PWR Student Learning Outcomes

- Students will be able to compose documents that address purpose, audience, and generic conventions in a variety of contexts.
  - Students will be able to analyze others’ arguments and create their own arguments, in both academic and non-academic contexts.
  - Students will be able to identify salient characteristics of a variety of genres and media, and to adapt their arguments to the formats and conventions of those genres and media.
  - Students will be able to apply principles of document design and incorporate visual elements in their writing, in both traditional and digital environments.
  - Students will be able to apply the principles of effective oral communication within professional and informal contexts.

- Students will be able to effectively engage with the writing process through planning, drafting, reviewing, revising, and critiquing documents.
  - Students will be able to collaborate to compose, review, and revise documents.
  - Students will be able to reflectively analyze and justify the strategies and conventions of their own writing.
  - Students will be able to recognize stylistic choices as rhetorical choices in their own and others’ writing.
  - Students will be able to establish credibility through developing effective strategies to identify and correspond to conventions of usage.

- Students will be able to recognize their individual agency as rhetors as well as their embeddedness in larger social, material, and discursive systems.
  - Students will be able to identify the fundamental relationship between rhetoric and ethics, employing arguments to negotiate and advance notions of the good.
  - Students will be able to recognize rhetoric as a public art and to use rhetorical strategies to productively intervene in a variety of rhetorical situations and discourse communities.
  - Students will be able to locate, analyze, and ethically incorporate information from academic and non-academic sources into their own arguments.
  - Students will be able to take responsibility for their own learning through designing their own academic inquiries.