WRITTEN COMMUNICATION CURRICULUM RUBRIC   (W)

Program goal:
Guide and prompt students to locate and organize information with appropriate evidence and language for clear written communication of ideas.

Student learning objective	Student Learning Outcomes' Levels of Competency:				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
SLO1: Logic and Order The student produces clearly worded and organized text that conveys the logic used to make an assertion.	Fails to demonstrate awareness of the correct form or structure.	Begins to develop a sense of order to convey an idea, and basic organizational structure is apparent.	Shows awareness of the correct form or structure, and logic is employed to make an assertion.	Presents a clear organizational pattern for the reader, with consistent and effective use of logic and structure to support assertion.	Superior development of organizational patterns, and excellent use of logic throughout the writing assignment to support assertion.
SLO2: Sources and Evidence The student uses appropriate evidence to support assertions, with documentation of sources in accordance disciplinary conventions.	Fails to use evidence to support assertions.	Uses scarce support to explain or substantiate assertions; attempts to document sources.	Provides some support for assertions but ideas not fully integrated with the argument; documents sources but may not fully adhere to disciplinary conventions.	Provides support for assertions with credible evidence that it is well integrated into the argument; shows an awareness of the standards for documentation in the discipline.	Uses advanced reasoning and engaging scholarly evidence to supports original argument; carefully documents evidence in accordance with disciplinary conventions.
SLO3: Control of Language and Syntax The student uses language that is controlled, readable, clear, proofread, and suitable for the discipline.	Fails to convey meaning due to lack of control.	Attempts to control language but meaning impeded because of weak syntax and consistent errors in usage.	Controls language to convey meaning clearly, but syntax and grammar are still a distraction.	Controls language such that it is readable with few exceptions but contains some errors in usage and grammar.	Thoughtfully controls language that is correct, edited, proofread, and contains very few errors.

A **program goal** is a clear statement that expresses what our program will do for students. Each goal is designed to prompt and guide teaching practice and program assessment.

A **student learning objective** is a clear statement about what we expect students to learn or accomplish. Like any type of objective, a student learning objective is a desired outcome.

A **student learning outcome** is the result of a learning process; in other words, it is an actual outcome. To foster assessment of student learning, student learning outcomes must be observable, observed, measurable, and measured. Student learning outcomes can be characterized using an ordinal scale of competency (e.g., unsatisfactory, emerging, developing, proficient, and mastery).

A **competency** is the ability to do something successfully. CU's expectation is that students will perform at or above the level of **Proficient.**