

# Using the Framework for Success in Postsecondary Writing

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This presentation was a session at the TYCA-West conference at Mesa Community College on October 8, 2011.



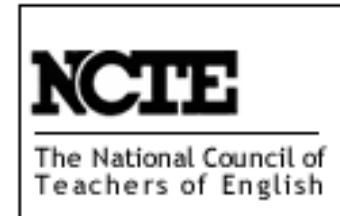
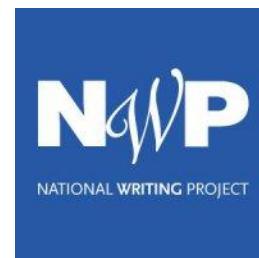
<http://tycawest.org/>

TYCA-West serves faculty in Utah, Idaho, Wyoming, Arizona, Nevada, and Hawaii.



# Three professional organizations collaborated to develop the Framework for Success in Postsecondary Writing:

- Council of Writing Program Administrators
- National Council of Teachers of Writing
- National Writing Project



# Authors & Audience of Framework

## Authors:

- faculty from two- and four-year colleges and high school teachers



## Audience:

- instructors who teach writing and include writing in their courses at all levels in all subjects
- outside classroom: parents, policymakers, employers, general public

# Framework for Success



## Central premise:

- *Writing well* is basic to student success in college and beyond.
- Writing well is central to the development of a *literate citizenry*.
- Writing development *takes place over time* with increased opportunities to write in classes across the curriculum from elementary school through university.

# Context of Framework



Language and ideas for the framework originated from research in:

- Composition and rhetoric
- Writing across the curriculum
- English Education

Focus on reading, writing and ability to analyze both inside and outside of formal education situations.

# Roles and Responsibilities



While responsibility for preparing students for college writing is shared by teachers, schools, students, and families, the document emphasizes the role of teachers and schools.

Writing assignments should be designed with authentic purposes and audiences in mind in order to foster flexibility and rhetorical versatility.

# Sections of the Framework



- Describes the **habits of mind**
- Uses for **experiences with writing, reading, and critical analysis** that serve as foundations for writing in college-level, credit-bearing courses, which are based on ideas and language from the [WPA Outcomes Statement](#)

# Habits of Mind



**Habits of mind** refers to ways of approaching learning that are both intellectual and practical and that will support students' success in a variety of fields and disciplines.

The Framework identifies eight habits of mind essential for success in college writing.

# Habits of Mind



- Curiosity – the desire to know more about the world.
- Openness – the willingness to consider new ways of being and thinking in the world.
- Engagement – a sense of investment and involvement in learning.
- Creativity – the ability to use novel approaches for generating, investigating, and representing ideas. (cont. on next slide)

# Habits of Mind



- Persistence – the ability to sustain interest in and attention to short- and long-term projects.
- Responsibility – the ability to take ownership of one's actions and understand the consequences of those actions for oneself and others.
- Flexibility – the ability to adapt to situations, expectations, or demands.
- Metacognition – the ability to reflect on one's own thinking as well as on the individual and cultural processes used to structure knowledge.

# Writing Program Administrators Outcome Statement

*a set of national learning outcomes for first-year composition, which include:*



- Rhetorical Knowledge
- Critical Thinking, Reading, and Writing
- Processes
- Knowledge of Conventions
- Composing in Electronic Environments

# 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

# 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

# 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

# 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.

# 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

# Experiences



Teachers can foster the Habits of Mind through experiences with Writing, Readings, and Critical Analysis.

These experiences include developing:

- Rhetorical knowledge
- Critical thinking, reading, and research
- Flexible writing processes
- Knowledge of Conventions
- Composing in Multiple Environments

# Experiences



Writing, reading and critical analysis experiences develop students'

- **Rhetorical knowledge** – the ability to analyze and act on understandings of audiences, purposes, and contexts in creating and comprehending texts;
- **Critical thinking** – the ability to analyze a situation or text and make thoughtful decisions based on that analysis, through writing, reading, and research; (cont. on next slide)

# Experiences



- **Writing processes** – multiple strategies to approach and undertake writing and research;
- **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; and
- **Abilities to compose in multiple environments** – from using traditional pen and paper to electronic technologies

# Analysis of Rhetorical Knowledge

Teachers can help writers develop rhetorical knowledge by providing opportunities and guidance for students to *learn and practice key rhetorical concepts such as audience, purpose, context, and genre through writing and analysis of a variety of types of texts (nonfiction, informational, imaginative, printed, visual, spatial, auditory, and otherwise)*;



# Engagement in Variety of Types of Texts



	Before College	During College
Curricular (English and cross disciplinary studies)		
Extra-curricular (clubs, community, family and personal)		

# Examples of Variety of Types of Texts



	<b>Before College</b>	<b>During College</b>
Curricular (English and cross disciplinary studies)	Creating a timeline for women's suffrage	Rewriting science scholarship for a general readership
Extra-curricular (clubs, community, family and personal)	Working on school newspaper;	Creating a brochure for a community agency

# Analysis of Rhetorical Knowledge



- Write and analyze a variety of types of texts to identify
  - the audiences and purposes for which they are intended,
  - the key choices of content, organization, evidence, and language use made by their author(s),
  - the relationships among these key choices and the ways that the text(s) appeal or speak to different audiences

# Uses of the Framework



- Form a teaching philosophy (not just habits of mind for students but teachers as well)
- Talk with students about their goals for the class
- Guiding principles for one's lesson plan objectives
- Guide assessment for course portfolio
- A springboard or source for language one can use when talking with other teachers, administrators, parents, politicians, students, etc.

# Students' Course Portfolios



Students use the WPA Outcomes Statement and the Framework's "Habits of Mind" to demonstrate learning in first-year composition courses.

A portfolio makes a claim and provides support as evidence for the claim based on the students' experiences. Portfolios include metacognitive analysis.

# Students' Course Portfolios



- **Claim:** In light of the learning outcomes for this course/program, here is what I have learned.
- **Support:** To support my claim, here is evidence that I have learned what I claim to have learned.
- **Reflection/Analysis/Metacognition:** Also, here is what the supporting evidence reveals.
- **Appendices:** Here are supporting materials—e.g., full projects, transcripts of peer review.

# Discussion



- How can we work *within* our institutions to increase students' opportunities for habits of mind and experiences with writing, reading and critical analysis?
- How can we work *across* institutions to increase students' opportunities?
- How can we work *with parents and community groups* to increase students' opportunities?