

Transfer Skills

Writing instructors help students....

Apply the processes and strategies of writing to engage with new contexts and communities in the University of Oregon and beyond it.

In our courses, students develop as writers in ways that transfer to their future coursework, their professional lives, and their communities. Writing courses both support student development and help them reflect on their writing processes and how they can continue to improve and apply their skills.

Why is this objective important? For students, for the program?

Writing courses at UO help students develop writing, reading, and critical thinking skills which students build throughout their time at the UO. Students identify their own tendencies as writers and learners through reflection, which enables them to learn/write with increasing independence in and out of our composition classes.

Example Learning Activities:

The end of term reflection assignment identifying how students have developed as writers.

"In this reflective writing assignment, I'm asking students to reflect on how they made progress on their writing goals for the term, what was challenging and what came easily, and how those goals might have shifted as a result of our work together, but I also ask them to think about how they might continue working toward their goals (or adopt new goals) in additional writing-intensive course work. Asking students to reflect on what might happen with their writing process after the WR course is over is a key reason I assign a final reflection in my courses"

Example 1

Purpose: The purpose of this final reflective assignment is to reinforce the importance of having goals for your own learning beyond the writing class and to help you make plans for continuing to work on those goals. It also highlights the importance of considering the audience and significance of a question in generating an essay, be it in this class or beyond.

1. Read over your "Initial Reflection" assignment from the beginning of the term and discuss how you have worked on the skills you thought were most important to you as a writer this term. You may respond to the following questions as a way to structure your response: What aspect of writing do you want to work on when you write an essay for your next class? What is the most challenging aspect of writing for you, and how do you plan to work on it in your next class (whether it's a writing class or in another department)?
2. Which components of this course have been the most beneficial to your writing process and overall experience as a student of writing? How do you see those components influencing your writing in the Essay Cycles? Provide examples from your own essays.

3. Which aspects of this course were less successful in contributing to your personal engagement and growth? How would you suggest those shortfalls be reversed in a future offering of this course?

Example 2

Purpose: For any writer interested in growth and sharpening skills, setting clear goals is a critical step. This short final reflection will give you a chance to review the goals you set at the beginning of the term, reflect on how you've been able to pursue those goals in this class, and to think about how your goals will change or stay the same in the next writing-focused class you take.

Task:

1. Review the Initial Reflection Essay you wrote at the beginning of this course, where you wrote a list of at least 8-10 key elements that you think are important in creating interesting, engaging, or otherwise successful writing, and then set goals based on which elements you wanted to work on this term.
2. After reviewing your goals, write a short reflective paragraph where you explain which goals you felt you were able to achieve, which goals you ended up not focusing on as much, and how your goals may have changed over the course of the term. Be sure to explain your answers.
3. Please offer a short explanation of what writing skills you want to continue to develop (even if they weren't on your original list) as you take WR 122/123 in the future (or in future writing-intensive courses at UO if this is a WR 122/3 course).

Additional Resources:

<https://teaching.uoregon.edu/career-readiness>