

Spring 2022
Stroud Writing Committee

Proposed Years 1-3 Learning Outcomes (draft)

Common Writing Strengths that Scholars Bring:

- Making connections, connecting texts to their lived experiences
- Strong writing fluency when writing about their own experiences (their lives, emotions, etc.)
- Strong fluency when writing in home/community linguistic structures
- By 10th grade, many notice that they need to use evidence and can find evidence to back up their claims.

Common Next Steps/Needs that Scholars Need Support With:

- Writing Structure & Basic Writing Skills
 - Fluent use of academic prose, code-switching from home/community structures to academic
 - Revision: How to revise and the importance in the writing process, the iterative nature of writing
 - Understanding that the writing process is *transferable* across disciplines/genres. Becoming self-directed in the writing process.
- Analysis
 - Making text to text connections, synthesizing across texts
 - Explanations, further development, connecting evidence. Making intellectual commentary on a quote to support thesis vs. quote dumping

Based on these common needs, recommended learning outcomes are designed to be scaffolded and spiraled throughout the program. Outcomes are as follows:

Year 1:

1. Students will review and be able to apply *basic writing skills and structures* including paragraph structure, genre, grammar, punctuation, word choice, vocabulary.
 - a. Students will practice the use of academic prose.
 - b. Students will understand that writing skills are transferable across writing contexts.
2. Students will apply *argumentation* to their writing.
3. Students will be introduced to and apply rigorous *revision* to at least one written product developed in the course.
 - a. Students will begin to understand that writing is a recursive process
 - b. Students will begin to understand that writing is a community process.
 - c. Students will apply peer and instructor feedback to the revision process.

4. Students will begin to understand that writing is a recursive process by starting a 3-year writing “process journal”
 - a. By the end of the course, students will self-assess their process journal and set 1-3 writing goals that they will commit to practicing during the academic year.

Year 2:

1. Students will be able to apply *analytical* skills to the reading and writing process:
 - a. Students will be able to annotate texts
 - b. Students will be able to synthesize across texts by making text to text connections
 - c. Students will be able to develop written explanations of texts
 - d. Students will be able to make intellectual commentary of textual evidence in their writing
2. Students will apply rigorous *revision* to at least one written product developed in the course.
 - a. Students will demonstrate the recursive process of writing.
 - b. Students will use community feedback to support the revision process.
3. Students will understand that writing is a recursive process by continuing to keep a writing “process journal”
 - a. By the end of the course, students will self-assess their process journal and set 1-3 writing goals that they will commit to practicing during the academic year.

Year 3:

1. Students will revisit their writing from prior years and then develop a mini-research project on a topic of their choice.
 - a. Students will be able to gather 5-10 appropriate textual sources to support their thesis
 - b. Students will be able to annotate textual sources
 - c. Students will be able to synthesize across texts
 - d. Students will develop written explanations of connections across texts
 - e. Students will be able to apply intellectual commentary of textual evidence in their writing
 - f. Students will apply rigorous revision with the use of community feedback
 - g. To demonstrate that the writing process is transferable across contexts, students will develop a short presentation of their research project in a genre of their choice (digital story, short film, poster presentation, recipe, etc.)
2. Students will draft their first college entrance/common application essay
 - a. Students will self-assess their essays and develop a revision plan for the academic year.
3. Students will understand that writing is a recursive process by continuing their “process journal”
 - a. By the end of the course, students will self-assess their process journal and set 1-3 writing goals that they will commit to practicing during the academic year.

Recommendations:

1. Scale back research goals – redefine what research is, contextualize & make it less daunting (maybe self-study as a research method)
2. Connect the three years with a final product
3. Refer to high school IB curriculum and AVID strategies to support learning outcomes
4. Emphasize process over product: Writing is an iterative, reflective process that requires a growth mindset
5. Use homework as an opportunity to connect reading to writing
6. Emphasize that writing is a conversation
7. Choose readings that can serve as mentor texts for writing
8. The *Anti-Racist Writers Workshop* should be a common resource used by all instructors
9. Instructors should have shared terminology to talk about writing