

Foundations—Written Communication (FW)

At the end of the FW course, students can:

1. Compose a text to achieve a specific purpose and respond adeptly to an identifiable audience.
2. Provide evidence of effective strategies for generating, revising, editing, and proofreading a text in order to produce finished prose.
3. Compose a text that makes use of source material that is relevant and reliable and that is integrated in accordance with an appropriate style guide.
4. Compose writing that expresses the writer's viewpoint and is supplemented by outside sources.

Assessment methodology

All students will be required to select one writing assignment, produced during the semester, that they consider to be the best example of their writing (and that meets the standards of a specific rubric). In addition, students will compose a reflective letter that states why they feel the piece they have chosen is the best, takes into consideration the processes they encountered in developing the text, and accounts for the obstacles they faced in writing and revising the text. From these 900 samples per semester, 50 will be chosen randomly by the assessment team to assess via the designated rubric. A team of holistic scorers will assess the writing based on a 4-point rubric that will be developed for each of the aforementioned outcomes. The assessment team will employ one SLO per year, in the following order: 1, 4, 3, and 2.

NOTE: all texts will be stripped of identifying information (student & instructor)

Assessment Rubric for SLO #1

| 1-Not meeting | 2-Approaching | 3-Meeting | 4-Exceeding |
|---|--|---|--|
| Text displays little or no indication of an identifiable purpose. | Text displays some indication of an identifiable purpose. | Text displays adequate indication of an identifiable purpose. | Text establishes and maintains a clear and consistent purpose. |
| Statements (or claims) are unclear, too general, poorly supported, and/or irrelevant. | Statements (or claims) are mostly unclear, mostly general, inadequately supported, and/or barely relevant. | Statements (or claims) are usually clear, include specifics or are adequately supported, and are mostly relevant. | Statements (or claims) are clear, include specific details or significant support, and are relevant. |
| Text shows little or no sense of audience, and appeals are inappropriate. | Text shows some sense of audience and includes some appropriate appeals . | Text shows a general sense of audience and an adequate degree of appropriate appeals. | Text shows a clear sense of audience, which is evident in sophisticated appeals. |