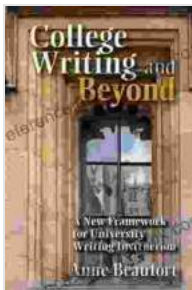


# A Comprehensive Guide to the New Framework for University Writing Instruction

Writing is a fundamental skill for students in higher education, and a new framework has been developed to improve the way writing is taught in universities. The framework, known as the "New Framework for University Writing Instruction," was developed by a team of researchers and educators at the University of California, Berkeley, and has been endorsed by the National Council of Teachers of English (NCTE).

The New Framework is based on the latest research in writing instruction and provides a comprehensive set of principles and practices for teaching writing in the university context. The framework emphasizes the importance of:



## College Writing and Beyond: A New Framework for University Writing Instruction by Anne Brauort

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- Student-centered instruction
- Writing as a process

- Feedback and revision
- Genre and discipline
- Technology

In this article, we will provide a comprehensive overview of the New Framework, its key principles, and its implications for teaching and learning writing in the university context.

## **Key Principles of the New Framework**

The New Framework for University Writing Instruction is based on the following key principles:

1. **Student-centered instruction:** The framework emphasizes the importance of student-centered instruction, which means that writing instruction should be tailored to the needs and interests of individual students. This includes providing students with choice in their writing assignments, allowing them to revise their work, and giving them feedback that is specific and helpful.
2. **Writing as a process:** The framework recognizes that writing is a process, not a product. This means that students need to be given opportunities to plan, draft, revise, and edit their work. The framework also emphasizes the importance of feedback from peers and instructors, which can help students to improve their writing skills.
3. **Feedback and revision:** The framework emphasizes the importance of feedback and revision in the writing process. Feedback should be specific and helpful, and it should be given in a way that encourages students to revise their work. The framework also suggests that

students should be given multiple opportunities to revise their work, which can help them to improve their writing skills.

4. **Genre and discipline:** The framework recognizes that writing is a genre-based activity, and that different disciplines have different writing conventions. This means that writing instruction should be tailored to the specific needs of the discipline in which students are writing. The framework also suggests that students should be given opportunities to write in a variety of genres, which can help them to develop their writing skills.
5. **Technology:** The framework recognizes that technology can be a powerful tool for teaching and learning writing. This includes using technology to provide students with feedback, to help them to organize their work, and to publish their writing. The framework also suggests that students should be given opportunities to use technology to collaborate with others on their writing, which can help them to improve their writing skills.

## **Implications for Teaching and Learning Writing in the University Context**

The New Framework for University Writing Instruction has a number of implications for teaching and learning writing in the university context.

These include:

1. **A shift from a product-oriented to a process-oriented approach:**  
The framework emphasizes the importance of writing as a process, not a product. This means that writing instruction should focus on helping students to develop the skills they need to plan, draft, revise, and edit their work. This shift requires instructors to rethink their teaching

methods and assignments, and it may require students to adjust their expectations for their own writing.

2. **A focus on student-centered instruction:** The framework emphasizes the importance of student-centered instruction, which means that writing instruction should be tailored to the needs and interests of individual students. This requires instructors to take into account the diverse backgrounds and experiences of their students, and it may require them to develop differentiated instruction plans. Student-centered instruction can also be implemented through the use of technology, such as online writing workshops and peer review tools.
3. **The use of feedback and revision:** The framework emphasizes the importance of feedback and revision in the writing process. This means that instructors should provide students with regular and specific feedback on their work, and it should be given in a way that encourages students to revise their work. Instructors can also use technology to provide students with feedback, such as through online writing workshops and peer review tools.
4. **An emphasis on genre and discipline:** The framework recognizes that writing is a genre-based activity, and that different disciplines have different writing conventions. This means that writing instruction should be tailored to the specific needs of the discipline in which students are writing. Instructors can do this by providing students with examples of writing in the discipline, by teaching students about the conventions of the discipline, and by giving students opportunities to write in a variety of genres.
5. **The use of technology:** The framework recognizes that technology can be a powerful tool for teaching and learning writing. This includes

using technology to provide students with feedback, to help them to organize their work, and to publish their writing. Instructors can also use technology to create online writing workshops, to facilitate peer review, and to provide students with access to resources such as writing centers and online writing labs.

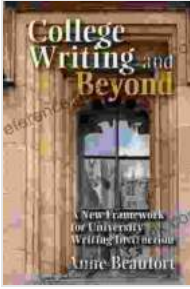
The New Framework for University Writing Instruction is a comprehensive and research-based framework for teaching writing in the university context. The framework emphasizes the importance of student-centered instruction, writing as a process, feedback and revision, genre and discipline, and technology. Instructors who adopt the framework will need to rethink their teaching methods and assignments, and students will need to adjust their expectations for their own writing. However, the framework has the potential to improve the way writing is taught and learned in universities, and it can help students to develop the writing skills they need to succeed in their academic and professional lives.

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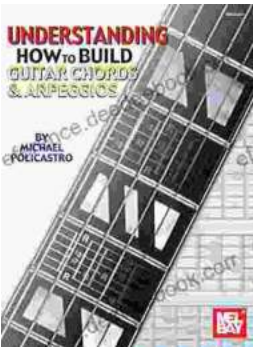
For more information on the New Framework for University Writing Instruction, please visit the following websites:

- [The New Framework for University Writing Instruction](#)
- [NCTE's Statement on the New Framework for University Writing Instruction](#)

**College Writing and Beyond: A New Framework for University Writing Instruction** by Anne Beaufort

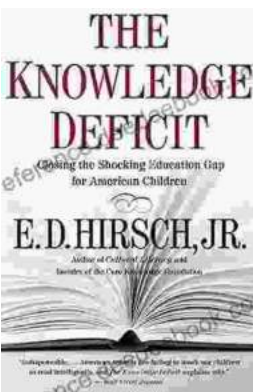


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