WSU English Department Composition Program: English 101 Portfolio Outcomes

All English 101 classes are portfolio-based. A portfolio-based course develops and challenges students' skills as reflective authors and researchers. All portfolios are graded holistically based on the Outcomes below. The ENGLISH 101 Portfolio Outcomes are based on the Outcomes for First-Year Composition from the Council of Writing Program Administrators and the Information Literacy Competency Standards for Higher Education from the Association of College and Research Libraries.

Rhetorical Awareness
Writers develop rhetorical awareness by negotiating purpose, audience, context, and conventions as they compose a variety of texts for different situations.

Rhetorical awareness is illustrated by the ability to
- Focus on a purpose
- Respond to the needs of different audiences and cultures
- Respond appropriately to different rhetorical situations
- Adopt and use appropriate voice, tone, style, and level of formality
- Employ the available and appropriate composing modalities to address a variety of rhetorical situations
- Address and satisfy requirements of an assignment

Critical Thinking
Writers think critically when they analyze, synthesize, interpret, and evaluate ideas, information, situations, and texts.

Critical thinking is illustrated by the ability to
- Identify problems or questions
- Develop positions or arguments concerning problems or questions
- Use reading and composing for inquiry, as well as evaluating and reevaluating perspectives
- Integrate personal ideas with those of others
- Recognize and critique the relationships among language, knowledge, and power

Information Literacy
Writers use information literacy to understand when information is needed and to locate, evaluate, and effectively use that information.

Information literacy is illustrated by the ability to
- Determine the extent and relevance of information needed
- Find, evaluate, summarize, analyze, and synthesize appropriate sources
- Use information effectively to accomplish a specific purpose
- Use information ethically

- Explore the concepts of intellectual property that motivate documentation conventions

Composing Processes
Writers use multiple strategies and composing processes to conceptualize, develop, and finalize projects. Composing processes are flexible and seldom linear.

Processes of composing are illustrated by the ability to
- Demonstrate awareness of the need for multiple drafts and revision to create and complete successful projects
- Develop flexible strategies for reading, drafting, revising, designing, and editing
- Use composing processes and tools as a means to discover and reconsider ideas
- Engage in the collaborative and social aspects of composing
- Learn to provide and make use of productive feedback
- Reflect on the composing process

Conventions
Conventions are the formal rules and informal guidelines that shape readers' and writers' perceptions of correctness or appropriateness. Conventions arise from a history of use and are not universal.

Use of Conventions is illustrated by the ability to
- Apply conventions of format, design, and structure appropriate to the rhetorical situation
- Practice appropriate means of systematically documenting sources
- Understand why conventions of structure, paragraphing, tone, and usage vary
- Negotiate and control grammar, punctuation, and mechanics