

Appendix B

Curriculum mapping for Professional Writing course learning outcomes to York University undergraduate degree level expectations -- October 2014

1. DEPTH AND BREADTH OF KNOWLEDGE

a) understand and utilize the full breadth of the writing act

1003: study and practice varieties of the writing act across audiences and purposes

2003: assume multiple writing roles through multiple assignments of different genre of writing: Artist (personal narrative); Cultural Observer and Activist (personal essay); Historian and Journalist (interview-based article); Scholar (scholarly paper)

3820: create presentations for a variety of audiences using various tools, techniques, and rhetorical strategies

b) evaluate critically the main theories and theorists that inform our understanding of the writing act

1300: analyze and discuss the strengths and weaknesses of the various language theories

2004: analyze and discuss the views of some of the theorists of digital writing

2003: discuss critically a wide range of theories and theorists

2007: identify and assess rhetorical strategies used in informational and persuasive presentations

c) understand the meaning and purposes of writing, historically and in the contemporary world

1003: examine the various forms of cultural production and reception, and the ethical and practical challenges associated with print, alternative media, social media and online or participatory journalism

1300: study the development of writing theories over the past century

2004: consider critically how online writing is fundamentally changing the writing act

2007: understand the great similarities between historical and contemporary writing and the differences in meaning and purpose of both

3820: evaluate the relevance and effectiveness of presentations made by organizations, agencies, government, and corporations

d) apply new technologies appropriately to support the writing act

1004: learn to use appropriate technologies to locate sources in support of professional writing projects

2004: *produce a multimodal article*

3820: create presentations for a variety of audiences using various tools, techniques, and rhetorical strategies

3820: create visual aids and/or handouts for presentations, using computer technology where appropriate

e) recognize that genre is grounded in and dependent on context, involving multiple audiences and serving various purposes

1003: write from multiple perspectives for a variety of audiences

2003: study and discuss the main contemporary genre theories and theorists

2006: emphasize the historical contingency of Standard Written English, its arbitrary character, and its importance as cultural capital

3710: study a *wide range of institutional genre including cover letters, press releases, reports, technical descriptions, technical explanations, and scriptwriting for presentations*

3820: identify and assess rhetorical strategies used in informational and persuasive presentations

f) understand role of audience, form, style, purpose, voice in various genres

1003: Students practice writing for different audiences and professional writing contexts

1300: study and discuss the main contemporary audience and voice theories and theorists

2003: consider varying audiences, forms, styles, purposes, and voices

2004: consider critically the evolving writer-audience relationship in online environments

2006: illuminate the foundational structures of the English language sentence and the deployment of those structures

3820: analyze different audiences and their communication needs

3820: evaluate the relevance and effectiveness of presentations made by organizations, agencies, government, and corporations

2. KNOWLEDGE OF METHODOLOGY

a) demonstrate an understanding of the writing act as an epistemic and recursive process that arises from, and responds back to, various communities

1003: practice collaborative writing and communication

1300: study and evaluate the views of a number of prominent sociolinguistic theorists

2004: evaluate the roles and responses of various online writing communities

2006: recognize the possibilities and constraints of the communities for which one writes

3710: identify and understand various communities and their unique discursive demands including Business Writing, Technical Writing, Science Writing, and Writing for Presentations

3820: create visual aids and/or handouts for presentations, using computer technology where appropriate

3820: evaluate the relevance and effectiveness of presentations made by organizations, agencies, government, and corporations

b) develop a metacognitive understanding of one's own writing processes

1300: study and critique one's own writing using the psycholinguistic research on the writing process

c) evaluate critically, and apply appropriately, research findings on the writing act and processes

1300: consider and discuss critically the psycholinguistic research on the writing process

3820: evaluate the relevance and effectiveness of presentations made by organizations, agencies, government, and corporations

d) conduct research that is purposeful, ethical and balanced

1004: research and write a script for a podcast on a contemporary issue

1004: conduct interview-based research

3820: create presentations for a variety of audiences using various tools, techniques, and rhetorical strategies

e) be familiar with a variety of appropriate research methods

1003: study and apply a number of research methods, both in theory and in practice: witness testimony, cultural observation, historical documents, oral history, interviewing, and scholarly research.

2006: provide students with the techniques to analyze and the vocabulary to describe the syntactical structures of writing at the level of the phrase, clause, sentence and paragraph

f) analyze texts from multiple points of view

1003: consider model writings from multiple points of view

2006: provide students with the techniques to analyze and edit the syntactical structures of writing at the level of the phrase, clause, sentence and paragraph

2007: analyze, describe and produce texts with differing rhetorical purposes

3820: evaluate the relevance and effectiveness of presentations made by organizations, agencies, government, and corporations

3. APPLICATION OF KNOWLEDGE

a) recognize and enact reading, writing and speaking as responsive social acts grounded in, and dependent on, context involving multiple audiences, and serving various purposes

1003: practice writing for different audiences and professional writing contexts.

2006: present and organize structured class discussion on an assigned course theme

2007: analyze, describe and produce texts with differing rhetorical purposes

3820: develop a writing plan that allows for the recognition of ethical, social, and time constraints

3820: identify and assess rhetorical strategies used in informational and persuasive presentations

b) be self-reflexive and engage in writing as a recursive process that includes research, drafting, reviewing, revising and editing

1003: study and apply multiple composition theories and practices

1300: apply the psycholinguistic research on the writing process to your own writing

2006: use peer editing and professor feedback to revise writing

3820: create presentations for a variety of audiences using various tools, techniques, and rhetorical strategies

c) be able to apply genre, purpose, audience, ethics and style in various professional writing environments

1003: write and rewrite prose to accord with changes in audience and purpose in an exam

2006: recognize that differing syntactical structures may better suit a given act of writing to one genre, purpose, audience and style

3710: understand how different types of writing directed to different audiences (job applications, press releases, bad news messages, reports to stakeholders, technical instructions for consumers, science explanations for lay readers, and presenters for general audiences) must consider all of the above elements

3820: analyze different audiences and their communication needs

3820: create visual aids and/or handouts for presentations, using computer technology where appropriate

d) recognize and analyze the forms and roles that research plays in determining and meeting project goals and users'/readers' needs

1004: examine the need for different forms of research for different projects

e) apply new technologies to support the writing act, and use appropriate media to convey text effectively

1004: research and write a script for a podcast on a contemporary issue

2004: *create multimodal articles*

3710: design pages effectively for a three-year report on a charity using design and imaging software

3710: present writing topics to the class using Prezi presentation software

3820: create visual aids and/or handouts for presentations, using computer technology where appropriate

3820: create presentations for a variety of audiences using various tools, techniques, and rhetorical strategies

f) evaluate critically and improve one's own written work and that of others

1003: learn to read and respond to other students' rough drafts effectively

1004: learn to read and respond to other students' rough drafts effectively

2003: learn to read and respond to other students' rough drafts effectively

2006: learn to read and respond to other students' rough drafts effectively

2006: recognize the ways in which one's own prose does and does not manage the standards of Standard Written English

3820: critique presentations using standard style and critique guides

3820: evaluate the relevance and effectiveness of presentations made by organizations, agencies, government, and corporations

g) demonstrate ability to initiate, plan, draft, revise and complete writing projects

1003, 1004, 2003, 2004: include planning, drafting and revision in all writing projects

1003, 1004, 2003, 2004: revise writing based on peer-editing

4. COMMUNICATION SKILLS

a) be prepared to offer and accept feedback in constructive ways

1003, 1004, 2003, 2004: offer constructive comments on classmate's assignments

3820: critique presentations using a standard critique sheet

3820: demonstrate effective presentation delivery skills, suitably handling questions, interruptions, and hostility

b) read and listen actively in a context-appropriate way

1003, 2003: organize structured class discussion on specific issues arising in assigned class readings

1500: use the course wiki site to organize structured class discussion on an assigned class reading

3820: demonstrate effective presentation delivery skills, suitably handling questions, interruptions, and hostility

c) use evidence and persuasive appeals that are effective with various audiences, situations and purposes

2007: learn assess and use evidence within a variety of rhetorical forms and situations

3710: write exercises that describe, instruct, and define concepts and objects for expert and lay audiences

3820: identify and assess rhetorical strategies used in informational and persuasive presentations

3820: create visual aids and/or handouts for presentations, using computer technology where appropriate

d) design and compose texts for a range of expert and lay audiences

3820: create presentations for a variety of audiences using various tools, techniques, and rhetorical strategies

e) assess and be able to move between oral and written formats as appropriate

2006, 2007: recognize the separation between the requirements of formal written prose and the characteristic forms of oral expression

3710: present a topic succinctly and clearly to a general audience of classmates

3820: create presentations for a variety of audiences using various tools, techniques, and rhetorical strategies

3820: identify and assess rhetorical strategies used in informational and persuasive presentations

f) use appropriate conventions to increase the accessibility of communications for individuals with diverse abilities and backgrounds

2710: understand that fluency in Standard Written English is an essential communicative capacity

3820: create visual aids and/or handouts for presentations, using computer technology where appropriate

5. AWARENESS OF LIMITS OF KNOWLEDGE

a) learn to work within limits and constraints

1004, 2003: organize and effect class presentations within strict time limits

2003: progress in course assignments from direct experience to indirect experience, and learn to combine both

2006: learn that there are undecideables, that those expert in the field may parse the same sentence differently

3820: develop a plan that allows for the recognition of ethical, social, and time constraints

b) learn to accept the provisionality of writing at any given moment

2710: learn that grammatical correctness is both a temporary historical construction and not the final gauge of writing well

c) develop critical analyses of public, scholarly and personal issues based on research, observation, and reflection

1003: use the main composition theories to analyze course themes

3820: critique presentations using a standard critique sheet

d) be able to identify, pose and resolve novel problems

1004: learn to adapt to unexpected problems in the writing and production of a podcast

e) be able to integrate a range of knowledge in innovative ways

2004: learn to assess the fit of technologies available to audience and rhetorical purpose

3820: create presentations for a variety of audiences using various tools, techniques, and rhetorical strategies

6. AUTONOMY AND PROFESSIONAL CAPACITY

a) develop the habits and identity of a professional writer

1003: students work collaboratively on a team project based in one of the fields of professional writing

1003: students complete portfolios of their work for assessment and learn how maintaining it can be valuable for gaining a professional identity

1004: research and prepare a script for a podcast on a contemporary issue

2003: complete weekly writing exercises

3820: create presentations for a variety of audiences using various tools, techniques, and rhetorical strategies

b) identify and assess opportunities for professional writing

2720: consider publishing opportunities and develop contacts in the professional writing business

c) create professional networks

3710: read about and discuss ways to create professional networks

3710: practice simulated job interviews

d) stay current in various professional fields

1004: learn to locate and use information about the fields of professional writing

1003: learn to identify the genres of professional writing

e) be able to initiate, plan, draft, revise and complete writing projects

3820: create presentations for a variety of audiences using various tools, techniques, and rhetorical strategies

f) learn to work within limits and constraints

3820: develop a plan that allows for the recognition of ethical, social, and time constraints

g) demonstrate the ability to work independently and to work collaboratively

3820: demonstrate effective participation and communication in a team-learning Environment

h) demonstrate the ability to use appropriate technologies collaboratively

1003: Students work collaboratively on a team project based in one of the fields of professional writing

2004: work collaboratively to produce a multimodal article

3820: demonstrate effective participation and communication in a team-learning environment

3820: create visual aids and/or handouts for presentations, using computer technology where appropriate

i) demonstrate sensitivity to the importance of context, purpose and audience on ethical choices

3820: develop a plan that allows for the recognition of ethical, social, and time constraints

j) understand ethical parameters in producing and distributing written texts

1004: learn the standards of academic integrity as they apply to research, production and distribution of professional writing