

## 10803 OUTCOMES

Learning Outcomes	Student Action Steps	Translingual Approach
<p>Students will demonstrate the ability to write in a range of genres, using appropriate rhetorical conventions</p>	<ul style="list-style-type: none"> <li>* Write multiple assignments in different academic genres</li> <li>* Write for different rhetorical situations</li> <li>* Produce texts with a controlling idea, appropriate support for their claims and appropriate conventions of format and structure</li> </ul>	<p>A translingual approach can meet all of these outcomes and</p> <ul style="list-style-type: none"> <li>*Introduce rhetorical situations beyond Western academics</li> <li>* Position thesis-driven arguments as a product of culture</li> <li>*Examine “academic genres” and discourses as diverse and culturally contingent</li> </ul>
<p>Students will demonstrate competency in reading, quoting, and citing sources, as well as competency in balancing their own voices with secondary sources.</p>	<ul style="list-style-type: none"> <li>* Critically read texts for main ideas and arguments, for use of genre conventions, for rhetorical strategy, and for the position of the author</li> <li>* Summarize, respond to, and critique texts</li> <li>* Find, evaluate, analyze, synthesize, and cite appropriate sources to inform and situation their own claims</li> </ul>	<p>A translingual approach can meet all of these outcomes and</p> <ul style="list-style-type: none"> <li>*Introduce students to alternative voices, perspectives, and approaches to writing</li> <li>*Discuss citation as rhetorical and culturally contingent</li> <li>*Examine how other approaches to writing use sources in different ways</li> </ul>
<p>Students will demonstrate the ability to employ flexible strategies for generating and revising their writing.</p>	<ul style="list-style-type: none"> <li>* Receive feedback on their writing from peers and instructors</li> <li>* Work both inductively and deductively to develop a focus, claim, or thesis</li> <li>*Write multiple revisions, which might include substantive changes in ideas, structure, and supporting evidence</li> <li>*Edit their texts according to the conventions of Edited American English</li> </ul>	<p>A translingual approach can meet all of these outcomes and</p> <ul style="list-style-type: none"> <li>*Encourage students to make rhetorical choices about language-use based on reader feedback</li> <li>*Contextualize thesis-driven essays as products of culture and introduce alternatives</li> <li>*Discusse the uses and limits of Edited American English as one discourse among many</li> </ul>

## 20803 OUTCOMES

Learning Outcomes	Student Action Steps	Translingual Approach
Students will demonstrate facility with the language and analysis of argument.	<ul style="list-style-type: none"> <li>* Study the terminology of historical and current-day rhetorical theory</li> <li>* Analyze a variety of arguments in different media</li> <li>* Analyze and assess genre, discourse conventions, rhetorical situation, and argument strategy in complex texts</li> </ul>	<p>A translingual approach can meet all of these outcomes and</p> <ul style="list-style-type: none"> <li>*Contextualize “historical and current-day rhetorical theory” as one approach to argument</li> <li>*Analyze argument in different discourse communities and cultures</li> <li>*Discusse the relationship between language and power in different rhetorical situations and genres</li> </ul>
Students will demonstrate the ability to write an argument for a specific rhetorical situation.	<ul style="list-style-type: none"> <li>* Produce a variety of arguments in different media (e.g. print, oral, electronic, and visual)</li> <li>* Produce arguments with a situation-appropriate focus, thesis, or controlling idea</li> </ul>	<p>A translingual approach can meet all of these outcomes and</p> <ul style="list-style-type: none"> <li>*Introduce and help students produce arguments for a range of discourse communities</li> <li>*Position thesis-driven arguments as a product of culture and introduce alternatives</li> </ul>
Students will demonstrate competency in using sources, (primary, secondary, electronic) in argument construction.	<ul style="list-style-type: none"> <li>* Practice connecting their personal experiences, values, and beliefs with larger social conversations and contexts</li> <li>* Practice finding, evaluating, and analyzing primary and secondary sources for timeliness, validity, and appropriateness</li> <li>* Incorporate and synthesize source material (print, digital, primary) appropriate to their argumentative writing</li> </ul>	<p>A translingual approach can meet all of these outcomes and</p> <ul style="list-style-type: none"> <li>*Contextualize students’ personal experiences, values, and beliefs in particular cultures</li> <li>*Introduce alternative experiences, values, and beliefs</li> <li>*Discuss citation as rhetorical and culturally contingent</li> </ul>
Students will demonstrate the ability to critically engage with digital environments.	<ul style="list-style-type: none"> <li>* Find, evaluate, and synthesize online sources in academic assignments</li> <li>* Produce and format texts digitally</li> <li>* Produce and incorporate non-text information (charts, images, websites, blogs, video, etc.) as a part of or in addition to their academic texts</li> </ul>	<p>A translingual approach can meet all of these outcomes and</p> <ul style="list-style-type: none"> <li>*Examine how authors create non-academic, non-Western, non-English digital texts</li> <li>*Discuss the globalization of English in digital and education contexts and the consequences</li> </ul>