia, explicitly processing – in writing – what they have learned about their role as the writer in a rhetorical situation.	

<p>Formulate and express opinions and ideas in writing</p>	<p>Students will be expected to develop critical questions as a result of prolonged inquiries into topics studied in social and natural sciences, as well as the humanities. They will use writing as a tool for learning as they explore these critical questions and work toward crafting possible answers to their questions. Informal writing also will afford students opportunities to explore ideas in relation to course readings and in preparation for class discussion. Formal writing assignments will ask students to present and support their positions in response to course readings and in the form of a sustained and logical discussion.</p>
<p>Compose written documents that are appropriate for a given audience or purpose</p>	<p>Each of the formal writing assignments will present students with a rhetorical situation common in academia, identifying the purpose of the assignment (what it is intended to achieve) and the audience. Often the purpose will be to persuade a given audience of the significance and validity of the student's claim in the paper. The assignment will define the audience, identifying the discourse community in which the student is writing and the participants within that community to whom the writing is directed.</p>
<p>Revise written work based on constructive feedback</p>	<p>Students will receive written and oral feedback on multiple drafts of all formal assignments and will be required to revise several of the formal writing assignments taking this feedback into consideration. This feedback will be given both by the instructor through written feedback and in conference settings, and by peers during carefully structured peer feedback sessions.</p>
<p>Find, evaluate, and use information effectively (see http://www.lib.umt.edu/informationliteracy/)</p>	<p>In response to formal writing assignments and to build an understanding of writing as a mode of inquiry into ongoing conversations in academia, students will be taught to narrow a topic to a manageable focus within the parameters of a given assignment, identify gaps in their knowledge, use general and specific databases to locate relevant information, evaluate this information, and use this information in an ethical way. Students also will be introduced to the discipline-specific conventions associated with the use of information in a written document.</p>
<p>Begin to use discipline-specific writing conventions</p>	<p>Students will learn to identify academic discourse communities and the stylistic conventions that shift as students move from one community to another. They will become familiar with the need to reference a style manual appropriate to the given writing task.</p>

Demonstrate appropriate English language usage	In addition to other evaluation criteria that will be listed for each formal writing assignment, students will be expected to become familiar with and demonstrate appropriate English language usage. They will be guided to identify mistakes and patterned errors in their writing, and will learn to independently proofread and edit for these issues.
V. Writing Course Requirements Check list	
Is enrollment capped at 25 students? If not, list maximum course enrollment. Explain how outcomes will be adequately met for this number of students. Justify the request for variance.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Are outcomes listed in the course syllabus? If not, how will students be informed of course expectations?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Are expectations for Information Literacy listed in the course syllabus? If not, how will students be informed of course expectations?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Are detailed requirements for all written assignments included in the course syllabus? If not how and when will students be informed of written assignments?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No The course syllabus outlines the general writing expectations for the course. In addition, students will be given detailed instructions for each informal and formal writing assignment. Because the rhetorical context and evaluation criteria will shift for each new formal writing assignment, an assignment sheet specific to each new essay will be provided. Students will receive this sheet well in advance of the due date for the first draft of the assignment.
What instructional methods will be used to teach students to write for specific audiences, purposes, and genres?	Readings in this course will be used in the service of students' development as writers aware of their rhetorical contexts. To this end, students will analyze the rhetorical situation in course readings in order to identify the ways in which the genre, intended audience, and purpose play significant roles in shaping the piece of writing. Students will model this attentiveness to genre, audience, and purpose both in short informal writings and in their formal writing assignments that will require attentiveness to these contexts in order to write successful argumentative prose. Also, students will produce written reflections about the ways in which their own writings are shaped by these rhetorical considerations.
Will written assignments include an opportunity for revision? If not, then explain how students will receive and use feedback to improve their writing ability.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

VI. Writing Assignments: Please describe course assignments. Students should be required to individually compose at least 16 pages of writing for assessment. At least 50% of the course grade should be based on students' performance on writing assignments. Clear expression, quality, and accuracy of content are considered an integral part of the grade on any writing assignment.	
Formal Graded Assignments	Students will produce at least five formal writing assignments of three to five pages. Students will be required to substantially revise three of these assignments, taking instructor feedback into consideration, and will be encouraged to revise the additional assignments. These formal assignments will count for 70% of the course grade.
Informal Ungraded Assignments	Students will produce a range of informal writings, such as annotation assignments, minute writes, freewrites, journal entries, etc. Students will be expected to produce informal pieces of writing both in and out of the classroom. These informal assignments will count for 10% of the grade.
VII. Syllabus: Paste syllabus below or attach and send digital copy with form. ↓ The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: http://teaching.berkeley.edu/bgd/syllabus.html	

UNC 270: Critical Writing II

Section and CRN
 TR or MW
 1:10-2:00

Welcome to Critical Writing II!

Course Description

This writing-intensive course teaches students to plan and compose persuasive essays for academic purposes and to become attentive to the varied writing occasions they may face in an academic context. Because academic writing often responds to other texts and requires that the writer make a contribution to an ongoing conversation within a discipline, the course stresses the relationship of critical reading to effective writing. Writing activities are aimed at increasing students' facility in writing expository essays, developing a consequential point in response to a reading or series of readings, crafting supporting and logical arguments, writing cohesive paragraphs, and choosing appropriate language. Students will engage in critical reading of argumentative prose, learning to identify the salient features of effective argumentation. Students will learn to interpret academic writing assignments in light of the writing contexts they present: genre, purpose, and audience. Students also will learn to attend to issues of organization, clarity, and mechanics. Readings and writing prompts draw on topics and issues studied in the social and natural sciences, as well as the humanities.

Instructor:

Contact Information: (email and phone)

Office Hours: (TBA – 5 hours/week)

The Writing Center: In addition to meeting with me outside of class, you are encouraged to make appointments with tutors in The Writing Center as you craft and revise your written work in this course. You can make an appointment by calling TWC at 243-226 or by visiting the website and scheduling and appointment online at www.umt.edu/writingcenter.

Course Requirements

Written Assignments You will produce five formal writing assignments of three to five pages. You will be required to substantially revise three of these assignments, taking instructor feedback into consideration, and will be encouraged to revise your additional assignments as well. These formal assignments will count for 70% of the course grade.

You will receive a handout outlining the expectations and evaluation criteria for each formal writing assignment. These assignments will include: an evaluative summary, a rhetorical analysis of an argumentative essay, a responsive/persuasive essay, a research proposal and annotated bibliography, and a research-based argumentative essay/critical essay. Additionally, you will practice writing application letters and essays and will develop strategies for timed writing situations.

Finally, you will produce a range of informal writings, such as annotation assignments, minute writes, freewrites, journal entries, etc. These informal writing assignments will take place both in and out of the classroom. These informal assignments will count for 10% of the grade. You will receive detailed written instructions for each writing assignment.

Reading Assignments You will complete regularly scheduled critical reading assignments consisting of brief essays on the art of constructing an argument and brief essays modeling effective argumentation. You not only are expected to read these essays, but also to annotate them. We will learn the tools for annotation over the course of the semester.

Information Literacy In response to formal writing assignments and to build an understanding of writing as a mode of inquiry into ongoing conversations in academia, you will practice narrowing a topic to a manageable focus within the parameters of a given assignment, identifying gaps in your knowledge, using general and specific databases to locate relevant information, evaluating this information, and using this information in an ethical way. Additionally, you will be introduced to the discipline-specific conventions associated with the use of information in a written document.

The Writing Center You must visit The Writing Center for a half-hour tutoring session before the due date of some formal assignments. Writing Center tutors will be familiar with our course material and my expectations for each assignment. Their feedback should play a large role in helping you to move from the first draft to the final draft of each

assignment. I will not accept papers from students who do not visit the Writing Center when a visit is required.

Discussion and Group Work You should be prepared to participate actively and respectfully in class discussion and in small-group work.

All assignments—both formal and informal—should be typed (double-spaced, with standard margins and font) and should be stapled in the top left corner. The following information should appear on the first page of your papers: your name, the name and number of the course, and the date. Place this information one inch from the top of the page, flush with the left margin.

Revision Policy

I encourage, and often require, revision of formal assignments. If the revised paper shows *significant* improvement, the revision grade will replace the paper's original grade. Revisions will be due approximately three weeks after papers have been graded and returned with written feedback. To receive credit for revision, you must turn in the original graded draft along with the revised draft. If the paper's original grade is lower than a B, you must meet with me prior to revision.

Please keep in mind that revision does not mean correcting grammatical errors; it is a re-writing which follows a re-seeing ("re-vision") of the paper as a whole.

Late Paper Policy

Following directions and meeting deadlines are two of the most vital academic and professional skills. For this reason, I will not accept late papers. If extenuating circumstances force you to submit a draft or final draft of a paper late, please speak with me prior to the due date.

Grading

The evaluation criteria for each written assignment will be thoroughly outlined on the assignment sheet handed out for each assignment.

- Formal writing assignments will account for **70%** of your grade.
- Short informal writing assignments will account for **10%** of your grade.
- Participation and preparedness to contribute to class discussion will account for **20%** of your grade.

Attendance

Two absences are allowed without excuse or penalty. Subsequent absences may negatively impact a student's course grade. In cases of extreme illness or emergency, please speak with me. Excessive absences may result in automatic failure of the course.

Course Materials

Students should purchase the textbook for this course at the Bookstore. You will also need a folder for storing all coursework.

Learning Outcomes for our Course

- Develop recursive writing strategies and employ those strategies in the composition of persuasive essays for academic purposes and in academic genres.
- Read actively and critically for academic purposes, identifying and analyzing the salient features of argumentative prose. Use published texts as models for the development of essays that effectively respond to rhetorical considerations.
- Develop strategies for academic writing situations, including timed writing occasions: interpret assignments and prompts in light of the rhetorical situations they present, understand the main purpose verbs commonly used in academic assignments, recognize shifting disciplinary expectations, develop ideas in relation to background readings and observations, use organizational methods appropriate for the task, revise appropriately.
- Understand the role of research, critical and evaluative reading, and evidence in the construction of effective written arguments, taking into consideration discipline-specific conventions.
- Develop a consequential point in response to a reading or a series of readings, and craft logical and cohesive supporting arguments.
- Recognize general academic and discipline-specific stylistic conventions, and demonstrate appropriate English language usage in written work.
- Use appropriate format and documentation based on the given discipline and audience.

Important Additional Information

Student Conduct Code

The Student Conduct Code, embodying the ideals of academic honesty, integrity, human rights, and responsible citizenship, governs all student conduct at The University of Montana-Missoula. You are expected to adhere to this code. It is also expected that each student will help foster a collegial learning environment by sharing his or her experiential and academic knowledge and practices, as well as respectfully listening to the viewpoints of others and following basic netiquette rules. You are expected to complete all reading assignments so that you can discuss them intelligently in discussion forums, individual assignments, and small group (collaborative) assignments.

Course Accommodations Statement (DSS): Students with disabilities will receive reasonable accommodations in this online course. To request course modifications, please contact me as soon as possible. I will work with you and Disability Services in the accommodation process. For more information, visit the Disability Services website or call 406.243.2243 (Voice/Text).

Plagiarism and Academic Dishonesty: All work submitted for this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations,

paraphrases) must be properly documented (we will discuss these and learn how to use them together). In cases where plagiarism has been clearly established, formal policy and procedure will be followed. Please see me if you have any questions about your use of sources.