I. Classroom Practices: What should new NIU students be able to do? Please check the practices below, where you feel students in your high school will be prepared. We’ll compare answers.

- Recognize the teacher’s daily & long-term objectives
- Recall instructions & assignments
- Reformulate concepts in their own words
- Write for a purpose, formally & informally
- Share & respond to each other’s writing
- Read texts for general meaning and reread texts for a purpose
- Work in groups (time limit set, each member assigned a task, group produces “end product”)
- Take initiative in contributing to discussions
- Use technology as a research tool & a communication tool
- Know a variety of disciplinary formats for writing
- Identify & use the grammatical forms of Edited American English
- Prepare resources & materials for use in classroom activities
- Integrate knowledge from other disciplines & subject areas
- Use members of the surrounding community as resource people
- Participate in the ongoing assessment of their own work
- Transfer skills & knowledge from one task to another

II. Most Common Writing Skills—Critical thinking, reading and writing

- Observe
- Describe a procedure
- Convey information or report
- Summarize
- Serialize
- Categorize
- Analyze
- Synthesize
- Evaluate
- Explain
- Interpret
- Question
- Request
- Propose
- Argue or persuade
- Revise

Please discuss with your table mates an assignment or project that you ask students to do, which you think asks students to gain practice in these two or more of these skills. We’ll share what you find out.

III. National Council of Writing Program Administrators’ Outcomes Statement: Compare these outcomes with ones based on standards your schools have adapted. We’ll look for connections.

A. Rhetorical Knowledge

By the end of first year composition, students should:

- Focus on a purpose
- Respond to the needs of different audiences
- Respond appropriately to different kinds of rhetorical situations
- Use conventions of format and structure appropriate to the rhetorical situation
- Adopt appropriate voice, tone, and level of formality
- Understand how genres shape reading and writing
- Write in several genres

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

- The main features of writing in their fields
• The main uses of writing in their fields
• The expectations of readers in their fields

B. Critical Thinking, Reading, and Writing

By the end of first-year composition, students should:
• Use writing and reading for inquiry, learning, thinking, and communicating
• Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources
• Integrate their own ideas with those of others
• Understand the relationships among language, knowledge, and power

Faculty in all programs and departments can build on this preparation by helping students learn:
• The uses of writing as a critical thinking method
• The interactions among critical thinking, critical reading, and writing
• The relationships among language, knowledge, and influence in their fields

C. Processes

By the end of first year composition, students should:
• Be aware that it usually takes multiple drafts to create and complete a successful text
• Develop flexible strategies for generating, revising, editing, and proof-reading
• Understand writing as an open process that permits writers to use later invention and re-thinking to revise their work
• Understand the collaborative and social aspects of writing processes
• Learn to critique their own and others' works
• Learn to balance the advantages of relying on others with the responsibility of doing their part
• Use a variety of technologies to address a range of audiences

Faculty in all programs and departments can build on this preparation by helping students learn:
• To build final results in stages
• To review work-in-progress in collaborative peer groups for purposes other than editing
• To save extensive editing for later parts of the writing process
• To apply the technologies commonly used to research and communicate within their fields

D. Knowledge of Conventions

By the end of first year composition, students should:
• Learn common formats for different kinds of texts
• Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics
• Practice appropriate means of documenting their work
• Control such surface features as syntax, grammar, punctuation, and spelling.

Faculty in all programs and departments can build on this preparation by helping students learn:
• The conventions of usage, specialized vocabulary, format, and documentation in their fields
• Strategies through which better control of conventions can be achieved

E. Composing in Electronic Environments

By the end of first-year composition, students should:
• Use electronic environments for drafting, reviewing, revising, editing, and sharing texts
• Locate, evaluate, organize, and use research material collected from electronic sources, including scholarly library databases; other official databases (e.g., federal government databases); and informal electronic networks and internet sources
• Understand and exploit the differences in the rhetorical strategies and in the affordances available for both print and electronic composing processes and texts

Faculty in all programs and departments can build on this preparation by helping students learn
• How to engage in the electronic research and composing processes common in their fields
• How to disseminate texts in both print and electronic forms in their fields

*You can find these outcomes at: http://wpacouncil.org/positions/outcomes.html

IV. NIU Adaptation of the NCWPA Outcomes Statement:

Introduction
This statement describes common knowledge, skills, and attitudes we seek in our first-year composition program in both online and traditional writing classrooms; that is we seek to outline the programmatic expectations for English 103. The following statement articulates what composition teachers have learned from practice, research, and theory. This document defines “outcomes” or types of results and should be used in conjunction with appropriate rubrics to measure levels of achievement.

Learning to write is a complex process, both individual and social, that takes place over time with continued practice and informed guidance. Therefore, it is important that teachers, administrators, and concerned public do not imagine that these outcomes can be taught or reduced in simple ways. Helping students demonstrate these outcomes requires expert understanding of how students learn to write. For this reason, we expect the primary audience for this document to be well-prepared college writing teachers and college writing program administrators. Among such readers, terms such as “rhetorical” and “genre” convey a rich meaning that is not easily simplified. While we have also aimed at writing a document that the general public can understand, in limited cases we have aimed first at communicating effectively with expert writing teachers and writing-program administrators.

These statements describe only what we expect to find at the end of English 103 at NIU. Please see the English 104/105 Outcomes Statement for a more complete description of programmatic expectations, including critical thinking, research process, and documented writing.

Moving Toward Rhetorical Knowledge.
By the end of ENGL 103, students should be able to:
• Establish a clear purpose for writing
• Identify the needs of different audiences (personal, public, and professional)
• Begin to respond to different kinds of rhetorical situations
• Use conventions of format and structure appropriate to the rhetorical situation
• Adopt voice, tone, and level of formality appropriate to the rhetorical situation
• Recognize and write in a variety of genres

Moving From Personal to Public Writing
By the end of ENGL 103, students should be able to:
• Use writing and reading for inquiry, critical thinking, and communicating
• Understand writing as a series of tasks, including narration, description, interview, evaluation, analysis, and synthesis
• Invent, articulate, and understand their own ideas as they relate to those of others, while maintaining an individual voice
• Understand that writers use language to reveal themselves to the world
• Begin to question the rhetorical appeals of written discourse, particularly in relation to race, class, and gender
• Begin to recognize the relationships among language, knowledge, and power

Processes
By the end of ENGL 103, students should be able to:
• Develop strategies for tapping into the imagination as a source for writing
• Understand that polished texts require multiple drafts for creation, development, and revision
• Develop strategies for generating, revising, editing, and proofreading texts
• Practice writing as an ongoing process that allows writers to later invent and rethink as they revise their work
• Employ the collaborative and social aspects of writing processes, i.e., learn to balance the advantages of relying on others with the responsibility of doing their part
• Use appropriate technologies for each stage of the writing process
• Assemble a portfolio as a demonstration of the writing process

Expanding Knowledge of Conventions
By the end of ENGL 103 students, should be able to:
• Apply appropriate genre conventions to their writing, including structure (sentence, paragraph, and essay levels), tone, voice (private, public, and academic), and mechanics
• Integrate the voices of sources into their writing and distinguish those voices from their own
• Control such features as syntax, grammar, punctuation, and spelling
• Observe the conventions of online behavior
• Use software appropriate to their writing
• Demonstrate academic integrity

V. Sample Portfolio Rubric, Based on NIU Adaptation of NCWPA Outcomes. How does the following rubric compare to what you value most in student writing?

Rank the student portfolio based on the overall quality of the collected written work. Use the following scale: Exceeds expectations (3); Meets expectations (2); Does not meet expectations (1)

• Writer consistently demonstrates a clear purpose.  3  2  1
• Writer adjusts voice to rhetorical situation of the task.  3  2  1
• Writer uses language appropriate for the specified readers.  3  2  1
• Writer follows expectations of format.  3  2  1
• Writer shows awareness of multiple perspectives.  3  2  1
• Writer draws upon appropriate sources and cites/documents correctly.  3  2  1
• Writer develops his/her own perspective sufficiently and ethically.  3  2  1
• Writer collaborates well with peer reviewers or writing partners.  3  2  1
• Writer demonstrates editing and revision skills.  3  2  1
• Writer includes at least 3 samples and a cover letter in portfolio.  3  2  1

VI. Questions & Comments