Criteria for Courses

Written Communication 1	
Drafting and Feedback	The course requires students to write multiple drafts of each paper and develop their invention, writing, and revision processes through workshop, class instruction and feedback from instructors and peers. Students should receive detailed and timely instructor feedback on multiple drafts of a piece of writing.
Engaging the Writing Process	The writing process should be explicitly modeled and taught while students are engaging in the process. Students should have the opportunity to think critically about the process itself, and how it helps to improve their expressive abilities, as well as their thinking.
Genre	The genres of writing should focus on academic experience and argument. Writing prompts should be analytical texts or opinion pieces on subjects of current significance (politics, ethics, technology, inequality, etc.)
Research	At least one substantive writing assignment should include independent external research that familiarizes students with library resources, citation practices, good research methods, and the evaluation of sources.
Reflection	The course should have an explicit emphasis on reflection. Students should meaningfully reflect on and analyze their development as writers by identifying specific places in their writing where they have been challenged and where they have grown.

Written Communication 2	
Drafting and Feedback	The course requires students to write more than one draft or version of writing assignments and develop their invention, writing, and revision processes through workshop, class instruction and feedback from instructors and peers. Students should receive detailed and timely instructor feedback on their writing.
Engaging the Writing Process	The writing process should again be explicitly modeled and taught while students are engaging in the process. Students should have the opportunity to think critically about the process itself, and how it helps to improve their expressive abilities and their thinking.
Genre	Students should have the opportunity, in both reading and writing, to understand the importance of genre. Writing tasks could include analyses of the scholarly literature in the relevant field and/or the production of texts within that field.

Research and Citation	There should be an extended focus on the research process, as well as on using quotation and paraphrase to support an argument. An additional focus on citation styles (as connected to genre) is encouraged.
Reflection	The course should have an explicit emphasis on reflection. Students should meaningfully reflect on and analyze their development as writers by identifying specific places in their writing where they have been challenged and where they have grown.

Graduation Writing Requirement: Upper-Level Course	
Centrality of writing to the course	Writing is an essential component of the course. Students not only complete writing assignments, but they also receive explicit instruction in disciplinary-specific writing. Assignments will vary widely across disciplines and courses. Some examples are critical essays, lab reports, grant proposals, marketing plans, literature reviews, and research proposals. Assignments can be long or short or divided into sections (such as a major research project).
Feedback	Students receive effective and timely feedback from instructors and their peers and learn that writing is a social act. They also learn how to use feedback successfully. That may include presenting their writing to the class, collaborating on assignments, posting drafts online, among other possible activities. Students thus serve as real readers for each other's work.
Revision	Writing is a process; all writers revise their work to meet their objectives. Revision could include more than one draft of one writing task, scaffolded steps in a larger project, or a change in genre for different audiences or purposes.
Disciplinarity	What is considered good writing varies according to the discipline. Students are introduced to discipline-specific ways of thinking, writing, and conducting research, and they complete multiple writing projects designed for different purposes and audiences. Students analyze the structures of various genres to become familiar with what is expected for both argumentation and documentation in their disciplines.
Reflection	Students analyze their strengths and weaknesses and consider strategies for improvement. They become active participants in their own learning. This reflection could take the form of an essay or a portfolio, among other possibilities.

Student learning outcomes from the Council of Writing Program Administrators:

http://wpacouncil.org/aws/CWPA/pt/sd/news_article/243055/_PARENT/layout_details/false

Note: These outcomes apply to all 3 courses and should be considered a cumulative process.

Rhetorical Knowledge

Rhetorical knowledge is the ability to analyze contexts and audiences and then to act on that analysis in comprehending and creating texts. Rhetorical knowledge is the basis of composing. Writers develop rhetorical knowledge by negotiating purpose, audience, context, and conventions as they compose a variety of texts for different situations.

Students should

- Learn and use key rhetorical concepts through analyzing and composing a variety of texts
- Gain experience reading and composing in several genres to understand how genre conventions shape and are shaped by readers' and writers' practices and purposes
- Develop facility in responding to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and/or structure
- Understand and use a variety of technologies to address a range of audiences
- Match the capacities of different environments (e.g., print and electronic) to varying rhetorical situations

Faculty in all programs and departments can build on this preparation by helping students learn

- The expectations of readers in their fields
- The main features of genres in their fields
- The main purposes of composing in their fields

Critical Thinking, Reading, and Composing

Critical thinking is the ability to analyze, synthesize, interpret, and evaluate ideas, information, situations, and texts. When writers think critically about the materials they use—whether print texts, photographs, data sets, videos, or other materials—they separate assertion from evidence, evaluate sources and evidence, recognize and evaluate underlying assumptions, read across texts for connections and patterns, identify and evaluate chains of reasoning, and compose appropriately qualified and developed claims and generalizations. These practices are foundational for advanced academic writing.

Students should

- Use composing and reading for inquiry, learning, critical thinking, and communicating in various rhetorical contexts
- Read a diverse range of texts, attending especially to relationships between assertion and evidence, to patterns of organization, to the interplay between verbal and nonverbal elements, and to how these features function for different audiences and situations
- Locate and evaluate (for credibility, sufficiency, accuracy, timeliness, bias and so on) primary and secondary research materials, including journal articles and essays, books, scholarly and professionally established and maintained databases or archives, and informal electronic networks and internet sources
- Use strategies—such as interpretation, synthesis, response, critique, and design/redesign—to compose texts that integrate the writer's ideas with those from appropriate sources

Faculty in all programs and departments can build on this preparation by helping students learn

- The kinds of critical thinking important in their disciplines
- The kinds of questions, problems, and evidence that define their disciplines
- Strategies for reading a range of texts in their fields

Processes

Writers use multiple strategies, or composing processes,to conceptualize, develop, and finalize projects. Composing processes are seldom linear: a writer may research a topic before drafting, then conduct additional research while revising or after consulting a colleague. Composing processes are also flexible: successful writers can adapt their composing processes to different contexts and occasions.

Students should

- Develop a writing project through multiple drafts
- Develop flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing
- Use composing processes and tools as a means to discover and reconsider ideas
- Experience the collaborative and social aspects of writing processes
- Learn to give and to act on productive feedback to works in progress
- Adapt composing processes for a variety of technologies and modalities
- Reflect on the development of composing practices and how those practices influence their work

Faculty in all programs and departments can build on this preparation by helping students learn

- To employ the methods and technologies commonly used for research and communication within their fields
- To develop projects using the characteristic processes of their fields

- To review work-in-progress for the purpose of developing ideas before surface-level editing
- To participate effectively in collaborative processes typical of their field

Knowledge of Conventions

Conventions are the formal rules and informal guidelines that define genres, and in so doing, shape readers' and writers' perceptions of correctness or appropriateness. Most obviously, conventions govern such things as mechanics, usage, spelling, and citation practices. But they also influence content, style, organization, graphics, and document design.

Conventions arise from a history of use and facilitate reading by invoking common expectations between writers and readers. These expectations are not universal; they vary by genre (conventions for lab notebooks and discussion-board exchanges differ), by discipline (conventional moves in literature reviews in Psychology differ from those in English), and by occasion (meeting minutes and executive summaries use different registers). A writer's grasp of conventions in one context does not mean a firm grasp in another. Successful writers understand, analyze, and negotiate conventions for purpose, audience, and genre, understanding that genres evolve in response to changes in material conditions and composing technologies and attending carefully to emergent conventions.

Students should

- Develop knowledge of linguistic structures, including grammar, punctuation, and spelling, through practice in composing and revising
- Understand why genre conventions for structure, paragraphing, tone, and mechanics vary
- Gain experience negotiating variations in genre conventions
- Learn common formats and/or design features for different kinds of texts
- Explore the concepts of intellectual property (such as fair use and copyright) that motivate documentation conventions
- Practice applying citation conventions systematically in their own work

Faculty in all programs and departments can build on this preparation by helping students learn

- The reasons behind conventions of usage, specialized vocabulary, format, and citation systems in their fields or disciplines
- Strategies for controlling conventions in their fields or disciplines
- Factors that influence the ways work is designed, documented, and disseminated in their fields
- Ways to make informed decisions about intellectual property issues connected to common genres and modalities in their fields.