**Proposed Revised Student Learning Outcomes for FYW**

1. **Read and listen critically and analytically in a variety of genres and rhetorical situations:** Identify and evaluate exigencies, purposes, claims, supporting evidence, and underlying assumptions in a variety of texts, genres, and media.
2. **Adapt and compose in a variety of genres:** Adapt writing conventions in ways that are suitable to different exigencies and purposes in a variety of contexts, including academic, workplace, and civic audiences. When appropriate, repurpose prior work to new genres, audiences, and media by adjusting delivery, design, tone, organization, and language.
3. **Use research as a process of inquiry and engagement with multiple perspectives:** Learn to focus on a topic and develop research questions that lead to propositions and claims that can be supported with well-reasoned arguments. Persuasively communicate and repurpose research projects across a variety of contexts, purposes, audiences, and media. Demonstrate research skills through proper attribution and citation gathering, evaluating, and synthesizing both primary and secondary sources.
4. **Compose as a process and use metacognition to revise prior assumptions concerning effective reading and composing strategies:** Engage with reading and writing as a process including prewriting, writing, and continuous revision. Reflect upon the writing processes during and towards the end of the semester in order to transfer acquired knowledge about composing practices into new composing situations.
5. **Understand the social and ethical responsibilities and consequences of writing:** Recognize that first-year writing includes academic, workplace, and civic contexts, all of which require careful deliberation concerning the ethical and social ramifications concerning fairness, inclusivity, and respect for diversity. Write and revise for academic and broader, public audiences accordingly.
6. **Compose in 21st Century Environments:** Learn to choose among the most current and effective delivery methods for different composing situations, including composing in new media environments, including alphabetic texts, still and moving images, sonic, and mixed media compositions. Use digital media platforms appropriate to audience and purpose.

One proposed assignment sequence:

|  |  |  |
| --- | --- | --- |
| Project | Name of Project | Due by end of Week |
| 1 | Collaborative Personal Literacy Assignment | 2 |
| 2 | Rhetorical/ethnographical analysis of an advocacy discourse community with field research and interviews.  --Includes audio captures and personal responses to the sonic/felt environment | 6 |
| 3 | Position Paper with Rhetorical Analysis | 10 |
| 4 | Multimodal project (further develop campaign or repurpose argument with a different audience) | 14 |
| 5 | Final Portfolios and Final Symposia  ---semester long reflection | 16 |

Notes for Projects:

1. Collaborative Literacy Project
   1. Students reflect on their own practices of writing and reading. They discuss this in small groups. Students write a collaborative paper where they explain what they have in common, where they differentiate, and draft a speculative plan for what they feel is their theory of best practices for tackling writing assignments.
2. Rhetorical/ethnographical analysis of a discourse community with field research and interview.
   1. Requires field research, interviews, other items related to instructor.
   2. Integrates research of establishing what a discourse community is. (Swales, Gee, etc.)
   3. Potential topics
      1. Major DC
      2. Career DC
      3. College/University DC (library, facilities, student support, cafeteria, recreation, etc.)
      4. Subcultures—boundary discourses (African American English, Rastafarian, indigenous, Latinx, Punk, Bikers, Weed, etc.)
3. Rhetorical Analysis and Position Paper
   1. Scaffolding for Argument
      1. Unpack the rhetorical situation (TRACEA—Text (genre), Reader (audience), Author, Constraints, Exigence (purpose, immediacy), Affordances.
      2. Reverse engineer an argument
         1. Unpack the rhetorical situation
      3. Play with claims: value, definition, policy, etc.
      4. Types of argument: classical, Toulmin, Rogerian, Monroe, Option Three (Safire)
      5. Resources: <https://goo.gl/pZL5cr>
4. Multimodal Project
   1. Revised/repurposed argument in a multimodal fashion for a new audience.
   2. Public Service Announcement
   3. Commercial
   4. Audio Ethnography
   5. Others
5. Final Portfolio
   1. Reflection Letter that reflects on original assignment and discusses changes as a writer over the course of the semester.
   2. Students discuss transfer, how they are prepared to face new writing situations in the future.
   3. Each piece has a statement concerning the processes the student went through and the changes to the piece.
   4. Evaluation: 50 percent levels of literacy/50 percent growth as a writer

Low Stakes Assignments

* Reading reflections
* Research Logs
* Revision plans
* Writer’s statements
* Etc.