

# Writing Program

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APU's Writing Program includes lower- and upper-division courses to help students become more competent and confident writers. The goal of these courses is for students to develop as critical thinkers, researchers, and writers who can creatively address a variety of rhetorical contexts.

The General Education (<https://www.apu.edu/provost/generaleducation/>) (GE) Writing Program (<https://www.apu.edu/writing-program/>) guides students through the process of gaining cross-disciplinary writing skills. The program consists of three 3-unit GE courses (Writing 1, 2, and 3), as well as an optional 1-unit Writing 1 Lab. In these courses, students cultivate a lifelong habit of learning to write and writing to learn, develop their individual writing processes, learn about genres and rhetorical situations, and write within a community of peers.

Because Writing 1 is a first-year writing course, students should plan to take WRIT 110 The Art and Craft of Writing during their first semester at APU. Students should plan to take the Writing 2 course that is recommended by their majors as sophomores, followed by the appropriate Writing 3 course as juniors or seniors.

## Writing Pathways

All APU students must take Writing 1 unless they have a qualifying AP score (<http://catalog.apu.edu/admissions/undergraduate-policies/credit-examination/credit-advanced-placement-ap-exams/>) or transfer credit (<https://www.apu.edu/undergraduate-admissions/transfer/articulation/>). Students enrolled in the Honors College take HON 101 Leadership in place of Writing 1. All APU students must take Writing 2 and Writing 3 unless they have appropriate transfer credit.

## Writing 1

In Writing 1, students are introduced to college-level writing expectations. They write and learn in a community of peers, giving and receiving feedback in small groups. In a designated week during the semester, students conference one-on-one with the professor to receive individualized feedback on the development of their writing. They build rhetorical awareness and personal writing processes that they use throughout their time at APU and beyond.

## Writing 1 Lab

Alongside Writing 1, some students may choose to take the Writing 1 Lab. Writing labs offer a small-group format, supporting students as they move beyond high school writing toward college-level writing expectations. Our faculty assume that students who take the lab in addition to Writing 1 are capable, college-level or nearly college-level writers who will benefit from extra support and feedback, whether that support is focused on thesis development, organization, time management, confidence, grammar instruction, or some other aspect of writing.

## Writing 2

In Writing 2, students assess the writing styles, questions, and arguments of broader fields (e.g., humanities, nursing, or science). It is strongly recommended that students enroll in Writing 2 as sophomores. Some majors require a specific Writing 2 course. It is most beneficial and strongly recommended to enroll in the Writing 2 course that pertains to the student's field of study, but students may enroll in the Writing 2 course of their choice if their major does not require a particular course. Students must earn a grade of C- or higher in Writing 1 to enroll in Writing 2. Some Writing 2 courses have other prerequisites in addition to Writing 1.

## Writing 3

In Writing 3, juniors or seniors learn how to craft polished drafts of professional quality in their major and practice the types of writing they might encounter in their future professions. Most majors require a particular course. It is most beneficial and strongly recommended to enroll in the Writing 3 course that pertains to the student's field of study, but students may enroll in the Writing 3 course of their choice if their major does not require a particular course. Many Writing 3 courses have prerequisites in addition to Writing 2.

## Helpful Resources

The Writing Program Lexicon (<https://drive.google.com/file/d/14j8T-H4yaeajWL0681W0gAME4RNJowwe/view/>) establishes a consistent vocabulary for APU faculty and students, facilitating smooth transitions between courses and encouraging student learning. The Writing Program also coordinates its efforts with the Writing Center (<https://www.apu.edu/writingcenter/>), which offers one-on-one appointments to help students become better writers.

## Overenrollment Policy

The Writing Program does not permit students to add Writing 1, 2, or 3 courses that are full, because smaller class sizes are essential for thorough faculty feedback and writing support. If you have extenuating circumstances that make it necessary for you to take a Writing 1, 2, or 3 course that is full, contact the Writing Program; the director of the Writing Program and the instructor of the course must approve your request. If your request is approved, the Writing Program will issue you a permission code to register for the section.

## Mission Statement

Azusa Pacific University's Writing Program fosters a culture of writing among students and faculty from all disciplines. Drawing on scholarship in rhetoric and composition, the Writing Program collaborates with faculty to use best practices in writing courses across the curriculum to help students learn to write ethically, clearly, creatively, and effectively as academics, professionals, and Christ-following citizens in diverse communities.

## Contact Information

- Email: [writingprogram@apu.edu](mailto:writingprogram@apu.edu)

## Courses

### WRIT 101, Writing Lab, 1 Unit

WRIT 101 is a one-unit course designed to support students currently enrolled in any course at APU where assistance is needed to meet college-level writing expectations. The Lab will provide a space for students to engage with the foundational concepts introduced in APU's writing program, such as developing a writing process, understanding rhetorical situations, and crafting sound arguments. Within a casual, interactive workshop format that is practical and tailored to the unique needs of the group members, students meet four times weekly to further develop their writing skills and their individual writing processes. Students should expect to bring assignments or projects from their class to each Lab meeting.

**Prerequisite:** Students must be enrolled at APU.

### WRIT 110, Writing 1: The Art and Craft of Writing, 3 Units

Writing is a skill that can be practiced and improved. In this course, students learn about writing by approaching it from theoretical, historical, pedagogical, and practical perspectives. Students engage with writing processes, literacies, and genres by reading and writing about research and arguments dealing with all aspects of writing. Students also craft arguments of their own based on their research on the art and craft of writing. \*Students must earn a C- or higher in Writing 1 in order to register for Writing 2. *Meets the General Education Requirement: Writing 1: The Art Craft of Writing.*

### WRIT 120, Writing 1 Lab, 1 Unit

For students who have chosen through advising and self-placement to receive the extra support that will encourage success in their Writing 1 course, the Writing 1 Lab provides weekly tutorials on Writing 1 assignments and brief assignments that provide enrichment in reading/writing/rhetoric/grammar in ways that support their work as writers in Writing 1. During weekly one hour sessions, students will work with a writing coach to further develop their writing processes, their handling of language conventions at the sentence and paragraph level, and deepen their reading and writing through peer editing sessions with a writing coach. Work will include tutoring on Writing 1 assignments, including rough drafts for Writing 1, and additional small assignments designed for the lab to link reading, writing, logic, and grammar. Students should expect to work two additional hours outside of the session. 1 unit course.

**Prerequisite:** Co-requisite: WRIT 110

### WRIT 200, Writing 2: Writing for Christian Practice, 3 Units

In this course, students will critically assess the writing styles, questions, and arguments of one or more disciplines in order to better understand what is considered persuasive and effective writing in those fields. Students will respond to and evaluate writing, methodologies, ideas, and arguments and practice rhetorical strategies being employed in their own field. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, MIN 108; HON 101 or C- or Better in WRIT 110

### WRIT 201, Writing 2: Philosophy of Math, Logic, and Language, 3 Units

Why is mathematics so effective in describing the physical universe? What happens when ordinary reasoning and languages are translated into more abstract mathematical and logical symbolism? Is anything lost in translation? This course introduces students to these and other questions on the nature of mathematics, logic, and language. Students evaluate the arguments, writing styles, rhetorical strategies, and types of evidence employed by the mathematicians, scientists, and philosophers addressing these questions. By critically thinking about formal logical and mathematical discourse, students become better writers in and about that discourse. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101, or C- or better in WRIT 110; PHIL 310 or MATH 280 or instructor's consent.

### WRIT 202, Writing 2: Philosophical Writing in C. S. Lewis, 3 Units

C. S. Lewis was one of the most influential public Christian intellectuals of the 20th century. One of the reasons for this is that he wrote clearly and persuasively about the perennial questions of philosophy but for the common person. In this course, we will study and practice the art of writing well on philosophical matters for a broad audience. Students will critically assess the writing styles, questions, and arguments of philosophical writing for a general audience and will contrast what it takes to do such writing well with related forms of writing such as philosophical writing for a specialist audience and philosophical writing in fictional form. We will do so by analyzing, emulating, and critiquing the work of C. S. Lewis from the standpoint of philosophy. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101 or C- or Better in WRIT 110

## WRIT 203, Writing 2: Writing in Religion, Cinema, and Popular Culture, 3 Units

In this course, students critically assess the writing styles, questions, and arguments in the discipline of religious studies, with special focus on the study of religion and visual studies in order to better understand what is considered persuasive and effective writing in religious studies. Students respond to and evaluate writing, methodologies, ideas, arguments, and genres, and practice rhetorical strategies employed in the field. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101, or C- or better in WRIT 110.

## WRIT 204, Writing 2: Writing for the Humanities in Spanish, 3 Units

Students in this course critically assess writing styles, questions, and arguments important to the humanities through a study of great works and life's enduring questions. In order to understand better what is considered persuasive and effective writing in the humanities, students respond to and evaluate writing, methodologies, ideas, and arguments, and practice rhetorical strategies employed in the liberal arts. The entire course, including all assignments, is in Spanish. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101 or C- or better in WRIT 110, and SPAN 202

## WRIT 210, Writing 2: Writing in the Humanities, 3 Units

In this course, students will critically assess writing styles, questions, and arguments important to the humanities through a study of great works and life's enduring questions. In order to understand better what is considered persuasive and effective writing in the humanities, students will respond to and evaluate writing, methodologies, ideas, and arguments, and practice rhetorical strategies being employed in the liberal arts. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101 or C- or Better in WRIT 110

## WRIT 220, Writing 2: Film Analysis and Criticism, 3 Units

This course is an introduction to film as a narrative and visual medium, emphasizing the terms, methods, and techniques of film analysis. Students view and discuss films in terms of formal elements - plot structure, character development, themes, genres, and literary sources. Some attention is given to the history of cinema, film criticism and theory, as well as film production from development through distribution. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101 or C- or better in WRIT 110, and department consent.

## WRIT 221, Writing 2: Writing for Visual Thinkers, 3 Units

In this course, students examine writing styles as expressed in the studio arts and design, whether as criticism, analysis, personal expression, persuasion, or artist and designer statements. Students will learn how to translate their visual world into words, and to evaluate visual ideas, both their own and others; as those gifted for visual expression are able. In order to understand how to write persuasively and effectively, students will examine theoretical approaches that are employed as conceptual frameworks in making art and design. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101 or C- or Better in WRIT 110

## WRIT 222, Writing 2: Writing about Music, 3 Units

In this course, students examine methods and tools of research and writing in music. They assess and practice various writing styles, as well as questions and arguments associated with (1) the historical fields of research (e.g., musicology, ethnomusicology, music education, music criticism, music analysis, program notes) and (2) music entrepreneurship (e.g., music business, production, marketing, artist management). Students also become familiar with online and hard copy music resources available in Marshburn Memorial Library. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101 or C- or Better in WRIT 110

## WRIT 240, Writing 2: Scientific Writing, 3 Units

In this course, students critically assess genres of scientific writing, including scientific journal articles, grant proposals, and writing for popular audiences, examining writing styles and forms of argument that are considered persuasive in the sciences. Students also evaluate writing samples, methodologies, ideas, and arguments, and practice writing in scientific genres. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101 or C- or better in WRIT 110; and BIOL 152, BIOL 250, CHEM 152, PHYC 156, or PHYC 166.

## WRIT 241, Writing 2: Physical Activity and Health Promotion, 3 Units

Students in this course have multiple opportunities to share knowledge through written assignments and brief verbal responses. The course activities challenge the student to consider the audience and platform for communication, develop a concise argument, persuade readers, and critically evaluate research articles. Students also enhance their skills in literature searches using library databases, and gain proficiency in citing using APA formatting. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100; HON 101 or C- or better in WRIT 110; C- or higher in BIOL 230 or BIOL 250; students must be kinesiology majors, other majors may enroll by instructor consent.

## **WRIT 242, Writing 2: Entrepreneurial Tech Start-ups, 3 Units**

In this course, students critically assess the writing styles, questions, and arguments of business, computer science, and technology in order to better understand what is considered persuasive and effective writing in these fields. Students respond to and evaluate writing, methodologies, ideas, and arguments, and practice rhetorical strategies being employed in their own field while analyzing and contributing to current trends in the field through the creation of relevant business-tech documents. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101 or C- or better in WRIT 110

## **WRIT 243, Writing 2: Mathematical Careers and Callings, 3 Units**

In this course, students explore a variety of mathematical careers, assess writings from subdisciplines of mathematics, evaluate arguments regarding the purpose or value of mathematics, and explore the value of mathematical work in their individual contexts. Students critically assess the writing styles, questions, and arguments of mathematicians in a variety of careers in order to better understand what is considered persuasive and effective writing in those fields, and also practice rhetorical strategies. Course material includes Christian perspectives on the value of work and culture in general and the value and purpose of mathematical work in particular. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** HON 101 or WRIT 110 with C- or better

## **WRIT 260, Writing 2: Psychology Subdisciplines and Career Trajectories, 3 Units**

This course provides a foundation for students to think, write, and communicate as psychological scientists. The specific style of writing is based on the American Psychological Association (APA) format, which reflects the precepts of the discipline. The course focuses on the general writing process as well as the particular writing conventions in the social sciences to build critical skills in communication. As students learn to write thoughtfully and persuasively, they also engage in a comprehensive overview of the major subfields in the discipline of psychology and the variety of career trajectories that students may consider in behavioral settings. In the process of career exploration as it relates to central concerns, themes, and professional trajectories, students critically assess the writing style, questions, and arguments from multiple subdisciplines. Students also develop skill in formatting written work utilizing APA style, in order to develop skills in effective writing, researching, and identifying credible sources in the field. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101, or C- or better in WRIT 110.

## **WRIT 261, Writing 2: Writing in Business, 3 Units**

In this course, students critically assess the writing styles, questions, and arguments found in the organizational environment in order to better understand what is considered persuasive and effective writing in business and management. Students respond to and evaluate writing, methodologies, ideas, and arguments, and practice rhetorical strategies being employed in their own field. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101 or C- or Better in WRIT 110

## **WRIT 262, Writing 2: Criminal Justice Research Methods, 3 Units**

This course introduces students to research writing in the social and behavioral sciences, including the basic methods of research design, measurement, and data collection in criminology and criminal justice. Students compare research writing to other genres of writing, taking into account audience and rhetorical situation (as learned in Writing 1). Students also learn the techniques used to define research problems, select and appropriately measure variables, state hypotheses, and select experimental methods, culminating in each student completing a research proposal on a topic of their own choosing. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101 or C- or better in WRIT 110; MATH 115 or MATH 130; and CJ 110

## **WRIT 263, Writing 2: Writing Ethnography in the Social Sciences, 3 Units**

Ethnography is a research methodology used in business, education, health care, and ministry. In this course, students critically assess genres of ethnographic writing in the social sciences, including analytical journals, journal articles, and writing for popular audiences. Students examine writing styles and forms of argument that are considered persuasive in the social sciences. Students evaluate writing samples, methodologies, ideas, and arguments, and practice writing in social scientific genres. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101 or C- or Better in WRIT 110