UWS Outcomes

Critical Thinking, Reading, and Writing

• Use writing and discussion to work through and interpret complex ideas from readings and other texts (e.g., visual, musical, verbal)
• Critically analyze their own and others' choices regarding language and form (e.g., in student texts or formally published texts)
• Engage in multiple modes of inquiry using text (e.g., field research, library-based inquiry, web searching)
• Use writing to support interpretations of text, and understand that there are multiple interpretations of text
• Consider and express the relationship of their own ideas to the ideas of others

Research Practices and Processes

• Gather and critically evaluate sources relevant to the purpose(s) and focus (or foci) of the writing using multiple modes of inquiry
• Select, represent, and offer sufficient background information, details, and/or examples to develop the focus (or foci), to achieve the purpose(s), and to meet audience needs for the writing
• Situate evidence using appropriate genre conventions
• Develop and employ a process for research evident throughout the writing

Writing Processes

• Use written, visual, and/or experience-based texts as tools to develop ideas for writing
• Understand that writing takes place through recurring processes of invention, revision, and editing
• Develop successful, flexible strategies for their own writing through the processes of invention, revision, and editing
• Make relevant rhetorical choices so that the writing meets audience expectations and accomplishes its purpose
• Experience and understand the collaborative and social aspects of writing processes
• Learn to critique their own and others' work
• Be reflective about their writing processes

Knowledge of Conventions

• Understand the conventions of particular genres of writing
• Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics
• Use conventions associated with a range of dialects, particularly standardized written English (but not necessarily limited to it)
• Recognize and address patterns in their writing that unintentionally diverge from patterns expected by their audience/s
• Practice using academic citational systems (MLA or APA) for documenting work