

University of Alaska System Composition Programs

College of Liberal Arts

As writing teachers, we meet students during a period of transition from high school to college. As students encounter a system with a wider array of writing tasks, we are responsible for helping them recognize and adapt to varied expectations across a range of contexts. Their success in adapting to the diverse demands of post-secondary writing will depend on our engaging them in new knowledge and practices for their continued writing improvement. For these reasons, we are learning-centered. We focus on expanding our students' rhetorical knowledge and writing repertoires. We hold ourselves accountable for understanding how writers develop. Based on that knowledge, we strive to provide instruction that will enable them to transfer and adapt what they learn about writing in their General Education requirements to writing they will do in their personal, public, academic, and professional lives.

Core Values

- Learning Centered
- Rhetorically Engaged
- Transfer Enabling/Committed
- Vertically & Horizontally Aligned

Rationale for GER Composition Alignment

Among the courses offered that fulfill general education requirements for written communication, we offer both a horizontal and a vertical sequence of courses. We have changed course titles to reflect these relationships. Our introductory course will now be titled *Writing Across Contexts*. The more general 200-level offering will be titled *Arguing Across Contexts*.

WRTG 111: *Writing Across Contexts*



WRTG 214: *Arguing Across Contexts*

In both of those classes, students learn to recognize and respond to the expectations of specific contexts, be they public, professional, or academic. The second course in the sequence builds upon the introductory course and delves more deeply into rhetoric and argument. It could apply to all majors.

In addition to a horizontal sequence from academic writing to argumentation, we offer a vertical menu of writing-in-the-disciplines courses that prepare students for the kinds of writing they will do in their majors. Our 211 course will be titled *Writing and the Humanities*; 212 will now be *Writing and the Professions*; and 213 will be titled *Writing and the Sciences*.

WRTG 111x Scaffolding Table for Syllabus Design

	Writing Assignment	Reading Guidelines	Critical Thinking Questions
Diagnostic Assignment (For Program Assessment)	Signature diagnostic prompt. To be assigned in the first few days of class. See Program Assessment criteria.		
Unit 1: Observation	Observational/Narrative writing to an unknowing audience drawing on the skills of being a close observer of a context.	0-2 texts: Choose texts that model observation in writing.	What details are important to your observation? Why?
Unit 2: Analysis	Analytical/Close Reading interactive writing to an audience familiar with a difficult text.	2-3 texts: Choose texts that meet our definition of "difficult."	What's the difference between saying it this way and saying it that way? Why?
Unit 3: Synthesis	Research-based, citational papers/projects/presentations to class as audience.	Multiple and diverse: Texts emerge out of student's research process. You may decide to assign some class texts for parallel processes.	What/How are you going to say that?
Unit 4: Reflection	Up to instructor. Assignments should stress revision such as turning a previous text into one with images, etc.	2-3 texts: Revisit a text from earlier in the term; have students select a group of readings; etc.	Why did you put it the way you did?
Signature Assignment	Signature reflective prompt. To be assigned at the end of the semester. See Program Assessment criteria.		

WRTG 211X, 212X, 213X, 214X Scaffolding Table for Syllabus Design

	Writing Assignment	Reading Guidelines	Critical Thinking Questions
Unit 1: Academic Audience	2,000 word research –based writing project/paper supported by micro writing assignments for an Academic Audience	Based on theme, 3-5 texts. Choose based on genre. Aim for diverse, difficult texts from a variety of academic perspectives.	What's the relationship between language, knowledge, and power in this conversation? How do you negotiate your position given the nature of the academic dialogue?
Unit 2: Public Audience	2,000 word research-based writing project/paper supported by micro writing assignments for a Public Audience.	Based on theme, 3-5 texts. Choose based on genre. Aim for diverse, difficult texts from a variety of public perspectives.	What's the relationship between language, knowledge, and power in this conversation? How do you negotiate your position give the nature of the public dialogue?
Unit 3: Program Assessment	500 word take-home, typed essay. Used for Program Assessment.	Students' own writing.	Prompt-based scenario which asks students to solve a problem using writing.