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:

- …5gd[ae[fk~ fZWWW[dWfa] `ai _ adWSTagf fZW[adV ž
- …AbW `We ~ fZW[ [^] `Y We fa U ` e[WW] W i Ske aXTW [`YS` VfZ] ] ]`Y [` fZW[adV ž
- …7 YSYW W f ~ SW WeWaX hWf_ WfS V[`ha`hVWUf[` `Wd [`Yž
- …5dWSf[h[fk~ fZWST[^[fk fa geW ahWappradSUZWe[`dWWWfa `Y[hWf[aefa `YS` Vž
  representing ideas.
- …BWd[efWUW~ fZWST[^[fk fa egefS[` [`fWWWf[` S` VSffWf[a` fa eZadŽS`V a`ŽfWd_ bda[WUfež
- …DWeba`e[T[^[fk~ fZWST[^[fk fa fS]Wai`Wdez[bafa`We SUf[a`eS `Vg `WefS`VfZW
  consequences of those actions for oneself and others.
- …8^WU[T[^[fk~ fZWST[^[fk fa SVSbf fa e[fgSf[a`e WbWUfSf[a`e ad WiS `VWe ž
- …? WfSUaY`[f[a` ~ fZWST[^[fk fa dWWWf a` a`We `fZ[`] `YSai WWSe a` fZW[` 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'

- …DZWfad[US^] `ai `WWW~ fZWST[^[fk fa S `S^kzW S`V SUf a` g `WWdWfS`V[`Ya XSgV[W`UWe
  purposes, and contexts in creating and comprehending texts;
- …5d[f[US^fZ[`] `Y ~ fZWST[^[fk fa S`S^kzW S e[fgSf[a` adfWf S`V_ S]WfZag]Zfg^^WU[e[a`e
  based on that analysis, through writing, reading, and research;
- …I d[f[`YbdaUWeeWe~ _ g^f[b^WefdSfWY[We fa SbbdaSUZS Vg `WfSe] W d[f[`Y daWUZ-
- …=`ai`WWadXa`hWf[a`e~ fZWXad_ S^S` V[`Xad_ S^Yg[WW[`Wez fZSfWW` WdZfWWb d WV[fe
  considered to be correct and appropriate, or incorrect and inappropriate, in a piece of writing; and
- …3T[^[fk fa U_ baeW[`_ g^f[b^WWh[da`_ Wfe~ Xda_ fdSV[f[a`S^bWW` VbSbWdfa WWWUfda`[U
  technologies.

5a_ bae[f[a` ž3VabfW∕adSVSbfWfiTk Zg`VdWe aXfi aŽS` VXygdŽkWd[`ef[fgf[a` e`Sf[a`i [WW fZW5I B3 AgfUa_ WEISfW Wfi Se WhWabW Tk baefeWa`VSdki d[f`Y[`efdgUfadeS` VeUZa^ Sdž∕? adW`Xxd_ Sf[a` STagf fZW5I B3 AgfUa_ WEISfW WfU S`TWx§g`VSf *http://wpacouncil. org/positions/outcomes.html* fZVV

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 ~ fZWWe[dWa] `ai _ adW Tagf fZW adVz

Curiosity is fostered when writers are encouraged to

…geW   ̈ cg[dk.SeS bdaUWe fa VWh Wab cgWef[a`e dWha  Xad SgfZWf[USg  WUWei  [fZ `S variety of disciplines;

…eWW dWW f SgfZad[Sf[hW Xad _ Sf[a` S VdWa Xid[`Vef[SaG l WZ_W W [`YS VhS’gWaXfZSf information;

…Ua `VgUf dWWULZ ge[`Y_ WZaVeXad[`Vef[YSf[`YcgWef[a` eSbbdabd[SfWfa fZW discipline; and

…Ua_ _ g [USfWfZWd `V[`Ye [` i d[ff[`Yfa_ g ′f[b]bWSgV[WWWUWf[`e[dWSVagfr[WWUZaa^ using discipline-appropriate conventions.

Openness

... ge W   WZa Ve fZSf SdW W fa fZW fa [hWf YSf Wug Wf[a el fab [Uel S V[WSe-

... dWdWe fi Z Sf fZ[k Z ShWWSd W[m SSd [ky af[Sase S V

... WS′g SfWZW WWeadUa eWWg WUeaf ZW dUd Sf[hW Za[UWz

Persistence ~ fZW ST[^[fk fa egefS[[fWWef [a a d Sd attWf[a fa e ZadŽS V′a YŽfWW bca\WfŽ

Persistence is fostered when writers are encouraged to

... Ua_ _ [f fa Wb′aor[Yf[a i c[f[YSfab[U[WeadWWSd[YfSe] -

... Ya Sbb′Wi[fZ UZS^^W Y Y[WeSef [y fetbcaUWeWead bca\Wfe-

... Xi′′ai fZ dag YZ[ahWf[_ Wfa Ua_ bWWSeyes pbcaUWeWad bca\Wfe S V

... Ua eideWf′kyaS\ WSVhS tSYWaXZ′[Ž′US e/b WaS V[estlcard′o a eWfS VagtZ′XŽLUSe
  /i cf[Yad′Wad′ YUW tWegbbadff′iabpbadfg [tWefa_[bca hWa VdW WZWdi ad]ž

Responsibility ~ fZW ST[^[fk fa fS] Wdi WfŽbaXa eWacf[a easy Vg VWefS tfZ[a eWWg WUe
of those actions for oneself and others.

DWba s T[^[fk [s XaefWfWWi ZWdi cdfWSdWW Lag SYWfa

... dWeaY[ZWt Wdai _ ′ro r′Wd′ [Y-

... SUfa fZWug WfS V[YZf tug   Ł   dŁ   ô   a Xa W   t   DWV)

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 [efZVŚI[ʹfkfaS`S¼kl VŚ`VSUfa`g`WVdtŚ`V[`YeaXSgV[W`UW`bgdbaeW and contexts in creating and comprehending texts.

DZWád[US^]`ai`WYW efZWSe[aXYaaVi d[f[`Ǔ4k VVm%ab[`YdZWád[US^]`ai`WYW dfWe 4aₐₑₐₐₗₚₗₓₜₐ₿ₓ₲ₜₛₜₒₜₜ₲ₚₜ₵tₐₜₜₐₗₚₗₚ₵ⱼtₜₐₙₛₚpurposes, audiences, and contexts. Study of and practice with basic rhetorical concepts such as purpose, audience, context, and conventions are important as writers learn

Critical thinking [efZV\ST['fkfaS`S'klVS`e[fgSf[a` adfYfS`V_S]WZagYZfX^WЧa`eTSeW on that analysis.

D ⸋ K d f C

Conventions are the formal rules and informal guidelines that de ne what is considered to be cor-dWf/adSbbdabdSfWfS V[` UadWf/ad[`Sbbdabd[SfWf[` Sb[WWaXi dff[`Yz5a`hWf[a`e[`Ug\WW the surface features of a text such as mechanics, spelling, and attribution of sources, as well as _adWf^aTS^[a`UWf eegU.SeUa`fWf[a`Wff/Wafk/WadS [LSf[a` 1 S VWf/WWUz5a`hWf[a`eSdeW Xda_ SZ[efadkaXgeWS VdWWffZWa^WfWi [eVa_ aXfVodWWf/S f dWWS-Vi dfWfSagf 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 dfWfe YdSeb aXfa`hWf[a`e[` a`Wa`fYf[egU.SeS ST advadf XdS UZW [efdk USeefiVaWe `af_ WS S d` YdSeb [` S afZWfegU.SeS S S^kf[USf^WeSkfXdaZ[efadk\agWW VSTT`f[fyfa g`VWffS VtfaSAkfS^e`W V_SWWea`eSTagfge[`YUa`hWf[a`eSbbdabd[SfWfXdfZV[bgcbaeW audience, and genre is important in writing.

Teachers can help writers develop knowledge of conventions by providing opportunities and guid-ance for students to

- …i dfWfaSWS`VES`Vffe`SfikdVffhadffaafffWkXfa_` hSdfaageV[eU[b^[` We`S`dbWeb`WWf[hWf[` order to
  - …investigate the logic and implications of di erent conventions,
  - bSUf[UWff WeffVf[a`hWf[a`eS VS S`VWYWb`WWf[a`sXxdf VWWdea` V` WWf audiences,
  - …practice editing and proofreading one's own writing and explore the implications of editing choices,
  - …Wb^adWZ[a` WafaXftWWWffgS^bcabdWWffkfz/ZW[`WflbaFZ[WWSefiSe`f [egeWf[` di erent disciplines and contexts, and
  - …identify di erences between errors and intentional variations from expected conventions;
- …dWfS VWfS`kfWbd`fS`f[_ g^   1 V[e

C⬚ M⬚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-⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚ composing in or outside of school, students and instructors can build on these experiences. As ⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚ ful, 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

- … ⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚
- … ⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚ writing processes;
- … ⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚ ⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚

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