

National Standard Focused Outcomes for Writing Competency and Proficiency at EWU

Writing Competency

By the end of the course, students will be able to:

1. Read, comprehend, and analyze a variety of popular and/or scholarly texts.
2. Identify and analyze the elements of the rhetorical situation, including genre, context, purpose, audience, subject, stance, and author.
3. Use academic discourse to compose a variety of analytical, argumentative, and reflective texts that appeal to an academic audience.
4. Generate mostly error-free texts that include focused topics that are controlled by implicit/explicit theses (points), supported by main ideas, developed with evidence, and organized in ways that influence a particular audience to think, feel, or act as a result of the information presented.
5. Analyze, use, and document evidence (examples, quotations, paraphrases, etc.) from secondary sources to supplement and complement the student's own writing.
6. Compose in a voice, tone, and style that is appropriate for the target audience and specific purpose.
7. Develop a recursive and collaborative writing process that includes planning, drafting, revising, organizing, editing, and proofreading.
8. Identify and analyze logical fallacies in their own and in others' writing.
9. Collaborate in small and large peer-groups for the purpose of sharing relevant ideas, respectful opinions, and constructive feedback.
10. Identify areas in their own and in peers' writing where revisions are needed to create texts that will appeal to specific audiences.

Writing Proficiency

Goal 1: Students will demonstrate their knowledge of rhetoric.

1. Students will demonstrate that writing is a social act grounded in and dependent upon contexts, involving multiple audiences, and serving various purposes.
2. Students will explain and analyze how purposes, audiences, and contexts affect the interpretation and creation of different media.
3. Students will identify and predict how conventions of genre and format influence their reading and writing.
4. Students will respond appropriately and effectively to the needs of different audiences by adapting voice, tone, and formality for particular rhetorical situations.
5. Students will respond critically and/ or produce multimedia texts according to the expectations of different audiences.
6. Students will use technology to enhance written, oral and visual communication.

Goal 2: Students will critically think, read, and write to develop intellectual integrity.

1. Students will describe, interpret, and critique relationships among language, knowledge, and power.
2. Students will use writing and reading for inquiry, learning, thinking, and communicating.
3. Students will recognize and respect differing points of view as opportunities for co-inquiry and mutual knowledge-building, writing to persuade rather than manipulate others.
4. Students will synthesize their own ideas with those of others.

Goal 3: Students will engage in multiple writing processes.

1. Students will describe and enact the collaborative and social aspects of writing processes.
2. Students will recognize and practice writing using multiple, recursive strategies for researching, drafting, reviewing, revising, and polishing.
3. Students will use their own writing processes to generate multiple versions of a text.
4. Students will evaluate and respond to peers' work by critically and constructively identifying and using effective writing and revising strategies.
5. Students will develop pieces of writing that present focused, organized, and developed ideas to particular audiences for specific purposes.
6. Students will develop editing strategies to polish their work, using academic conventions of punctuation, spelling, and syntax.

Goal 4: Students will conduct scholarly research and produce academic writing.

1. Students will explore and write persuasively about a focused topic of scholarly inquiry.
2. Students will critically read and respond to academic texts from across the disciplines.
3. Students will write in a range of academic genres according to the expectations of a scholarly audience.
4. Students will learn and use technologies for drafting, reviewing, revising, editing, and sharing writing.
5. Students will locate, evaluate, organize, and use research materials, including those from scholarly library databases; other official databases (e.g., federal government databases); and informal electronic networks and Internet sources.
6. Students will be able to document their research using discipline-based conventions of style.