

First-Year Writing Program Objectives (June 2015)

The WOU First-Year Writing Program is designed to address four specific learning objectives, which are adapted from the recommendations of the [Council of Writing Program Administrators](#) (WPA), a national association of college and university faculty working with and for writing programs across the nation. These objectives are addressed in the First-Year Writing courses: WR 115 and WR 135; however, each course has specific, measureable outcomes related to the work of college writing.

I. Rhetorical and Genre Knowledge

Effective communication begins with an awareness of the rhetorical dimensions of writing. After completing the first-year writing curriculum, students should be able to use their awareness of rhetorical situations and genres to critically engage texts and to produce authentic texts.

II. Critical Thinking, Reading, & Writing

We use writing to communicate to others, of course, but writing can also be the beginning of inquiry, allowing one to reflect on the material one is reading or researching. After completing the first-year writing curriculum, students should be able critically to use writing and reading to discover/learn and to communicate.

III. Knowledge of Conventions and Language

A good writer knows that it is important to pay attention to conventions of spelling, sentence structure, and punctuation. Conventions go beyond these concerns, however. Different rhetorical situations call for different kinds of texts and different ways of addressing audiences. After completing the first-year writing curriculum, students should understand the spelling, sentence structure, and punctuation conventions of Standard Written English; additionally, they should understand the relationships among conventions, language, rhetorical situations, and genres.

IV. Processes

Writing is a process. While not everyone works the same way, it is important to understand writing as both a process and a product. After completing the first-year writing curriculum, students should understand the common features of writing processes, and they should be aware of and able to use the processes that work best for them as individuals, helping them to create the best possible writing product.

WR 135 (MEASUREABLE) LEARNING OUTCOMES (USING LEAP RUBRICS)

Students will be able to

1. assert and defend a thesis that argues a position in response to a task or for a purpose, while anticipating counterclaims (LEAP CRITICAL THINKING criteria);
2. integrate relevant evidence for the audience, context, and purpose, including reliable documented sources (LEAP WRITING criterion *context and purpose for writing*);
3. use syntactically fluent and lexically appropriate language that adheres to the conventions of Standard Written English to develop and support ideas (LEAP WRITING criterion *control of syntax and mechanics* and LEAP criterion *genre and disciplinary conventions*);
4. and reflect and document procedural knowledge gained in the area of writing strategies that minimize challenges and maximize strengths--e.g., invention, organization, revision strategies, language decisions (LEAP CRITICAL THINKING criteria *student's perspective/thesis/position and implications and outcomes*).

WR 115 LEARNING OUTCOMES (TBD WINTER 2016)