## Written Communication (Approved by GEIC 9.3.14)

<table>
<thead>
<tr>
<th>4</th>
<th>Highly Competent</th>
<th>3</th>
<th>Competent</th>
<th>2</th>
<th>Minimally Competent</th>
<th>1</th>
<th>Not Competent</th>
</tr>
</thead>
</table>

### 1. Context and Purpose
*Develops effective prose that is appropriate for the specific audience and purpose/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.**
- **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 awareness of context, audience, purpose in relation to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).**
- **Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).**

### 2. Content Development
*Provides clear and effective evidence, support and/or illustration for controlling ideas and thesis.*

- **Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the presenter’s/author’s understanding, and shaping the whole work.**
- **Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.**
- **Uses appropriate and relevant content to develop and explore ideas through most of the work.**
- **Uses appropriate and relevant content to develop simple ideas in some parts of the work.**

### 3. Genre and Disciplinary Conventions
*Crafts arguments that are consistent with the accepted standards within the discipline including format, citation, organization, voice, tone, formality and appropriate use of evidence*

- **Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or task(s) including organization, content, presentation, formatting, and stylistic choices**
- **Demonstrates consistent use of important conventions particular to a specific discipline and/or task(s), including organization, content, presentation, and stylistic choices**
- **Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation**
- **Attempts to use a consistent system for basic organization and presentation.**
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<table>
<thead>
<tr>
<th>and sources.</th>
<th>4. Sources and Evidence</th>
<th>5. Control of Syntax and Mechanics</th>
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</thead>
<tbody>
<tr>
<td>Sources/others' ideas are evaluated, analyzed, synthesized and documented to generate ideas that are appropriate for the rhetorical situation/discipline and genre.</td>
<td>Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre.</td>
<td>Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.</td>
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<td></td>
<td>Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre.</td>
<td>Uses straightforward language that generally conveys meaning to readers. The language has few errors.</td>
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<tr>
<td></td>
<td>Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre.</td>
<td>Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.</td>
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<tr>
<td></td>
<td>Demonstrates an attempt to use sources to support ideas.</td>
<td>Uses language that sometimes impedes meaning because of errors in usage.</td>
</tr>
</tbody>
</table>

Note: A course must meet all 5 outcomes to be included.