W130 Exit Goals

The following goals are intended for W130 teachers and students to identify the desired outcomes that should be reflected in students’ final revised papers for the course. In order to pass W130 with a C or above, students must demonstrate a satisfactory competency at these eight goals. Students will complete the equivalent* of four 4-page revised papers during the semester for a total of 16 pages of revised writing. In addition to these product-related outcomes, W130 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.

Students will compose a final blue book exam that will be used to assess achievement of course goals. This assessment will determine whether a student's in-class writing is reasonably consistent with the out-of-class, revised writing. In most cases the blue book performance will decide a borderline grade. The blue book exam might revisit the first-day diagnostic writing prompt in order to measure a student's progress and might also be used to provide valuable practice in writing in-class exams.

A successful W130 final paper will accomplish the following:

1) announce its main idea, thesis, or theory in the introduction, establish the context in which that theory will be applied, and work to explore/develop that controlling idea in the body of the paper;

2) include at least two developed 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 at least two significant connections between two or more readings, often by working with quoted evidence from both readings and/or by applying a key term or definition from one reading to an example from 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 quotations 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 effective transitions between sentences that signal the relationships between ideas and establish coherent moves from one idea to the next;

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) move beyond a reliance on simple declarative sentences to more complex sentences with some effective use of coordination and subordination;

8) attest to a student’s ability to identify patterns of error and demonstrate control over those errors. Although students should work to eliminate all errors that impede meaning, teachers should pay particular attention to the following:

   Sentence Structure, including sentence boundary issues and garbled sentences
   Verb Tense Shifts, including subject-verb agreement
   Pronoun Usage: Reference, Point of View (I, you, we), Antecedent
   Spelling
   MLA Format: Conventions, Citations, Quotations