

Goals and Emphases for College Writing: Units I-V

	Rhetorical Goals	Process Goals	Reading Goals	Writing Goals
UNIT I Inquiring into Self	<ul style="list-style-type: none"> ▪ Introduce importance of context, purpose, and audience to writing ▪ Use writing to discover new insights about self ▪ Understand influence of context on one's ways of thinking 	<ul style="list-style-type: none"> ▪ Generative writing to explore topic through multiple perspectives ▪ Reflective writing on choice of topic ▪ Slow revision process with ample response ▪ Proofreading 	<ul style="list-style-type: none"> ▪ Reading for revision, i.e., using reading to spark new ideas or exploring one's own ideas through a new perspective ▪ Reading as an analytic lens for experience 	<ul style="list-style-type: none"> ▪ Development by description and example ▪ Style appropriateness ▪ Voice ▪ Critical analysis
UNIT II Interacting with Texts	<ul style="list-style-type: none"> ▪ Analysis of academic audience expectations, including expectations for source material, format ▪ Use writing to interact with a published author, valuing both voices ▪ Respecting context of source/research 	<ul style="list-style-type: none"> ▪ Summaries and critical reading exercises ▪ Writing to discover response ▪ Short, generative writing on ways of responding to essays ▪ Revision for audience expectations ▪ Proofreading, especially in terms of documentation 	<ul style="list-style-type: none"> ▪ Reading to understand and interact, i.e., focused on understanding published author's context and its interaction with writer's context ▪ Accuracy in reading text important but also focus on interacting with it in a more personal and critical way 	<ul style="list-style-type: none"> ▪ Critical reading skills ▪ Developing and maintaining focus ▪ Use of quotes ▪ Summary and paraphrase ▪ Synthesis ▪ MLA style ▪ Cohesion (e.g., transitions, etc.)
UNIT III Adding to a Conversation	<ul style="list-style-type: none"> ▪ Analysis of a context to define personal investment and develop purpose ▪ Targeting an audience that fits situation and adapting writing to address that audience ▪ Using writing to communicate with public audience ▪ Practice using multiple sources 	<ul style="list-style-type: none"> ▪ Generative writing to explore possible topics ▪ Source evaluation as prewriting for annotated bibliography and essay ▪ Rhetorical Prospectus ▪ Revision activities focused on audience ▪ Reflective writing on choices made 	<ul style="list-style-type: none"> ▪ Reading for topic ideas; to elicit investment in an issue, etc. ▪ Reading to define conversation by evaluating who is involved and/or might care about the topic or issue ▪ Reading to support/develop one's own text 	<ul style="list-style-type: none"> ▪ Incorporating sources ▪ Annotated bibliography ▪ Audience analysis ▪ Print and electronic research skills ▪ Source evaluation ▪ Organization and style appropriate to audience ▪ MLA style
UNIT IV To Be Announced	<ul style="list-style-type: none"> ▪ to be determined 	<ul style="list-style-type: none"> ▪ to be determined 	<ul style="list-style-type: none"> ▪ to be determined 	<ul style="list-style-type: none"> ▪ to be determined
UNIT V Final Reflection (final exam)	<ul style="list-style-type: none"> ▪ Imagining self as writer ▪ Understanding contexts available for writing 	<ul style="list-style-type: none"> ▪ Metacognition—development of processes and approaches for future writing 	<ul style="list-style-type: none"> ▪ Critical reading of one's own writing 	<ul style="list-style-type: none"> ▪ analysis