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, proofread, and edit 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.
7. Read, interpret, and communicate key concepts in writing and rhetoric.

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

Competencies updated and approved by SBOE 10-21-2021

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	Entry-Level Expectation *Student has entry-level awareness of content to be covered*	Meets End-of-Course Expectations *Student has achieved the outcome and consistently applies it*	Exceeds End-of-Course Expectations *Student has achieved the outcome and makes critical judgments related to relevance and application.*
COMPETENCY 1: Use flexible writing process strategies to generate, develop, revise, proofread, and edit texts.	Demonstrates mechanical ability to generate, develop, and revise drafts. Editing and proofreading are adequate for purpose. Ineffective syntax, grammar, and punctuation may be numerous.	Demonstrates strong ability to generate, develop, revise, and proofread drafts appropriate to the purpose. Makes minimal errors in syntax, grammar, and punctuation.	Discerns and applies effective strategies for all elements of the writing process. Syntax, grammar, punctuation, and citations follow accepted conventions.
COMPETENCY 2: Adopt strategies and genres that are appropriate to the rhetorical situation.	Demonstrates limited understanding of rhetorical situations and how to address them, evidenced by poor choice of mode, style, and tone.	Demonstrates grasp of a variety of rhetorical situations and consistently chooses rhetorically appropriate mode, tone, and voice.	Demonstrates complex understanding of rhetorical situations and uses audience - and purpose -appropriate voice and tone.
COMPETENCY 3: Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives appropriate to the rhetorical context.	Has some difficulty posing a good research problem. Accesses information using simple search strategies, retrieves information from limited and similar sources.	Can pose a reasonable research problem with guidance. Accesses information using a variety of search strategies and relevant information sources. Demonstrates ability to refine search.	Can pose a reasonable research problem; Accesses information using effective, well-designed search strategies and most appropriate information sources. Shows strong ability to analyze information, articulate reasons for choosing a solution and demonstrate the consequences of the solution.

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COMPETENCY 4: Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others.	Uses appropriate and relevant evidence to develop and express ideas through most of the 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, relevant, and compelling evidence to illustrate sophisticated exploration of the subject, conveying the writer's understanding, and shaping the work.
COMPETENCY 5: Address readers' biases and assumptions with well-developed evidence-based reasoning.	Demonstrates basic understanding of using evidence to support argument while anticipating readers' concerns.	Anticipates readers' biases or assumptions and responds with some recognized argumentative strategies.	Effectively implements argumentative techniques that result in well-developed evidence-based arguments.
COMPETENCY 6: Use appropriate conventions for integrating, citing, and documenting source material.	Relies heavily on one strategy – such as direct quotation – to incorporate source material. Incorporation is mechanical and attribution is inconsistent.	Uses appropriate strategies to present information but may be incorporating them mechanically. Source attribution is consistent.	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).
COMPETENCY 7: Read, interpret, and communicate key concepts in writing and rhetoric.	Can identify key written and rhetorical concepts, but unable to demonstrate these principles. May be able to identify one or even more concepts, but cannot adequately apply this concept.	Can reasonably demonstrate key written and rhetorical concepts.	Demonstrates exceptional grasp of written and rhetorical key concepts. This demonstration underpins a well-developed, well-articulated message.

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