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Written Communication

General Education Skill Competency and Knowledge Objectives

“Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.” Excerpted with permission from *Assessing Outcomes and Improving Achievement: Tips and tools for Using Rubrics*, edited by Terrel L. Rhodes. Copyright 2010 by the Association of American Colleges and Universities.

Competency and Knowledge Objectives

Upon completion of the Written Communication component of General Education, a student will be able to

1. Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts
2. Adopt strategies and genre that are appropriate to the rhetorical situation
3. Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context
4. Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others
5. Address readers' biases and assumptions with well-developed evidence-based reasoning
6. Use appropriate conventions for integrating, citing, and documenting source material as well as for surface-level language and style.
7. Read, interpret, and communicate key concepts in writing and rhetoric.

Depending on placement, many students will need to complete two courses in Written Communication to achieve the above competencies and knowledge objectives.

Value Rubric: Written Communication

Students will generally demonstrate their achievement of the following Expected Learning Outcomes through the totality of the writing projects they write for the course. The rubric is not intended as a grading rubric.

Criteria	Exceeds End-of-Course Expectations <i>Student has achieved the outcome and makes critical judgments related to relevance and application</i>	Meets End-of-Course Expectations <i>Student has achieved the outcome and consistently applies it</i>	Entry-Level Expectation <i>Student has entry-level awareness of content to be covered</i>
(1) Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts	Discerns and applies effective strategies for all elements of the writing process.	Demonstrates strong ability to generate, develop, revise, and proofread drafts appropriate to the purpose.	Demonstrates mechanical ability to generate, develop, and revise drafts. Editing and proofreading are adequate for purpose.
(2) Adopt strategies and genre that are appropriate to the rhetorical situation	Demonstrates complex understanding of rhetorical situations and uses audience- and purpose-appropriate voice and tone.	Demonstrates grasp of a variety of rhetorical situations and Consistently chooses rhetorically appropriate mode, tone, and voice.	Demonstrates weak understanding of rhetorical situations and how to address them, evidenced by poor choice of mode, style, and tone.
(3) Use inquiry-based strategies to conduct research that explores	Can pose a reasonable research problem; Accesses information using effective, well-designed	Can pose a reasonable research problem with guidance. Accesses	Has some difficulty posing a good research problem.

multiple and diverse ideas and perspectives, appropriate to the rhetorical context	search strategies and most appropriate information sources. Shows strong ability to analyze information, articulate reasons for choosing solution and demonstrate the consequences of the solution.	information using variety of search strategies and relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.
(4) Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others	Uses appropriate, relevant, and compelling evidence to illustrate sophisticated exploration of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling evidence to explore and express ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant evidence to develop and express ideas through most of the work.
(5) Address readers' biases and assumptions with well-developed evidence-based reasoning.	Effectively implements argumentative techniques that result in well-developed evidence-based arguments.	Anticipates readers' biases or assumptions and responds with some recognized argumentative strategies.	Demonstrates basic understanding of using evidence to support argument while anticipating readers' concerns.
(6) Use appropriate conventions for integrating, citing, and documenting source material as well as for surface-level language and style.	Demonstrates skillful and strategic ability to present information and arguments, using a variety of techniques (such as, but not limited to, paraphrase, synthesis, and quotation). Syntax, grammar, punctuation, and citations follow accepted conventions.	Uses appropriate strategies to present information but may be incorporating them mechanically. Source attribution is consistent. Makes minimal errors in syntax, grammar, and punctuation.	Relies heavily on one strategy – such as direct quotation – to incorporate source material. Incorporation is mechanical and attribution is inconsistent. Errors in tone, voice, syntax, grammar, and punctuation may be numerous.