

University of Massachusetts at Lowell Outcomes 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 A ESL (42.110)

Catalog description: A workshop course that provides a thorough review of the basics of essay writing in preparation for success in College Writing I ESL, with a focus on the particular needs of multilingual students. Students placed into this course will use the writing process to strengthen the fundamental skills necessary for clear academic writing in English, including the basic rules of grammar and principles of rhetoric. *Department consent required.*

The learning objectives for this course include the following:

- Students will practice writing as a multi-stage process, including drafting, revising, and editing.
- Students will improve their ability to control their language and ideas to produce clear, effective writing in English.
- Students will practice developing their ideas logically and completely in well-organized and coherently structured paragraphs.
- Students will write consistently in various forms, scaffolding their skills from extensive paragraph writing to write no fewer than two complete essays.
- Students will review relevant principles of grammar, mechanics, and style relevant to ESL writers in, including:
 - diction and word choice
 - idiomatic expression
 - linear logical progression
 - thesis-driven argument
 - presence and control in the writer's voice
 - academic citation and referenceand practice identifying and editing these issues in their own writing.
- Students will develop their reading comprehension skills, by learning how to actively read and annotate texts.
- Students will explore their roles as participants in an academic community of writers, including the rhetorical and ethical conventions that govern American academic writing.
- Students will take an active role in their learning, and will identify and use campus resources—including faculty office hours and tutoring services—that will support their ongoing growth as writers in English.
- Students will exit with an awareness of their strengths and weaknesses as writers, and the self- assessment tools necessary to continue on successfully in their writing careers.