

WTCS Repository

10-801-195 Written Communication

Course Outcome Summary

Course Information

Description Develops writing skills which include prewriting, drafting, revising, and editing. A variety of writing assignments are designed to help the learner analyze audience and purpose, research and organize ideas, and format and design documents based on subject matter and content. Also develops critical reading and thinking skills through the analysis of a variety of written documents.

Total Credits 3.00

Pre/Corequisites

Prerequisite Each Wisconsin Technical College determines the General Education course prerequisites used by their academic institution. If prerequisites for a course are determined to be appropriate, the final Course Outcome Summary must identify the prerequisites approved for use by the individual Technical College.

Course Competencies

1. Establish document purpose

Assessment Strategies

1.1. through written assignments made throughout the term

Criteria

Performance will satisfactory when:

- 1.1. purpose encompasses subject, scope, and thesis
- 1.2. purpose indicates primarily informative or persuasive approach
- 1.3. purpose establishes the focus for a unified document
- 1.4. purpose statement is free of confusion and contradictions
- 1.5. stated purpose matches the assigned task

2. Apply audience analysis techniques

Assessment Strategies

2.1. through written assignments made throughout the term

Criteria

Performance will satisfactory when:

- 2.1. learner identifies specific audience
- 2.2. learner analyzes audience
- 2.3. learner incorporates analysis into documents

3. Employ rhetorical strategies

Assessment Strategies

- 3.1. through written assignments made throughout the term when criteria checklists call for specific rhetorical patterns

Criteria

Performance will satisfactory when:

- 3.1. document uses appropriate strategy(ies) (e.g. narrative, example, comparison and contrast)
- 3.2. one strategy dominates the document (e.g. argumentative, analytic, informative)
- 3.3. strategy matches task

4. Generate ideas for writing

Assessment Strategies

- 4.1. through written assignments made throughout the term

Criteria

Performance will satisfactory when:

- 4.1. ideas are generated using accepted invention techniques, (e.g. outline, mapping, brainstorming)
- 4.2. ideas are generated from analysis of text(s)
- 4.3. sufficient ideas are generated to complete the task
- 4.4. ideas are recorded

5. Research outside sources

Assessment Strategies

- 5.1. through the completion of researched arguments and/or reports

Criteria

Performance will satisfactory when:

- 5.1. learner locates a variety of appropriate sources
- 5.2. document follows an accepted standard for documentation (e.g. MLA, APA, Chicago)
- 5.3. learner uses varied sources of information
- 5.4. learner differentiates between primary and secondary sources
- 5.5. learner extracts information using a variety of methods, i.e., quotes, paraphrases, summaries
- 5.6. learner uses accepted documentation standards

6. Synthesize information from sources

Assessment Strategies

- 6.1. through the completion of researched arguments and/or reports

Criteria

Performance will satisfactory when:

- 6.1. document relies on multiple sources
- 6.2. document presents relevant evidence from sources that is sufficient to the purpose, scope, and audience
- 6.3. quotes and paraphrases retain the intent of the original document
- 6.4. document presents concrete and accurate evidence from sources
- 6.5. document integrates quoted and paraphrased information
- 6.6. document distills source material into original statements
- 6.7. document forms valid conclusions based on diverse viewpoints

7. Organize document content

Assessment Strategies

- 7.1. through written assignments made throughout the term

Criteria

Performance will satisfactory when:

- 7.1. document presents an organizational scheme suited to purpose and audience
- 7.2. document displays distinct introduction, body, and conclusion
- 7.3. document utilizes appropriate transitions

8. Write final text from drafts

Assessment Strategies

- 8.1. through written assignments made throughout the term

Criteria

Performance will satisfactory when:

- 8.1. final text incorporates ideas generated in earlier steps
- 8.2. final text relies on concrete support
- 8.3. final text includes necessary documentation
- 8.4. final text's tone matches document's purpose
- 8.5. final text selects language for the specific audience (concrete, abstract)
- 8.6. final text uses ideas that are clearly related to thesis
- 8.7. final text emphasizes ideas of greatest importance
- 8.8. final text is free of confusion and contradiction
- 8.9. final text states or clearly implies a thesis
- 8.10. final text is concise

9. Design document format

Assessment Strategies

- 9.1. through written assignments made throughout the term

Criteria

Performance will satisfactory when:

- 9.1. learner produces document format appropriate to audience, purpose, content, and situation
- 9.2. document appearance conforms to specified standards for format
- 9.3. document design contributes to readability

10. Assess document for revision

Assessment Strategies

- 10.1. through written assignments made throughout the term

Criteria

Performance will satisfactory when:

- 10.1. learner evaluates credibility of sources of feedback
- 10.2. learner responds to/gives feedback
- 10.3. learner discriminates between valid and invalid criticism
- 10.4. learner identifies specific aspects of current draft influenced by reader- and/or self-assessment
- 10.5. document incorporates valid criticism in revision

11. Edit document based on conventions of standard English

Assessment Strategies

- 11.1. through written assignments made throughout the term

Criteria

Performance will satisfactory when:

- 11.1. learner verifies English usage against conventional standards (spelling, punctuation, sentence structure, and usage)