**English 2201 Writing about the Disciplines**

Instruction in research-based writing in the context of academic disciplines. Analytical and argumentative writing skills for university, professional, and civic life.

* Recognize and explain the significance of variations in content, style, structure, and format across different writing contexts;
* Formulate significant research questions and craft strong research proposals with feasible work plans and timelines;
* Locate and critically evaluate a variety of sources, including field-based, print, and electronic sources;
* Organize source materials and integrate them into your writing;
* Apply research and use writing to achieve a variety of purposes in a variety of contexts;
* Convey the results of research to a variety of audiences through a variety of genres and formats;
* Use clear, appropriate language and grammar in writing about topics in different disciplinary contexts;
* Recognize the purposes of citation practices in different contexts;
* Cite sources accurately and responsibly in order to avoid plagiarism;
* Read critically to analyze the writing strategies of experienced writers; and
* Identify and explain writing strategies in your own work.

**Two Major Assignment Categories**

**Category 1:** Assignments that teach foundational skills of understanding writing about the disciplines. These assignments will help students learn how to read carefully in order to discern central and important features of writing in disciplines.

**Category 2**: Assignments that teach foundational skills of composing in and about the disciplines. These assignments provide students with the opportunity to practice writing moves that are common to a variety of fields and to consider how and why writing conventions and expectations differ across disciplinary audiences and purposes.

**Self-Analytical Writing**

Students will provide specific examples of how their writing meets the criteria (for example, where did they use specific evidence to support their claims? Where and how did they direct their writing to a specific audience? etc.). This writing is a self-analysis of their writing and revising and should show their awareness of their writing choices and decisions. Students should address specific revisions they made to the Category 1 and Category 2 projects (one of each) selected to revise and include in their Final Portfolio.