

# SEEDS Student Learning Outcome/Rubric

## *Effective Writing I*

### *Student Learning Outcome:*

- *Students will apply rhetorical concepts, critical thinking, technological tools, drafting and revising strategies, as well as genre conventions to the completion of one or more writing projects.*

<b>Criteria</b>	<b>Excellent</b>	<b>Proficient</b>	<b>Basic</b>	<b>Below Basic</b>
<b><i>Rhetorical Knowledge</i></b>	- Students: Effectively use key rhetorical concepts. - Consistently make adequate shifts in voice, tone, level of formality, design, medium, and/or structure in response to different audiences and contexts.	- Students: Make inconsistent use of key rhetorical concepts. - Often make adequate shifts in voice, tone, level of formality, design, medium, and/or structure in response to different audiences and contexts.	- Students: Sometimes use key rhetorical concepts. - Occasionally make adequate shifts in voice, tone, level of formality, design, medium, and/or structure in response to different audiences and contexts.	- Students: Rarely use key rhetorical concepts. - Rarely make adequate shifts in voice, tone, level of formality, design, medium, and/or structure in response to different audiences and contexts.
<b><i>Critical Thinking, Reading, and Composing</i></b>	- Students: Consistently and effectively evaluate claims from a diverse range of texts, attending especially to relationships between assertion and evidence, to patterns of organization, to	Students: Often evaluate claims from a diverse range of texts, attending especially to relationships between assertion and evidence, to patterns of organization, to the interplay between	Students: Sometimes evaluate claims from a diverse range of texts, attending especially to relationships between assertion and evidence, to patterns of organization, to	Students: Rarely or never evaluate claims from a diverse range of texts, attending especially to relationships between assertion and evidence, to patterns of organization, to

	<p>the interplay between verbal and nonverbal elements, and to how these features function for different audiences and situations</p> <ul style="list-style-type: none"> <li>- Consistently differentiate and evaluate (for credibility, sufficiency, accuracy, timeliness, and bias).</li> <li>- Make consistent and effective use of strategies—such as interpretation, synthesis, response, critique, and design/redesign—to compose texts that integrate the writer's ideas with those from appropriate sources.</li> </ul>	<p>verbal and nonverbal elements, and to how these features function for different audiences and situations</p> <ul style="list-style-type: none"> <li>- Often differentiate and evaluate (for credibility, sufficiency, accuracy, timeliness, and bias).</li> <li>- Often make effective use of strategies—such as interpretation, synthesis, response, critique, and design/redesign—to compose texts that integrate the writer's ideas with those from appropriate sources.</li> </ul>	<p>the interplay between verbal and nonverbal elements, and to how these features function for different audiences and situations</p> <ul style="list-style-type: none"> <li>- Sometimes differentiate and evaluate (for credibility, sufficiency, accuracy, timeliness, and bias).</li> <li>- Sometimes make effective use of strategies—such as interpretation, synthesis, response, critique, and design/redesign—to compose texts that integrate the writer's ideas with those from appropriate sources.</li> </ul>	<p>the interplay between verbal and nonverbal elements, and to how these features function for different audiences and situations</p> <ul style="list-style-type: none"> <li>- Rarely or never differentiate and evaluate (for credibility, sufficiency, accuracy, timeliness, and bias)</li> <li>- Rarely or never make use of strategies—such as interpretation, synthesis, response, critique, and design/redesign—to compose texts that integrate the writer's ideas with those from appropriate sources.</li> </ul>
<b>Processes</b>	<ul style="list-style-type: none"> <li>- Students: Successfully complete a writing project through multiple drafts.</li> <li>- Consistently use flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing.</li> <li>- Consistently adapt composing processes for a variety of technologies and modalities.</li> <li>- Consistently demonstrate knowledge of linguistic structures, including grammar, punctuation, and</li> </ul>	<p>Students: Complete a writing project through multiple drafts.</p> <ul style="list-style-type: none"> <li>- Often use flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing.</li> <li>- Often adapt composing processes for a variety of technologies and modalities.</li> <li>- Often demonstrate knowledge of linguistic structures, including grammar, punctuation, and spelling, through practice in composing and revising.</li> </ul>	<p>Students: Complete a writing project through multiple drafts.</p> <ul style="list-style-type: none"> <li>- Sometimes use flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing.</li> <li>- Sometimes adapt composing processes for a variety of technologies and modalities.</li> <li>- Sometimes demonstrate knowledge of linguistic structures, including grammar, punctuation, and</li> </ul>	<p>Students: Fail to complete a writing project through multiple drafts.</p> <ul style="list-style-type: none"> <li>- Rarely or never use flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing.</li> <li>- Rarely adapt composing processes for a variety of technologies and modalities.</li> <li>- Rarely demonstrate knowledge of linguistic structures, including grammar, punctuation, and spelling, through practice in composing and revising.</li> </ul>

	spelling, through practice in composing and revising.		spelling, through practice in composing and revising.	
<b>Conventions</b>	<p>Students: Consistently and effectively apply accepted conventions for structure, paragraphing, tone and mechanics.</p> <ul style="list-style-type: none"> <li>- Consistently use correct formats and/or design features for different kinds of texts.</li> <li>- Consistently explains and applies conventions or laws of intellectual property (such as fair use and copyright).</li> <li>- Systematically and consistently apply citation conventions in their own work.</li> </ul>	<p>Students: Often apply accepted conventions for structure, paragraphing, tone and mechanics.</p> <ul style="list-style-type: none"> <li>- Often use correct formats and/or design features for different kinds of texts.</li> <li>- Often explains and applies conventions or laws of intellectual property (such as fair use and copyright).</li> <li>- Often apply citation conventions in their own work.</li> </ul>	<p>Students: Sometimes apply accepted conventions for structure, paragraphing, tone and mechanics.</p> <ul style="list-style-type: none"> <li>- Sometimes use correct formats and/or design features for different kinds of texts.</li> <li>- Sometimes explains conventions or laws of intellectual property (such as fair use and copyright).</li> <li>- Sometimes apply citation conventions in their own work.</li> </ul>	<p>Students: Rarely or never apply accepted conventions for structure, paragraphing, tone and mechanics.</p> <ul style="list-style-type: none"> <li>- Rarely or never use correct formats and/or design features for different kinds of texts.</li> <li>- Rarely explains conventions or laws of intellectual property (such as fair use and copyright).</li> <li>- Rarely apply citation conventions in their own work.</li> </ul>

**This Rubric has been created using the student learning outcomes from the Council of Writing Program Administrators:**

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## **Definitions and other important Information.**

### **Rhetorical Knowledge**

Rhetorical knowledge is the ability to analyze contexts and audiences and then to act on that analysis in comprehending and creating texts.

Rhetorical knowledge is the basis of composing. Writers develop rhetorical knowledge by negotiating purpose, audience, context, and

conventions as they compose a variety of texts for different situations.

**Students should:**

- Learn and use key rhetorical concepts through analyzing and composing a variety of texts.
- Gain experience reading and composing in several genres to understand how genre conventions shape and are shaped by readers' and writers' practices and purposes.
- Develop facility in responding to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and/or structure.
- Understand and use a variety of technologies to address a range of audiences.
- Match the capacities of different environments (e.g., print and electronic) to varying rhetorical situations.

**Faculty in all programs and departments can build on this preparation by helping students learn:**

- The expectations of readers in their fields.
- The main features of genres in their fields.
- The main purposes of composing in their fields.

**Critical Thinking, Reading, and Composing**

Critical thinking is the ability to analyze, synthesize, interpret, and evaluate ideas, information, situations, and texts. When writers think critically about the materials they use—whether print texts, photographs, data sets, videos, or other materials—they separate assertion from evidence, evaluate sources and evidence, recognize and evaluate underlying assumptions, read across texts for connections and patterns, identify and evaluate chains of reasoning, and compose appropriately qualified and developed claims and generalizations. These practices are foundational for advanced academic writing.

**Students should:**

- Use composing and reading for inquiry, learning, critical thinking, and communicating in various rhetorical contexts.
- Read a diverse range of texts, attending especially to relationships between assertion and evidence, to patterns of organization, to the interplay between verbal and nonverbal elements, and to how these features function for different audiences and situations.
- Locate and evaluate (for credibility, sufficiency, accuracy, timeliness, bias and so on) primary and secondary research materials, including journal articles and essays, books, scholarly and professionally established and maintained databases or archives, and informal electronic networks and internet sources.
- Use strategies—such as interpretation, synthesis, response, critique, and design/redesign—to compose texts that integrate the writer's ideas with those from appropriate sources.

**Faculty in all programs and departments can build on this preparation by helping students learn:**

- The kinds of critical thinking important in their disciplines.
- The kinds of questions, problems, and evidence that define their disciplines.
- Strategies for reading a range of texts in their fields.

**Processes**

Writers use multiple strategies, or composing processes, to conceptualize, develop, and finalize projects. Composing processes are seldom linear: a writer may research a topic before drafting, then conduct additional research while revising or after consulting a colleague. Composing processes are also flexible: successful writers can adapt their composing processes to different contexts and occasions.

**Students should:**

- Develop a writing project through multiple drafts.
- Develop flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing.

- Use composing processes and tools as a means to discover and reconsider ideas.
- Experience the collaborative and social aspects of writing processes.
- Learn to give and to act on productive feedback to works in progress.
- Adapt composing processes for a variety of technologies and modalities.
- Reflect on the development of composing practices and how those practices influence their work.

**Faculty in all programs and departments can build on this preparation by helping students learn:**

- To employ the methods and technologies commonly used for research and communication within their fields.
- To develop projects using the characteristic processes of their fields.
- To review work-in-progress for the purpose of developing ideas before surface-level editing.
- To participate effectively in collaborative processes typical of their field.

### **Knowledge of Conventions**

Conventions are the formal rules and informal guidelines that define genres, and in so doing, shape readers' and writers' perceptions of correctness or appropriateness. Most obviously, conventions govern such things as mechanics, usage, spelling, and citation practices. But they also influence content, style, organization, graphics, and document design. Conventions arise from a history of use and facilitate reading by invoking common expectations between writers and readers. These expectations are not universal; they vary by genre (conventions for lab notebooks and discussion-board exchanges differ), by discipline (conventional moves in literature reviews in Psychology differ from those in English), and by occasion (meeting minutes and executive summaries use different registers). A writer's grasp of conventions in one context does not mean a firm grasp in another. Successful writers understand, analyze, and negotiate conventions for purpose, audience, and genre, understanding that genres evolve in response to changes in material conditions and composing technologies and attending carefully to emergent conventions.

**Students should:**

- Develop knowledge of linguistic structures, including grammar, punctuation, and spelling, through practice in composing and revising
- Understand why genre conventions for structure, paragraphing, tone, and mechanics vary.
- Gain experience negotiating variations in genre conventions.
- Learn common formats and/or design features for different kinds of texts.
- Explore the concepts of intellectual property (such as fair use and copyright) that motivate documentation conventions.
- Practice applying citation conventions systematically in their own work.

**Faculty in all programs and departments can build on this preparation by helping students learn:**

- The reasons behind conventions of usage, specialized vocabulary, format, and citation systems in their fields or disciplines.
- Strategies for controlling conventions in their fields or disciplines.
- Factors that influence the ways work is designed, documented, and disseminated in their fields.
- Ways to make informed decisions about intellectual property issues connected to common genres and modalities in their fields.

Effective Writing 1	
Drafting and Feedback	The course requires students to write multiple drafts of each paper and develop their invention, writing, and revision processes through workshop, class instruction and feedback from instructors and peers. Students should receive detailed and timely instructor feedback on multiple drafts of a piece of writing.
Engaging the Writing Process	The writing process should be explicitly modeled and taught while students are engaging in the process. Students should have the opportunity to think critically about the process itself, and how it helps to improve their expressive abilities, as well as their thinking.
Genre	The genres of writing should focus on academic experience and argument. Writing prompts should be analytical texts or opinion pieces on subjects of current significance (politics, ethics, technology, inequality, etc.)
Research	At least one substantive writing assignment should include independent external research that familiarizes students with library resources, citation practices, good research methods, and the evaluation of sources.
Reflection	The course should have an explicit emphasis on reflection. Students should meaningfully reflect on and analyze their development as writers by identifying specific places in their writing where they have been challenged and where they have grown.

Effective Writing 2	
Drafting and Feedback	The course requires students to write more than one draft or version of writing assignments and develop their invention, writing, and revision processes through workshop, class instruction and feedback from instructors and peers. Students should receive detailed and timely instructor feedback on their writing.
Engaging the Writing Process	The writing process should again be explicitly modeled and taught while students are engaging in the process. Students should have the opportunity to think critically about the process itself, and how it helps to improve their expressive abilities and their thinking.
Genre	Students should have the opportunity, in both reading and writing, to understand the importance of genre. Writing tasks could include analyses of the scholarly literature in the relevant field and/or the production of texts within that field.
Research and Citation	There should be an extended focus on the research process, as well as on using quotation and paraphrase to support an argument. An additional focus on citation styles (as connected to genre) is encouraged.

Reflection	The course should have an explicit emphasis on reflection. Students should meaningfully reflect on and analyze their development as writers by identifying specific places in their writing where they have been challenged and where they have grown.
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Student learning outcomes from the Council of Writing Program Administrators:

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