

Introduction

This file describes how “Written communication” as a generic competence can be deconstructed into distinct learning outcomes in a university education setting.

It is one of 16 descriptions in LOUIS (Learning Outcomes in University for Impact on Society); LOUIS is part of the Aurora Competence Framework.

The descriptions are based on the VALUE Rubrics developed by the American Association of Colleges & Universities AAC&U.



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 components:

- Context of and purpose for writing
- Content development
- Genre and disciplinary conventions
- Sources and evidence
- Control of syntax and mechanics

Written communication: Context of and purpose for writing

Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s) (e.g., expectation of instructor or self as audience).



Demonstrates awareness of context, audience, purpose, and to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions).



Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).



Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.

Written communication: Content development

Uses appropriate and relevant content to develop simple ideas in some parts of the work.



Uses appropriate and relevant content to develop and explore ideas through most of the work.



Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.



Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.

Written communication: Genre and disciplinary conventions

Attempts to use a consistent system for basic organization and presentation.



Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation



Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices



Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices.

Written communication: Sources and evidence

Demonstrates an attempt to use sources to support ideas in the writing.



Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.



Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.



Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.

Written communication: Control of syntax and mechanics

Uses language that sometimes impedes meaning because of errors in usage.



Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.



Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.



Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.