

## Communicating Through Writing<sup>1</sup>

Good writing skills enable students to create and share ideas, investigate and describe values, and record discoveries – all skills that are necessary not only for professional success but also for personal fulfillment in a world where communication increasingly takes place through electronic media. Students must be able to identify areas for inquiry, locate relevant information, evaluate its usefulness and quality, and incorporate the information logically and ethically. They must be able to write correctly, and they must be aware that different audiences and purposes call for different rhetorical responses.

1. *Students will demonstrate the ability to able to write clearly and correctly.*
2. *Students will demonstrate the ability to employ appropriate rhetorical frameworks or genres, shaping content, tone, organization and style to correspond appropriately to rhetorical situation and context.*
3. *Students will demonstrate the ability to follow disciplinary conventions, such as the use of relevant and credible evidence and for citing and documenting sources.*

**WC Rubric for Student Learning Outcome 1: Ability to Write Clearly and Correctly. (Demonstrates effective focus to convey a unified point or effect; demonstrates control of organization; and demonstrates control of syntax, style, mechanics, and grammar.)**

<b>Outcome</b>	<b>1-Ineffective</b>	<b>2-Adequate</b>	<b>3- Effective</b>	<b>4-Outstanding</b>
<b>1A Focus/ Unified Point or Effect</b>	Provides little or no focus (either stated or implied) to the material. May explore the topic in a holistic way, but most points are not connected to an overall purpose or unifying idea.	Provides some focus (either stated or implied) to the material, but the overall point or effect is somewhat unclear. May explore the topic in a holistic way, stating valid points; however, insights are not consistently integrated with a unifying idea.	Focuses the material to convey a generally unified point or effect (either stated or implied). An integrative device (e.g., a leading metaphor, a complex causal explanation, etc.) brings insights together in a generally coherent and effective way.	Focuses the material to convey a clear, unified point or effect (either stated or implied). A novel, imaginative, or well articulated integrative device (e.g., a leading metaphor, a complex causal explanation, etc.) is used to bring insights together in a coherent and effective way.
<b>1B Organization/ Support</b>	Provides little connection within and between the paragraphs and from beginning to end. Few supporting details for major points.	Provides connections within and between paragraphs and/or from beginning to end that at times are either unclear or awkward. Some supporting detail offered for some, but not all, major points.	Provides adequate connections within and between paragraphs and from beginning to end. Some connections within or between paragraphs are not clear. Supporting detail provided for each major point.	Provides clear and consistent connections both within and between paragraphs and from beginning to end. Extensive supporting detail provided to support major points or claims.
<b>1C Syntax/Style</b>	Uses language that often confuses meaning to readers.	Uses language that generally conveys meaning to readers.	Uses straightforward language that clearly conveys meaning to readers.	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency.
<b>1D Mechanics/ Grammar</b>	Many errors in usage, mechanics, misplaced words or phrases, or grammar.	Some errors in usage, mechanics, misplaced words or phrases, or grammar, but they generally do not confuse the intended meaning.	Few errors in usage, mechanics, misplaced words or phrases, or grammar.	Is virtually error-free.

<sup>1</sup> Note: the numbered student learning outcomes (in italics) and the rubrics are not yet official in the *Catalog*; however, these were developed and approved by the General Education Committee in 2013-14 to assess student work.

**WC Rubric for Student Learning Outcome 2: Demonstrates ability to employ appropriate rhetorical frameworks.**

Outcome	1-Ineffective	2-Adequate	3-Effective	4-Outstanding
<p><b>2A</b>  <b>Purpose:</b>  <b>Uses genre or rhetorical framework effectively to communicate with the intended audience.</b></p>	<p>There is little sense of an appropriate genre or rhetorical framework being used, and the intended purpose and audience are unclear.</p>	<p>An appropriate genre or rhetorical framework is discernible, but multiple violations of the genre conventions (e.g., organization, tone, vocabulary, referencing, etc.) limit its ability to communicate with an audience familiar with the genre or discipline. The paper does not read fluidly, requiring multiple readings to determine meaning.</p>	<p>An appropriate genre or rhetorical framework is clear and generally adhered to, though it may have minor violations of genre conventions (e.g., organization, tone, vocabulary, referencing, etc.). Demonstrates some awareness of an audience familiar with the genre or discipline. The paper reads fluidly.</p>	<p>An appropriate genre or rhetorical framework is clear, consistently adhered to, and there is obvious awareness of writing to an audience familiar with the discipline. The paper reads like an experienced disciplinary insider could have written it. Application of and/or innovations within the genre conventions is/are effective and deliberate.</p>
<p><b>2B</b>  <b>Disciplinary Knowledge and Insight:</b>  <b>Uses appropriate disciplinary knowledge and insights accurately and effectively.</b></p>	<p>Disciplinary knowledge base is not discernible—the ideas and information included do not represent disciplinary perspectives and/or are not clearly related to the paper’s purpose. Misconceptions of disciplinary knowledge or perspectives are evident, and/or jargon is used with little evidence of understanding.</p>	<p>Disciplinary concepts, theories, perspectives, findings, or examples are used in simplistic, general, or mechanical ways. Crucial disciplinary knowledge or perspectives may be missing. Key claims sometimes are not supported or are disconnected from disciplinary insights. Some misconceptions and unwarranted use of jargon may be present.</p>	<p>Disciplinary concepts and theories are used effectively, clearly connected to the purpose of the work. Disciplinary knowledge that is tangential to the paper’s purpose may be present, or some relevant perspectives or knowledge may be missed. Key claims are consistently supported with examples appropriate to the discipline or interpreted using disciplinary concepts, reasoning, or theories.</p>	<p>In addition to the qualities demonstrated in Category 3, a well organized network of concepts, theories, perspectives, findings, and/or examples within the selected discipline is clearly visible and connected to the purpose of the work. No unrelated disciplinary insights appear and no crucial perspectives are missing. Some insightful new interpretations or responses within the selected discipline may be present.</p>

**WC Rubric for Student Learning Outcome 3: Demonstrates ability to follow disciplinary conventions, such as the use of relevant and credible evidence and for citing and documenting sources.**

<b>Outcome</b>	<b>1-Ineffective</b>	<b>2-Adequate</b>	<b>3-Effective</b>	<b>4-Outstanding</b>
<b>3A Use of Evidence</b>	The paper shows little to no awareness of the criteria by which knowledge is verified in the selected discipline. Opinions and information summaries are presented as matters of fact. Key claims are not supported with evidence. Sources are misused in a major way—e.g., noncredible sources, misunderstandings of the meaning of the source(s) used, too heavy a reliance on one source, etc.	The paper shows awareness or use of validation criteria in the selected discipline, but employs them mechanically or superficially. There may be oversimplifications and misconceptions (e.g., assuming statistics results are true). Not all key claims are supported. Sources are used pro-forma, and tend to be included without explanation or integration with the argument.	The paper accurately employs validation criteria for the selected discipline. Relevant and credible sources are used effectively to support and advance most key claims. The paper may have unnecessary sources, or key sources may be missing.	The paper accurately employs validation criteria for the selected discipline. It does so effectively, exhibiting language that describes the constructed nature of disciplinary knowledge (e.g., the provisional nature of insights, the limits of generalizations, the multiplicity of interpretations, etc.). The sources used are relevant, credible, and integrated purposefully to advance the paper’s argument.
<b>3B Documentation</b>	Most sources are not cited correctly.	Only some sources are cited correctly according to specified style sheet. Many errors in works cited/references page and/or in-text citations.	Most sources are cited correctly according to specified style sheet. Some errors in works cited/references page and/or in-text citations.	All sources are cited correctly according to specified style sheet.