

The following goals are intended for W131 teachers and students to identify the desired outcomes that should be reflected in students' final revised papers for the course. In order to pass W131 with a C or above, students must demonstrate a satisfactory competency at these eight goals. Students will complete the equivalent* of three 4 - 5 page revised essays and a 7 - 8 page research essay during the semester for a total of 19 - 23 pages of revised writing. In addition to these product-related outcomes, W131 is based on some core process-related expectations: students work through the revision of drafts; they learn effective peer critique and collaborative workshopping strategies.

* Teachers will have flexibility about the number of papers they assign and the length of those papers in the first half of the semester.

W131 Exit Goals

A W131 final paper will:

- 1) announce the writer's own theory in the paper's introduction— a theory that goes beyond common knowledge and beyond mirroring the text author's thesis or argument—to explore/develop that controlling idea in the body of the paper;
- 2) contain a majority of body paragraphs that are well-developed. Developed paragraphs use examples effectively, engage with the specific language of quotations, build a connection between two readings, and make clear how the idea in the paragraph functions in the paper as a whole, how it contributes to the development of the theory. (Effective paragraphs will frequently become 3/4 of a page in length.);
- 3) explain or explore several connections between readings by working with quotations in their original context. These connections or relationships developed between texts often involve testing one author's terms and ideas against the experience/ideas of another;

(Note: If personal observations and experiences are used, they must advance the main idea and connect to the other assigned readings.)

- 4) introduce, interpret and make effective use of the quotations included in a paper. Quotations are carefully chosen to work with key terms and ideas from the readings and are used to advance the theory of the paper. The introduction to each quotation orients readers by providing an appropriate sense of the original context. Quotations are integrated into the grammar of the writer's own sentences. The writer will analyze and interpret every quotation and engage with the specificity of the text authors' language. Sources for quotations are correctly cited using MLA style. (Note: competency in achieving this goal absolutely depends upon close, careful, accurate reading skills);

5) contain sentences that connect with adjoining sentences to form coherent paragraphs. Paragraphs also connect to one another using transitions to create a logical progression of thought and forward the theory;

6) incorporate an organizational structure that presents paragraphs in a meaningful order, supports the exposition of the thesis or theory, and builds to an effective conclusion;

7) use a variety of sentence structures to reflect complex thinking including effective use of coordination and subordination; begin to demonstrate attention to style and diction;

8) demonstrate students' ability to identify patterns of error and demonstrate control over those errors. In addition to eliminating errors that impede meaning, students must pay particular attention to the following:

Spelling

MLA Format: Conventions, Citations, Quotations

Pronoun Usage: Reference, Point of View (I, you, we), Antecedent

Sentence Structure/major syntactical derailments (this would also include severe sentence boundary issues such as sentence fragments, run-ons as well as misplaced modifiers)

Verb Tense Shifts, including subject-verb agreement

Comma Usage/punctuation

Parallelism

Grade Structure:

The paper significantly fails to achieve one or more of the goals = C- or below.

The paper shows a reasonable/satisfactory achievement of all 8 goals = C range.

The paper shows a reasonable achievement of all 8 goals plus a stronger performance of several goals = B range.

The paper shows a good achievement of all 8 goals, with excellent performance of several goals = A range.

The final research essay in W131 must accomplish the following in order to pass:

1. Demonstrate competency in the exit goals specified for the earlier papers.
2. Incorporate one or more of the assigned readings used in earlier papers in order to connect the research paper to the intellectual content of the course.
3. Incorporates a Works Cited list of three to five sources, but builds from a working bibliography of ten or more sources (beyond the assigned readings for the course). Because of the difficulty inherent in integrating numerous sources into the body of the paper, the Works Cited list is deliberately limited to the writer's key sources—the primary materials being analyzed and the secondary framing materials. The bibliography incorporates background material that might enrich the writer's understanding of the topic and functions to help students improve their research skills. The bibliography should include some range of sources including

scholarly journal articles and books but also allowing for background reference sources (e.g. specialized encyclopedias, popular magazines, and websites).

4. Run to 7 - 8 full pages, not including a works cited page.