

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: A. 1 and 2 - Communicating with and about the World: Attention and adaptation to audiences is 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.

		Performance Levels			
		4	3	2	1
Student output and quality of work		<ul style="list-style-type: none"> • Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) • Uses appropriate, compelling content to illustrate mastery of the subject • Demonstrates detailed attention to conventions particular to the task and the discipline for organization, content, presentation, formatting, and stylistic choices • Skillfully uses high-quality, credible, relevant sources • Uses graceful language that skillfully communicates meaning to readers and is virtually error-free 	<ul style="list-style-type: none"> • Demonstrates adequate consideration of context, audience, and purpose that is responsive to the assigned task(s) • Uses appropriate, compelling content to explore idea. • Consistently uses important conventions particular to the task and the discipline for organization, content, presentation, formatting, and stylistic choices • Consistently uses credible, relevant sources to support ideas • Uses straightforward language that generally conveys meaning to readers that has few errors 	<ul style="list-style-type: none"> • Demonstrates awareness of context, audience, and purpose that is somewhat responsive to the assigned task(s) • Uses appropriate, relevant content to develop and explore ideas throughout most of the work • Follows expectations appropriate to the discipline and task for organization, content, presentation, formatting, and stylistic choices • Attempts to use credible and/or relevant sources to support ideas • Uses language that generally conveys meaning to readers with clarity, but includes some errors 	<ul style="list-style-type: none"> • Demonstrates minimal attention to context, audience, and purpose of the assigned task(s) • Uses appropriate, relevant content to develop simple ideas in some parts of the work • Attempts to use a consistent system for basic organization and presentation • Attempts to use sources to support ideas • Uses language that sometimes impedes meaning because of errors in usage