

Strong writing skills enable students to create and share ideas, investigate and describe values, and record discoveries – all skills that are necessary not only for professional success but also for personal fulfillment in a world where communication increasingly takes place through electronic media. Students must be able to identify areas for inquiry, locate relevant information, evaluate its usefulness and quality, and incorporate the information logically and ethically. They must be able to write correctly, and they must be aware that different audiences and purposes call for different rhetorical responses.

Written Communication Student Learning Objectives:

- **WC1** Students will demonstrate the ability to compose a thesis statement that makes a clear claim about a given topic or issue.
- **WC2** Students will demonstrate the ability to support a claim through the presentation, evaluation, and analysis of evidence, including research if applicable.
- **WC3** Students will demonstrate the ability to organize an argument in a logical and cohesive manner.
- **WC4** Students will demonstrate the ability to clearly articulate ideas in standard English.

Written Communication Objectives	Area of Opportunity		Proficient		SLO Reporting	
	Ineffective (1)	Adequate (2)	Effective (3)	Exemplar (4)	Number of Students Assessed	Number of Students w/ Successfully Demonstrated Competency
WC1 Students will demonstrate the ability to compose a thesis statement that makes a clear claim about a given topic or issue.	Student makes no claim.	Student makes a claim but fails to state reasons for making the claim.	Student makes a claim and states reasons for making the claim. Student demonstrates an awareness of purpose.	Student makes an original claim and states reasons for making the claim in a well-constructed statement. Student demonstrates an awareness of purpose and audience.		
WC2 Students will demonstrate the ability to support a claim through the presentation, evaluation, and analysis of evidence, including research if applicable.	The topic totally lacks support, reflecting an unacceptable level of thought.	The topic is somewhat supported and reflects an acceptable level of thought. Evidence is credible but insufficient. Student cites sources, but the citations contain errors.	Topic is addressed clearly, reflecting a proficient level of thought. Evidence is credible and sufficient. Student cites sources, but the citations contain minor errors.	Topic is addressed clearly, reflecting an advanced level of thought. Evidence is credible, sufficient, typical, accurate, and relevant. Student cites sources correctly.		

<p>WC3 Students will demonstrate the ability to organize an argument in a logical and cohesive manner.</p>	<p>The paper lacks a beginning, a middle, and/or an ending.</p>	<p>The paper lacks a clear principle of organization.</p>	<p>The paper has a principle of organization; i.e, chronological, spatial, thematic.</p>	<p>The paper has a principle of organization that demonstrates a clear awareness of purpose and audience.</p>		
<p>WC4 Students will demonstrate the ability to clearly articulate ideas in standard English.</p>	<p>Grammar, punctuation, spelling, and usage are severely deficient.</p>	<p>Isolated errors in grammar, punctuation, spelling and/or usage reduce clarity and credibility.</p>	<p>Free of major errors in grammar, punctuation, spelling, and usage.</p>	<p>Completely free of errors in grammar, punctuation, spelling, and usage. Student uses appropriate diction and syntax throughout the paper.</p>		