

## **EDUCATIONAL OBJECTIVES OF THE C REQUIREMENT AND THE SPECIFIC GOALS OF C1 AND C2**

**In completing UCSC's two-quarter General Education Requirement in Composition, students learn how to become effective participants in university discourse, spoken as well as written.**

To this end:

1. Students learn -- when reading, writing, listening, or speaking -- to analyze rhetorical situations so as to understand that different purposes and contexts call for different strategies, different conventions, and different techniques.
2. Students learn to recognize and discuss propositions (their own as well as others') that cannot be merely demonstrated -- that is, to analyze, evaluate, and argue matters of opinion and interpretation as well as to describe matters of fact.
3. Students learn to develop effective processes for writing in different contexts and to use a variety of strategies for discovering, developing, and analyzing data and ideas, for making sense, for revising, and for editing.
4. Students learn to produce writing that:
  - Establishes and maintains an appropriate purpose or coherent set of purposes in relation to the assignment and the audience.
  - Employs appropriate strategies of development that accomplish their purpose in relation to the assignment, its context, and its audience.
  - Uses sources' information and ideas accurately and effectively and cites sources appropriately.
  - Communicates in accurate, appropriate, effective prose.
5. Students learn strategies for becoming accurate readers and critical analysts of all texts including their own.
6. Students learn how to collaborate with others (including their peers) in doing research, generating and evaluating ideas, and revising texts.

### **Composition 1, Introduction to University Discourse**

**As they make the transition from writing in the schools to writing in a variety of academic and professional contexts, students learn to apply rhetorical principles rather than rely on rule-driven formulas. They also experience and come to understand the connections among composing, thinking, and learning,**

Students will:

1. Write at least five relatively short essays (up to 1250 words) and read a variety of texts, including a significant amount of nonfiction that employs argument and analysis.
2. Learn strategies for reading challenging texts -- that is, to understand a text's purpose or purposes and to follow its train of thought, to begin to be aware of nuance and emphasis, and to be able to relate specific examples and statements to larger topics or claims.
3. Learn strategies for analyzing and criteria for evaluating opinions, interpretations, and arguments (propositions about things that cannot be proved) and learn the academic uses of words such as *argument*, *hypothesis*, *theory*, *assumption*, *claim*, etc.
4. Learn to analyze their processes as writers, develop strategies for enhancing those processes, and evaluate the results, all in relation to the particular demands of particular assignments. Students' attention to process includes:
  - Learning specific strategies for invention and revision in relation to the quality of content as well as its clarity and accuracy.
  - Learning the importance of a writer's purpose and audience and relevant conventions in relation to focus, coherence, and effectiveness.
  - Learning to take charge of their proof reading and editing in standard professional English by analyzing their weaknesses and developing a plan for eliminating error.
5. Learn oral communication skills for effective participation in discussions as well as for formal presentations.

### **Composition 2, Rhetoric and Inquiry**

**Students in Composition 2 build on their progress in Composition 1 by learning strategies for becoming more effective readers, writers, and speakers in the context of assignments that require independent research. They deepen their comprehension of how their writing and that of others can add to the understanding of vital issues and sustain meaningful inquiry through responsible persuasion.**

Students will:

1. Write a series of at least five essays (including one of at least 1500 words) and read a variety of texts that provide occasions for analyzing, synthesizing, and evaluating data and arguments.
2. Learn methods of research and approaches to using sources (i.e., the information, theories, arguments, and texts of others) that provide students with the knowledge and confidence to actively participate in the act of inquiry by composing comparative analysis, interpretation, and reasoned argument.

3. Learn specific techniques for critically analyzing sources so as to understand their purpose and context and to evaluate the credibility and relevance of their information and the persuasiveness of their evidence and reasoning.

4. Achieve solid competence and, to the extent possible, virtuosity in all facets of the writing process. This include:

- Learning modes of inquiry and strategies for revision that strive for complexity, nuance, and depth as well as coherence and clarity.
- Learning to develop extended, complex arguments by orienting readers, creating clear expectations and a sufficiently explicit train of thought, effectively weaving together multiple strands of inquiry, and bringing the whole to a satisfying conclusion.
- Learning techniques for developing a prose style that moves beyond accuracy and clarity to precision, power, subtlety, and elegance.

**WRITING 2 GRADING POLICY & RUBRIC**  
**Adopted by the Writing Program 9/01**

Final grades given in Writing 2 are comprehensive. They account for all aspects of a student's work over the quarter -- the conceptual work of reading, thinking, and writing; the cooperative work of participating in a writing community; and the procedural work of completing reading and writing assignments, meeting deadlines, and attending class, writing group meetings, and conferences.

Writing Program faculty members will determine a student's final grade by considering all of his or her work at the quarter's end. During the quarter, students will receive written assessment and advice concerning what their work has accomplished and how it can be improved rather than letter grades on individual assignments.

Note: The final grade of D in Writing 2 grants credit towards graduation, but it does not satisfy the Rhetoric and Inquiry (C2) General Education Requirement. Students who receive the grade of either D or F must repeat Writing 2 to satisfy the C2 requirement.

**A (or P)**

The grade of A is appropriately given to students whose preparation for and execution of all course assignments (for example, reading, in-class discussions, presentations, group projects, informal writing, essay drafts, and revisions, etc.) have been consistently thorough and thoughtful. In addition, by the end of the quarter students who earn an A are consistently producing essays that are ambitiously and thoughtfully conceived, conscious of the demands of a particular assignment, purposeful and controlled, effectively developed, and effectively edited.

**B (or P)**

The grade of "B" is appropriately given to students who have satisfactorily completed all class assignments, although some of these efforts may have been more successful than others. By the end of the quarter, students who earn a B are consistently producing essays that are clearly competent in that they meet the demands of assignments, are controlled by an appropriate purpose, are sufficiently developed, and are accurately edited. A "B" performance may well reveal areas of strength that are not sustained throughout.

**C (or P)**

The grade of C is appropriately given to students who have fulfilled course requirements although, in some instances, minimally so. By the end of the quarter, students who have earned a C have provided sufficient evidence that they can produce focused, purposeful writing that satisfies the demands of an assignment, is adequately developed, and is carefully edited

although, in some instances, achieving that standard depended on multiple revisions.

**D or (NP)**

The grade of D is appropriately given to students whose work has been unsatisfactory in some significant way: they have not completed all the course requirements and/or their essays have not yet achieved the level of competency described in the Writing Program's standard for passing work in Writing 2. Students receiving a D must repeat Writing 2 to satisfy the C2 requirement.

**F or (NP)**

The grade of F is appropriate for students whose work in Writing 2 is so incomplete or so careless that it does not represent a reasonable effort to meet the requirements of the course.