

Outcomes Statement for 1101

- 1. Students should demonstrate an understanding of writing processes and how writing processes change depending on the writing contexts by...**
 - using acquired vocabulary for talking about writing processes and themselves as writers, including terms like incubation, recursiveness, and revision.
 - creating drafts that demonstrate substantial and successful revision.
 - responding to substantive issues raised by instructor and peer feedback.
- 2. Students should demonstrate an awareness of rhetorical situation and acquire strategies for writing in different writing contexts by...**
 - using acquired vocabulary for talking about rhetorical situations, including terms like audience, exigence, and constraints.
 - employing style, tone, and conventions appropriate to the demands of at least one particular genre and situation.
 - demonstrating the ability to write for different audiences and contexts, both inside and outside the university.
 - articulating and assessing the effects of their writing choices.
- 3. Students should improve as readers of complex texts by...**
 - identifying and explaining the “moves” common to academic, scholarly texts (e.g. CARS, references to prior research, explanation of methodology).
 - using college-level texts in strategic, focused ways (e.g. summarized, cited, applied, challenged, re-contextualized) to support writing goals.
- 4. Students should demonstrate an awareness of the relationship discourse conventions, lexis, genres, and their related communities by...**
 - using acquired vocabulary for analyzing how language mediates a community’s actions, including terms like discourse community, genre, lexis, authority, and literacy.
 - identifying and analyzing discourses, communities, and conventions.
 - demonstrating an ability to respond to varied discourse conventions and genres in different situations, including different classes.
 - demonstrating a responsible and appropriate use of intertextuality within discourse communities (direct and indirect citation practices).

- 1. Students should demonstrate an awareness of the dynamic relationship between rhetorical situation, discourse community, genre, and inquiry by...**
 - using acquired vocabulary for reflecting on their own writing processes and writing situations, including terms like genre, discourse conventions, and rhetorical situation.
 - articulating and assessing their inquiry choices and the inquiry choices of others.
 - demonstrating a clear understanding of their audience, with various aspects of the writing (mode of inquiry, content, structure, appeals, tone, sentences, and word choice) being addressed and strategically pitched to that audience.
 - demonstrating an awareness that genres are not idiosyncratic, but responses to a community's inquiry processes and discourse conventions.

- 2. Students should engage in a meaningful, dynamic, and inquiry-based research process by...**
 - demonstrating an ability to work flexibly and iteratively with primary and secondary research.
 - demonstrating an understanding of how to frame and pose a research question or problem
 - utilizing multiple kinds of evidence gathered from various sources (primary and secondary—e.g. library research, interviews, questionnaires, observations, cultural artifacts) in order to support writing goals.

- 3. Students should read, analyze, and synthesize complex texts and incorporate multiple kinds of evidence purposefully in order to generate and support their writing by...**
 - using course texts in strategic, focused ways to both enter into and respond to on-going inquiry.
 - writing intertextually, meaning that a “conversation” between texts and ideas is created in support of the writer's goals.
 - demonstrating responsible use of genre conventions, including formatting, document design, and system of documenting sources (e.g. MLA).

- 4. Students should produce complex, analytic, persuasive arguments that matter in academic contexts by...**
 - producing at least one argument that is appropriately complex, based in a claim that emerges from and explores a line of inquiry.

- persuasively articulating the stakes of at least one argument (why what is being argued matters).
- producing at least one argument that involves analysis, which is the close scrutiny and examination of evidence and assumptions in support of a larger set of ideas.
- producing at least one argument that is persuasive, taking into consideration counterclaims and multiple points of view as the writer generates his or her own perspective and position.
- producing at least one argument that utilizes a clear organizational strategy and effective transitions that develop a line of inquiry.

5. Students should develop flexible strategies for revising, editing, and proofreading writing by...

- creating drafts that demonstrate substantial and successful revision.
- responding to substantive issues raised by instructor and peer feedback.
- proofreading and editing to ensure that errors of grammar, punctuation, and mechanics do not interfere with reading and understanding the writing.