

**The Framework for Success in Postsecondary Writing:
Applications for Writing across the Curriculum**

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From “Framework for Success in Postsecondary Writing” (<http://wpacouncil.org/framework>)
(Collaboratively developed by NCTE, NWP, and CWPA):

Habits of mind refers to ways of approaching learning that are both intellectual and practical and that will support students’ success in a variety of fields and disciplines. The Framework identifies eight habits of mind essential for success in college writing:

1. Curiosity – the desire to know more about the world.
2. Openness – the willingness to consider new ways of being and thinking in the world.
3. Engagement – a sense of investment and involvement in learning.
4. Creativity – the ability to use novel approaches for generating, investigating, and representing ideas.
5. Persistence – the ability to sustain interest in and attention to short- and long-term projects.
6. Responsibility – the ability to take ownership of one’s actions and understand the consequences of those actions for oneself and others.
7. Flexibility – the ability to adapt to situations, expectations, or demands.
8. Metacognition – the ability to reflect on one’s own thinking as well as on the individual and cultural processes used to structure knowledge.

The Framework then explains how teachers can foster these habits of mind through **writing, reading, and critical analysis** experiences. These experiences aim to develop students’

1. Rhetorical knowledge – the ability to analyze and act on understandings of audiences, purposes, and contexts in creating and comprehending texts;
2. Critical thinking – the ability to analyze a situation or text and make thoughtful decisions based on that analysis, through writing, reading, and research;
3. Writing processes – multiple strategies to approach and undertake writing and research;
4. Knowledge of conventions – the formal and informal guidelines that define what is considered to be correct and appropriate, or incorrect and inappropriate, in a piece of writing; and
5. Abilities to compose in multiple environments – from using traditional pen and paper to electronic technologies.

These five outcomes were adapted from “WPA Outcomes Statement for First-Year Composition”
<http://wpacouncil.org/positions/outcomes.html>

Overview of Portfolio

1. **Claim:** “In light of the learning outcomes for this course/program and the habits of mind, here is what I have learned.”
2. **Support:** “Here is concrete evidence that I have learned what I claim to have learned.”
3. **Reflection/Analysis/Metacognition:** “Here is what the supporting evidence reveals about my learning.”
4. **Appendices:** “Here are supporting materials.” (e.g., full projects, transcripts of peer review, transcripts of discussion boards)

Some Resources That Duane Has Used to Talk and Write about the WPA OS and the Framework

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