

**DEFINITION B WRITING PROCESSES**

NOTE: This definition assumes the student is already proficient with the concepts and procedures described in the Washington State Grade Level Expectations for Writing through Grades 9/10.

Successful college students know that effective writing is most often the result of a process that takes place over time. Effective writers invent, compose, draft, revise, and edit their texts in successive trials to promote greater understanding and communication.

COMPONENT	EVIDENCE OF LEARNING
<p>B.1 Analyze and select effective strategies for generating ideas and planning writing. [See Writing GLE 1.1.1]</p>	<ul style="list-style-type: none"> <li>• Use discovery/exploratory techniques to generate ideas.</li> <li>• Frequently ground ideas in required course readings.</li> <li>• Write summaries of concepts discovered in the reading.</li> <li>• Select a topic and determine purpose and audience.</li> <li>• Examine a variety of organizational strategies.</li> <li>• Use appropriate data-gathering technologies and informational resources (e.g. Internet search engines, periodical databases, institutional web sites, and libraries) to access information.</li> </ul>
<p>B.2 Compose, revise, and edit text. [See Writing GLEs 1.2.1, 1.3.1, 1.4.1, 1.6.3]</p>	<ul style="list-style-type: none"> <li>• With a specific audience in mind, compose a draft guided by an evolving purpose.</li> <li>• Using self-assessment and feedback from readers create a revision plan.</li> <li>• Demonstrate the difference between revising and editing.</li> <li>• Use revision strategies to add, remove, change, or reorder material.</li> <li>• Find and apply appropriate style guides to documents.</li> <li>• Edit with a critical eye, using appropriate resources as needed (e.g., dictionary, electronic language tools, self-initiated checklist or editing guide, peer reviewer).</li> <li>• Adjust time for prewriting, drafting, revising, and editing, depending on nature of the task.</li> <li>• Use appropriate computer software, applications, and basic utilities to produce documents that can be accessed, submitted, and/or reviewed by peers and instructors.</li> </ul>
<p>B.3 Use collaborative skills as part of the writing process. [See Writing GLE 1.6.2]</p>	<ul style="list-style-type: none"> <li>• Participate in shared decision making to assign responsibilities for completing complex writing tasks.</li> <li>• Make organizing, revision, layout, and publishing/presenting decisions collaboratively, synthesizing and choosing among alternate strategies.</li> <li>• Access shared electronic workspaces and have the basic skills needed to learn how to manage electronic files effectively and to perform tasks associated with the writing process. (e.g. the ability to manage multiple logins and passwords for different environments (portals, virtual classrooms, campus computer labs, etc.)).</li> <li>• Save writing in an electronic file format that is accessible by others, including peers and instructor.</li> </ul>
<p>B.4 Apply understanding of multiple and varied audiences to write effectively. [See Writing GLE 2.1.1]</p>	<ul style="list-style-type: none"> <li>• Identify and analyze the audience's expectations and needs.</li> <li>• Intentionally adjust voice to specific audiences.</li> </ul>
<p>B.5 Make conscious rhetorical choices that respect the cultural backgrounds of potential audiences. [See Communication GLE 2.3.1]</p>	<ul style="list-style-type: none"> <li>• Anticipate and address readers' questions or arguments in a way that avoids historical and social stereotypes.</li> <li>• Recognize that discourse communities exist and that they influence assumptions, content, and rhetoric of written communication.</li> <li>• Understand and recognize how one's positions in particular discourse communities can affect how one writes and how one's writing is understood.</li> </ul>

**DEFINITION B WRITING PROCESSES**

NOTE: This definition assumes the student is already proficient with the concepts and procedures described in the Washington State Grade Level Expectations for Writing through Grades 9/10.

Successful college students know that effective writing is most often the result of a process that takes place over time. Effective writers invent, compose, draft, revise, and edit their texts in successive trials to promote greater understanding and communication.

COMPONENT	EVIDENCE OF LEARNING
<p>B.6 Analyze, select, or develop effective organizational structures. [See Writing GLEs 1.5.1, 2.2.1, 2.3.1 and 3.1.2]</p>	<ul style="list-style-type: none"> <li>• Justify choice of form/genre, understanding that form is driven by purpose, occasion, situation, audience, and other contextual concerns.</li> <li>• Analyze and evaluate others' use of forms and genres.</li> <li>• Frequently write short (e.g. 3-5 pages), logically organized evidence-based essays quickly and competently, appropriately documenting citations and references.</li> <li>• Write logically organized papers of considerable length and complexity, appropriately documented with citations and references.</li> <li>• Write technical and non-technical documents for professional audiences, taking into consideration technical formats (business letters, letters of application to universities and colleges, scholarships, jobs, etc.).</li> </ul>
<p>B.7 Adapt voice, style, sentence patterns, and word choice to content, context, purpose, and audience. [See Writing GLEs 3.2.1, 3.2.2, 3.2.3]</p>	<ul style="list-style-type: none"> <li>• Understand that style, voice, and other matters of rhetoric have culturally determined values.</li> <li>• Use sentence elements cohesively to express sophisticated and complex thoughts.</li> <li>• Create complex sentences that clearly express sophisticated thoughts; know when to limit complex sentences to remain both concise and cohesive.</li> <li>• Write clearly and logically, knowing when to use sentences of varying lengths.</li> </ul>
<p>B.8 Use writing conventions for editing as part of a writing process. [See Writing GLEs 1.4.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.3.8]</p>	<ul style="list-style-type: none"> <li>• Employ grammar, usage, conventions, and intentional breaches of conventions to support purpose and increase readability.</li> <li>• Understand that college culture privileges some written conventions over others.</li> <li>• Understand that college requires continuous editing for accuracy in grammar, usage, conventions, and spelling.</li> </ul>