

Written Communication

Written communication is the development and expression of ideas in writing. Written communication in general education courses introduces students to the strategies and conventions of academic writing that will be fundamental to their success in upper-level courses.

Student work submitted for assessment of the Written Communication Pillar must:

- Be a planned writing assignment that generally addresses the rubric criteria and has been submitted for a grade; usually, a writing assignment that is more heavily-weighted and occurs near the end of the semester to capture students' progress over the course
- Fit into the broad genres of argument or analysis
- Ask students to write at least two pages or 1000 words
- Include a copy of the prompt/requirements for the writing assignment(s) submitted

Written Communication Rubric

	Proficient (3)	Emerging (2)	Insufficient (1)	Does Not Meet Minimum Benchmark (0)
Purpose <i>The extent to which the writer presents a clear thesis or focus.</i>	The writer presents a clear thesis or focus that is consistent throughout the work.	The writer includes a focus or thesis, but the focus is sometimes inconsistent or unclear.	The writer's focus or thesis seems to address the purpose for writing, but does not express a clear focus or thesis.	The writer's focus/thesis is not evident.
Development and Support <i>The extent to which the writer develops and supports ideas.</i>	The writer fully develops ideas using support appropriate to the genre and/or purpose for writing (such as research, sources, personal experience, analysis, or observation).	The writer expresses ideas but with inconsistent development or support.	The writer has very limited development and support of ideas.	The writer does not develop and/or support ideas.
Genre Conventions (Optional) <i>The extent to which the writer demonstrates knowledge of writing conventions specific to the discipline and/or writing task.</i>	The writer demonstrates consistent use of all conventions particular to a specific discipline and/or writing task(s) including formatting, content, and stylistic choices.	The writer demonstrates use of most conventions particular to a specific discipline and/or writing task.	The writer demonstrates inconsistent and/or improper use of important conventions.	The writer does not follow conventions specific to the discipline and/or writing task.
Organization <i>The extent to which the writer clearly orders and connects ideas.</i>	The writer clearly orders ideas and consistently connects ideas throughout the work.	The writer does not always clearly order ideas and/or connect ideas, but these issues do not significantly impede understanding of the work.	The writer inconsistently orders ideas and/or rarely connects ideas, which significantly limits understanding of the work.	The writer does not clearly order or connect ideas.

Mechanics <i>The extent to which the writer effectively uses grammar, spelling, punctuation, and vocabulary appropriate to academic writing.</i>	The writer demonstrates strong control of mechanical conventions such as grammar, spelling, punctuation, and vocabulary.	The writer demonstrates limited control of mechanical conventions, but the limitations do not impede understanding of the work.	The writer's limited control of mechanical conventions sometimes impedes understanding of the work.	The writer's lack of control of mechanical conventions significantly impedes understanding.
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