

## Research Writing Distribution List

### Description

Students will learn and practice writing and research skills integral to academic, civic, professional or technical pursuits.

### Justification from the College of Arts & Sciences Core Curriculum Vision

“Students will develop the skill of critical reasoning in many ways, including problem-solving, composing essays, and writing lab reports. In doing so, the core curriculum will encourage students to cultivate patience and intellectual humility in the search for truth.”

“The core curriculum will empower students to engage with current social and political issues intelligently. In addition, it will teach students to communicate effectively through various means such as open and mutually-respectful debate, discussion-based classes, essay writing, foreign language acquisition, and study abroad. These fundamental and transferable skills will require students to reevaluate their own assumptions.”

### Requirements and Criteria

1. Students will take one 3-hour course from this distribution list.
2. Courses may be offered at the 1000, 2000, 3000, or 4000-level.
3. No course in the distribution list may have another writing course as a prerequisite.
4. Department Requirement: Departments with courses that involve substantive writing instruction and/or practice are eligible to propose courses in this distribution list.
5. Each course in the distribution list must meet the following criteria:
  - Allow students to practice critical reasoning through the process of composing and reading in various contexts.
  - Provide the opportunity for students to apply skills used in analytical, technical, persuasive and critical writing such as interpretation, synthesis, and critique.
  - Provide the opportunity for students to effectively construct arguments, use evidence to support arguments, and consider alternative viewpoints.
  - Allow students to conduct different methods of inquiry-based research.
  - Allow students to read sources carefully to evaluate information and arguments for credibility, sufficiency, accuracy, timeliness, bias, etc.
  - Provide the opportunity for students to represent sources accurately and ethically through summary, paraphrase, quotation, and numerical representations (percentages, averages, etc.), and to appropriately incorporate and document sources.
  - Provide the opportunity for students to recognize that the choices writers make have ethical dimensions and implications.
  - Provide the opportunity for students to develop flexible strategies for drafting, reviewing, revising, and editing.
  - Allow students to respond to the writing of others productively and effectively.