



AUCC 2. ADVANCED WRITING

DESCRIPTION

Building on and adapting skills and strategies developed in courses in Intermediate Writing, the objective of Advanced Writing is the further development of competence in written communication.

CONTENT CRITERIA

Content Competencies are the knowledge, methods, concepts, and content-related learning that students should learn from participation in a course.

Upon successful completion of a course in this category, students should be able to:

1) Extend Rhetorical Knowledge

- ★ Use texts from rhetoric, discourse studies, communication, or related disciplines to extend understanding of rhetorical concepts to the discipline that is the focus of the course.
- ★ Develop sophisticated strategies for critical analysis of disciplinary or specialized discourse.
- ★ Learn more sophisticated ways to communicate knowledge to appropriate audiences.
- ★ Apply reflective strategies to the synthesis, communication, and creation of knowledge.

2) Extend Experience in Writing

- ★ Hone recursive strategies for generating ideas, revising, editing, and proofreading for disciplinary or specialized discourse.
- ★ Critique one's own and other's work, including the work of professional writers and/or scholars.

3) Extend Critical & Creative Thinking

- ★ Reflect on the implications and consequences of context.
- ★ Incorporate alternate, divergent, or contradictory perspectives or ideas within one's own position.
- ★ Extend and complicate the consequences of the stated conclusion.

4) Use Sources & Evidence

- ★ Select, evaluate, and synthesize appropriate sources & evidence.
- ★ Use discipline-appropriate criteria to evaluate sources and evidence.

5) Extend Application of Composing Conventions

- ★ Select and adapt genre conventions including structure, paragraphing, tone, mechanics, syntax, and style for disciplinary or specialized discourse.
- ★ b) Use specialized vocabulary, format, and documentation appropriately in more extensive or in-depth writing project.

CORE STUDENT LEARNING OUTCOMES

Core Student Learning Outcomes are transferable skills that students learn and apply through participation in the AUCC.

1) Employ Rhetorical Knowledge

- ★ Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.

2) Develop Content

- ★ Create and develop ideas within the context of the situation and the assigned task(s).

3) Apply Genre & Disciplinary Conventions

- ★ Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.

4) Use Sources & Evidence

- ★ Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
- ★ Follow an appropriate documentation system.

5) Control Syntax & Mechanics

- ★ Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

PLANNING AND TEACHING AN AUCC COURSE

ALIGN THE LEARNING ACTIVITIES TO THE COURSE OUTCOMES

Map course activities and content to the course learning outcomes. Does the course allow ample opportunities for students to learn and practice what they need to know and do to be successful?

Plan learning experiences, instruction, and resources that will help students reach the learning outcomes. The course should challenge students to build higher-order skills and use active and engaged forms of learning.

Create structured activities that help students scaffold learning. Break down large tasks or concepts and build smaller steps so that students can gain competence. Small, simple assignments build skills that help students accomplish something more complex. Give students opportunities to practice and repeat learning tasks.

Communicate the learning outcomes to students. Tag assignments with the course learning outcomes and talk with students about what they are learning and how it fits into the bigger picture of the course, the AUCC, or their university education.

PLAN AHEAD TO ASSESS LEARNING

Determine acceptable evidence that students are achieving the learning outcomes. This includes formative assessments to check progress and summative assessments that measure achievement. Both kinds of assessments should build upon each other and are sequenced with learning activities.

Start with the end in mind. Decide how you will evaluate the assignment at the same time you create it. What are the priorities of the assignment? Are the priorities appropriately weighted in the grading plan?

Communicate expectations to students. Share rubrics, scales, or grading frameworks with students when you assign the work, or as they progress. Ensure there will be opportunities to get feedback or make revisions before students submit the final result of their work.

Provide early, frequent, and immediate feedback. Students need regular feedback on their performance, so they know how to focus their studies, when to work harder, and when to ask for help. To be effective, students need to know what they are doing well, what they need to work on, and how they can improve. Use specific and constructive language. CSU's **First Four Weeks** Initiative offers a structured start.

Consider a pre-assessment. In what ways can you learn about a student's preparation for the course? What are their strengths and where do students need additional support to meet course expectations?

RESOURCES

Assessment at CSU

<https://assessment.colostate.edu/>

VALUE Rubrics

<https://www.aacu.org/initiatives/value-initiative/value-rubrics>

The Institute for Teaching and Learning (TILT)

<https://tilt.colostate.edu/>

First Four Weeks Initiative

<https://tilt.colostate.edu/prodev/teaching-effectiveness/tef/feedback-and-assessment/fa-first-four-weeks/>

University Composition Program

<https://english.colostate.edu/academics/university-composition-program/>