

04/18/2014 Faculty-to-Faculty Conference

**WPA - CO1 Content Criteria**

WPA Outcome	Specifics	What it looks like
Rhetorical Knowledge	<b>Respond</b> appropriately to different kinds of rhetorical situations (purpose, audience, voice, tone, and level of formality) <b>Understand</b> how genres shape reading and writing <b>Write</b> in several genres <b>Use</b> conventions of format and structure appropriate to the rhetorical situation	
Critical Thinking, Reading, and Writing	<b>Use</b> writing and reading for inquiry, learning, thinking, and communicating <b>Understand</b> a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources <b>Integrate</b> their own ideas with those of others <b>Understand</b> the relationships among language, knowledge, and power	
Processes	<b>Be aware that</b> it usually takes multiple drafts to create and complete a successful text <b>Develop</b> flexible strategies for generating, revising, editing, and proof-reading <b>Critique</b> their own and others' works	
Knowledge of Conventions	<b>Develop</b> knowledge from an array of writing conventions ranging from structure and paragraphing <b>Demonstrate</b> tone, mechanics, and documentation <b>Control</b> surface features such as syntax, grammar, punctuation, and spelling.	
Composing in Electronic Environments	<b>Use</b> a variety of technologies to address a range of audiences <b>Use</b> technology to compose, revise, and present their writing <b>Analyze</b> and/or produce visual, audio, and online texts (CO-2?) presentation	