

UNIVERSITY WRITING PROGRAM: COURSE LEARNING OUTCOMES

WRIT 101: College Composition (3 credits)

Learning Outcome 1

Students will read, write, and analyze a variety of texts produced for multiple purposes, audiences, and genres. They will produce documents which demonstrate that they can:

- understand ways in which contexts shape reading and writing
- identify, analyze, and write in multiple genres effectively
- identify, analyze, and apply rhetorical concepts such as audience, purpose, context, and tone
- organize documents based on the rhetorical situation.

Learning Outcome 2

Students will understand and apply processes for reading, writing, and research. They will produce documents which demonstrate that they can:

- set purposes and goals for reading, writing, and research
- summarize, interpret, and respond to the ideas of others
- evaluate, integrate, and engage appropriate academic print and electronic sources
- organize evidence in ways that support their own points of view
- select, organize, and cite evidence in ways that are ethical and appropriate to academic genres
- revise documents with purpose over several drafts and revisions.

Learning Outcome 3

Students will develop a metacognitive understanding of reading, writing, and thinking processes. They will produce documents which demonstrate that they can:

- engage in writing as a process completed over time in multiple steps through multiple drafts
- use reading and writing to generate their own questions about texts and their contexts
- engage in successful self-reflection about their reading, writing, and learning
- engage in successful self-assessment of their own reading, writing, and study strategies
- understand how language, power, and knowledge operate through their own writing.

Learning Outcome 4

Students will understand and engage in reading and writing as social processes. They will produce documents which demonstrate that they can:

- use a variety of strategies for giving critical feedback to peers
- use a variety of strategies for ethical incorporation of peers' feedback into their own writing
- use their reading and writing to engage audiences within and beyond the university.

Learning Outcome 5

Students will understand and apply textual conventions appropriately to their writing tasks. They will produce documents which demonstrate that they can:

- use genre, format, and structure conventions appropriately in a range of academic contexts
- introduce and integrate quoted and paraphrased materials effectively for academic audiences
- document sources using both MLA and APA styles
- use common conventions of grammar and punctuation to enhance meaning
- use a range of effective strategies for editing and proofreading their own work.

WRIT 200 Practicum in Writing (3 credits)

Learning Outcome 1

Students will read, write, and analyze a variety of texts produced for multiple purposes, audiences, and genres. They will produce documents which demonstrate that they can:

- understand ways in which contexts shape reading and writing
- identify, analyze, and write in multiple genres effectively
- identify, analyze, and apply rhetorical concepts such as audience, purpose, context, and tone
- establish, develop, and support a controlling idea, which is focused by a clear sense of purpose and audience, in a range of documents
- organize documents based on the rhetorical situation.

Learning Outcome 2

Students will understand and apply processes for reading, writing, and research. They will produce documents which demonstrate that they can:

- set purposes and goals for reading, writing, and research
- summarize, interpret, and respond to the ideas of others
- organize evidence in ways that support their own points of view
- select, organize, and cite evidence in ways that are ethical and appropriate to academic genres
- revise documents with purpose over several drafts and revisions.

Learning Outcome 3

Students will engage in and critically self-reflect about reading and writing as social processes. They will produce documents which demonstrate that they can:

- successfully engage in self-reflective activities to assessing their own reading and writing in relation to their own learning goals and values
- use a variety of effective strategies for giving constructive feedback on peers' writing
- analyze and ethically incorporate feedback into their own writing
- use a range of effective strategies to revise documents for global concerns with purpose over several drafts
- use a range of effective strategies for editing and proofreading their own work for local concerns.

Learning Outcome 4

Students will demonstrate an understanding of textual conventions appropriately to writing tasks in their field. They will produce documents which demonstrate that they can:

- identify and use discipline-specific guidelines for citing and documenting sources
- apply genre, format, and structure conventions appropriately to a range of documents
- employ electronic media appropriate to the disciplinary context
- demonstrate proficient control of grammar, sentence variety, word choice, and appropriate conventions.

WRIT 300 Composition and Research (3 credits)

Learning Outcome 1

Students will read, write, and analyze a variety of texts produced for multiple purposes, audiences, and genres in their field. They will produce documents which demonstrate that they can:

- identify, analyze, and apply rhetorical concepts such as audience, purpose, context, genre, format, and tone
- apply a repertoire of strategies for understanding, summarizing, and interpreting texts from their professional discourse community
- identify, analyze, and apply the rules of their disciplinary discourse community
- establish, develop, and support a controlling idea, which is focused by a clear sense of purpose and audience, in a range of documents
- revise and adapt documents for multiple audiences, purposes, and genres.

Learning Outcome 2

Students will engage in recursive reading, writing, and research processes to participate in the meaning-making of their field. They will produce documents which demonstrate that they can:

- set purposes and achieve goals for reading, writing, and research
- apply a repertoire of strategies for generating ideas, focusing on a purpose, and revising
- gather and synthesize information from relevant primary and secondary professional, technical, or scholarly sources
- select and organize evidence in ways that are ethical and appropriate to the genre
- evaluate, integrate, and engage appropriate academic print and electronic sources
- develop an argument which engages with a larger professional or academic conversation.

Learning Outcome 3

Students will engage in and critically self-reflect about reading and writing as social processes. They will produce documents which demonstrate that they can:

- successfully engage in self-reflective activities to assessing their own reading and writing in relation to their own learning goals and values
- use a variety of effective strategies for giving constructive feedback on peers' writing
- analyze and ethically incorporate feedback into their own writing
- use a range of effective strategies to revise documents for global concerns with purpose over several drafts
- use a range of effective strategies for editing and proofreading their own work for local concerns
- describe and analyze how language, power, and knowledge within their disciplinary discourse communities operate through their own literacy history.

Learning Outcome 4

Students will demonstrate an understanding of textual conventions appropriately to writing tasks in their field. They will produce documents which demonstrate that they can:

- identify and use discipline-specific guidelines for citing and documenting sources
- apply genre, format, and structure conventions appropriately to a range of documents
- employ electronic media appropriate to the disciplinary context
- demonstrate proficient control of grammar, sentence variety, word choice, and appropriate conventions.