

## **Student Learning Outcomes**

As writing faculty, we realize that the following subjects work together, and often, at happen at the same time. We also know that rhetorical awareness and critical thinking happen in all composition and that it is artificial to separate these from the complex work. We have done this to help different people to understand concepts introduced and reinforced in FYW so that they will continue to develop throughout a student's literacy development.

### **Rhetorical Knowledge**

This is the ability to identify and apply strategies across writing situations. Using their own writing processes, writers work with intention, understanding how genre, audience, purpose and context impact writing approaches.

By the end of FYW, students should be able to:

- Use rhetorical concepts to analyze and compose different works
- Assess how genres shape and are shaped by readers' and writers' experimentation with conventions
- Develop the ability to shift voice, tone, formality, design, medium, and layout intentionally based on situation

### **Critical Reading**

This is the ability to comprehend, interpret, and evaluate ideas, information, and texts. When done, writers separate assertion from evidence, evaluate sources and evidence, recognize and assess assumptions, read across texts for connections and patterns, and identify and evaluate reasoning. This fundamental to advanced academic writing.

By the end of FYW, students should be able to:

- Use reading for inquiry, learning and discovery
- Analyze their own and others' work critically
- Locate and evaluate primary and secondary research materials
- Use a diverse range of texts

### **Composing Processes**

Writers use multiple composing processes to conceptualize, develop, and finalize projects. These processes are not necessarily defined by any order, and can be adapted to different contexts and occasions.

By the end of FYW, students should be able to:

- Show flexibility in the writing process
- Use social interactions to improve their work
- Use their writing processes to understand material, their, and others' ideas in order to strengthen logical arguments.

### **Knowledge of Conventions**

Conventions are the formal rules and informal guidelines that define genres, thus, shaping readers' and writers' expectations of what is correct. They govern mechanics, usage, spelling, citation practices, etc., but they also influence content, style, organization, graphics, and document design.

By the end of FYW, students should be able to:

- Show how to negotiate differences in conventions by genre
- Investigate why genre conventions vary
- Use the concepts of intellectual property (fair use and copyright) that motivate documentation conventions
- Learn linguistic structures, such as grammar, punctuation, and spelling by composing and revising

### **Critical Reflection**

This is a writer's ability to convey what he or she is thinking and why, i.e. explaining the choices made in a composition and contextualizing this work.

By the end of FYW, students should be able to:

- Demonstrate reflection on their writing
- Use writing as a means for reflection
- Demonstrate concepts above
- Illustrate that reflection is necessary to learning, thinking, and communicating.