

1. Rhetorical Knowledge
 - a. Students recognize different situations for writing and responding.
 - b. Students practice different types of writing appropriate to different situations, including writing from field based and/or text-based research.
 - c. Students reflect on the appropriateness of the choices they make for the rhetorical situation.
 - d. Students produce texts or documents that meet the demands of the rhetorical situation in terms of focus, determination, organization, coherence, and correctness.

2. Composing, Revising and Editing Process
 - a. Students recognize and enact writing as a multi-step process.
 - b. Students practice multiple rounds of invention, research, feedback, and revision.
 - c. Students reflect on which strategies work for them, and identify crucial components of their own writing processes.

3. Collaborative Production and Evaluation of Texts
 - a. Students recognize the value of others' insights, research, and reactions.
 - b. Students practice finding research that deepens their understanding of a topic.
 - c. Students practice providing formative responses to one another on drafts-in-progress.
 - d. Students reflect on the value of what they have learned by collaborating with other thinkers and writers.
 - e. Students produce together at least one writing project or several impromptu documents or responses.

4. Reflective Learning
 - a. Students recognize the difference between the project itself and their reflective thinking on the project.
 - b. Students practice integrating insights from reflections in one context to other projects.
 - c. Students reflect on themselves and articulate their developing identities as writers.
 - d. Students produce a reflective essay that introduces their final portfolio or final project, reflects on their learning, and identifies the choices and changes they made in preparing the portfolio or final project.

5. Conventions and Craft
 - a. Students recognize standards of correctness, usage, and style.
 - b. Students practice a range of styles, registers, and conventions.
 - c. Students practice editing for repeated patterns of errors.
 - d. Students reflect on their "personal" writing style and learn strategies for expanding their repertoire.

- e. Students produce a final set of work (the portfolio or other final project) that adheres to the conventions of Standard Written English and to either MLA or APA documentation styles.

Depending on the course, in addition to writing effectively, students will also read complex texts, use information technologies, use qualitative data, or fulfill other approved General Education requirements.