

Framework for Success in Postsecondary Writing

Developed by
Council of Writing Program Administrators
National Council of Teachers of English
National Writing Project





National

The **National Writing Project (NWP)** is a network of educators working together to improve the teaching of writing in the nation's schools and other settings. NWP provides professional development to teachers in a variety of disciplines and at all levels, from early childhood through university. Founded in 1974, NWP is a network of more than 200 university-based sites located in all 50 states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. NWP serves more than 130,000 participants each year.
www.nwp.org

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E c S a

The concept of “college readiness” is increasingly important in discussions about students’ preparation for postsecondary education.

This Framework describes the rhetorical and twenty-first-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 fields and disciplines. The Framework identifies eight habits of mind essential for success in college writing:

- 1. Representing ideas.
- 2. Analyzing the consequences of those actions for oneself and others.
- 3. Analyzing cultural processes used to structure knowledge.

The Framework then explains how teachers can foster these habits of mind through **writing, reading, and critical analysis** experiences. These experiences aim to develop students’

- 1. purposes, and contexts in creating and comprehending texts;
- 2. based on that analysis, through writing, reading, and research;
- 3. considered to be correct and appropriate, or incorrect and inappropriate, in a piece of writing; and
- 4. technologies.

FRAMEWORK FOR SUCCESS IN POSTSECONDARY WRITING

5a_baeff[a`ž3VabrW/adSVbrWfIkZg`VdWeaXi aŽS`VXgđKASd]`effgfa`e`Sfa`i [MW
fZWđI B3 Agfa_ WFSW`Wfi SeWAbWTKbafeMa`Vski dff`Y[`fdgfacS`VeZa^
Sež/? adW`Xd`Sfa``StagfZWđI B3 Agfa_ WFSW`WfLS`TWg`VS`<http://wpacouncil.org/positions/outcomes.html> fZW

Habits of Mind

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.

These habits help students succeed in a variety of fields and disciplines. They 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. These habits include:

Curiosity

Curiosity is fostered when writers are encouraged to

... explore a variety of disciplines;

... seek out information;

... explore a discipline; and

... use discipline-appropriate conventions.

Openness

..geW VZaVefZfSdWW fafZW fa[hM]SVgW[a` d fab[U]S` V[M]Se
..dM]Wfi ZSfZWZShMSd W[` ShdMkaX Ske S V
..MSgSWZWWMeadLa` ewgWUWaXZM]U]S[hWZa[U]Z

Persistence ~ fZVSI[1fkfa egeS[[fM] [` S VsfW[a` fa eZadZS` V`a` YZV] bdaWfez

Persistence is fostered when writers are encouraged to

..La_ _ [f fa Vb`ad` Y[` i dff` Y Sfab[U] [M] adW]S` V[` YfSe] -
..Yd]b`W [fZUZS`WY] Y[V]Se f]M]e bdaU]eW ad]bdaWfe
..X`ai fZdgYZi ahW]f_ Wfa La_ b`W]Se] d bdaU]eW ad]bdaWfe S` V
..La` e[eW]k]fS] V]M]S` fSYW]X` Z]Se b`W]S` V[` e]d]g]f]ad]b]a` e]W]S` Vag]Z]X]Se
/ i dff` Yad`V]d [YU]W]e]g]b]d]f]i]b]d]g` [f]W]fa_ b]d]h]M]S` V]d]V` W]Z]M]d]i` ad]z

Responsibility ~ fZVSI[1fkfa fS] Wai ` WZ]baXa` W]S]f]a` eS` Vg` W]S` V]f]Z]W]a` ewgWUW
of those actions for oneself and others.

D]W]ba` e]I[1fk[e]X]e]W]W]i Z]W]i d]f]W]e]S]d]W]W]g]d]S]W]fa

..d]M]Y [l]W]Z]M]d]i` ` d]h]W] `V]d [Y-
..S]f]a` f]Z]V]g` W]S]S` V[` Y]f]Z]f` g` L dL ô a]X]a` W f DW V]

Particular writing, reading, and critical analysis experiences contribute to habits of mind that are crucial to success in college. These experiences include the following:

D  **R** **ca** **K** **d**

Rhetorical knowledge is the ability to analyze and adapt to different purposes, audiences, and contexts in creating and comprehending texts.

Students can adapt to different purposes, audiences, and contexts. Study of and practice with basic rhetorical concepts such as purpose, audience, context, and conventions are important as writers learn to compose a variety of texts for different disciplines and purposes. For example, a writer might draft one version of a text with one audience in mind, then revise the text to meet the needs and expectations of a different audience.

D  C ca T T W ,R ad ,a dR a c
Critical thinking [efZSI] [fkfaS SklW ffgS]a` adVfS V_ S]WZagYZg^WMea` eTSeW
on that analysis.

D  **K** **d** **fC**

Conventions are the formal rules and informal guidelines that define what is considered to be correct/acceptable. They include the surface features of a text such as mechanics, spelling, and attribution of sources, as well as the most effective 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 defined within specific contexts and genres. For example, a novice's grasp of a disciplinary documentation style is different from that of an advanced student's, and the audience, and genre is important in writing.

Teachers can help writers develop knowledge of conventions by providing opportunities and guidance for students to

- .. investigate the logic and implications of different conventions,
 - .. practice editing and proofreading one's own writing and explore the implications of editing choices,
 - .. identify differences between errors and intentional variations from expected conventions;
- ..

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 recording, or mobile devices. In school, students and instructors can build on these experiences. As effective 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 effectively.

Teachers can help writers develop as thoughtful, effective users of electronic technologies by providing opportunities and guidance for students to

- .. develop writing processes;
- .. use writing processes;
- .. adapt writing processes to different environments.

For further information, visit www.wpacouncil.org.