

University of Massachusetts at Lowell Learning Objectives for First-Year Writing

These objectives were designed in consultation with the Council of Writing Program Administrators' Outcomes Statement for First-Year Writing, available at www.wpacouncil.org/positions/outcomes/html.

College Writing II (42.102)

Catalog description: A workshop course that thoroughly explores the academic research writing process with an emphasis on entering into academic conversation. Building on the skills acquired in College Writing I, students will learn to write extensively with source material. Key skills addressed include finding, assessing, and integrating primary and secondary sources, and using proper documentation to ensure academic integrity. Students will produce analytical writing throughout the semester, including a minimum of four formal, researched essays. Pre-Req: 42.101 or 42.111; Anti Req for 42.112 - students cannot receive credit for both 42.102 and 42.112 (104).

Course Purpose and Outcomes: In College Writing II, we study and practice academic research writing. Students will apply their rhetorical knowledge in the context of academic research through regular informal and formal writing. Students will generate and pursue complex theses through purpose-driven, process-based writing that engages audiences and integrates research. In this workshop course, writers will develop effective research habits and become familiar with the standards of academic research writing. Students will exit with an awareness of their strengths and weaknesses as writers and researchers; successful completion of this course will prepare students to meet the writing challenges they will encounter throughout their academic careers and beyond.

Building upon the skills acquired in College Writing I, students completing College Writing II will produce four formal, researched essays during the course of the semester, working toward the following learning outcomes:

- Generate research topics, ideas, questions, and problems
- Locate, evaluate, and analyze primary and secondary sources of information
- Use the writing process, including feedback from others, to compose substantive researched essays for an academic audience
- Integrate and synthesize their own thoughts meaningfully with the words and ideas of others while foregrounding their position in the academic conversation
- Recognize different citation styles, based on discipline, and employ appropriate systems of documentation accurately
- Practice academic integrity