

WRITTEN COMMUNICATION CURRICULUM - RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to locate and organize information with appropriate evidence and language for clear **written communication** of ideas.

<i>Learning objectives / Desired outcomes</i>	Levels of Competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
<p>Logic and Order <i>The student employs disciplinary expectations to produce clearly worded and organized text that makes a valid assertion.</i></p>	Fails to demonstrate awareness of the correct form or structure for this discipline.	Begins to develop a sense of order to convey an idea; an emerging structure is apparent.	Shows awareness of the disciplinary expectations of form; uses some elements of structure and language appropriate to support assertion.	Adheres to disciplinary conventions, terms, and methods, and demonstrates the ability to develop a clear and succinct assertion for the reader.	Skillfully uses field-specific conventions, terms, and methods to make a clear assertion that contributes to the discipline in an innovative way.
<p>Sources and Evidence <i>The student uses appropriate evidence to support assertions, with documentation of sources in accordance with disciplinary conventions.</i></p>	Fails to use evidence to support assertions.	Uses scarce support to explain or substantiate assertions; attempts to document sources.	Provides some support for assertions but ideas not fully integrated with the argument; documents sources but may not fully adhere to disciplinary conventions.	Provides support for assertions with credible evidence that it is well integrated into the argument; shows an awareness of the standards for documentation in the discipline.	Uses advanced reasoning and engaging scholarly evidence to support original argument; carefully documents evidence in accordance with disciplinary conventions.
<p>Control of Language and Syntax <i>The student uses language that is controlled, readable, clear, proofread, and suitable for the discipline.</i></p>	Fails to convey meaning due to lack of control.	Attempts to control language but meaning impeded because of weak syntax and consistent errors in usage.	Controls language to convey meaning clearly, but syntax and grammar are still a distraction.	Controls language such that it is readable with few exceptions, but contains some errors in usage and grammar.	Thoughtfully controls language that is correct, edited, proofread, and contains very few errors.

A **competency** is the ability to do something successfully.

A **program goal** is a clear statement that expresses what our program will do for students. Each goal is designed to prompt and guide teaching practice and program assessment.

A **student learning objective** is a clear statement about what we expect students to learn or accomplish. Like any type of objective, a student learning objective is a desired outcome.

A **student learning outcome** is the result of a learning process; in other words, it is an actual outcome. To foster assessment of student learning, student learning outcomes must be observable, observed, measurable, and measured. Student learning outcomes can be characterized using an ordinal scale of competency (e.g., unsatisfactory, emerging, developing, proficient, and mastery).