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

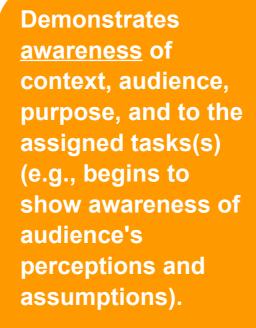
the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images.

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 tasks(s)
(e.g., expectation of
instructor or self as
audience).





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.

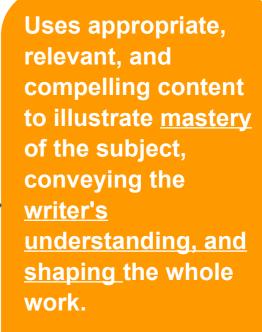
Written communication: Content development

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.

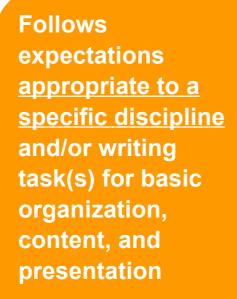


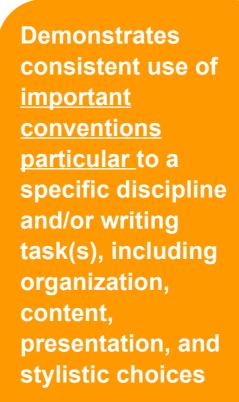
Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.



Written communication: Genre and disciplinary conventions

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





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.

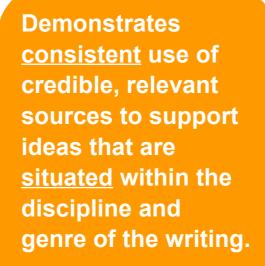




Written communication: Sources and evidence

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.

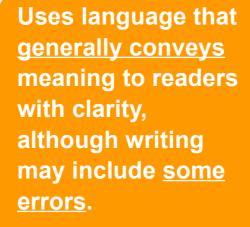


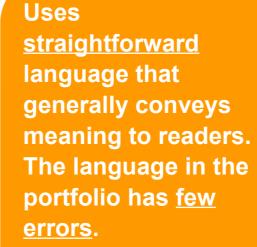
Demonstrates
skillful use of highquality, credible,
relevant sources to
develop ideas that
are appropriate for
the discipline and
genre of the writing



Written communication: Control of syntax and mechanics

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





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



