Learning Objective Intersections between [Course Name], "WPA Outcomes", and "Framework"[i]

[Course Name]	"WPA Outcomes Statement for First-Year Composition"	"Framework for Success in Postsecondary Writing"
o Summarize, analyze, question, and evaluate written and visual texts	o Understand how genres shape reading and writing o Write in several genres o Use writing and reading for inquiry, learning, thinking, and communicating o Integrate their own ideas with those of others o Understand the relationships among language, knowledge, and power	o Curiosity – the desire to know more about the world. o Openness – the willingness to consider new ways of being and thinking in the world. o Engagement – a sense of investment and involvement in learning. o Critical thinking – the ability to analyze a situation or text and make thoughtful decisions based on that analysis, through writing, reading, and research.
o Argue and support a position	o Focus on a purpose o Integrate their own ideas with those of others o 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	o Creativity – the ability to use novel approaches for generating, investigating, and representing ideas. o Critical thinking – the ability to analyze a situation or text and make thoughtful decisions based on that analysis, through writing, reading, and research.
o Recognize audience and disciplinary expectations	o Respond to the needs of different audiences o Respond appropriately to different kinds of rhetorical situations o Use conventions of format and structure appropriate to the rhetorical situation o Adopt appropriate voice, tone, and level of formality o Use a variety of technologies to address	o Flexibility – the ability to adapt to situations, expectations, or demands. o Knowledge of conventions – the formal and informal guidelines that define what is considered to be correct and appropriate, or incorrect and inappropriate, in a piece of writing. o Rhetorical knowledge – the ability to analyze and act on understandings of

	a range of audiences	audiences, purposes, and contexts in creating and comprehending texts.
o Identify and use the stages of the writing process	o Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources o Be aware that it usually takes multiple drafts to create and complete a successful text o Develop flexible strategies for generating, revising, editing, and proof-reading o Understand writing as an open process that permits writers to use later invention and re-thinking to revise their work o Understand the collaborative and social aspects of writing processes o Learn to critique their own and others' works o Learn to balance the advantages of relying on others with the responsibility of doing their part o Use electronic environments for drafting, reviewing, revising, editing, and sharing texts	o Persistence – the ability to sustain interest in and attention to short- and long-term projects. o Responsibility – the ability to take ownership of one's actions and understand the consequences of those actions for oneself and others. o Writing processes – multiple strategies to approach and undertake writing and research.
o Identify characteristics of effective sentence and paragraph-level prose	o Use conventions of format and structure appropriate to the rhetorical situation o Control such surface features as syntax, grammar, punctuation, and spelling. o Develop knowledge of genre conventions ranging from structure and paragraphing to	

	o tone and mechanics	
o Apply proper citation practices	o Practice appropriate means of documenting their work	
o Discuss how to transfer and apply your writing knowledge to other writing occasions	o Learn common formats for different kinds of texts o Understand and exploit the differences in the rhetorical strategies and in the affordances available for both print and electronic composing processes and texts	o Metacognition – the ability to reflect on one's own thinking as well as on the individual and cultural processes used to structure knowledge. o Abilities to compose in multiple environments – from using traditional pen and paper to electronic technologies.

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i This comparison of learning objectives is an approximation designed to show how the learning objectives were drawn from these sources. The objectives do not map perfectly, and in many cases are overlapping with one another. Additionally, some of these objectives were integrated into the course throughout the particular units (see Unit Learning Objectives in Appendix D) and through the course structure and platform.