

A brief explanation of the theoretical and pedagogical purpose for shifting the outcomes:

Along with many programs nationwide, our program is leaning further into rhetorical, multimodal, and translingual approaches to composition. These changes are reflected in the revisions to our outcomes and the textbook (forthcoming July 2017).

Generally, these approaches converge around intersecting ideas that stress language use/forms of communication (and reception):

1. as inherently situated, contextual, dynamic, emergent, political, and consequential;
2. as intimately tied (even when resistant) to culture, identity, material conditions, uneven instantiations of power, and diverse ways of knowing, feeling, and doing specific to different people, places, and times; and
3. as recursive and as ongoing and strategic negotiations, translations, and engagements with respect to the various resources and constraints, dynamics, purposes, conventions, norms, genres, modes, contexts, audiences, arguments, institutions, relationships, possibilities, ideas, and the like that exist within a given situation

While we feel our program and the work you all do already reflects many of these general philosophical inclinations, the new textbook and revised outcomes seek to make these leanings more explicit.

Outcomes for Expository Writing Program Courses

Outcome One

To compose strategically for a variety of audiences and contexts, both within and outside the university, by

- recognizing how different elements of a rhetorical situation matter for the task at hand and affect the options for composing and distributing texts;
- coordinating, negotiating, and experimenting with various aspects of composing—such as genre, content, conventions, style, language, organization, appeals, media, timing, and design—for diverse rhetorical effects tailored to the given audience, purpose, and situation; and
- assessing and articulating the rationale for and effects of composition choices.

Outcome Two

To work strategically with complex information in order to generate and support inquiry by

- reading, analyzing, and synthesizing a diverse range of texts and understanding the situations in which those texts are participating;
- using reading and writing strategies to craft research questions that explore and respond to complex ideas and situations;
- gathering, evaluating, and making purposeful use of primary and secondary materials appropriate for the writing goals, audience, genre, and context;
- creating a “conversation”—identifying and engaging with meaningful patterns across ideas, texts, experiences, and situations; and
- using citation styles appropriate for the genre and context.

Outcome Three

To craft persuasive, complex, inquiry-driven arguments that matter by

- considering, incorporating, and responding to different points of view while developing one’s own position;
- engaging in analysis—the close scrutiny and examination of evidence, claims, and assumptions—to explore and support a line of inquiry;
- understanding and accounting for the stakes and consequences of various arguments for diverse audiences and within ongoing conversations and contexts; and
- designing/organizing with respect to the demands of the genre, situation, audience, and purpose.

Outcome Four

To practice composing as a recursive, collaborative process and to develop flexible strategies for revising throughout the composition process by

- engaging in a variety of (re)visioning techniques, including (re)brainstorming, (re)drafting, (re)reading, (re)writing, (re)thinking, and editing;
- giving, receiving, interpreting, and incorporating constructive feedback; and
- refining and nuancing composition choices for delivery to intended audience(s) in a manner consonant with the genre, situation, and desired rhetorical effects and meanings.