# Student Takeaways

| Task | Activity | Transferable Skill | “I know how to…” |
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| Close Reading | Careful, methodical analysis of a text | Observe details objectively, find meaningful patterns, draw logical inferences. | Analyze texts for meaning and significance; generate original ideas based on my own observations. |
| Comparative Genre Analysis | Compare rhetorical strategies in different disciplines; identify similarities and differences in different disciplines. | Identify elements of an argument (thesis, evidence, analysis, motive, structure) in many forms of writing. | Recognize the commonalities (and differences) in writing across the disciplines and can apply my knowledge to unfamiliar disciplines. I know what questions to ask about writing elements (i.e., thesis, evidence use, citation style, organization/arrangement etc.).  Recognize and adapt my writing skills to familiar and unfamiliar disciplines. |
| (Hypo)thesis development | Craft a contestable thesis or hypothesis  Create, evaluate, and evolve an original idea. | Be able to enter into critical conversations and make a contribution to existing knowledge. | Articulate a clear, original argument that challenges conventional wisdom or answers a question. Adapt this skill to generate theses and hypotheses in appropriate disciplines. |
| Evidence selection | Use close reading skills to select evidence that will support your argument | Identify best possible evidence to support claims | Choose the best possible evidence for my argument. |
| Peer edit and proofread | Read their peer’s writing and provide feedback through written comments and peer workshop | Be able to speak about and assess their own and other’s writing | Evaluate, edit, and proofread the writing of myself and others |
| Revision | Implement feedback, reconsider structure, and evaluate argument | Understand writing as a process of thinking and communication | Revise my own writing to improve elements of writing including style, evidence-use, organization, etc. |
| Locating and evaluating sources | Use academic databases to locate sources  Evaluate sources appropriate for academic writing  Create annotated bibliography | Identify and find reputable sources  Learn the skills of library and archival research (identifying key terms etc.)  Synthesize multiple sources | Find sources using academic search engines |
| Conferences | Meet with instructors in one-on-one conferences | Help to refine work through oral feedback and dialogue  Model one-to-one conversations with authority figures | Exchange ideas and information with instructors and other professionals |
| Self-Reflection | Write cover letters that explore the writing process, including challenges and successes. | Help them understand their own process in writing and thinking  Enable them to engage in self  assessment | Identify problems and concerns I didn’t know existed and clarify additional work that the writing needs. |