The Sweetland Writing Center approves the departmental curricular offerings that satisfy the LSA First-Year Writing Requirement (FYWR). FYWR courses must be reapproved every five years. Enrollments in all FYWR courses are capped at 18.

**Statement of Purpose**
The goal of the First-Year Writing Requirement is to prepare students to write in diverse academic contexts. As a broad preparation for the range of writing tasks students will encounter at the University of Michigan and beyond, FYWR courses emphasize evidenced, academic writing in a variety of genres and rhetorical situations. This course is foundational for students to master the kind of analysis and argumentation found in sophisticated academic writing.

*A FYWR course is required of all students in the College of Literature, Science, and the Arts; School of Art and Design; School of Business; Division of Kinesiology; School of Music, Theatre, and Dance; and the School of Nursing. A FYWR course also is required of all students transferring into the College of Architecture and Urban Planning and the College of Pharmacy. The College of Engineering offers its own writing program and requirements.*

**Course Goals**
First-Year Writing Requirement courses assign writing tasks designed to help students learn to:
- produce complex, analytic, evidence-based arguments that matter in a range of academic contexts;
- read, summarize, analyze, and synthesize complex texts purposefully in order to generate and support writing;
- practice writing in a variety of genres and demonstrate an awareness of the strategies that writers use in different rhetorical situations;
- develop flexible strategies for organizing, revising, editing, and proofreading writing of varying lengths to improve development of ideas and appropriateness of expression; and
- collaborate with peers and the instructor to define revision strategies for particular pieces of writing, to set goals for improving writing, and to devise effective plans for achieving those goals.

**Writing Instruction**
- As a general rule, students in First-Year Writing Requirement courses should complete a minimum of four major writing assignments, of varying page lengths, with at least 25 pages of polished writing, no less than half of which should have gone through substantial review and revision.
- Students should understand how and when they will receive feedback on their writing (through conferences about papers, peer review workshops, class discussion of common problems, written comments on preliminary drafts, etc.). Individual conferences with students about their writing will help them to understand audience and reader expectations and will enable dialogue about personal writing goals.
- Students should write regularly throughout the semester and revise their work in response to comments from their instructor and peers, and should work intensively on revising each formal assignment.
- Writing assignments should be varied in genre (to advance understanding of audience and purpose), sequential (to facilitate the development of ideas and concepts), dispersed over the course of a semester (to enhance continuity), and revised (to promote reflection and rigor) so that students build their capacity to produce complex, intentional, and sophisticated evidence-based writing.

*Students must receive a C- or above to receive credit for the First-Year Writing Requirement. Students who receive a D+, D, or D- will earn course credits, but must elect another First-Year Writing Requirement course.*

For more information about the FYWR, please contact the Sweetland Writing Center at 764-0429 or email Patrick Manning at manningp@umich.edu.

Adapted from the University of Michigan English Department Writing Program’s *Teaching First-Year Writing: A Guide for New Instructors of English 124 and 125* and the University of Washington Expository Writing Program’s *Orientation Manual.*
First-Year Writing Requirement Evidence of Student Learning Goals

Specific attributes of students’ writing can serve as evidence that students in your section are attaining the five main learning goals of the course.

1. To produce complex, analytic, evidence-based arguments that matter in a range of academic contexts.
   • The argument is appropriately complex, based in a claim that emerges from and explores a line of inquiry in multiple ways.
   • The stakes of the argument, why what is being argued matters, are articulated and persuasive.
   • The argument involves analysis, which is the close scrutiny and examination of evidence and assumptions in support of a larger set of ideas.
   • The argument is persuasive, taking into consideration counterclaims and multiple points of view as it generates its own perspective and position.
   • The argument utilizes a clear organizational strategy and effective transitions that develop its line of inquiry.

2. To read, summarize, analyze, and synthesize complex texts purposefully in order to generate and support writing.
   • The writing demonstrates an understanding of the readings adequate to the purpose at hand.
   • Readings are used in strategic, focused ways (for examples: summarized, cited, applied, challenged, re-contextualized) to support the goals of the writing.
   • The writing is intertextual, meaning that a “conversation” between texts and ideas is created in support of the writer’s goals.
   • The writing demonstrates responsible use of a standard system of documenting sources (MLA, APA, etc.).

3. To practice writing in a variety of genres and demonstrate an awareness of the strategies that writers use in different rhetorical situations.
   • The writing employs style, tone, and conventions appropriate to the demands of a particular genre, rhetorical situation or discipline.
   • The writing has a clear understanding of its audience, and various aspects of the writing (mode of inquiry, content, structure, appeals, tone, sentences, and word choice) address and are strategically pitched to that audience.

4. To develop flexible strategies for organizing, revising, editing, and proofreading writing of varying lengths to improve development of ideas and appropriateness of expression.
   • The writing demonstrates substantial and successful revision.
   • Errors of grammar, punctuation, and mechanics are proofread and edited so as not to interfere with reading and understanding the writing.

5. To collaborate with peers and the instructor to define revision strategies for particular pieces of writing, to set goals for improving writing, and to devise effective plans for achieving those goals.
   • Peer reviews demonstrate critical and constructive engagement with peers’ work.
   • Revisions of written work demonstrate serious engagement with feedback from peers and the instructor.
   • Self-evaluations of written work demonstrate an awareness of the student’s writing goals and the extent to which those goals have been met in the piece of writing.

These traits articulate the goals of the course and expectations for students’ writing over the course of the term. They are also designed to help instructors generate and evaluate student writing. The instructor can design shorter writing assignments that target the learning goals, each of which will provide students an opportunity to practice one or more of these traits on the way to producing longer papers that combine a significant number of them. Instructors are encouraged to publish these learning goals and highlight which trait(s) their assignments are designed to teach. From assignment design to final evaluation, these learning goals should guide the work of First-Year Writing Requirement courses.

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