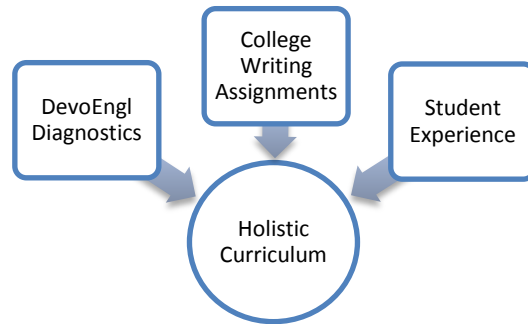


Holistic Goals and Objectives of a CCR Curriculum



Engage students in writing activities that call on them to:

- Write to communicate for a reader/audience with a purpose
- Write often and for various levels of audience (private, allies, peers, teacher or authority) and feedback (none, some but no criticism, evaluation or criticism).
- Experience flow in writing and the creative energy of expressing and developing their own ideas freely
- Write based from readings; use the reading process as the foundation for the writing process (learning to analyze, synthesize, and evaluate both what they read and what they write)
- Think and re-think, particularly surrounding problems or questions where they must entertain multiple possibilities and differing view points
- Engage in the writing process—invention, planning, drafting, feedback/response, revising, editing, publishing (especially revision based upon re-thinking)
- Write with a focus and structure
- Write essays (thesis-support development and organization)
- Construct “arguments” (evidence based support for interpretations or positions that are logically developed)
- Learn to understand a writing prompt and correctly represent the task
- Develop their writing more (i.e. learn to include more content and support and appreciate the principle of showing and not telling, whether in description or argumentation)
- Work hard and write longer pieces (develop the capacity for the longer assignments of college)
- Work on improving their sentence skills and grammar
- Begin to learn to handle and document outside voices and information in their own writing
- Research and learn to differentiate what is important and what is not and evaluate sources
- Reflect upon their writing and how they write

These goals of a college and career curriculum were developed from teachers who attended the San Antonio Writing Projects Summer 2011 and 2012 Open Institutes on College Readiness in writing. Participants arrived at these goals from viewing college writing assignments, diagnostic essays of students placed into college remedial English, and essays written by remedial English and Freshman Composition students who expressed at the end of their courses what they believed was important for them to be prepared and successful college writers.