

Outcome Correlation among Communicating Effectively Criteria, Vertical Writing Model Skills (English 1000 and English 2001²), and Composition and Rhetoric Program Goals and Outcomes (English 1000 and English 2001²)

1. Defines purpose and identifies audience
Writes to discover and to communicate
Uses writing and reading for learning, thinking, and communicating
 - a. Defines the aim of the message
 - b. Develops the purpose of the messageDrafts with a clear purpose in mind
 - c. Determines audience background, awareness, and perspectiveApplies rhetorical knowledge of different academic communities²
Demonstrates critical thinking, in part by understanding the personal investments and cultural perspectives are woven into language and knowledge
2. Investigates context, situation, and information
 - a. Uses information sources for discovery
Locates and evaluates primary and secondary sources
Locates and evaluates primary and secondary sources
 - b. Explores diverse viewpoints with an open mind
Participates actively in a writing community
Participates actively and collaboratively in a writing community
 - c. Analyzes context and situation
Analyzes and responds effectively to different rhetorical situations, (including different genres and different academic communities²)
Analyzes and responds appropriately to different kinds of rhetorical situations (including different genres and different academic communities²)
 - d. Evaluates and selects sources
Evaluates and synthesizes primary and secondary sources
Evaluates and synthesizes primary and secondary sources
3. Reveals insight and direction
Writes to discover and to communicate
 - a. Reflects on and interprets information
Locates and evaluates primary and secondary sources
Generates ideas and drafting, revising, editing, and proofreading recursively, consciously, and effectively
 - b. Evaluates the scope of information
Evaluates primary and secondary sources
Evaluates primary and secondary sources
 - c. Identifies and evaluates assumptions
Reflects upon writing with ability to evaluate own work and that of community
Reflects upon semester writing, in part by evaluating own work and that of writing community members

d. Organizes and connects concepts

Reflects upon and evaluates own writing in the context of writing across the curriculum²

Develops a burgeoning understanding of the genres and formats common to their major disciplines²

4. Adapts, organizes, and integrates information into message

Drafts, revises, and edits effectively, using rhetorical skills to match research to needs of the writing situation

a. Integrates and develops content

Evaluates and synthesizes primary and secondary sources

Evaluates and synthesizes primary and secondary sources

b. Organizes message for the purpose and audience

Responds effectively to different rhetorical situations

Applies disciplinary awareness of rhetorical situations

c. Adapts approach and tone of message for the purpose and audience

Writes with strong voice and authority

Writes with strong voice and authority

Writes in a variety of academic genres

Writes according to genre and discipline

5. Presents message

a. Chooses mode of communication for the purpose and audience

Uses rhetorical skills to match research to address audience effectively

b. Follows conventions of the discipline, including mechanics and documentation

Documents primary and secondary sources

Writes in a variety of academic genres and at least two documentation styles²

c. Maintains audience engagement

Writes with strong voice and authority

Writes with strong voice and authority