Student Learning Outcome (SLO) #1B: Communicate clearly and effectively orally and in writing

Written Communication

Definition: Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies and mixing texts, data, and images. Written communication skills develop through iterative experiences.

This SLO is met in the following General Education categories: A1 and 2 - Communicating with and about the World: Attention and adaptation to audiences are highlighted as necessary for successful communication of general as well as specific content. Courses in this category help students develop skills in reading, writing, listening, and speaking.

NOTE: To be effectively assessed, artifacts need to be labeled with the intended **genre** and **audience.**

Performance Rating Levels

Skill	4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
Audience	Demonstrates a thorough understanding of audience through choices of content and style throughout the text.	Demonstrates adequate understanding of audience through choices of content and style through most of the text	Demonstrates awareness of audience through choices of content and style through some of the text.	Demonstrates minimal or no attention audience through choices of content and style.
Purpose	Communicates and maintains a compelling purpose that is appropriate for genre and audience.	Communicates and maintains a purpose that is appropriate for the genre and audience.	Communicates a purpose. The writer may not maintain the purpose throughout the text, and/ or the purpose may not be appropriate for the audience or genre.	Does not communicate a purpose.

Skill	4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
Development	Develops appropriate, compelling content throughout the text. This may include any combination of: details, description, explanation, evidence, interpretation, and analysis.	Develops appropriate content throughout the text. This may include any combination of: details, description, explanation, evidence interpretation, and analysis.	Develops appropriate content throughout most of the work. This may include any combination of: details, description, explanation, evidence interpretation, and analysis.	Minimally develops content in the text. This may include any combination of: details, description, explanation, evidence interpretation, and analysis.
Genre	Follows all expectations appropriate to genre throughout the text. Genre expectations might include organization, conventions, design elements, formatting, and stylistic choices	Follows expectations appropriate to genre throughout most of the text. Genre expectations might include organization, conventions, design elements, formatting, and stylistic choices.	Follows some expectations appropriate to genre throughout of the text. Genre expectations might include organization, conventions, design elements, formatting, and stylistic choices.	Uses minimal or no elements of the assigned or chosen genre. Genre expectations might include organization, conventions, design elements, formatting, and stylistic choices.
Control of Conventions	Throughout the text, uses linguistic structures, including grammar, punctuation, and spelling, appropriate for the audience and genre.	In most of the text, uses linguistic structures, including grammar, punctuation, and spelling, appropriate for the audience and genre.	In some of the text, uses linguistic structures, including grammar, punctuation, and spelling, appropriate for the audience and genre.	Does not use linguistic structures, including grammar, punctuation, and spelling, appropriate for the audience and genre

*Revised: Fall 2023