Framework for Success in Postsecondary Writing

Developed by

Council of Writing Program Administrators
National Council of Teachers of English
National Writing Project







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E c S a

e concept of "college readiness" is increasingly important in discussions about students' preparation for postsecondary education.

is Framework describes the rhetorical and twenty- rst-century skills as well as habits of mind and experiences that are critical for college success. Based in current research in writing and writing pedagogy, the Framework was written and reviewed by two- and four-year college and high school writing faculty nationwide and is endorsed by the Council of Writing Program Administrators, the National Council of Teachers of English, and the National Writing Project.

Habits of mind refers to ways of approaching learning that are both intellectual and practical and that will support students' success in a variety of elds and disciplines. e Framework identi es eight habits of mind essential for success in college writing:

- ...5gdae[fk~fZVVVA(dVl/a]`ai_adV8TagffZVV/adV2
- ...AbW`V&e~fZVV[M]`Y`V&efaUa`e[VV&f`VVi SkeaXTV(VYS`VfZ[`][`Y[`fZVV/adVz
-7 YSYWWf~SeWeWaX1`hWaf_WfS`V[`ha/hWWf[` V\\$di[`Yz
- ...5d\\delta[h[fk~fZV\delta]['[fkfage\Wah\\delta\bc\asuz\\delta\de
- ... BWAHEEWUW fZVVSTI ('flk fa egetS)` [`fWWAF[`S`VSffWf]a` fa eZadŽS`V'a`YŽfWL_bda\WWfež
- .. DWtba`e[T['ffk~fZVIST['ffkfafS] Vvii `WtZ[baXa`WtSUf[a`eS`Vg`VvitfS`VfZW consequences of those actions for oneself and others.
- ...8VMTI/ffk~fZVV8TI/ffkfaSVSbffaeffgSfJa`elVMbVMfSfJa`eladVVVS`Vež
- ...? VMSUaY [f[a`~fZVVST[/[fk.fa.d/VVMfa`a`VMsai`fZ[`] [`YSei VMSea`fZVV['V[h[VgS^S`V cultural processes used to structure knowledge.
- e Framework then explains how teachers can foster these habits of mind through **writing**, **reading**, **and critical analysis** experiences. ese experiences aim to develop students'
 - .. DZMadUS^] `ai 'WYW+ fZVIST['[fk.fa.S` S'kl VIS` VSUf a` g` WXHS` V[` YeaXSgV[WUAF purposes, and contexts in creating and comprehending texts;
 - ...5df[U\$^fZ[`] [`Y~ fZV\\$T['[fk.fa.S` S'kl V\\$ e[fgSf[a` adf\y\fS` V_ S] W\Zag\Zf\\$g^\V\\[e[a` e based on that analysis, through writing, reading, and research;
 - ...I dff`YbdaUAeW~_g^ffbVVefdSfVMVe/faSbbdaStZS`Vg`VWfS]VV dff`YS`VdAAVSdZ-
 - ..=`ai 'WWMXLa`hWf[a`e~fZWXd_S^S`V[`Xd_S^Yg[WW]`WfZSf WV`W'ZSf [e considered to be correct and appropriate, or incorrect and inappropriate, in a piece of writing; and
 - ...3T['[fkfa La_ baeW]' _ g'f[b'VWVh[da` _ Wfe~ Xh_ fd5V[f[a` S^bWS` Vb\$bWdfa VWVfda` [U technologies.

FRAMEWORK FOR SUCCESS IN POSTSECONDARY WRITING

5a_bae[f[a`ž3VabfW/adSVSbfWfiIkZg`VdWeaXfi aŽS`VXagdŽk\Xdl[`ef[fgf[a`e`Sf[a`i [VM/fZV5I B3 Agfla_WeffSfWWfi SeVMWabWIkbaefeWa`VScki d[f[`Y[`efcglfaceS`VelZa^Sdež/? adW; Xad_Sf[a` STagffZW5I B3 Agfla_WeffSfWWfls` TVXag`VSf.http://wpacouncil.org/positions/outcomes.html fZW

Hab f M d

Habits of mind—ways of approaching learning that are both intellectual and practical—are crucial for all college-level learners. Beyond knowing particular facts or completing mandatory readings, students who develop these habits of mind approach learning from an active stance.

ese habits help students succeed in a variety of elds and disciplines. ey are cultivated both inside and outside school. Teachers can do much to develop activities and assignments that foster the kind of thinking that lies behind these habits and prepare students for the learning they will experience in college and beyond. ese habits include:

Curiosity ~ fZVWA(dVIa] `ai _ adVISTagf fZVV adVž

Curiosity is fostered when writers are encouraged to

- ... geW/ cg[dxSeSbdaU4efa WMWab cgV4f[a`edWMS`f XadSgfZWf[USgV[WU4ei [fZ[`S variety of disciplines;
- ...eWWydWMS fSgtZadfSf[hW] Xdd_Sf[a`S`VdWaY [lWtZW_WS'[`YS`VhS'gWaXtZSf information;
- ...La`VgUfdANXdZge[`Y_WZaVeXad[`hMdf[YSf[`YcgMdf[a`eSbbcabc[SfWfafZWdiscipline; and
- ...La_ g` [LSfWZMd `V|`Ye[` i dff[`Yfa_ g'f[b'V\$gV[WW]`e[W\$ Vagfe[W&Zaa^ using discipline-appropriate conventions.

Openness

- ...geVV_VMZaVefZSfSdVVWV fafZVV_fa[`hNef[YSfVVgVef[a`elfab[UelS`V[VVSe
- ...d.NodANYFiZSFfZNNZSHVNNSdW[`ShSdVNkaXiSkeS`V
- ...\M5'g\$fVVZVVV\MfeadUa`e\wgVVU\&'aXfZ\MdUd\\\$f[hVVZa[U\&z

Persistence ~ fZVVST['[fk.fa egefS[` [`f\v\$\def [` S` VSffVVV[a` fa eZadŽS` V'a` YŽf\v\d_ bda\\v\def Ezersistence is fostered when writers are encouraged to

- ...Ua__ [f fa VNb'ad`Yl [`i df[`Yl Sfab[U [VNS] adVW_S`V[`YfSe] -
- ...YdSbb/Wi [fZUZS^VWY]`Y [W.Siet flyhfet babU.NetWat adbab/White
- ...Xa^ai fZdagYZiahNdff_ Wufa La_bVNWYSejelbdaUNdeNdfadbda\VNfeS`V
- $... \textit{Lia`} e[efWf'kfS] \textit{VSVHS`} fSYVAX[` \check{\textbf{Z}} \textit{USee} / bWMS` V[` efcgUfadd. Maba` eWfis` Vagf\check{\textbf{Z}} \textit{X}\check{\textbf{Z}} \textit{USee} / bWMS` V[` efcgUfadd. Maba` eWfis` Vagf\check{\textbf{Z}} \textit{X}\check{\textbf{Z}} \textit{USee} / bWMS` V[` efcgUfadd. Maba` eWfis` Vagf\check{\textbf{Z}} \textit{X}\check{\textbf{Z}} \textit{USee} / bWMS` V[` efcgUfadd. Maba` eWfis` Vagf\check{\textbf{Z}} \textit{X}\check{\textbf{Z}} \textit{USee} / bWMS` V[` efcgUfadd. Maba` eWfis` Vagf\check{\textbf{Z}} \textit{X}\check{\textbf{Z}} \textit{USee} / bWMS` V[` efcgUfadd. Maba` eWfis` Vagf\check{\textbf{Z}} \textit{X}\check{\textbf{Z}} \textit{USee} / bWMS` V[` efcgUfadd. Maba` eWfis` Vagf\check{\textbf{Z}} \textit{X}\check{\textbf{Z}} \textit{USee} / bWMS` V[` efcgUfadd. Maba` eWfis` Vagf\check{\textbf{Z}} \textit{X}\check{\textbf{Z}} \textit{USee} / bWMS` V[` efcgUfadd. Maba` eWfis` Vagf\check{\textbf{Z}} \textit{X}\check{\textbf{Z}} \textit{USee} / bWMS` V[` efcgUfadd. Maba` eWfis` Vagf\check{\textbf{Z}} \textit{X} \check{\textbf{Z}} \textit{USee} / bWMS` V[` efcgUfadd. Maba` eWfis` Vagf\check{\textbf{Z}} \textit{X} \check{\textbf{Z}} \textit{USee} / bWMS` V[` efcgUfadd. Maba` eWfis` Vagf\check{\textbf{Z}} \textit{X} \check{\textbf{Z}} \textit{USee} / bWMS` V[` efcgUfadd. Maba` eWfis` Vagf\check{\textbf{Z}} \textit{X} \check{\textbf{Z}} \textit{USee} / bWMS` V[` efcgUfadd. Maba` eWfis` Vagf\check{\textbf{Z}} \textit{X} \check{\textbf{Z}} \textit{USee} / bWMS` V[` efcgUfadd. Maba` eWfis` Vagf\check{\textbf{Z}} \textit{X} \check{\textbf{Z}} \textit{USee} / bWMS` V[` efcgUfadd. Maba` eWfis` Vagf\check{\textbf{Z}} \textit{X} \check{\textbf{Z}} \textit{USee} / bWMS` V[` efcgUfadd. Maba` eWfis` Vagf\check{\textbf{Z}} \textit{X} \check{\textbf{Z}} \textit{USee} / bWMS` V[` efcgUfadd. Maba` eWfis` Vagf\check{\textbf{Z}} \textit{X} \check{\textbf{Z}} \textit{USee} / bWMS` V[` efcgUfadd. Maba` eWfis` Vagf` Va$
 - /i dff`Yad^V&d [`YUWfWlegbbadfiabbadfg`[ff\Wfa [_ bdahV\%`VdW`WfZVfdi adž

Ł

DWaba`e[T]['ffk.[eXaefWaWi ZWi dfWabSdWW.dagdSYWfa

- ...dWaY [I WZWdai `da/W 'VSd [`Y-
- ...SUfa`fZWg`VWdfS`V[`YfZfg`

dŁ ô aXa`W f

DW W

Particular writing, reading, and critical analysis experiences contribute to habits of mind that are crucial to success in college. ese experiences include the following:

D 🖟 R ca K d

Rhetorical knowledge [efZVIST['ffkfaS' S'kl VIS' VSLfa' g' WWHS' V] YeaXSgV[WUW] bgcbaeWl and contexts in creating and comprehending texts.

DZWACUS^] `ai 'WYWefZWISe[eaXYaaVi df[`Yz4kWMWab[`YdZWAcUS^]`ai 'WYWi dfWecan adapt to dierent purposes, audiences, and contexts. Study of and practice with basic rhetorical concepts such as purpose, audience, context, and conventions are important as writers learn

D 🖟 C ca T T W ,R ad ,a dR a c

 $\label{lem:critical thinking [efZVVII] (fkfaS`S'klVVVe[fgSf[a`adfV]MFS`V_S]WVZagYZfXg^VVVV[e]a`eTSeW on that analysis.}$

D A K d fC

Conventions are the formal rules and informal guidelines that de ne what is considered to be cordWf/adSbbcbbcQSfVNS`V[`UachWf/ad[`SbbcbbcQSfVNI[`Sb[WWXX dff[`Yz5a`hWf[a`e[`UgVW the surface features of a text such as mechanics, spelling, and attribution of sources, as well as _advVaTS^Ua`UwV eegUZSeUa`fVvII fa`WwfkVNacNS`[ISf[a`lS`VVNIWWVX5a`hWf[a`eSdeW Xba_SZ[efackaXgeVNS`VdVWMffZWVa^WWW [eVa_aXfZVVNWMS`fdWSWES`Vi dffWeSTagf the most e ective ways of communicating in that area.

Conventions facilitate reading by making material easier to comprehend and creating common expectations between writer and reader. As multimodal texts become more prevalent, teachers will also need to attend to the evolving conventions of these new forms, developing appropriate conventions with new students and colleagues.

Correct use of conventions is de ned within speci c contexts and genres. For example, a novice's grasp of a disciplinary documentation style is di erent from that of an advanced student's, and Si dfWteY65ebaXLta`hWf[a`e[`a`Wta`fWf/egtZSeS'STcMvacfXadSUZW_[efckUSeefiVaWe\af_VSF]VIA\circ Structure of a disciplinary documentation style is di erent from that of an advanced student's, and Si dfWteY65ebaXLta`hWf[a`e[`a`Wta\circ STCMvacfXadSUZW_[efckUSeefiVaWe\atopica] and genre is important in writing.

Teachers can help writers develop knowledge of conventions by providing opportunities and guidance for students to

- ...i df\Nd\s\NS`VS`Skl\V\S\f\Sd\Nk\a\Xf\y\fexta_ h\sqageV[e\[b'\]`\&\S`Vb\\Xfb\\\f[h\&'\]` order to
 - .. investigate the logic and implications of di erent conventions,
 - ... bc\$Uf[UVV] VotVvf Ua`hVvf[a`eS`VS`S/klVVVjbVvtfSf[a`eXadS`VVVVvtfea`V] VotVvf audiences.
 - .. practice editing and proofreading one's own writing and explore the implications of editing choices,
 - ... Mb'ad MZ Wa` UNof a X[`fwW.lfgS'bdab Wfk/[ZM] ai `WEZ[baX[W.SefiSe[f [egeW[`di erent disciplines and contexts, and
 - .. identify di erences between errors and intentional variations from expected conventions;
- \dots dASVS`VS`S'klVVbd`fS`V_g^\ 1 V[e

C A M A E

Composing in multiple environments refers to the ability to create writing using everything from traditional pen and paper to electronic technologies.

All forms of writing involve technologies, whether pen and paper, word processor, video re-LackWaradi WbSYWDWWALZSffWafefa fZVVWVVelhWi dff YfZSf efgVWfebchVgUVWWfch [US^Accomposing in or outside of school, students and instructors can build on these experiences. As VWWfch [UfWZ a'aYWLa ff gWfa ebchWVS VWahWM dfWfe/S VfWJZWff Wfa TWZagYZfful, e ective users who are able to adapt to changing electronic environments. For example, a writer might be asked to write a traditional essay, compose a webpage or video, and design a print brochure all based on similar information.

While many students have opportunities to practice composing in electronic environments, explicit and intentional instruction focusing on the use and implications of writing and reading using electronic technologies will contribute to students' abilities to use them e ectively.

Teachers can help writers develop as thoughtful, e ective users of electronic technologies by providing opportunities and guidance for students to

- ...geV18hSqV11kaXVVVVfda`[UfVV12`a^aY[VeV]`fVVf[a`S^kfaUa_baeW
- ...S'S'klVbd`fS`VVWMfda`[UfVMfefaVMWd_[`VVZai fWZ a'aY[VeS WfdMSV(`YS`V writing processes;
- ...eVWWHVMS`gStVMS`VgeW{`Xad_Sf[a`S`V[VMSeXda_VWWfda`[UeagdUWddAtba`e[T'k[`fZWfdai`VaUg_Wfe/iZWZWtTkUffSf[a`łZaf'[`]łZ_StWftWVZZWZWtT