

## WTCS Repository

10-801-195 Written Communication

# Course Outcome Summary

### Course Information

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|  | 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 |

Purpose/Goals

This course outcome summary includes the competencies and criteria for Written Communication (10-801-195). This course is part of the General Studies Core offered throughout the Wisconsin Technical College System (WTCS). The course competencies are consistent among the colleges and are at baccalaureate level to accommodate student success in transfer to four-year colleges.

Pre/Corequisites

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| 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

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| 1. | Establish document purpose | |
|  | Assessment Strategies | |
|  | 1.1. | through written assignments made throughout the term |
|  | Criteria | |
|  | Performance will be 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 |
|  | Learning Objectives | |
|  | 1.a. | Identify the need for informative or persuasive writing |
|  | 1.b. | Express thesis |
|  | 1.c. | Determine specific subject |
|  | 1.d. | Determine scope |
|  | 1.e. | Describe the relationship between elements in a unified document |
| 2. | Apply audience analysis techniques | |
|  | Assessment Strategies | |
|  | 2.1. | through written assignments made throughout the term |
|  | Criteria | |
|  | Performance will be satisfactory when: | |
|  | 2.1. | learner identifies specific audience |
|  | 2.2. | learner analyzes audience |
|  | 2.3. | learner incorporates analysis into documents |
|  | Learning Objectives | |
|  | 2.a. | Identify relevant audience traits (i.e., needs, values, ages, education/technical expertise) |
|  | 2.b. | Represent different audience attitudes (i.e., objections, common ground) toward subject and purpose |
| 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 be 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 |
|  | Learning Objectives | |
|  | 3.a. | Recognize narrative pattern of development |
|  | 3.b. | Recognize descriptive techniques |
|  | 3.c. | Recognize exemplification as a major form of support |
|  | 3.d. | Recognize comparison/contrast patterns of development |
|  | 3.e. | Recognize the strategies of formal and extended definition |
|  | 3.f. | Recognize the strategies of classification and division in a written document |
|  | 3.g. | Recognize patterns for analyzing a subject in a written document |
| 4. | Generate ideas for writing | |
|  | Assessment Strategies | |
|  | 4.1. | through written assignments made throughout the term |
|  | Criteria | |
|  | Performance will be 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 |
|  | Learning Objectives | |
|  | 4.a. | Conduct brainstorming by various techniques (e.g., mapping, listing, freewriting) |
|  | 4.b. | Conduct surveys, interviews |
|  | 4.c. | Determine relevance of ideas to audience and purpose |
|  | 4.d. | Develop a record of ideas |
| 5. | Research outside sources | |
|  | Assessment Strategies | |
|  | 5.1. | through the completion of researched arguments and/or reports |
|  | Criteria | |
|  | Performance will be 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 be 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 |
|  | Learning Objectives | |
|  | 6.a. | Integrate materials from a number of different sources |
|  | 6.b. | Integrate summary, paraphrase, and quotation in a single document |
|  | 6.c. | Connect diverse source material to a single purpose and audience |
|  | 6.d. | Form conclusions from evidence |
|  | 6.e. | Relate diverse source material to an original purpose |
| 7. | Organize document content | |
|  | Assessment Strategies | |
|  | 7.1. | through written assignments made throughout the term |
|  | Criteria | |
|  | Performance will be 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 |
|  | Learning Objectives | |
|  | 7.a. | Develop all aspects of introduction, body, and conclusion |
|  | 7.b. | Adapt organizational scheme to purpose and audience |
| 8. | Write final text from drafts | |
|  | Assessment Strategies | |
|  | 8.1. | through written assignments made throughout the term |
|  | Criteria | |
|  | Performance will be 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 |
|  | Learning Objectives | |
|  | 8.a. | Distinguish between concrete and abstract language |
|  | 8.b. | Distinguish between general and specific diction |
|  | 8.c. | Recognize the functions of denotation and connotation in diction |
|  | 8.d. | Distinguish between figures of speech: simile, metaphor, personification |
|  | 8.e. | Recognize a variety of strategies for sentence style and variety (e.g., periodic, cumulative, inverted) |
|  | 8.f. | Describe the relationship between elements in a unified document |
|  | 8.g. | Distinguish between active and passive voice |
|  | 8.h. | Recognize how audience effects language |
|  | 8.i. | Recognize main ideas |
|  | 8.j. | Recognize supporting detail |
|  | 8.k. | Recognize a variety of strategies for arranging main ideas and supporting detail |
|  | 8.l. | Determine accuracy and concreteness of evidence/support |
|  | 8.m. | Determine sufficiency of evidence/support |
|  | 8.n. | Determine relevance of evidence/support |
| 9. | Design document format | |
|  | Assessment Strategies | |
|  | 9.1. | through written assignments made throughout the term |
|  | Criteria | |
|  | Performance will be 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 |
|  | Learning Objectives | |
|  | 9.a. | Recognize standards for formatting documents (e.g., MLA, APA, Chicago) |
|  | 9.b. | Adapt arrangement of ideas to audience and purpose |
|  | 9.c. | Recognize requirements of format established by instructor (e.g., heading, title, margins, ink) |
| 10. | Assess document for revision | |
|  | Assessment Strategies | |
|  | 10.1. | through written assignments made throughout the term |
|  | Criteria | |
|  | Performance will be 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 |
|  | Learning Objectives | |
|  | 10.a. | Record critical feedback of peer readers |
|  | 10.b. | Identify textbook material relevant to critical feedback from students/instructor |
|  | 10.c. | Maintain emotional control in processing feedback from students/instructor |
| 11. | Edit document based on conventions of standard English | |
|  | Assessment Strategies | |
|  | 11.1. | through written assignments made throughout the term |
|  | Criteria | |
|  | Performance will be satisfactory when: | |
|  | 11.1. | learner verifies English usage against conventional standards (spelling, punctuation, sentence structure, and usage) |
|  | Learning Objectives | |
|  | 11.a. | Recognize accepted standards for English usage |
|  | 11.b. | Reference material in a handbook of English usage |