

## Area A1 Written Communication

Revised: October 8th, 2019

### Student Learning Outcome for ENGL 1101

1. Write effectively in a variety of situations and for a variety of audiences.

Dimension	Capstone 4	Milestones 3                      2		Benchmark 1	Unmet 0
Context and Purpose of Writing Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	Demonstrates a thorough understanding of purpose, audience, and context that is responsive to the assigned task(s).	Demonstrates basic understanding of purpose, audience, and context and a clear focus on the assigned task(s)	Demonstrates limited understanding of purpose, audience, and context, and a basic focus on the assigned tasks(s).	Demonstrates minimal understanding of purpose, audience, and context, or a lack of attention to the assigned tasks(s).	Does not demonstrate understanding of purpose, audience, and context, or does not respond to the assigned task(s).
General and Disciplinary Conventions Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields.	Demonstrates detailed attention to and successful execution of a wide range of writing tasks, including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of several writing task(s), including organization, content, presentation, and stylistic choices	Demonstrates basic use of writing tasks, including organization, content, and stylistic choices.	Demonstrates an inconsistent use of writing tasks, including organization and stylistic choices that occasionally impedes understanding.	Failure to demonstrate writing tasks, including organization and stylistic choices meaningfully impedes the reader's ability to comprehend the text.
Control of Style and Mechanics Includes student's understanding of correct grammar and effective usage, word choice, and sentence structure.	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error-free.	Uses straightforward language that conveys meaning clearly to readers. The language has only a few errors.	Uses language that conveys meaning generally to readers, although writing may include some errors.	Uses language that impedes meaning, also may include multiple errors.	Grammar and syntax errors meaningfully impede the reader's ability to comprehend the text.

**Student Learning Outcome for ENGL 1102**

1. Use primary and secondary research to analyze and present information in rhetorically appropriate ways.
2. Use a nationally recognized system of scholarly documentation, such as MLA or APA

<b>Dimension</b>	<b>Capstone 4</b>	<b>Milestones 3                      2</b>		<b>Benchmark 1</b>	<b>Unmet 0</b>
Evaluate Information and its Sources Critically Student uses relevant information from credible sources.	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources with careful consideration based on relevance to the research question, currency, authority, audience, and bias or point of view.	Chooses a variety of information sources appropriate to the research question. Selects sources using some criteria (such as relevance to the research question, currency, and authority with less attention to bias, audience, or point of view).	Chooses information sources using basic criteria (such as relevance to the research question and currency).	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question).	Does not include information sources or sources do not demonstrate application of criteria (such as relevance to the research question).
Support Claims to Accomplish a Specific Purpose The student uses effective evidence in support of one specific thesis or line of inquiry and explains how that evidence helps	Communicates, organizes, and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth.	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources less effectively. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources poorly. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.	Does not use information from sources.

support the claim.					
<p>Access and Use Information Ethically and Legally</p> <p>The student has selected credible sources and has integrated them into the assignment in ways that show both how much was borrowed (idea, words) and the original intent of the information</p>	<p>Correct use of the following information strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to the original content; distinguishing between common knowledge and ideas requiring attribution. Demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>	<p>Correct use of most, but not all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>	<p>Correct use of some, but not all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>	<p>Clear effort but has not mastered any of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>	<p>Does not use any of the following strategies (use of references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution).</p>