

## COMPETENCY: WRITTEN COMMUNICATION

Criteria apply to all general education courses that develop written competency (this competency is not course specific)

### **Guiding Principle:**

Learning to write is a complex process that takes place over time with continued practice and informed guidance. While qualified writing professionals help students learn writing skills and knowledge of writing conventions, written communication competency is developed as students apply this knowledge across the curriculum. The statements below describe the level of competency in expository writing that students develop and refine in the general education curriculum.

### **Definition:**

Student demonstrates the ability to write clearly and concisely.

### **Criteria**

#### 1. Information Acquisition

- Find, select, and synthesize information from appropriate primary and secondary sources.

#### 2. Application

- \* Apply knowledge of syntax, grammar, punctuation and spelling in writing assignments.
- \* Use appropriate vocabulary, formats, and documentation for different writing tasks.

#### 3. Analysis

- Critique own and others' work.

#### 4. Synthesis

- Integrate own ideas with those of others.

#### 5. Communication

- Convey a primary theme or message in a written text.
- Use a variety of research tools, including current technological resources.

#### 6. Evaluation

- Clarify ideas and improve the quality of a written paper by using feedback.

See Communication Content Criteria for course-specific criteria.

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The above bullets represent the full spectrum of criteria that may define this competency. For the purposes of qualifying a state-guaranteed general education course that requires this competency, the institution must demonstrate that the course substantively addresses most, not necessarily all, of the stated criteria.