

Students completing 110 will be able to:	Students completing 120 will be able to:
<p><b>Rhetorical Awareness</b></p> <ol style="list-style-type: none"> <li>1. Write academic texts with a strong awareness of rhetorical situation and effectively use a variety of rhetorical strategies to suit audience, purpose, and context. (W.4)               <ol style="list-style-type: none"> <li>a. develop understanding of key rhetorical concepts such as audience, purpose, context, and genre through writing and analysis of a variety of texts (nonfiction, informational, imaginative, printed, visual, spatial, auditory, and otherwise);</li> <li>b. in their own writing and the writing of others, identify the key choices and relationships of content, organization, evidence, and language use made by author(s) which appeal or speak to different audiences;</li> <li>c. use academic conventions to write in response to an ongoing conversation (evaluate, analyze, summarize, synthesize). -- <i>adapted from NCTE/WPA/NWP "Framework for Success in Postsecondary writing"</i></li> </ol> </li> <li>2. Demonstrate a sophisticated awareness of and show the ways in which various writerly techniques, genres, and forms (e.g. narrative, literary analysis) have an impact on meaning. (W.3, 9; R.7)</li> </ol> <p><b>Reflection</b> Reflect upon literacy and the literate self. (R.1; W.9)</p>	<p><b>Rhetorical Awareness and Flexibility</b></p> <ol style="list-style-type: none"> <li>1. Analyze the demands and possible strategies of a writing task, based on topic, purpose, and audience, and then accomplish that task with clarity, understanding, and rhetorical sensitivity. (W.1, 2, 3, 4, 5) E.g.,               <ol style="list-style-type: none"> <li>a. make decisions about when and which rhetorical techniques will help them to achieve their writing purposes in sections of documents (e.g., using an anecdote to illustrate a point, telling a historical story to profile a historical figure.)</li> <li>b. choosing which genre will best address a rhetorical problem</li> <li>c. determine which kinds of sources are authoritative for answering the questions at hand</li> <li>d. determining the expectations and needs of the audience</li> <li>e. demonstrate knowledge of conventions in their written texts</li> </ol> </li> </ol> <p><b>Decision Making and Reflection</b></p> <ol style="list-style-type: none"> <li>2. Make independent and collaborative decisions about writing and be able to explain those decisions (for instance, in project or portfolio cover letters). (SL.1; W. 2, 4, 5, 6)</li> <li>3. Reflect on literacy and the literate self. (R.1; W.9)</li> </ol> <p><b>Creativity</b></p> <ol style="list-style-type: none"> <li>4. Address writing creatively, innovating with some aspect of textuality (evidence, media, design, distinctive language, processes, structure, blending genres, etc.), pushing the</li> </ol>

### Conventions

3. Write, read, and analyze a variety of texts from various disciplines and perspectives in order to investigate the logic and implications of different conventions, (W.1, 2, 3, 10; SL.3) and
4. practice different conventions and analyze expectations for and effects on different audiences; (W.1, 2, 3; W.10)
  - a. practice editing and proofreading one's own writing and explore the implications of editing choices; (L.1, 2, 3; W.10)
  - b. explore the concept of intellectual property (i.e. ownership of ideas) as it is used in different disciplines and contexts; (W.8)
  - c. identify differences between perceived errors, and intentional variations from expected conventions; (L.5)
  - d. read and analyze print and multimodal texts composed in various styles, tones, and levels of formality; (R.3, 10)
  - e. use resources (such as print and online writing handbooks), with guidance, to edit drafts; (W.5, 6)
  - f. examine the underlying logic in commonly used citation systems (e.g. MLA and APA) -- *adapted from NCTE/WPA/NWP "Framework for Success in PostSecondary Writing"*

### Evidence and Focus

5. Use information resources ethically and honestly, preserving the meaning and documenting the use of the source in the style appropriate to the course. (W.8)
6. Integrate source material thoughtfully and effectively into the student's own text. (W.4)
7. Develop a controlling idea appropriate to the rhetorical task that illustrates the relationship(s) between concepts, ideas, and source materials. (W.1, 2, 3)

boundaries or doing the unexpected with a clear purpose. (W.4 & 10)

### Style

5. Make rhetorically informed decisions about style on several levels: word choice, sentence variety, rhetorical tropes, document design and visual aspects, sometimes audio and visual complements to texts. (L.1, 2, 3, 4, 5, 6)

### Claims

6. Through the process of inquiry, develop a clear claim or thesis (direct or implied) appropriate to the writing task. (W.1, 4)

<p><b>Process</b></p> <p>8. Use different writing processes that vary over time and depend on the particular task, adapting those processes to the rhetorical situation. (W.10)</p> <p>a. be able to employ flexible writing processes as they encounter different types of writing tasks that require them to work through the various stages independently to produce final, published texts. (W.5, 6, &amp; 7)</p>	<p><b>Evidence</b></p> <p>7. Consistently use evidence appropriate to the task from authoritative sources (beyond the self and brief public texts) to support claims and avoid data dumping or random quote selection. (W.1, 7, 8, 9, 10)</p> <p><b>Research</b></p> <p>8. Conduct short as well as sustained research projects to answer self-generated and other questions.(W.1, 7, 8, 9, 10)</p> <p>9. Conduct careful searches for, evaluate, and select multiple sources, then effectively integrate and acknowledge those sources (such as academic and professional sources, field research, interviews, student-conducted surveys). (W.7,8, 9)</p> <p>10. Students will discern the scope of the task sufficiently to evaluate sources and the evidence they supply. (R.1, 7, 8, 9; W. 4, 7, 8, 9)</p> <p>a. Find, consult, completely read and understand entire sources, and use a variety of research sources.</p> <p>b. Evaluate the relevance and reliability of sources.</p> <p>c. Use sources ethically and honestly, preserving the meaning of the entire source and documenting the use of the source in the style appropriate for the student’s discipline or field. Integrate source material smoothly and clearly into the student’s own text.</p> <p>d. Conduct primary ( interviewing, observing, ethnography, and other fieldwork) and/or secondary research (existing reports of research) using a variety of print and nonprint sources (Framework, p. 11 ).</p>
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### Reading

9. Employ a variety of reading strategies (e.g., questioning, drawing inferences, determining importance, rhetorical analysis, rereading, and synthesizing) to build and push understanding and prepare for analysis and production of texts. Students will approach texts with an openness to new ideas. (R.1, 4, 5, 10; L.4, 6)

10. Demonstrate the ability to read, interpret, synthesize, respond to, summarize, critique, and/or analyze increasingly complex texts that reflect multiple viewpoints and purposes, including, but not limited to, academic texts (e.g. scholarly journals, academic essays). (R.2, 6, 8)

### Collaboration

11. Work collaboratively and apply a variety of invention and review techniques to their own and each other's writings. Participate effectively in class discussions, peer response, and group activities or projects, responding productively to the work and ideas of others and considering the ideas and suggestions of others. (SL.1, 3, 4)

### Project Management and Process

11. Actively participate in and individualize their management of complex projects (those projects that require the creation of more than just the final document), using varied writing processes with an emphasis on effective planning, invention, and revision. (W. 4, 5, 10) E.g.,

- a. developing project proposals and plans
- b. create timelines for work
- c. using project management tools (online and elsewhere)
- d. document search strategies
- e. reflect on best methods for approaching the tasks

### Technology

12. Use writing technologies, composing in multiple environments with a range of modes (audio, visual, multimodal) or media (e.g. video, podcasts, blogs, photographs, illustrations). (W. 6; R.7)

### Reading

13. Employ a variety of reading strategies (e.g., considering multiple perspectives, questioning, drawing inferences, determining importance, rhetorical analysis, rereading, and synthesizing) to build and push understanding and prepare for analysis and production of texts. (R.1, 2, 3, 10)

14. Read, interpret, synthesize, respond to, summarize, critique, and/or analyze complex texts that reflect multiple viewpoints and purposes, including, but not limited to, academic texts (e.g. scholarly journals, academic essays) for a

	<p>wide range of communicative purposes. (R.4, 5, 6, 10)</p> <p><b>Collaboration</b></p> <p>15. Work collaboratively and apply a variety of invention and review techniques to their own and each other's writings. Participate effectively in class discussions, peer response, and group activities or projects, responding productively to the work and ideas of others and considering the ideas and suggestions of others. (SL.1, 3, 4)</p>
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