



Competencies Framework

PRIMARY COMPETENCY

You can produce an extended, research-supported academic essay that demonstrates the competencies needed for success in postsecondary writing.

Competencies needed for success in postsecondary writing include:

Knowledge and Skills

Behaviors

Awareness

KNOWLEDGE AND SKILLS

The four competencies described below are employed throughout the composition of an academic essay, often in combination.

Writing Process Competencies [WP]

You successfully use planning, drafting, revising, and finalizing process strategies to compose an extended, research-supported academic essay.

Rhetorical Knowledge [RK]

In composing an academic essay, your considerations and decisions are guided by a thoughtful understanding of the writing task, your purposes for writing, and your audiences. You use modes of expression and reasoning that are valued and persuasive in college academics.

Critical Thinking [CT]

Your writing demonstrates an ability to insightfully analyze and evaluate ideas, arguments, and perspectives from other sources, and to contribute your own well-reasoned ideas, arguments, and perspectives to conversations within an academic discourse community.

Knowledge of Conventions [KC]

You understand that academic discourse communities expect texts to adhere to established conventions of form, style, and presentation. Your writing demonstrates an ability to adhere to the conventions associated with an extended research-supported academic essay, by exhibiting correct grammar, mechanics, and formatting; effective organization; and appropriate tone and style.

Evidence of these competencies is indicated by the following statements.

1) You demonstrate the writing process competencies, rhetorical knowledge, critical thinking, and knowledge of conventions needed for success in postsecondary writing.

Planning

- 1.1) You demonstrate that you can effectively plan an academic essay. [WP, RK, CT]**
- a) You understand the task assigned, the expectations of those who will be reading and evaluating your work, and your own purposes for writing. [RK]**
 - b) In response to an academic writing assignment, you successfully employ strategies for generating topic ideas. [WP, CT]**
 - c) You select a topic that is well-suited to your writing task, audiences, and purposes. [WP, RK]**
 - Your topic lends itself to research.
 - Your topic lends itself to argumentation.
 - You select a topic with a scope that can be effectively accommodated within the time and length constraints of the assignment.
 - You effectively call upon your interests, experience, knowledge, and background as you select a topic for academic writing.
 - d) In researching an academic topic, you find credible, relevant sources and read them perceptively. [WP, CT]**
 - e) With the aid of your research, you clearly define an issue that is suitable, given your task, audiences, and purposes. [WP, CT]**
 - f) You connect specific issues to the more general concerns they invoke. [WP, CT]**
 - g) You identify and map a range of perspectives on a defined issue. [WP, CT]**
 - h) Drawing upon your analysis of other perspectives, as well as your own background, knowledge, and experience, you formulate and clearly state your own supportable position. [WP, RK, CT]**
 - i) You construct an outline that helps you formulate and map an effective approach to drafting a research-supported persuasive essay. [WP, RK]**
 - Your outline reflects a plan for clearly and effectively presenting your essay's topic, issue, and position.
 - Your outline maps an effective strategy for providing background information and analysis of your topic and issue.
 - Your outline reflects a strategy for supporting your position with an effective argument.
 - Your outline maps an effective conclusion.
 - From beginning to end, your outline reflects a focused sequence of elements that lead logically from one to the next.

Drafting

- 1.2) You demonstrate that you can successfully draft an academic essay. [WP, RK, CT]
- a) You understand the meaning and uses of ethos, logos, and pathos in drafting an academic essay. [RK, CT]
 - b) You draft an effective introduction to a research-supported persuasive essay. [WP, RK, CT]
 - Your draft introduction clearly conveys the topic and issue your essay addresses.
 - Your draft introduction clearly conveys the broader context and significance of the issue your essay addresses.
 - Your draft introduction clearly conveys the position your essay takes on the issue.
 - The parts of your draft introduction are well-integrated and the approach is engaging.
 - c) You draft an effective body to a research-supported persuasive essay. [WP, RK, CT]
 - i) You draft a body that clearly presents relevant background information that helps your reader understand the topic and issue addressed by your essay.
 - ii) You draft a body that summarizes and analyzes multiple perspectives on the issue addressed by your essay.
 - iii) You draft a body that explains and develops your position on the issue.
 - iv) You draft an argument that effectively supports your position with evidence and reasoning.
 - The claims supporting your position are well-developed with explanation, evidence, and reasoning.
 - Your argument addresses relevant alternative perspectives and counterarguments.
 - Your argument considers the consequences, implications, and limitations of your position.
 - You draft a body that makes effective use of ethos and pathos to persuade your reader.
 - d) You draft an effective conclusion to a research-supported persuasive essay. [WP, RK, CT]
 - Your essay's conclusion brings the strands of your argument into clear, cohesive focus, effectively summarizing the contribution your essay makes to the conversation around the issue.
 - The conclusion extends your reader's thinking on the issue toward further considerations.
 - The parts of your conclusion are well-integrated and the approach is satisfying to your reader.

Revising

- 1.3) You demonstrate that you can improve the quality of your academic essay by revising it. “
- [WP, RK, CT]
- a) You accurately assess the quality of your draft, recognizing where key elements can be improved. [CT]
 - b) You revise your essay according to your own critical evaluation of its merits and shortcomings. [WP]
 - c) You judiciously use feedback from others to improve the quality of your academic essay. [CT]
 - d) You make substantive revisions to the content of your essay that improve the quality of its analysis, argument, and presentation of ideas and information. Your revisions to content improve the essay’s success at meeting the requirements of the task, the expectations of your audience, and your purposes for writing. [WP, RK, CT]
 - e) You make language-level revisions to your essay that improve its clarity, precision, and readability. [WP, RK, KC]

Finalizing

- 1.4) You demonstrate that you can produce a final essay that is polished in its presentation and satisfying to your reader. [WP, RK, KC]
- a) You produce an academic essay with an effective organizational structure; [KC]
 - b) Your essay demonstrates an effective use of language. [KC]
 - The grammar and language mechanics in your essay, including sentence structures, spelling, and punctuation, are correct.
 - The style and tone of your essay’s language use are appropriate, given your task, audiences, and purposes for writing.
 - c) Your essay skillfully presents information, ideas, and quotes from other sources. [KC]
 - d) Your essay clearly and accurately cites the sources it draws upon, making clear which words and ideas are your own and which are attributable to someone else. [KC]
 - e) Your finished essay conforms to the presentational conventions of academic writing, reflecting your seriousness of purpose and awareness of your readers’ expectations. [RK, KC]
 - f) Your finished essay leaves your reader with a satisfying sense that you explored the issue knowledgeably and thoroughly, presented your position effectively, and left no important elements unattended. [RK]
 - g) Your finished essay has the desired impact upon your readers, persuading them, whether or not they agree with you, that your position on the issue addressed is well-reasoned and supported with evidence. [RK]

BEHAVIORS

2) You demonstrate the personal and social behaviors needed for success in postsecondary writing.

Personal

2.1) You demonstrate the personal behaviors needed for success in postsecondary writing.

- a) You put forth a high level of effort in the interest of advancing your academic knowledge, skills, and behaviors.
 - You persistently review information and instruction to improve your understanding.
 - You persistently review, revise, and edit your work in an effort to improve its quality.
 - You make efforts to advance your knowledge and skills beyond the minimum required for course completion.
 - You demonstrate determination to improve your performance over time.
- b) You are conscientious in the performance of your academic work.
 - You devote a sufficient amount of time to producing your academic work.
 - You complete required tasks.
 - You meet required deadlines.

Social

2.2) You demonstrate the social behaviors needed for success in postsecondary writing.

- a) You put forth a high level of effort for the benefit of others in an academic community.
 - You contribute to the community ideas and perspectives that enrich discussion and promote critical thinking.
 - You thoughtfully consider the work of others and provide thorough critical feedback that is intellectually and socially constructive.
 - You make contributions to your academic community beyond the minimum required for course completion.
 - You meet your deadline obligations to others.
- b) You show respect for others in an academic community.
 - The tone of your exchanges with others is respectful.
 - The content of your exchanges with others is respectful.
 - The focus of your exchanges with others is relevant and on-task.
 - The overall impact of your exchanges with others is supportive of the efforts of individuals and of the academic goals of the community.
- c) You learn and productively use the language and concepts of an academic discourse.
 - You accurately incorporate key academic writing terms into your exchanges with others (e.g., “argument,” “ethos,” “credible”).
 - You demonstrate an understanding and effective use of key writing concepts (e.g., meeting the expectations of an audience; supporting a position with evidence and reasoning).

AWARENESS

3) You exhibit the self and social awareness needed for success in postsecondary writing.

Self Awareness

- 3.1)** You exhibit the self awareness needed for success in postsecondary writing.
- a)** You thoughtfully assess the quality of your own effort and performance.
 - b)** You strive to improve your effort and performance in response to your self-assessment.
 - c)** You recognize that you are responsible for your own intellectual engagement, for discovering and pursuing your own academic interests, and for determining your own academic motivations and goals.
 - d)** You thoughtfully reflect on your own motivation and readiness to do college-level academic work.

Social Awareness

- 3.2)** You exhibit the social awareness needed for success in postsecondary writing.
- a)** You recognize that becoming an academically educated person entails learning and practicing the modes of communication and meaning-making that are accepted and valued within particular educational communities.
 - b)** You recognize that the agency of individuals -- their capacity for advancing their own perspectives and goals—depends on their ability to communicate and make meaning in ways that are accepted and valued by the communities in which they operate.
 - c)** You recognize that your relationship to your educational communities—classrooms, schools, discipline—is structured in part by your own background, identity, experiences, and values.
 - d)** You recognize the value of good writing skills in school, work, and civic life.