Appendix D: Writing Program
Administrators’ First Year Writing Outcomes [Excerpt]

(The complete statement is available at http://wpacouncil.org/positions/outcomes.html)

**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

**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 power in their fields

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
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