

Curriculum Map and Description: Nonfiction Writing Program

This document provides students with a map that illustrates the distinctions between the Nonfiction Writing Program’s courses at all levels; reveals what students will learn, differently at each level; and makes clear how each level is related to, and builds upon, the others. It communicates a firm sense of progression and helps to create equity and transparency for students taking our courses. In describing the curriculum and its levels clearly and completely, the Nonfiction Program faculty members wish to prepare all students for what we expect of them, regardless of their previous training in writing.

We would like this document to be of use to the Program, the Department, the University, and the community in demonstrating how the Nonfiction Writing Program develops foundational writing knowledges, attitudes, and practices in our students. It signals our essential commitment to teaching writing as an iterative, cumulative practice, and the place of our Program in supporting The University’s Writing Requirement, mandated by its charter.

	Beginning <i>Acquiring</i>	Intermediate <i>Practicing</i>	Advanced <i>Deepening</i>
<u>Students will learn to:</u>	ENGL 0900 ENGL 0930	ENGL 1030 ENGL 1050	ENGL 1140, 1160, 1180, 1190 ENGL 1200 ENGL 1993, 1994
Knowledge (e.g., technical skills, traditions, formal devices, rhetorical strategies)	Identify historical precedents and the evolution of the genre, including a range of nonfiction subcategories	Identify and understand distinguishing characteristics of specific subgenres	Identify and understand innovations in contemporary practice
	Name rhetorical strategies and understand their uses	Apply different rhetorical strategies to different purposes	Apply rhetorical strategies appropriate to a nuanced understanding of different purposes and audiences
	Identify different audiences and purposes for writing	Differentiate audiences and purposes for writing tasks or projects	Assess effectiveness of different writing strategies in subject areas and subgenres
	Read “like a writer” not only for content but to analyze and interpret authorial choices	Analyze and interpret texts through multiple perspectives	Evaluate reading as an advanced writer in order to discover effective writing practices

<p>Attitudes (e.g., intellectual curiosity, persistence, critical thinking, discernment)</p>	Recognize the importance of revision and multiple drafts	Differentiate between the different stages of the writing process	Develop and use effective self-assessments and revision strategies
	Listen to peer feedback	Use peer and instructor feedback effectively	Provide constructive feedback to peer work
	Recognize the value of persistence when facing writing challenges (e.g., “writer’s block”)	Develop intellectual curiosity to follow new paths and possibilities	Deepen capacities for self-reflection and internal motivation and sustain inquiry over multiple revisions
<p>Practices (e.g., habits of writing, developing topics, research, revising, pitching/submitting)</p>	Write/collect journals, notebooks, or other caches of ideas	Prepare compelling writing ideas and inquiries in subject areas and subgenres	Build original research topics or questions
	Identify current popular venues where writers might find and read contemporary nonfiction	Discover venues where writers might encounter contemporary practice within subgenres	Discover and demonstrate familiarity with the work of current practitioners
	Understand basic research practices— how and when to incorporate outside texts/voices	Differentiate the purposes of various kinds of source materials and how to use them effectively	Develop appropriate and specific list of varied sources as context/research
	Recognize the role of publishing (peer review, editing, marketing, etc.) in contemporary nonfiction	Explain the basics of the editorial and publishing process	Describe where writer’s own writing fits in current landscape