**Handout A:**

**The Three Stages of a College Writer—Grade Levels (A Handout for Students)**

**(**Quotations and paraphrases in the chart below are from David Bartholomae's "Inventing the University" in *Literacy: A Critical Sourcebook*.)

**K -13**

**1**

**2**

**3** **The K-12 writer** is in the early stages of learning writing awareness and skills, culminating in being able

**4** to comment on literature and to offer an essay that is "a Lesson on Life" (513) using everyday language (519).

**5**

**6**

**7**

**8**

**9** | **A.** **The beginning college writer** (and successful basic-developmental or high school

**10** | writer) is one who can "hear the 'melody of formal English'" (523) and imagine

**11** | being an "insider" (516) who can use this formal tone someday (521).

**12** | |

**13 College or University** | | **B. The intermediate college writer** (at end of or after College Comp I) can, in a

**14** | formal academic tone, sustain a logical argument using quality research (521).

**15** | |

**16** | **C. The advanced college writer** (or beginning professional) is

**17+ Graduate School and/or**  | "dramatically conscious of forming" something to say, can take a

 **Professional Work**  | position against "common" ideas, and can sing the "song" of a

 ▼ discipline's or profession's pattern and style of writing (521).

**The Three Stages of a College Writer—Additional Description**

(Quotations in the lists below, unless otherwise marked, are from Lee Ann Carroll's *How College Students Develop as Writers*.)

* 1. **The beginning college writer** (and successful basic-developmental or high school writer) is learning "new 'basic skills'" (Carroll 119) with a "desire to produce writing...'good enough' for success'" and a "growing awareness of different types of writing" (85).

**Successful Types of Writing:** self-expression, descriptions, 5-paragraph themes, reports, and journal writing

**Audience:** little or no conscious recognition of—or attention to—the concept of "audience"

**Voice/tone/style:** informal, informative, or storytelling ("once upon a time....") with sense of immediacy/relevancy

**Method of Writing Arguments:** simple arguments, especially in "five-star" (five-paragraph) format using personal anecdotes, along with general/common-knowledge ideas and/or quotations from public/common sources

* 1. **The intermediate college writer** (near the end of or after a 1st 1000-level college composition class) can "accommodate...expectations of...professor readers" (23) and has knowledge of "rewriting" (73) and "writing strategies...related to research, style, audience, organization, and analysis" (74).

**Successful Types of Writing:** academic essays using argument, analysis, and/or research writing

**Audience:** the academic teacher as audience

**Voice/tone/style**: academic, logical, balanced, and persuasive with sense of authority and appropriateness

**Method of Writing Arguments:** extended, cohesive argument and/or analysis using academic/professional resources; ability to examine an issue from opposing sides with general fairness and balance

**(C) The advanced-college (or beginning-professional) writer** can both hear and sing the “song” (Bartholomae 521) of
 academic and/or professional writing, is "aware of the disciplinary conventions in [the] major” (Carroll 89), and
 is skilled in producing "texts...intended to do work in the 'real' world" (126).

**Successful Types of Writing:** critical arguments, reviews, deep research, logical summaries and analyses, and/or evaluations in one or more specific academic disciplines or professions using discipline-specific sources for support

**Audience:** an academic or professional group as the readers

**Voice/tone/style:** logical, fair, and thoughtful with conscious use of the writing patterns of a discipline or profession (e.g., a business proposal, a science report, a play review) and a sense of balanced presentation of multiple viewpoints

**Method of Writing Arguments:** a research or professional paper with support of a specific subject using accurate, convincing, reliable resources; a unique viewpoint; and logical consideration of valuable alternatives

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