**Description Of Course:** A workshop course in which students read about writing practice and theory and learn strategies for developing and revising pieces of non-fiction writing. Students share their writing with the instructor and their peers, get feedback on drafts, and consider this feedback as they progress through the writing process. At least one writing project should be developed over four different drafts. This course develops students’ writing competency on the college level. Students must attain a grade of C to pass this course.

**Course Objectives:**

1. Introduce students to different theories of writing and different techniques for generating, shaping, and editing their writing.
2. Introduce students to different techniques for generating content and determining structure and for thinking critically about the relationship between content and structure.
3. Introduce students to principles of rhetoric, including rhetorical situations, audiences, and digital audiences.
4. Guide students through the process of responding to each other’s drafts in ways that give them insight into their own writing and revising processes.
5. Teach them ways of reflecting on feedback and designing revision plans.

**Student Learning Outcomes:**

By the end of this course, students will demonstrate:

1. An awareness of composition scholars’ ideas about writing and rhetoric and how those ideas intersect with their own writing processes.
2. Through writing exercises and multiple drafts, an understanding of how to move back and forth between generating content and shaping and editing that content.
3. Through discussion, in-class writing, and more formal assignments, an understanding of how rhetorical considerations shape the writing process.
4. Through discussion, in-class writing, and more formal assignments, an understanding of how writers and readers work together to create meaning.
5. An awareness of readers’ feedback and of their own writing choices as demonstrated through writing that reflects back on how a piece evolved and writing that looks forward, presenting plans for revision.

**Student Learning Outcomes for Writing Intensive Courses in the UCC**

Students will be able to:

1. Use writing-to-learn strategies (such as brainstorming, free-writing, reading logs, etc.)to develop their understanding of course content and to think critically about that content
2. Use drafting, revising, editing and other writing processes to develop final writing products appropriate to the discipline, such as thesis-driven essays, formal reports, or professionally formatted manuscripts.
3. Use research and documentation skills where they may be necessary and integrate them through paraphrase, quotation and citation, in accordance with the conventions of the discipline.