

MODEL CURRICULUM

<p>Advanced Level Discipline-specific Writing Course: Any Department's Highest-Level Undergraduate Writing Course: Senior Seminars, Honors Seminars, Senior Projects, Advanced Independent Study or Internships</p>	<p>Critical Thinking: Actively Contributing to the Process of Making Knowledge</p> <p>Students should strive to interact with their sources and their instructor in a way that demonstrates provisional membership in the disciplinary community, and an attempt to contribute, at however minimal a level, something valuable to current debates and issues within the field.</p>
<p>Population:</p> <p>All students have significant familiarity with the discipline; they probably seniors or at least juniors majoring in the department.</p>	<p>Reading: Advanced discipline-specific critical reading skills.</p> <p>Students must be able to read, analyze, understand, and respond in writing to complex, professional-level documents in their chosen field of study. At this level the instructor should feel free to assign, for example, current articles from specialized peer-reviewed journals, in the expectation that, with the aid of the instructor's guidance in class and in office hours, these graduating seniors will be able to gain a reasonable comfort with and understanding of this level of discourse.</p>
<p>General Goals:</p> <p>This is the highest level of writing achievement at the undergraduate level.</p>	<p>Writing: Ability to produce near-professional quality documents in discipline-specific genres using appropriate specialized language and formats.</p> <p>It is, of course, only the very rare undergraduate senior thesis that is readily "publishable" as is, but that is the ideal toward which we should strive. At minimum, a graduating senior should be familiar with the types of writing customarily produced by professionals in the field, and be able to produce something that at least approximates the diction, the conventions, the structures, and the ways of thinking that are endemic to the discipline.</p>
	<p>Research: Ability to conceive, propose, carry-out, and write a specific self-defined research project within the context of the course and the standards and procedures of the particular disciplinary field.</p> <p>Students are encouraged to pursue their own intellectual interests, within the purview of the particular course. The canned "writing assignment" that might be necessary at earlier levels should be avoided here. Students are now assumed to be "self-starters," having internalized the ways of thinking and codes of behavior expected of professionals in the field, and within the limits of available time (one semester, or sometimes two), they propose a topic or set of experiments or method of inquiry, which is then approved by the instructor, and carried out by the student under the instructor's supervision.</p>

<p><i>Intermediate Level Discipline-specific Writing Course:</i> Courses intended primarily for majors, but not "capstone"</p> <p>Population: Generally these will be students who are either already majors or strongly considering majoring in a subject area, but it is a course that they will be taking relatively early in their college careers.</p> <p>General Goals: Students need to be initiated into the discipline; the presumption is that they will be staying awhile, perhaps the rest of their lives. Foundational ideas and professional procedures of the discipline.</p>	<p>Critical Thinking: Awareness of the Making of Knowledge. Ability to make specialized distinctions within key concepts, and to identify ongoing issues/areas of tension within the discipline.</p>
	<p>Reading: Intermediate Discipline-Specific Critical Reading Skills Students should be able to read scholarly review articles describing the state of knowledge in the field, as well as articles distilling specialized knowledge for a general audience.</p>
	<p>Writing: Ability to produce non-technical but discipline-informed mixed-mode documents. Ability to make an informed argument about current issues in the field using appropriate analytical language which incorporates some specialized terminology along with the student's own voice.</p>
	<p>Research: Becoming familiar with the current state of knowledge on a particular topic. With the guidance of the instructor and the librarian, students should be able to describe what is known, what is not known, and what is in dispute about a particular assigned topic.</p>

<p>Introductory Level Discipline-specific Writing Course:</p> <p>Courses with minimal prerequisites and many non-majors registered:</p> <p>Population:</p> <p>Generally these will be students without an extensive background in the field. Some may be potential future majors, but most will only be looking for a one-semester visit to the disciplinary community. One should generally assume that they have passed freshman composition, but no more—and even then one needs to keep an eye open for students who need additional support services.</p> <p>General Goals:</p> <p>Build on, reenforce, and extend the skills gained in freshman composition, flavoring its generalized analytical language extensively with the content and terminology of a particular academic discipline.</p>	<p>Critical Thinking: Absorbing Knowledge and Making It One's Own.</p> <p>Students need to actively master the material of the course, and be able to put it together in different formats, not just reciting memorized facts on exams.</p>
	<p>Reading: Elementary Discipline-Specific Critical Reading Skills.</p> <p>Students must demonstrate ability to understand key basic concepts of a field, and manipulate them in different intellectual contexts.</p>
	<p>Writing: Ability to express and explore key basic concepts of field.</p> <p>Students must use their own words, appropriate analytical language, and carefully defined technical terms to write about their understanding of course material.</p>
	<p>Research: Tracing Knowledge Back to Original Sources.</p> <p>Students should get beyond the textbook presentation of the field and demonstrate a familiarity with some of the key historical sources upon which modern distillations of specialized knowledge are based</p>

<p>Freshman Writing</p> <p>Population:</p> <p>Students who have successfully completed the first level of freshman writing—either second-semester freshmen, or students who have previously completed one or more courses in developmental writing before taking freshman composition.</p> <p>General Goals:</p> <p>Familiarize students with variations in discipline-specific writing conventions, and equip them with tools to adjust to the rhetorical demands they will face in upper-level writing courses.</p>	<p>Critical Thinking: Accommodating complexity and ambiguity..</p> <p>Students need to develop the ability to hold complex or ambiguous ideas in the mind long enough to explore their ramifications in a nuanced way, without prematurely oversimplifying them.</p> <hr/> <p>Reading: Intermediate "Culturally-Aware Citizen" Lifetime Critical Reading Skills.</p> <p>Students can demonstrate through close textual readings an awareness of ambiguous levels of meaning in language; can articulate a critique of a current movie or book more sophisticated than "liked it"/"hated it"; can profitably read representative genres from the disciplines, or popular approximations of them.</p> <hr/> <p>Writing: Ability to produce essays that analyze complex texts, and defend a student's own interpretation of ambiguous layers of meaning.</p> <p>Students should develop the ability to articulate how various sources disagree with, partially agree with, build upon, take off from, re-apply the insights from other sources, and to do the same in their own writing. Students may be writing about expository prose from any field, but they will always be supporting their own interpretive points with appropriate evidence.</p> <hr/> <p>Research: Synthesizing Multiple Voices:</p> <p>Students should be able to find and apply appropriate sources to supplement their assigned readings, and to gain a deeper understanding of their assigned subject matter using the insights of various disciplinary communities. Students must consider and interact with alternate interpretations of their chosen texts, or with sources that provide historical or other context.</p>
--	---