



DEEP
DIVE
sessions

THE NEW
**GENERAL
EDUCATION**

Writing Attribute

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WRITING ATTRIBUTE



Full statement of mission and policies:
t.ly/WDA7



Session Road Map

- ❖ Introduction to the session
- ❖ What is the Writing Attribute and how does it fit into the new GE?
- ❖ If I'd like to propose a Writing Attribute course, what do I need to know?
- ❖ Q&A and additional resources



Why Writing Matters

In 2015, a new General Education policy mandated a writing in GE courses ([2015 memo](#)).

- ❖ At UArizona, gaps remain between Foundations Writing and upper division WE courses, most starkly in the sophomore year.
- ❖ The 2018 assessment of Written Communication at UArizona compared first-year students(<25 units) and late career students (>75 units). Late career students were no different in the written communication outcomes than the early career UArizona students.
- ❖ Yet the national sample showed improvement between early to late career students in written communication.



Students Want Diverse Opportunities to Write

Nursing Major, Senior Year

“Every class that I took--I had family studies, I had EVP, I had English--every class I had did MLA formatting. **And then, you jump into nursing school and it's APA and it takes about a year to figure it out.**”

UArizona Longitudinal Study
of Student Writers
(2012 - 2017).

Fine Arts Major, Senior Year

“First year writing taught me how to write for college, but it didn't teach me my style in writing. ... I think **that's a process that comes through college and through different classes and writing a bunch of different papers, not just standard essays.**”



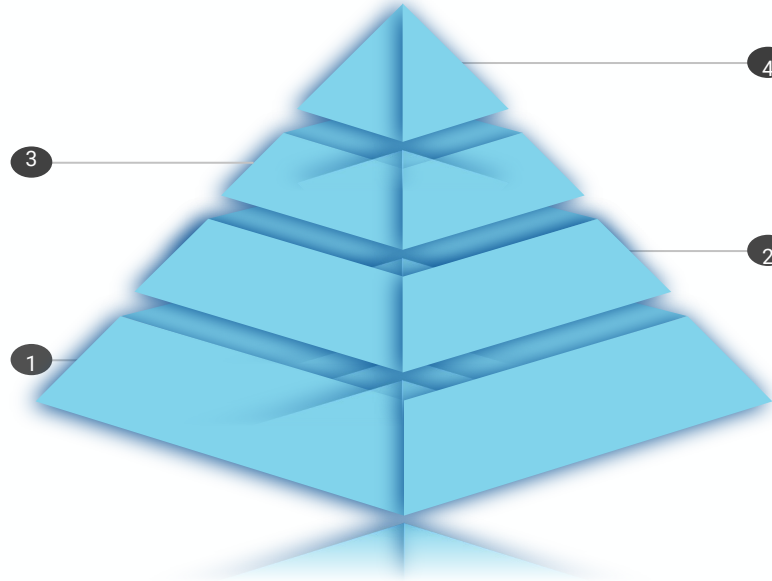
Writing Across the Curriculum (WAC)

Writing in the Discipline

Writes in genres of a specific discipline; learns documentation and conventions of discipline.

Foundations Writing

Writing process; understand rhetorical situation; genre awareness; awareness of writing across the curriculum (WAC)



Capstone Writing

Builds on introduction to WID and participates in an authentic community of readers and writers in discipline.

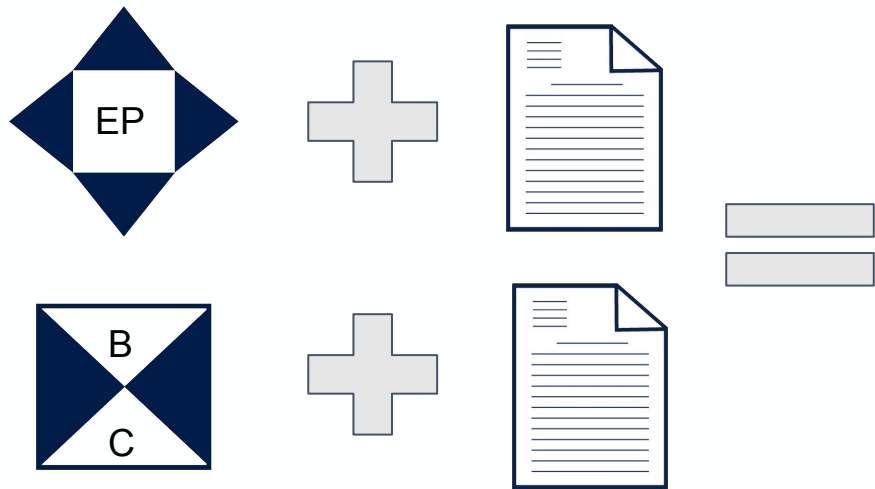
General Education

Writing applies first-year proficiencies in new and many WAC contexts.

All Writers Have More To Learn.



What is the Writing Attribute?



EP and BC courses integrate writing as a central pedagogic tool:

1. To help students apply first-year writing knowledge in new and many WAC contexts;
2. To allow students to compose different types of field-specific or disciplinary writing.
3. To facilitate higher-order learning such as conceptual thinking, problem solving, critical analysis, evaluation, and creation of knowledge.



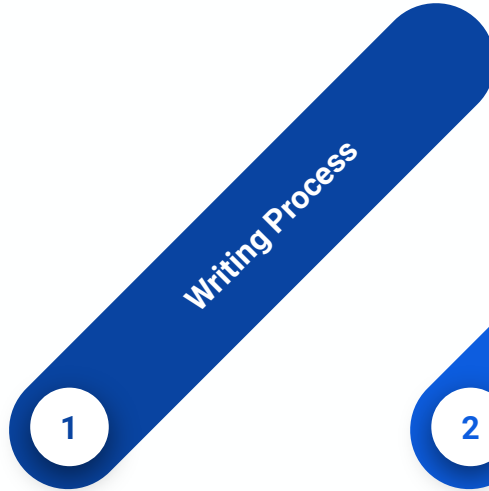
Writing Attribute Instructional Goals

1. Teach writing as a process in course activities and assignments
2. Define disciplinary or field specific expectations
3. Identify previous writing experiences and transfer writing practices across academic disciplines





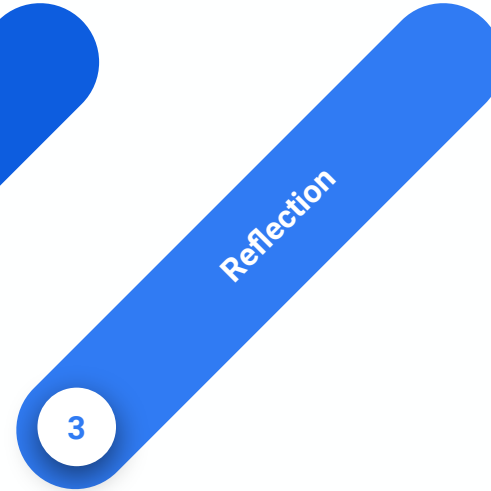
Writing Attribute Practices



**Attention to Prewriting,
Feedback & Revision**



Signature Assignment



**Formal and Informal
Writing.**





WA Course Policy



- ✓ Writing will not only take the form of essay exams or timed writing tasks.
- ✓ At least **60%** of student performance will be assessed through various forms of writing.
- ✓ **Key terms** will be integrated into how the course describes, scaffolds, and assesses writing:
 - Purpose
 - Context
 - Audience
 - Genre Conventions
 - Revision
- ✓ Signature Assignments (next slide)

Full statement of mission and policies:
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Writing Attribute Signature Assignment Policy

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Assignment directions
articulate **purpose**,
audience, **context**, and
disciplinary **genre**
conventions.

Assessment will focus on
purpose, audience, context,
and genre conventions.

[Grammar, mechanics, and usage
should be *limited to no more than 10%*
of the assessed performance.]

Timely feedback given on
signature assignments.

Signature assignments will
prompt student writing to
demonstrate GE outcomes
to [Communicate Effectively](#).



Assignments Define Purpose & Context

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Writing to Analyze and/or Evaluate

- Artistic, Literary, or Historical Critique
- Book, Film, Theatre, Music, Product Review
- Literature Review of Scholarship
- Ethnography
- Case Study
- Scientific Evaluation of a Problem
- Reflective Personal Narrative or Autoethnography

Writing to Argue and/or Propose

- Op-Ed
- Policy Memo
- Proposal (e.g. research, grant, or conference presentation)
- Recommendation Report or Proposed solution to a problem
- Recovery or corrective argument
- Legal Brief
- Research Poster (e.g. print or digital)

Writing to Summarize and/or Inform

- Informative Report or Laboratory with supporting evidence such as graphs or charts
- Multimedia Informative Report
- Executive Summary
- Abstract
- Personal Statement
- Annotated Bibliography
- Empirical Research Poster

Writing to/with Communities

- Community Report
- Translation of Policy
- Participatory Action Research with Communities
- Counternstory Critique
- Testimonio

ASSESSMENT

| GE Written Communication Learning Outcomes | GE courses accomplish UA's Written Communication learning outcomes in assignments that prompt students to: |
|--|--|
| <p>Interpret and clearly present information in varied formats, including graphs, charts, and multimedia projects.</p> | <p>→ Interpret Information. Compose texts that rhetorically and ethically contextualize, analyze, and synthesize diverse and complex information.</p> <p>→ Present Information. Compose texts that integrate credible, accurate, and relevant sources or evidence appropriate for the discipline to develop sufficient and compelling support of the text's controlling ideas.</p> |
| <p>Compose correct and clear written material in multiple formats such as research logs, researched reports, exam answers, and reflective essays.</p> | <p>→ Write for Varying Purposes. Compose texts following disciplinary formats and genres, with an evident purpose, intended audience, and in response to assigned tasks.</p> <p>→ Genre & Disciplinary Conventions. Compose texts that execute effective disciplinary and genre conventions of organization, design, style, syntax, mechanics, and citation format.</p> |
| <p>Improve written and visual documents in response to feedback.</p> | <p>→ Scaffold Writing Process. Reflect on one's writing process, describing writing habits and self-assessing to activate metacognition.</p> <p>→ Revise. Revise texts in response to instructor and peer feedback.</p> |



Revised GE Writing Attribute is Not.

- ❖ **Number of pages or words.**
- ❖ **Not simply required revision and feedback.**



How do you talk with students about your discipline's expectations for writing?

Consider these questions
when preparing GE courses
with a Writing Attribute:

How do you learn about – or ask students to reflect on – the prior writing knowledge students bring to your course?

How do you help students identify and describe the writing knowledge they have learned *in* your course that might be relevant to other writing contexts?



Is the Writing Attribute right for you?

- Do you often assign informal writing, such as discussion posts, blogs, reflections, one-pagers, and/or reading responses?
- Do you assign prewriting activities, such as annotated bibliographies, outlines and first drafts?
- Do you include instructor or peer feedback as part of your writing assignments?
- Do you believe writing promotes critical thinking?

Questions about WA Policies and UWGEC Review

<https://drive.google.com/file/d/1XQFtqxdUf9uoNMpSyozsTD8IU7LyeLWJ/view?usp=sharing>

GENERAL EDUCATION CURRICULUM INFORMATION

Writing Attribute



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Next Deep Dive:

April 22, 2-3:00 | Quantitative Reasoning in General Education

Find Past Resources on the Provost's Website!

