

TABLE: TRANSFORMATIONAL GOALS WITH WRITTEN COMMUNICATION PERFORMANCE ARTIFACTS [June 1, 2006, David Perkins; 15 September Linda Hanson]

Transformational Goals	Sample Performance Outcomes
<p>Experience into information <i>(isolate discrete, recognizable and usable facts)</i></p> <p>Given a novel context (question or study), students can:</p> <ul style="list-style-type: none"> - accurately observe elements of the world - describe or explain how the context of information acquisition influences the usefulness of the information -distinguish differing contexts of observation and persuasion - describe/explain/identify different strategies for persuasive communication 	<p>Students demonstrate skills of observation, reasoning, and evaluation, through writing assignments.</p> <p>Students analyze persuasive discourse—both verbal and visual—to explore strategies of/for persuasion. They demonstrate effective strategies of invention, drafting, and revision for different rhetorical situations, compose texts in various media using solid logic, claims, evidence, creativity, and audience awareness, and demonstrate a professional attitude toward their writing by using context-appropriate format, syntax, punctuation, and spelling.</p>

<p>Information into knowledge <i>(analyze facts within an intellectual framework, discover meaning in experience)</i></p> <p>Given a novel context, students (working independently as well as collaboratively) can:</p> <ul style="list-style-type: none"> - analyze persuasive communications - identify or describe how information is incorporated into knowledge - synthesize information from multiple sources - compare new information to existing knowledge to identify consonance and dissonance - communicate knowledge in writing 	<p>Students create new knowledge out of information that they collect, analyze, and organize into a series of persuasive reports of research. Information is derived from primary (experiential/observational) and secondary (textual) sources.</p> <p>Students design reports for diverse audiences (academic and nonacademic), which demonstrate their ability to frame new knowledge and support the significance of that knowledge for various contexts.</p>
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<p>Knowledge into judgment (<i>reflect on knowledge gained to make choices and direct what they think, say and do</i>) *</p> <p>Given a novel context, students (working independently as well as collaboratively) can:</p> <ul style="list-style-type: none"> - use multiple sources of information and knowledge to make persuasive arguments - evaluate strengths and weaknesses of rhetorical arguments - explain and analyze the ethical implications of various rhetorical positions - develop effective decision making strategies 	<p>Students demonstrate the ability to transform knowledge into judgment through papers and discussions, and reflect on the choices available and the decisions made in the creation and completion of written reports.</p> <p>Students show their ability to transform knowledge into judgment in the questions they evolve for research. They must determine if the question they ask is an important one for themselves, their community, and their readers. Second, they assign significance to the knowledge they create through the systematic collection and analysis of information. Every research report concludes with an exploration of the impact of the researcher's new knowledge on a specific community. This kind of thinking requires students to make judgments about the importance of their conclusions and examine the different ways their research is important for different readers.</p>
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*Writing Foundation courses are not required to meet the transformational goals beyond E -> I and I -> K. Other transformational goals have been provided for illustrative purposes only.

<p>Judgment into action (<i>take individual responsibility and contribute to the well-being of their communities</i>)*</p> <p>In a variety of contexts, students (working independently as well as collaboratively) can:</p> <ul style="list-style-type: none"> - assess their responsibilities to self, family, community, country, and the world - act responsibly on their principles - work with others to build consensus for action - communicate knowledge in writing <p><i>Graduates will:</i></p> <ul style="list-style-type: none"> - demonstrate an inclination and ability to continue learning and acting on that learning throughout their lives 	<p>Documented by student reflective writing (e.g., in journals), and presentation of findings from research; ideally the student will act in some way that goes beyond the requirements of the course. Students prepare for this transformation by choosing persuasive goals and research projects that indicate their awareness of 1) problems that require action in their immediate environment and 2) questions that require systematic research as a first step to action. Students analyze and evaluate the texts and work of others as they formulate their goals and strategies for action. Students will demonstrate they understand the relationships among language, knowledge, and power in the questions they ask, the modes of inquiry they choose, and the rhetorical strategies they use. Inquiry becomes action as students shape their research reports for the specific needs of different audiences, seeking to move those audiences to new ways of thinking about and acting in the world.</p>
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