

## **Kent State**

### **Tier I Learning Outcomes**

All outcomes are essential and must be taught.

#### **1 Rhetorical Knowledge**

By the end of their Tier I writing course, students should be able to recognize the elements that inform rhetorical situations. This understanding should enable them to produce texts that

- Have a clear purpose
- Respond to the needs of intended audiences
- Assume an appropriate stance
- Adopt an appropriate voice, tone, style, and level of formality
- Use appropriate conventions of format and structure

#### **2 Critical Thinking, Reading, and Writing**

By the end of their Tier I writing course, students should be able to

- Use reading and writing for inquiry, learning, thinking, and communicating
- Analyze relationships among writer, text, and audience in various kinds of texts
- Use various critical thinking strategies to analyze texts

#### **3 Knowledge of Composing Processes**

By the end of their Tier I writing course, students should be able to

- Understand writing as a series of recursive and interrelated steps that includes generating ideas and text, drafting, revising, and editing
- Recognize that writing is a flexible, recursive process
- Apply this understanding and recognition to produce successive drafts of increasing quality

#### **4 Collaboration**

By the end of their Tier I writing course, students should understand that the writing process is often collaborative and social. To demonstrate that understanding, students should be able to

- Work with others to improve their own and others' texts
- Balance the advantages of relying on others with taking responsibility for their own work

#### **5 Knowledge of Conventions**

By the end of their Tier I writing course, students should be able to

- Employ appropriate conventions for structure, paragraphing, mechanics, and format
- Acknowledge the work of others when appropriate
- Use a standard documentation format as needed
- Control syntax, grammar, punctuation, and spelling

## **6 Composing in Digital Environments**

Developments in digital technology are expanding our understanding of “writing.” To the extent that technology is available and appropriate, by the end of their Tier I writing course students should be able to

- Understand the possibilities of digital media/technologies for composing and publishing texts
- Use digital environments to support writing tasks such as drafting, reviewing, revising, editing, and sharing texts

### **Minimal Requirements for Tier I: 11001/11002 (Stretch) (two-semester course)**

- 1 Write approximately 20 pages (double spaced 12 pt. font) of graded writing in the two-semester extended “stretch” course. In addition to these formal graded pieces of writing, students will also produce informal writing that may consist of, but is not limited to, journals, process or research logs, responses to reading assignments, freewriting activities, peer responses, and multiple drafts for each graded, formal writing assignment.
- 2 Develop a minimum of 2 papers a semester on selected topics and 1 reflective essay per semester. This amounts to 4 papers on selected topics and two reflective essays over the two-semester extended “stretch” course. This two-semester course is a “stretched out” version of the one-semester course (11011) and, therefore, moves at half the pace of the one-semester course.
- 3 Develop papers that have a point; that is, personal experience, narratives, or other modes should not be assigned for their own sake but to further a continuing argument or thesis. To focus on a variety of textual lengths and difficulties.
- 4 Document at least one paper with sources – library, interviews, observations, diaries, letters – (ie primary and/or secondary sources) that uses a recognizable documentation format and style.

### **Minimal Requirements for Tier I: 11011 (one-semester course)**

- 1 To write approximately 20 pages (double spaced 12 pt. font) of graded writing. In addition to these formal graded pieces of writing, students will also produce informal writing that may consist of, but is not limited to, journals, process or research logs, responses to reading assignments, freewriting activities, peer responses, and multiple drafts for each graded, formal writing assignment.
- 2 To develop a minimum of 3-5 papers on selected topics and 1 reflective essay in a single-semester course.
- 3 To develop papers that have a point; that is, personal experience, narratives, or other modes should not be assigned for their own sake but to further a continuing argument or thesis. To focus on a variety of textual lengths and difficulties.
- 4 To document at least one paper with sources - library, interviews, observations, diaries, letters - (i.e., primary and/or secondary sources) that uses a recognizable documentation format and style.