Novice vs. Expert Composing Behaviors

Novice Behaviors	Expert Behaviors
General	**General**
• Is unaware of the importance of effective composing processes	• Has knowledge of composing strategies and composing tasks
• Has not developed effective writing processes	• Has developed effective writing processes
• Has limited knowledge of how to adapt composing strategies to the task	• Has ability to adapt composing strategies to the task
• Demonstrates apprehension about writing	• Demonstrates less apprehension about writing
• Believes he/she has little to say	• Finds purpose in writing
Planning and Setting Goals	**Planning and Setting Goals**
• Often does little pre-writing or document planning; just begins writing	• Spends time thinking, planning and goal-setting; makes purposeful document design choices
• Generates goals based only on writing topic	• Adapts goals and plans to rhetorical situation (audience, purpose)
• Frequently procrastinates	• Establishes timeline and revises plans as needed
• Sees writing as rule-based, right vs. wrong, rather than as thinking through an issue or argument	• Understands that though "rules" may help to establish credibility as a writer, they are not writing as critical thinking
Generating Content	**Generating Content**
• Has difficulty generating sufficient content	• Generates more content than needed, prunes strategically
• Relies primarily on spontaneous content from memory search or random research	• Uses spontaneous content from memory search - but also researches strategically as appropriate to context
Organizing	**Organizing**
• Organizes in order of retrieval of information	• Organizes according to purpose, audience, topic, writing task
• Lacks ability to synthesize material from multiple sources	• Synthesizes material from multiple sources to support main ideas
Drafting	**Drafting**
• Stops frequently to check for sentence-level errors, reducing fluency	• Concentrates when writing first draft, focusing on developing ideas; writes paper or sections straight through
• Has difficulty formulating a clear thesis or revising it when necessary; lacks adequate evidence	• Is able to state a clear hypothesis and revise as paper evolves; supports argument with points and particulars
• Lacks ability to choose language appropriate for audience and purpose	• Chooses language appropriate for audience and purpose
	• Uses writing to clarify thinking
Revising	**Revising**
• Writes a single draft	• Writes multiple drafts
• Makes most changes related to sentence-level concerns	• Makes changes related to purpose, audience, content and structure: adding, deleting, re-ordering, re-wording
• Relies on a simplistic style and vocabulary, primarily simple and compound sentences; lacks audience awareness	• Employs appropriate style with sentence variety (simple, compound, complex, compound-complex) to enhance reader engagement; chooses appropriate vocabulary and voice
• Rarely uses rhetorical strategies for impact	• Uses rhetorical questions, parallelism, strategic repetition, etc., for rhetorical effect
Editing	**Editing**
• Does minimal proofreading	• Has well-developed proofreading strategies
• Lacks ability to recognize individual "pattern errors"	• Has self-knowledge of individual "pattern errors"