Cal Poly Pomona Composition Outcomes Annotated

The program outcomes can seem intimidating. This chart is designed to help you implement them.

Point	Official Description	How to Implement
A	Develop fluency in quickly externalizing ideas on paper and computer screens, and in moving from such notes to rough drafts of possible essays.	Teach students to use prewriting strategies such as brainstorming, clustering, outlining, drafting, notetaking, etc. Help them develop a functional and productive writing process.
B	Explain in clearly written English the rhetoric of others.	Help students practice rhetorical analysis of published essays and articles. Concepts such as ethos, logos, and pathos, stasis theory, and Burke's pentad, apply here. Some practice in peer review may also apply.
C	Develop written arguments in response to others' arguments.	Ask students to consider the arguments and evidence deployed by one or more authors and to enter the conversation around the issue from their own perspective.
D	Write reasonably lucid, well-organized essays that address purpose, audience, and situation—in response to timed-exam prompts.	Help students develop the ability to analyze a rhetorical situation and make appropriate choices within it. The reference to timed writing is about preparing them for the GWT. Some in-class practice in timed writing is good, but it should not dominate the course.
E	Reconstruct and revise the connections between claims, reasons, and evidence in their own writing, their peers', and published authors'.	This is closely tied to outcome "C." Students often have trouble recognizing claims, mistaking them for statements of truth that cannot be challenged. Toulmin argumentation is often used in teaching about connections (warrants) between claims and evidence.
F	Discern how the style of their own writing, their peers', and published authors' creates an appeal that pulls the audience closer to the material in question.	This is about writing in a style appropriate to the audience and the purpose, attending to the effects of stylistic choices on particular audiences. For example, student writers often try to use big words that they don't fully control to sound "academic." Or students may write like they talk, using slang and informal words. Sensitivity to style is addressed in multiple ways: attention to stylistic choices made by authors, peer review of written work focused on word choices, and instructor response to papers.
G	Analyze texts to apprehend more fully the relations among language use, power, and social hierarchies.	This is a "cultural studies" sort of outcome where students are looking at how ideology is reflected in language, power relations (think Foucault), and social class. These sorts of issues are sure to come up in the readings you assign for the course.
H	Create texts that respond to the language, discourse, and power dynamics in given contexts.	This is the writing aspect of outcome "G." Sometimes this is approached through analyzing advertisements and memes.

I	Discern the various ways that generic strategies and formal, stylistic, tonal language, and discursive conventions can be manipulated to contribute to meaning-making in particular contexts.	This outcome is about becoming familiar with the concept of genre, especially as it applies to genres other than the essay. One could approach this by having students look at business letters or emails and discussing how they are different from essays. One might also have them look at discourse from their chosen or possible major.
J	Generate their own texts by making use of various generic strategies and particular language conventions for particular contexts.	This is the writing aspect of outcome "I." Having students learn to write a basic business letter or email would be one approach to addressing it.
K	Read difficult, research-based texts with critical understanding.	Faculty often complain that students can read textbooks, which come with lots of reading and study aids, but not regular books. Similarly, they can read newspaper articles written for a general audience, but not journal articles in their discipline. This outcome is about developing strategies for reading difficult, professional texts.
L	Design their own academic inquiries and develop strategies for finding, evaluating, and integrating information purposefully in a given context.	This is about doing research. High school students have often been trained to come up with a thesis and then cherry pick sources and evidence to support it. In this course they should learn to consider opposing views. This is also about learning to integrate quotations and paraphrases into their own text and to frame block quotes appropriately.
M	Critique their own ideas, form, and style in light of the contexts for which they are writing and with awareness of the generic choices they are making, and revise their own writing to improve form, style, and generic/institutional strategies to intervene more effectively in a given rhetorical situation.	This is about developing strategies for revision. Students are often used to a "one and done" approach in which they write a single quick draft and turn it in. They often have no concept of revision beyond correcting obvious grammatical errors and misspellings.
N	Develop rhetorical strategies for effectively handling writing-related problems in discourse communities throughout the university.	This is the "Writing in the Disciplines" outcome. First Year Writing should prepare students for the writing they will do in their own disciplines. You are not an expert in science writing or writing for engineers, but you can help student find out what it is like. The rhetorical skills that they have learned in your course will help them.
O	Proofread for correctness and clarity.	The rest of the university thinks that this is what writing programs are all about. We know that all of the other outcomes are perhaps more important, but this one is important too. However, one cannot memorize a set of rules and consider it done. The ability to write correctly according to the standards of the discipline and to develop an awareness of problems is one that evolves over time. It is an ongoing project. We can only set the student on the path.