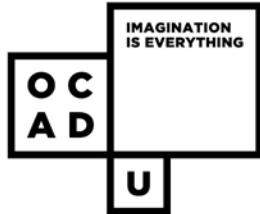


A Learning Outcomes-Based Approach to Writing Across the Curriculum

Learning Outcomes Symposium 2014
Council of Ontario Universities
16 October, 2014

OCAD University

Cary DiPietro, Faculty & Curriculum Development Centre (FCDC)
Susan Ferguson, Writing & Learning Centre (WLC)
Roderick Grant, Graphic Design

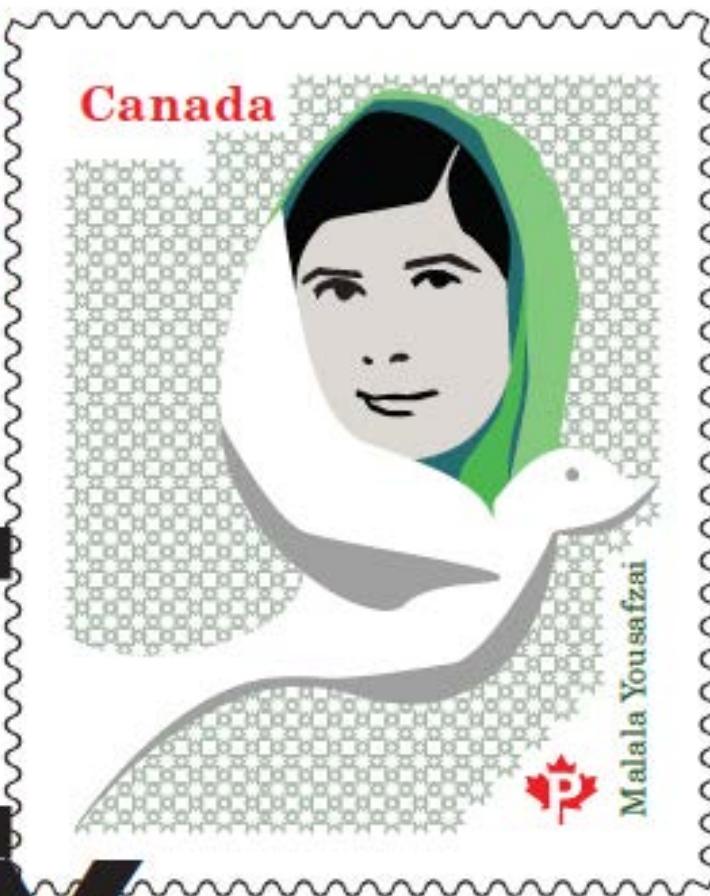


Session Objectives

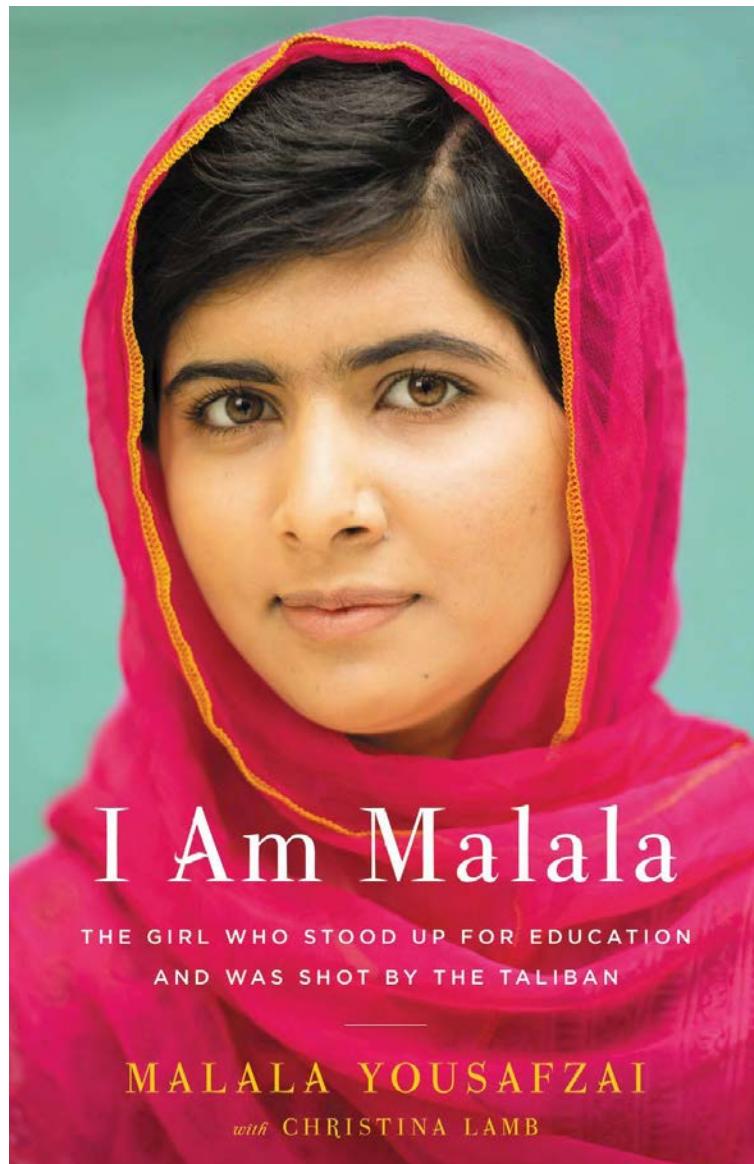
By the end of this session, you will be able to:

- evaluate approaches for aligning degree-level expectations and program and course-level learning outcomes; and
- draw upon the OCAD U model to develop a learning outcomes-based approach to cross-campus curriculum initiatives at your own institution.

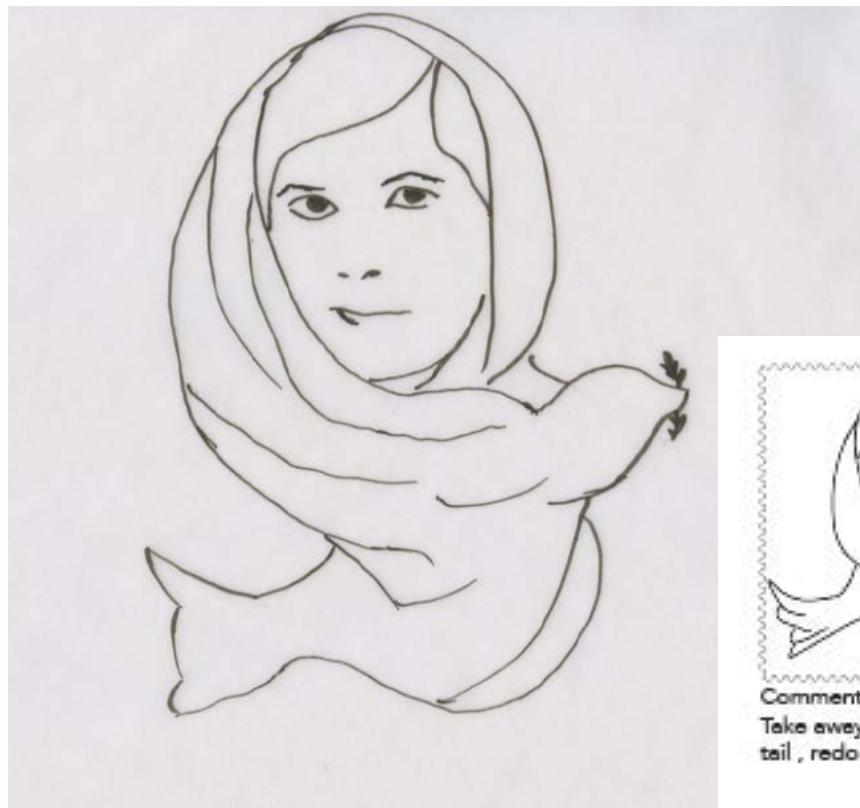
Malala
Yousafzai



Ginsherman, Jay. Malala Yousafzai Stamp Design. Prepared for GRPH 2B09
Graphic Design 2. OCAD University, 12 Feb 2014.



Ginsherman, Jay. Process work for Malala Yousafzai Stamp Design. Prepared for GRPH 2B09 Graphic Design 2. OCAD University, 12 Feb 2014.



Comments:
Take away the lines on the tail, redo her eyes



Comments:
Change her skin it looks like she is going to puke



Comments:
I don't understand the why she is in her book and it looks too cartoonish.



Comments:
That looks like it could be a stamp in Pakistan.
Maybe add more colors to the back so it looks less flat

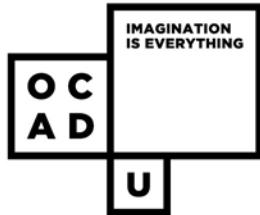


Comments:
Its a bit too busy and she is getting lost.



Comments:
No, the other ones look better, more complete.

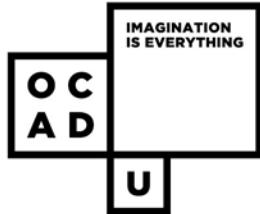
Ginsherman, Jay. Process work for Malala Yousafzai Stamp Design.
Prepared for GRPH 2B09 Graphic Design
2. OCAD University, 12 Feb 2014.



Why writing for art and design?



Above: OCAD U Website asset. Left: Christina Gapic. No title. OCAD U Painting Critique. 2012.



WAC Task Force Mandate

“The mandate of the Task Force on Writing Across the Curriculum at OCAD University is to **establish degree level learning outcomes for writing**, with **benchmarks for writing at each year level as appropriate**, and develop a recommended approach for embedding writing instruction across the undergraduate curriculum to support the attainment of those outcomes.”

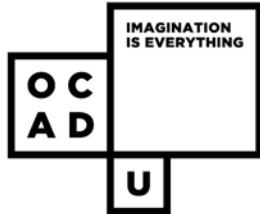


Why “write across the curriculum”?



Jason Week. "An Annotated Sketchbook Page." *Billy the Dunce*. Web, 2011. 29 June 2014.

- Students become better writers incrementally over time;
- learning to write becomes more meaningful in discipline-specific contexts (i.e., other than writing courses);
- writing in class encourages deep learning and mastery of course content;
- the sustained practice of writing helps students to develop competency in writing for their discipline.



Why is writing important for art and design education?



“An environment that supports the value of articulation and communication of one’s processes and ideas is critical to the success of strong, free-thinking students and contributors to our society.”

Faculty member, OCAD University

No title. WLC Workshop. N.d.

True or False?

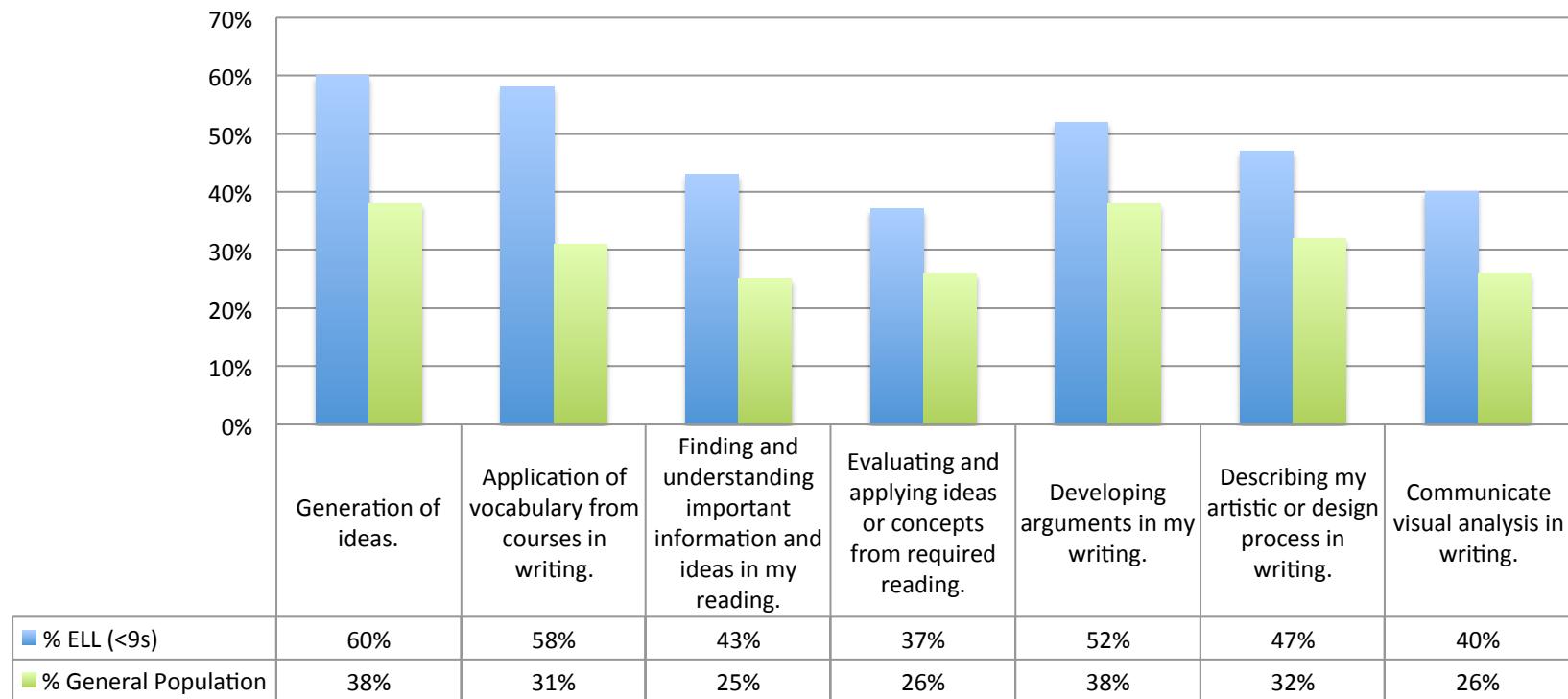
Students at OCAD U are generally very confident about their writing ability.

TRUE

- 90% feel that they have adequate writing ability to succeed at university; 85% in future careers
- Among students with no previous post-secondary experience (77%), 55% report having necessary writing skills *before* coming to OCAD U

WAC Undergraduate Questionnaire

Percentages of Students Reporting Difficulty with Writing-Related Skills and Tasks



True or False?

There is at present very little writing in the OCAD U curriculum.

FALSE

- Writing is already being used throughout the curriculum to support student learning
- Writing instruction could be integrated more systematically within programs

True or False?

Students do not want writing to be included in their programs.

(LARGELY) FALSE

- They report wanting more opportunities in their programs to improve their writing skills (59%)
- Also want more staged writing assignments and more direct connection between course reading, writing, studio process and class discussion

True or False?

Faculty are concerned about the quality of student writing and recognize the need for a more systematic approach across the curriculum.

VERY TRUE

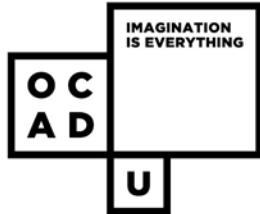
- Greater consistency in assessment needed
- ELL support a significant area of concern, both student and faculty supports
- Challenges include perceived preparedness to teach and assess writing, faculty workload and maintaining the integrity of the studio curriculum

True or False?

We found a magical solution that will fix student writing in three easy, low-cost, no-effort steps.

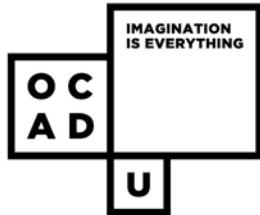
FALSE, BUT...

- We have developed a framework using a learning-outcomes based approach for developing course and program curricula to better meet the writing needs of students

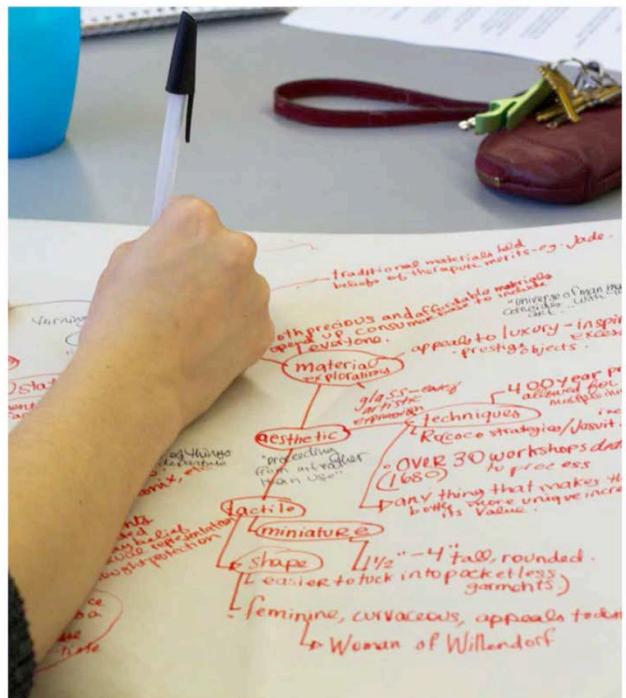


WAC Task Force Recommendations

- Identify a “Writing in the Disciplines” course stream in each undergraduate program
- Build capacity to support faculty in integrating writing (e.g., Writing in the Disciplines Fellows, TA grading support)
- Implement best practices for assessment of student writing
- Integrate support of English language learners
- Create opportunities for faculty dialogue and research
- Develop student programming and resources

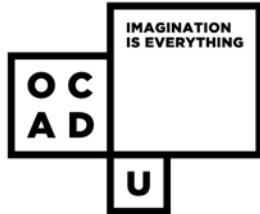


The Framework for Undergraduate Writing Competency



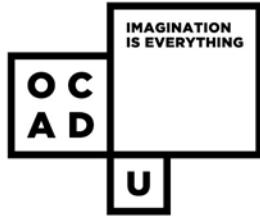
OCAD UNIVERSITY
FRAMEWORK FOR UNDERGRADUATE
WRITING COMPETENCY

- Academic planning document outlining overall approach and Standards for Undergraduate Writing
- For use in curricular planning in each Faculty, to align writing in each program with university-level standards
- To be supplemented by resources to support implementation, including an Instructor's Toolkit



What is its purpose?

- To articulate clearly what students need to be able to do to become proficient writers
- To set consistent expectations for writing across the curriculum
- To help faculty plan program curricula and develop learning outcomes and assignments for individual courses



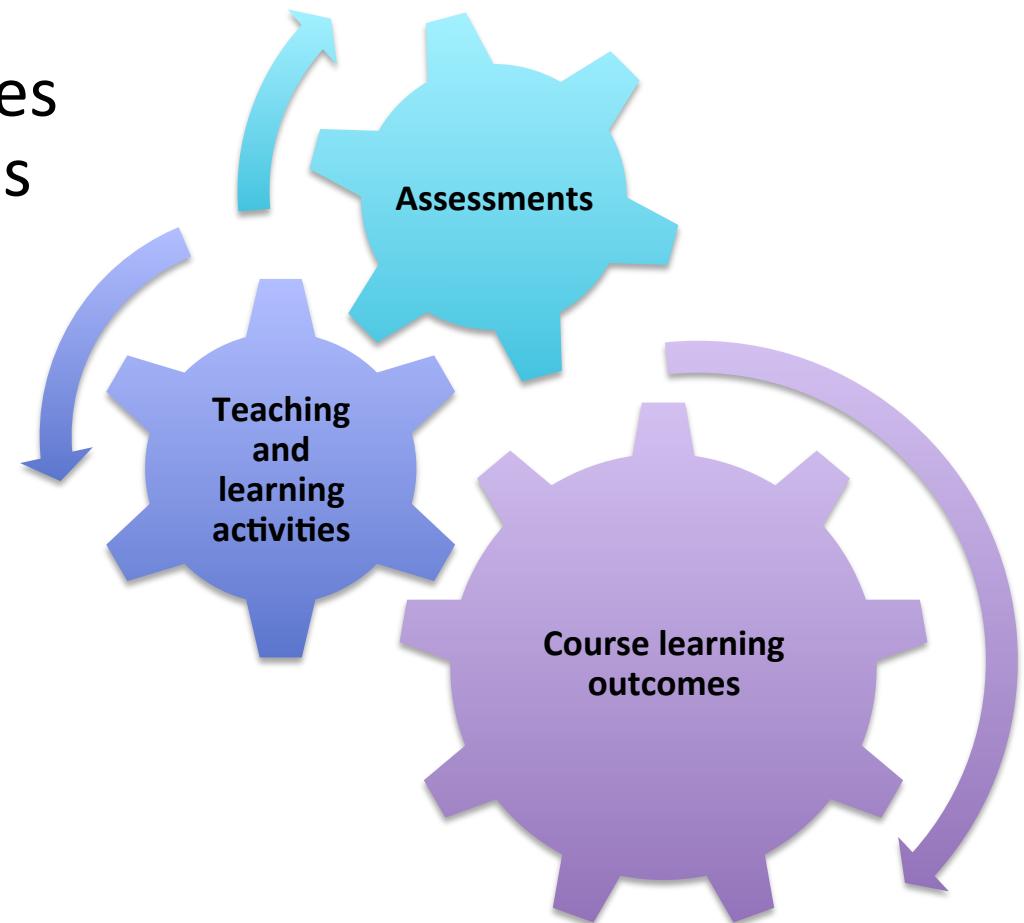
Setting Standards for Undergraduate Writing

Standards: set of descriptive statements about successive levels on the continuum of writing ability, broken down into:

- degree-level learning outcomes for writing: attributes most students should be able to demonstrate by the end of an undergraduate degree; and
- benchmarks: the stages through which a student will progress to become a proficient writer for university.

Curriculum Development and Renewal

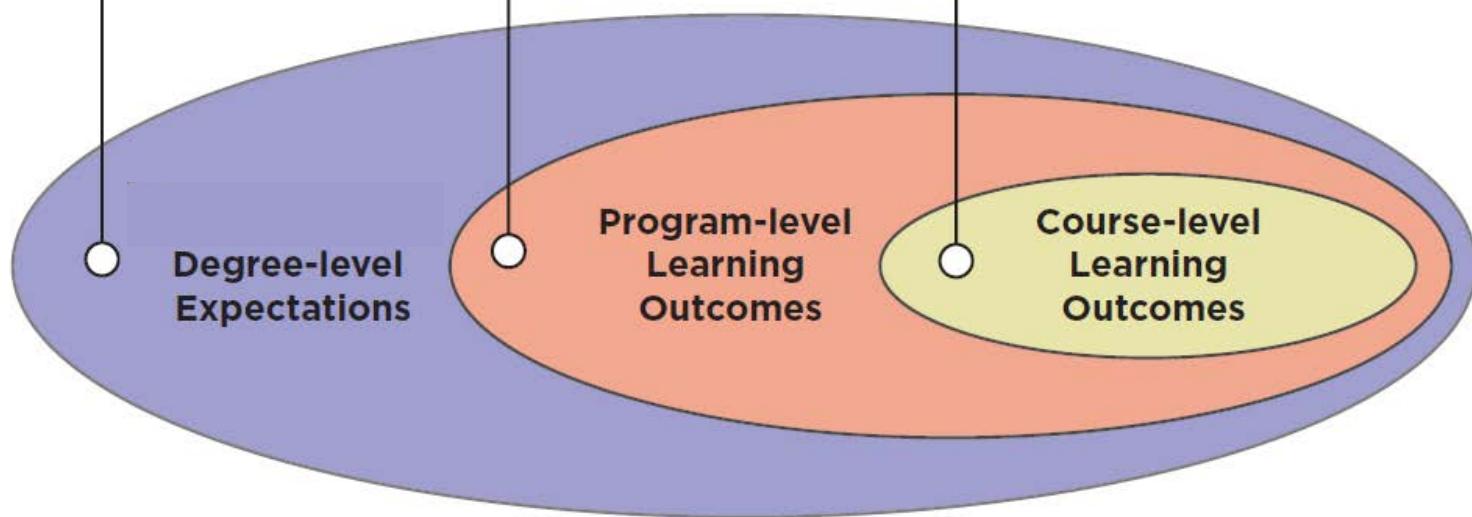
- Curriculum development processes align learning activities and assessment with course learning outcomes
- Individual courses combine to achieve program learning outcomes

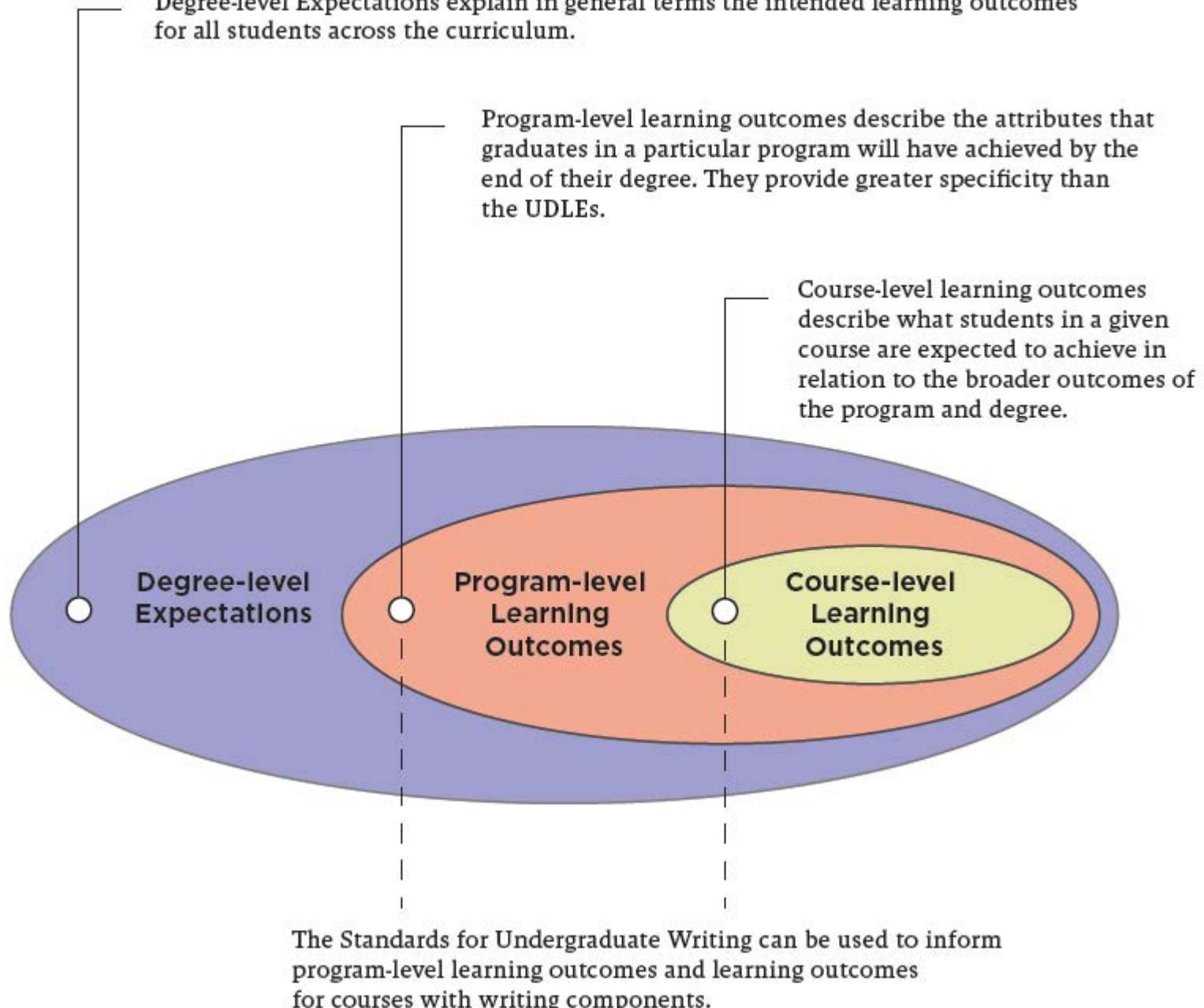


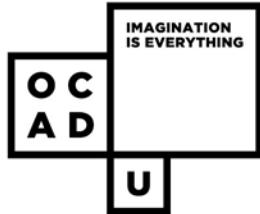
Degree-level Expectations explain in general terms the intended learning outcomes for all students across the curriculum.

Program-level learning outcomes describe the attributes that graduates in a particular program will have achieved by the end of their degree. They provide greater specificity than the UDLEs.

Course-level learning outcomes describe what students in a given course are expected to achieve in relation to the broader outcomes of the program and degree.



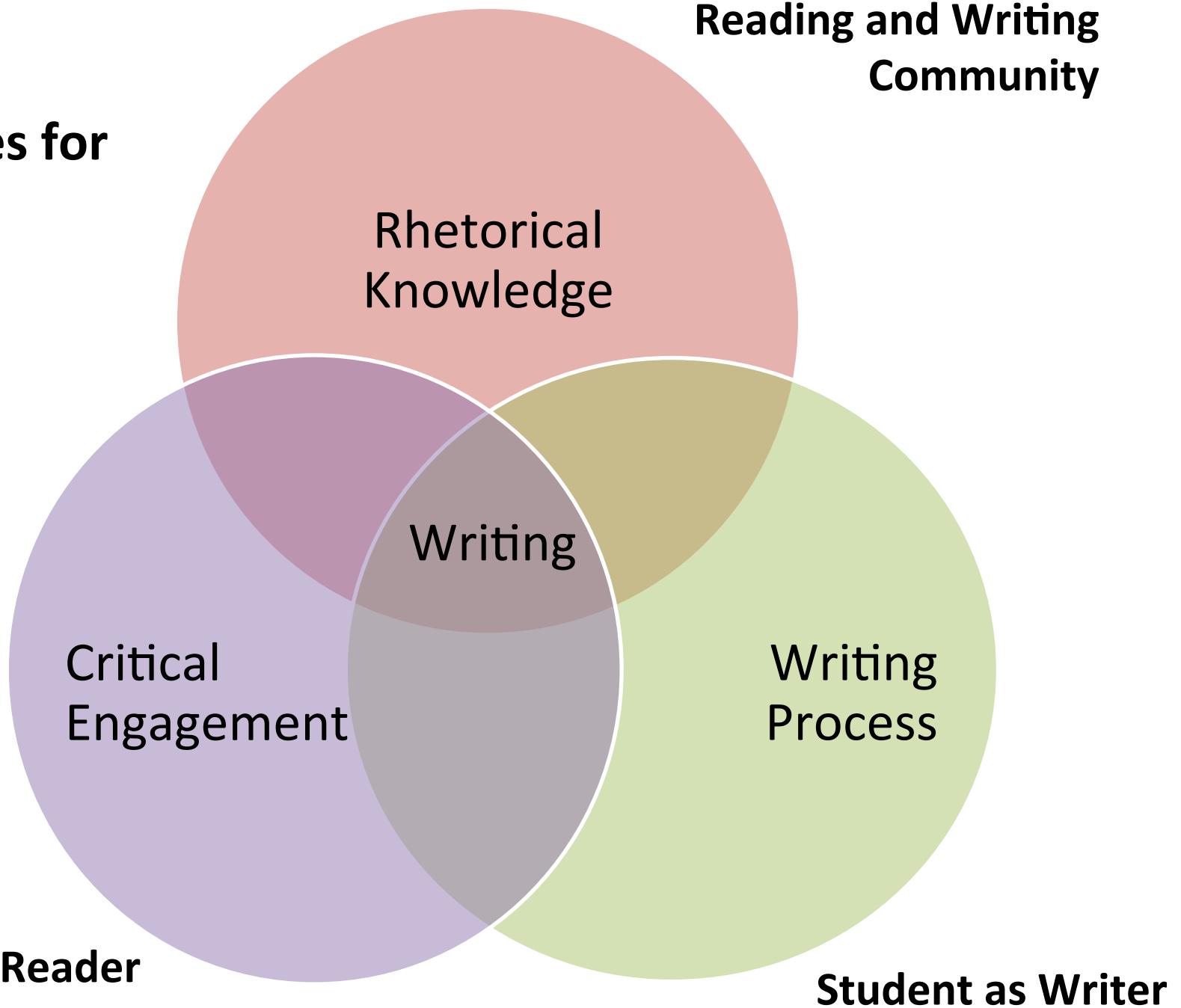




WPA Outcomes for First-Year Writing

- Rhetorical Knowledge
 - Focus on purpose, respond to needs of different audiences, use disciplinary conventions
- Critical Thinking, Reading, and Writing
 - Use writing and reading for inquiry, learning, thinking and communicating
- Processes
 - Develop awareness of process; flexible strategies for generating, revising, editing and proof-reading
- Knowledge of Conventions
 - Learn common formats, conventions of specific genres of writing
- Composing in Electronic Environments
 - Locate, evaluate, organize, annotate electronic sources for writing

Learning Outcomes for Writing



RHETORICAL KNOWLEDGE:

The ability to analyze and act on an understanding of the audience, purpose and context of writing.

BENCHMARKS

By the end of an undergraduate degree, students should be able to:

	Beginner:	Intermediate:	Advanced:
rhetorical situation	recall and describe aspects of rhetorical situation, and respond with guidance to audience, purpose and context using conventions of language and style appropriate to the situation;	explain and evaluate rhetorical situation, and engage with audience, purpose and context appropriate to the situation with some guidance;	act independently to evaluate rhetorical situation and apply an understanding of audience, purpose and context;
conventions of writing	recall and describe discipline-specific conventions of writing such as terminology, structure and appropriate use of sources and begin to apply their understanding with guidance;	apply discipline-specific conventions of writing with some guidance;	evaluate discipline-specific terminology, and act independently to select and apply elements of structure, source use and citation style;
modes of writing	recall and describe the difference between modes of writing, and demonstrate proficiency in at least one mode such as description or exposition.	analyze and evaluate strategies of different modes and conventions of writing, and demonstrate proficiency in more than one mode.	synthesize the strategies of different modes and conventions of writing independently and fluidly in the creation of original written work.

CRITICAL ENGAGEMENT:

The ability to gather information about and analyze a situation, text or object, and make thoughtful decisions based on that analysis.

BENCHMARKS

By the end of an undergraduate degree, students should be able to:

	Beginner:	Intermediate:	Advanced:
critical inquiry	recall and describe discipline-specific knowledge appropriate to their level of study;	identify their information needs for a particular purpose, act on those needs and begin to evaluate with some guidance the information gathered;	evaluate and synthesize discipline-specific knowledge appropriate to their level of study;
information needs	identify their information needs for a particular purpose and act on those needs with guidance;	demonstrate an understanding of and begin to evaluate discipline-specific knowledge appropriate to their level of study;	work independently to gather and evaluate information appropriate to their needs, and describe criteria used to make information decisions and choices;
analysis	identify and describe formal features in the analysis of a situation, text or object, and begin to apply that knowledge in oral, visual and written expression with guidance.	analyze and evaluate formal features in the analysis of a situation, text or object, and apply that knowledge with some guidance.	work independently to analyze a situation, text or object, and synthesize their results in the creation of new knowledge.

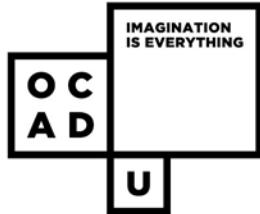
WRITING PROCESS:

The ability to identify, select from and apply a variety of tools and strategies for writing.

BENCHMARKS

By the end of an undergraduate degree, students should be able to:

	Beginner:	Intermediate:	Advanced:
research	select a research topic from among a range of choices and, with guidance, use selected information-gathering tools to conduct research;	identify a research topic and select from a range of information-gathering tools to conduct research with limited guidance;	identify and research a topic independently, and explain the criteria used to select from a range of information-gathering tools;
use of sources	quote, paraphrase, summarize and cite primary and secondary sources with guidance;	quote, paraphrase, summarize and cite primary and secondary sources with some guidance;	demonstrate competence in the abstraction and use of information from primary and secondary sources;
writing and editing	recall and describe tools and strategies for the process of writing, from generating ideas to drafting, revising and editing, and begin to select and apply those strategies with guidance.	select from and apply a variety of tools and strategies for the process of writing with some guidance.	select from and apply a variety of tools and strategies for the process of writing independently.



Integrating Writing into the Curriculum

- Learning outcomes: how can writing help students to achieve discipline-specific learning outcomes?
- Learning activities: what writing activities can you include to teach or practice learning outcomes?
 - Unassessed writing: informal in-class exercises used to encourage analytical or creative thinking
 - Critical reading exercises
 - Low-stakes exercises: journals, response papers, etc., marked for completion
- Assessment: how can you use writing to develop and measure student achievement?
 - Staged assignments
 - Criterion-referenced assessment