Upper Division Writing Outcomes
For GE Areas C4 and D4

Outcomes for upper division General Education writing components build on the lower division learning outcomes acquired in English 1001 and 1002. When Cal State Hayward students complete their upper division general education requirements, they should possess the fundamental reading and writing competencies described above and the rhetorical knowledge and writing process skills described below:

Rhetorical Knowledge
Students should
1. **Use writing** for inquiry, learning, thinking, and communicating
2. **Understand a writing assignment as a series of tasks**, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources, and incorporating peer and instructor feedback into revisions
3. **Integrate** their own ideas with those of others
4. **Practice the ethics** of academic writing and of accuracy in the use of evidence

Writing Processes
Students should
1. **Be aware** that it usually takes multiple drafts to create and complete a successful text
2. **Develop flexible strategies** for generating, revising, editing, and proofreading
3. **Understand writing as an open process** that permits writers to re-think and revise their work
4. **Learn to critique** their own and others' works

For C4 — A 4-unit upper division course in the humanities . . . that includes a **significant writing component** and emphasizes advanced communication and critical thinking skills. In addition to the knowledge and process outcomes above, students should

- Write a minimum of 4500 words, including informal writing (in-class exercises, homework), drafts of papers, and/or written exams (take-home or in-class)

For D4 — A 4-unit upper division course applying the research findings of the social sciences to significant contemporary problems and emphasizing **advanced writing** and information literacy skills. In addition to the knowledge and process outcomes above, students should

1. Compose written work that manifests the key features of writing in the discipline (such as a proposal and literature review)
2. Incorporate research into written work, including summarizing, paraphrasing, and properly quoting and citing material from other sources
3. Present material in language appropriate for the context, usually in standard written English that is grammatically and syntactically correct

Faculty can support student acquisition of advanced writing skills by helping students learn
- The main features of writing in their fields
- The main uses of writing in their fields
- The expectations of readers in their fields
- The uses of writing as a critical thinking method
- The interactions among critical thinking and writing