WAC Vertical Model for Writing Skills   Rev Sept 2013
The vertical writing model was designed to give students continued support for writing during their careers at Appalachian, with writing experience each year, and structure to archive writing for both students and the university.
***Outcomes in color indicate shared learning outcomes across all four years of dedicated writing courses.**

Introductory Composition and Writing Across the Curriculum		Writing in the Discipline	Writing in the Discipline/Capstone	Portfolio
First year: Introductory course with research component in collaboration with information literacy program, ENG 1000, FL and WGC first-year Composition	Second year: Writing course focusing on application of first-year proficiencies in new, multiple WAC contexts with information literacy component, ENG 2001 and WGC 2001	Third year: Writing in the Disciplines (WID) at entry level with information literacy component	Fourth year: Capstone: Writing in the Discipline at advanced level, with information literacy component	Portfolio/ ePortfolio compiled over academic career as resource for further education and career investment and WAC assessment
Writes to discover and to communicate

Drafts, revises, and edits effectively

Writes with strong voice and authority

Analyzes and responds effectively to different rhetorical situations

Locates, evaluates, synthesizes, and documents primary and secondary sources

Participates actively in writing community

Reflects upon semester's writing with ability to evaluate own work and that of community | Practices proficiencies from first year writing

Writes in a variety of academic genres

Applies rhetorical knowledge to analyzing texts from different genres and from different academic communities

Uses rhetorical skills to match research to needs of writing situation and address audiences effectively

Demonstrates proficiency in at least two documentation styles

Reflects upon and evaluates own writing in the context of writing across the curriculum | Applies proficiencies from first and second years' writing courses

Writes effectively in the genres of the discipline

Demonstrates rhetorical knowledge in reading and analyzing texts to produce effective writing in the discipline

Documents correctly in the conventions of the discipline

Desirable: Reflects on semester's writing with emphasis on writing within the discipline | Applies proficiencies from earlier writing courses and knowledge of writing in the discipline

Writes effectively in genres appropriate to advanced level of the discipline

Demonstrates rhetorical knowledge of texts and writing conventions of the discipline to produce effective writing at advanced level

Documents correctly in the conventions of the discipline

Participates in a community of readers and writers in discipline

Desirable: Reflects upon undergraduate writing from the perspective of the capstone experience | Addresses goals and outcomes of vertical writing model

Includes examples of strong, polished writing from college career

Reflects on pieces of writing and collection as a whole in the context of multiple academic communities with application inside and outside the university |