
PROGRAM-LEVEL OUTCOMES (GS courses must meet at least one program-level outcome)

Students can:

- 1) Evaluate information appropriate to the task;
- 2) Apply principles of critical thinking to demonstrate integrative learning;
- 3) Communicate effectively in spoken form;
- 4) Communicate effectively in written form;
- 5) Analyze cultural issues within a global context.
- 6) Evaluate in context significant concepts relating to democracy.

I. FOUNDATIONAL CORE

Written Communication outcomes (Courses must meet all outcomes)

Students can:

- 1) Discern a writer's argument or purpose.
- 2) Use appropriate sources responsibly.
- 3) Use context-appropriate conventions of written English.
- 4) Form and support a coherent position on an issue.
- 5) Write in a manner appropriate to the audience and context.

COMMON ASSESSMENT OPTIONS: WRITTEN COMMUNICATION

Option 1: Research Proposal

Using a self-selected or assigned topic, students write a proposal for a fully developed research-supported essay. The initial task is to identify gaps in one's knowledge that can be at least partially filled by recourse to primary or secondary sources. Students will consult as many sources as necessary (or assigned) and complete a paper including

- o A context for the research, including audience and purpose
- o An annotated bibliography of primary/secondary sources
- o A statement assessing the usefulness of each source
- o A working thesis statement or idea
- o A statement regarding the extent to which the selected resources and the (student) writer's personal knowledge over XXX can answer current or enduring questions over the topic.

Target written communication outcomes:

- Discern a writer's argument or purpose.
- Use appropriate resources responsibly.
- Use context-appropriate conventions of written English.
- Form and support a coherent position on an issue.
- Write in a manner appropriate to the audience and context.

Assessment should be given and collected somewhere within the last 4 weeks of the semester. Length of the proposal is at the instructor's discretion.

Option 2: Research-Supported Essay

This paper, most likely assigned near the end of the semester, will take the form of a fully developed, coherent essay that draws upon primary and/or secondary sources, demonstrates awareness of rhetorical context, and conforms to the conventions of the discipline.

Target written communication outcomes:

- Discern a writer's argument or purpose.
- Use appropriate resources responsibly.
- Use context-appropriate conventions of written English.
- Form and support a coherent position on an issue.
- Write in a manner appropriate to audience and context.

Assessment should be given and collected somewhere within the last 4 weeks of the semester. Length of the proposal is at the instructor's discretion.

Written Communication Rubric

This rubric addresses the following **GS Program (GS)** learning outcomes: **GS 1** – Evaluate information appropriate to the task; **GS 2** – Apply principles of critical thinking to demonstrate integrative learning; **GS 4** – Communicate effectively in written form; **Written Communication (WC)** learning outcomes: **WC 1** – Discern a writer's argument or purpose; **WC 2** - Use appropriate sources responsibly; **WC 3** - Use context-appropriate conventions of written English; **WC 4** - Form and support a coherent position on an issue; and **WC 5** - Write in a manner appropriate to the audience and context.

Evaluators are encouraged to assign "Does not meet criteria" to any work that does not meet Beginning level performance, is plagiarized, off topic, or does not meet specifications.

	Does not meet criteria	Beginning	Developing	Proficient	Advanced
Context of and purpose for writing. WC 1, WC 2, WC 5 GS 4, GS 2, GS 1	---	Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s) (e.g. expectation of instructor or self as audience).	Demonstrates awareness of context, audience, purpose, and to the assigned task(s) (e.g. begins to show awareness of audience's perceptions and assumptions).	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.
Content Development WC 1, WC 4, WC 5 GS 1, GS 2, GS 4	---	Uses appropriate and relevant content to develop simple ideas in some parts of the work.	Uses appropriate and relevant content to explore ideas through most of the work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.
Genre and disciplinary conventions. WC 2; WC 3; WC 5 GS 1; GS 4	---	Attempts to use a consistent system for basic organization and presentation.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices.
Sources and evidence. WC 1; WC 2; WC 4; WC 5 GS 1; GS 2; GS 4	---	Demonstrates an attempt to use sources to support ideas in the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.
5) Control of syntax and mechanics. WC 3; WC 5 GS 4	---	Uses language that sometimes impedes meaning because of errors in usage.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses straightforward language that generally conveys meaning to readers. The language in the assignment has few errors.	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.