

**Vertical Model for Writing Skills**

*[Based on yearly reinforcement of skills in more complex contexts]*

GETF Subcommittee on Developmental Scales for Vertical Learning Outcomes—Rhoades, Viles, Hammett-McGarry, Marty

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<b>Gateway Skills - Writing in the university through development of skills and voice</b>		<b>Intermediate Skills – Writing in the discipline</b>	<b>Advanced Skills - Writing in the Discipline/Capstone in Major</b>	<b>Portfolio</b>
<b>First year: Introductory course with research component in collaboration with information literacy program</b>	<b>Second year: Writing course focusing on reinforcement of skills in new, multiple WAC contexts with information literacy component</b>	<b>Third year: Writing in the major at entry level with information literacy component.</b>	<b>Fourth year: Capstone: Writing in the major at advanced level, to be designed by majors, with information literacy component</b>	<b>Portfolio/ ePortfolio compiled over academic career as resource for further education or career investment</b>
IA, IB, IIA, IIB, IIC, IID, IVC • Writes to discover • Drafts, revises, and edits effectively • Writes with strong voice and authority • Gathers and interprets data • Analyzes writing situations rhetorically • Demonstrates primary and secondary research and writing skills • Reflects critical thinking and choice in writing projects • Participates actively in writing community • Reflects upon semester's writing with ability to evaluate own work and that of community	IA, IB, IIA, IIB, IIC, IID, IVC • Practices basic skills from first year • Reads and analyzes texts rhetorically across genre and from different academic communities • Interprets a variety of texts • Writes in different genre for different academic communities • Uses rhetorical skills in matching research to needs of writing situation • Applies different methods of documenting • Reflects upon semester's writing within the context of academic writing with more sophisticated evaluation of own work and that of different communities	IA, IB, IE, IIA, IIB, IIC, IID, IIE, IIG, IVC • Applies skills from first and second years • Applies rhetorical knowledge of texts from writing across the curriculum • Reads and analyzes texts in the major field • Writes effectively in the models of the major according to the major's guidelines for entry-level writing • Participates in a larger writing community • Reflects on semester's writing with emphasis on writing within the major community and connections to other academic communities	Capstone: IA,IB, IC, ID,IIA, IIB, IIC, IID, IIE, IIG, IVC, IVD • Writes at advanced level in the major field • Demonstrates rhetorical knowledge of major writing models in the major field • Uses language of field effectively • Participates in a community of readers and writers in field • Reflects upon semester's writing within the context of academic writing in the field and one's own writing in the conversation of the field	Addressing all cumulative Goals and Outcomes of writing experiences • Includes examples of strong, polished writing from college career • Reflects on pieces of writing and collection as a whole in the context of multiple academic communities with application inside and outside the university