# Vertical Model for Writing Skills

*Based on yearly reinforcement of skills in more complex contexts*

GETF Subcommittee on Developmental Scales for Vertical Learning Outcomes—Rhoades, Viles, Hammett-McGarry, Marty

Rhoades 12/1/06

<table>
<thead>
<tr>
<th>Gateway Skills - Writing in the university through development of skills and voice</th>
<th>Intermediate Skills – Writing in the discipline</th>
<th>Advanced Skills - Writing in the Discipline/Capstone in Major</th>
<th>Portfolio</th>
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<tbody>
<tr>
<td>First year: Introductory course with research component in collaboration with information literacy program</td>
<td>Second year: Writing course focusing on reinforcement of skills in new, multiple WAC contexts with information literacy component</td>
<td>Third year: Writing in the major at entry level with information literacy component.</td>
<td>Fourth year: Capstone: Writing in the major at advanced level, to be designed by majors, with information literacy component</td>
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**IA, IB, IIA, IIB, IIC, IID, IVC**
- Writes to discover
- Drafts, revises, and edits effectively
- Writes with strong voice and authority
- Gathers and interprets data
- Analyzes writing situations rhetorically
- Demonstrates primary and secondary research and writing skills
- Reflects critical thinking and choice in writing projects
- Participates actively in writing community
- Reflects upon semester’s writing with ability to evaluate own work and that of community

**IA, IB, IIA, IIB, IIC, IID, IVC**
- Practices basic skills from first year
- Reads and analyzes texts rhetorically across genre and from different academic communities
- Interprets a variety of texts
- Writes in different genre for different academic communities
- Uses rhetorical skills in matching research to needs of writing situation
- Applies different methods of documenting
- Reflects upon semester’s writing within the context of academic writing with more sophisticated evaluation of own work and that of different communities

**IA, IB, IE, IIA, IIB, IIC, IID, IIE, IIG, IVC**
- Applies skills from first and second years
- Applies rhetorical knowledge of texts from writing across the curriculum
- Reads and analyzes texts in the major field
- Writes effectively in the models of the major according to the major’s guidelines for entry-level writing
- Participates in a larger writing community
- Reflects on semester’s writing with emphasis on writing within the major community and connections to other academic communities

**IA, IB, IC, ID, IIA, IIB, IIC, IID, IIE, IIG, IVC, IVD**
- Writes at advanced level in the major field
- Demonstrates rhetorical knowledge of major writing models in the major field
- Uses language of field effectively
- Participates in a community of readers and writers in field
- Reflects upon semester’s writing within the context of academic writing in the field and one’s own writing in the conversation of the field

**Goals and Outcomes of writing experiences**
- Includes examples of strong, polished writing from college career
- Reflects on pieces of writing and collection as a whole in the context of multiple academic communities with application inside and outside the university