New Media Literacies Outcomes Statement for General Education
(draft: adopted from WPA Outcomes Statement for first-year composition)

Rhetorical Knowledge

By the end of first-year composition, students should
- Focus on a purpose
- Respond to the needs of different audiences
- Respond appropriately to different kinds of rhetorical situations
- Use conventions of format and structure appropriate to ~~the~~ rhetorical situation
- Adopt appropriate immediacy, emotion, and interface
- Understand how genres shape interpretation and composition/production
- Compose in several media

Faculty in all programs and departments can build on this preparation by helping students learn
- The main features of composing in their fields
- The main uses of composing in their fields
- The expectations of readers in their fields

Critical Thinking, Reading, and Writing

By the end of first year composition, students should
- Use composing and interpretation for inquiry, learning, thinking, and communicating
- Understand a new media assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary materials
- Integrate their own ideas with those of others
- Understand the relationships among modes of communication (i.e., semiotic resources), knowledge, and power

Faculty in all programs and departments can build on this preparation by helping students learn
- The uses of composing as a critical thinking method
- The interactions among critical thinking, critical reading, and composing
- The relationships among modes of communication, knowledge, and power in their fields

Processes

By the end of first year composition, students should
- Be aware that it usually takes multiple drafts to create and complete a successful text
- Develop flexible strategies for generating, revising, and editing
- Understand composing as an open process that permits author–designers to use later invention and re-thinking to revise their work
- Understand the collaborative and social aspects of composing processes
- Learn to critique their own and others' works
- Learn to balance the advantages of relying on others with the responsibility of doing their part
- Use a variety of technologies to address a range of audiences

Faculty in all programs and departments can build on this preparation by helping students learn

- To build final results in stages
- To review work-in-progress in collaborative peer groups for purposes other than editing
- To save revision for later parts of the composition process (after initial, critical thinking through compositional drafts has been done)
- To apply the technologies commonly used to research and communicate within their fields

Knowledge of Conventions

By the end of first year composition, students should
- Learn common formats for different kinds of texts
- Develop comparitive knowledge of linear textual and new media conventions, ranging from the linear commonplaces of structure, paragraphing, and mechanics to new media commonplaces of interactivity, space+time, and link
- Practice media-appropriate means of documenting their work (i.e., citations/references or Ping/TrackBacks, tags, etc.)
- Control such surface features as accessibility, usability, ethical designs, syntax, grammar, punctuation, and spelling.

Faculty in all programs and departments can build on this preparation by helping students learn
- The conventions of accessibility, usability, ethical design, usage, specialized vocabulary, format, and documentation in their fields
- Strategies through which better understanding and application of media can be achieved