

Master Core Values and Learning Outcomes for First-Year Writing

Department of Writing Arts, August 2019

Core Value I. Writing is a practice that involves a multi-stage, recursive and social process.

Writing is a process that involves multiple stages and that does not always follow a linear path. In other words, we don't read, write, and revise once and in that exact order; rather, we engage in a variety of activities at multiple points as we compose a piece of writing. These activities include but are not limited to reading, generating and discussing ideas, researching, drafting, reviewing and sharing our work, reflecting, and revising. Many of these activities require you to discuss your work with others—your peers, your instructor, and potentially people outside the class—to both give and receive feedback; in this way, writing is a social experience that depends on collaboration.

How understanding and mastery of the Core Value is demonstrated for individual courses:

Foundations for College Writing

- You can demonstrate perseverance and openness in developing your ideas and writing across time.
- You can use a multi-stage process to focus, organize, clarify, and develop an essay.
- You can revise based on feedback from instructors and peers.
- You can recognize the difference between revision and editing/"fixing" errors, as well as the difference between "global" revision (working on ideas, structure, and organization) and "local" revision (sentence- and word-level), and you can engage in these different types of revision at appropriate stages in the writing process.
- You can identify the various resources for feedback and support (where to go, what to ask, and what to do) at various stages in the writing process.

College Composition I/Intensive

- You can demonstrate perseverance and openness in developing your ideas and writing across time.
- You can use reading and composing processes as a way to think, to discover, and to explore ideas, and you recognize this as a necessary writing practice.
- You can identify an awareness for multiple writing processes and how to effectively apply them to various writing situations.
- You can demonstrate responsiveness to readers' feedback through reflection and revision.
- You can distinguish between local and global revision as a reader and a writer, and you practice these at appropriate points in the revision process.
- You can identify where to go, what to ask, and what to do at various stages in the writing process for feedback and support.

College Composition II

- You can demonstrate perseverance and openness in developing your ideas and writing across time.
- You can use reading and composing processes as a way to think, to discover, and to explore ideas, and you recognize this as a necessary writing practice.
- You can identify and use effective processes and appropriate resources in various writing situations.
- You can demonstrate responsiveness to readers' feedback through reflection and revision.
- You can distinguish between local and global revision as a reader and a writer, and you practice these at appropriate points in the revision process.
- You are able to independently engage and apply the revision practices developed in CCI.

Core Value II. Close and critical reading/analysis is necessary for listening to and questioning texts, arriving at a thoughtful understanding of those texts, and joining the academic and/or public conversations represented by those texts.

Writers create texts to communicate ideas, and they make specific choices in their writing to achieve their goals, be it with words, images, sound, editing, or other elements. As readers, we must analyze these elements to determine the authors’ meanings. Readers engage with texts not only to understand their meanings and listen to other authors but also to question them. By engaging with multiple authors during the reading and writing processes, and by constructing relationships among texts, you will discover and create “conversations” to join by working with and adding to those authors’ ideas.

How understanding and mastery of the Core Value is demonstrated for individual courses:

<u>Foundations for College Writing</u>	<u>College Composition I/Intensive</u>	<u>College Composition II</u>
<ul style="list-style-type: none"> • You can explore an issue or question raised by an assigned reading and respond to or challenge it in the service of developing your own view. • You can read texts with a writerly eye so as to identify and evaluate strategies and approaches as potential models in your own writing. • You recognize that texts can take a variety of modes: alphabetic, visual, multimedia, print, and digital. 	<ul style="list-style-type: none"> • You can read texts closely to interpret and understand writers’ messages, and read texts critically to evaluate, critique, and question those messages and how they are constructed. • You can recognize or trace how ideas emerge and combine to create meaning in others’ texts as well as your own. • You can analyze and synthesize ideas across multiple texts, exploring issues or questions, so as to develop your own ideas and enter into an existing conversation. • You can read texts with a writerly eye so as to identify and evaluate strategies and approaches as potential models in your own writing. 	<ul style="list-style-type: none"> • You can read arguments closely to interpret and understand writers’ messages, and read arguments critically to evaluate, critique, and question those messages and how they are constructed. • You can be mindful of not just considering but also seeking out and listening to diverse perspectives, especially those that might be at odds with any preconceived notions you may have prior to beginning the research process. • You can recognize or trace how ideas emerge and combine to create meaning in others’ arguments as well as your own. • You can analyze and synthesize ideas across complex arguments, exploring issues or questions, so as to develop your own ideas and determine how to enter into and possibly expand existing conversations. • You can read texts with a writerly eye so as to identify and evaluate rhetorical strategies and approaches as potential models in your own writing. • You understand how popular, academic, and/or technical ideas can be communicated visually.

Core Value III. Writing is shaped by audience, purpose, genre, and context.

Writing is an act of communication that involves an author writing for a *purpose* and using a *genre* to reach an *audience* in a specific *context*--these elements constitute the rhetorical situation. Taking the rhetorical situation into account helps you to analyze the choices and strategies of other authors, as well as to create effective texts of your own. Effective writers assess audience expectations and the textual conventions associated with a situation or genre as they create a text for a specific purpose; they then make strategic decisions about how they want to meet or challenge those expectations in terms of content, structure, rhetorical appeals, presentation/design, language, and style.

How understanding and mastery of the Core Value is demonstrated for individual courses:

Foundations for College Writing

- You are aware of how audience, purpose, and context shape the choices that writers make, and you can analyze and evaluate texts using these rhetorical terms.
- You can make choices in your writing in relation to audience, purpose, and context, and explain those choices.
- You can respond to the expectation of grammatical and mechanical correctness in college-level writing by seeking to make corrections through editing.
- You recognize that language and linguistic diversity--your own or that of others--are assets that can be used rhetorically and powerfully.

College Composition I/Intensive

- You are familiar with the vocabulary and concepts that define rhetorical situations and can apply them in analyzing and evaluating your own and others' texts, including print, visual, digital, and multimedia.
- You can identify, for others and yourself, multiple available strategies and options for creating desired rhetorical effects.
- Your own writing is both meaningful and responsive to authentic rhetorical purposes.
- Your own writing demonstrates the ability to respond to varying textual conventions and expectations (based on genre, audience, and/or context), including, but not limited to form, format, support, use of citations, grammar, and mechanics.
- You recognize that language and linguistic diversity--your own or that of others--are assets that can be used rhetorically and powerfully.

College Composition II

- You are familiar with and can identify argumentative and rhetorical elements and concepts, particularly those associated with civic, academic, and formal argumentation across a variety of texts--alphabetic, visual, print, and digital.
- You can identify and evaluate rhetorical choices in argumentative texts, both your own and others'.
- You can identify and evaluate rhetorical choices in argumentative and informative texts, both your own and others', including in terms of content, rhetorical appeals, structure, format, support, use of citations, and style.
- You can create rhetorically savvy arguments and can demonstrate flexibility and adaptability in creating arguments
- You demonstrate efforts to understand the textual conventions of the genres you're working with--both those you're reading and those you're writing in--and make purposeful decisions about whether to meet, adapt, or push against those conventions in your own writing.
- You recognize that language and linguistic diversity--your own or that of others--are assets that can be used rhetorically and powerfully.

Core Value IV: Information literacy is essential to the practice of writing.

Academic and intellectual writing is *informed* writing, which means contextualizing our ideas within pre-existing conversations and providing evidence beyond our personal experiences or opinions. To do this, you will need to develop the skills necessary to locate and evaluate source information in a digital environment, to determine which information to incorporate into your own writing depending on the rhetorical situation, and to document your sources appropriately.

How understanding and mastery of the Core Value is demonstrated for individual courses:

Foundations for College Writing

- You use appropriate support for your own ideas that may take the form of examples, personal experience, observations, analogies, etc. as well as information from sources.
- You can choose material from sources to support your claims based on your audience and purpose.
- You introduce material from other sources (direct quotations and/or paraphrased ideas) smoothly into your own writing using effective signal phrases.

College Composition I/Intensive

- You can practice inquiry-driven research in the service of corroborating, expanding, and developing your ideas.
- You can find and evaluate sources to appropriately trace, contextualize, illustrate, explain, or support the ideas in your writing, recognizing that there are different types of information, different ways to find information, and different ways to interpret information based on rhetorical situations.
- You can appropriately select and effectively incorporate information into your writing from a variety of sources—including personal experience, observations, interviews, television, film, websites, and other electronic media (YouTube, podcasts, etc.), as well as books, newspapers, and magazines.
- You can meet academic audiences' expectations for documentation of sources with signal phrases, in-text citations, and works cited pages/bibliographies.

College Composition II

- You can practice inquiry-driven research in the service of understanding the complexities and nuances of an issue from multiple points of view and positions, including those that differ from your own.
- You can identify the most appropriate resources and approaches for finding public, academic, and disciplinary information in a digital environment, and you can rhetorically evaluate that information for usefulness.
- You are able to look for sources with authority and expertise in a variety of venues, while also acknowledging the benefits and limitations of dominant media and scholarly research.
- You are able to select and use your research to provide evidence and support your arguments, as well as to contextualize, develop, and interpret ideas, in response to a specific rhetorical purpose.
- You are able to analyze and evaluate various types of persuasive writing (yours, your fellow students, and published texts) for evidence of research quality.
- You can meet the academic expectations for the introduction and documentation of sources, which includes the use of signal phrases, in-text citations, and works cited pages/bibliographies.

Core Value V. Writing has power and comes with ethical responsibilities.

Because writing is not only personal but also public and social, there are ethical concerns that we must take into account. The most obvious component of ethical writing is crediting others for their ideas through proper citation, which is also an act of sharing research with others. Ethical writing, however, is more than avoiding plagiarism: it also involves conscientiously reading other authors' texts so as to listen to them, understand their ideas and how they have arrived at their perspective, and accurately represent them in your own writing. Through this process of critical and conscientious reading, you will understand that there can be a variety of valid perspectives on an issue/topic and that ethical writing represents the complexity of an issue by respectfully acknowledging multiple perspectives.

How understanding and mastery of the Core Value is demonstrated for individual courses:

Foundations for College Writing

- You make a genuine attempt to listen to the points of view of others, accurately represent those other points of view in your writing, and use those other points of view to challenge your own thinking.
- You understand and can acknowledge the difference between your ideas and the ideas of others.
- You can create boundaries between your own voice and the voices of others through citation of direct quotations and paraphrasing.
- You recognize that word and language choices have power and consequences and that adopting the preferred language used by individuals and/or groups for themselves demonstrates respect and builds your credibility as an informed, reasonable, and respectful voice in a conversation.
- You can follow the code of academic integrity by appropriately documenting sources through the use of informal citation and, if required, a works cited/references page.

College Composition I/Intensive

- You show awareness of the complexity of ideas associated with issues or topics.
- You have written about topics that have meaning, and you have engaged responsibly with these topics.
- You recognize and can justify your own point of view.
- You acknowledge and show respect for different views/opinions of others in your writing.
- You show an awareness of the priority of logical appeals over emotional ones in academic writing and the pitfalls of fallacious reasoning in all writing.
- You recognize that word and language choices have power and consequences and that adopting the preferred language used by individuals and/or groups for themselves demonstrates respect and builds your credibility as an informed, reasonable, and respectful voice in a conversation.
- You observe the rules of academic honesty and intellectual property.
- You recognize and create boundaries between your voice and the voices of others and appropriately use paraphrase, quotations, and citations in accordance with the expectations of academic integrity.

College Composition II

- Your research and writing reveals an honest attempt to appropriately understand and communicate the complexities surrounding argumentative stances and that academic, civil argumentation is a practice of conversation and listening, which respects the agency of the participants and constituencies.
- You recognize the quasi-logical nature of persuasion and the inability to draw indisputable conclusions, and thus the importance of qualifying claims.
- You use rhetorical appeals responsibly, prioritizing the logical over the emotional, and avoiding fallacious or manipulative argumentation.
- You respect the intellectual property of others by appropriately acknowledging others for their ideas and creative productions, including alphabetic, print, multimedia, and digital works.
- You can practice the code of academic integrity and can create boundaries between your voice and the voices of others, appropriately using paraphrase, quotations, citations, and works cited pages/bibliographies.