



Experience. Success.

Wisconsin Indianhead Technical College

10801195 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
Instructional Level	Associate Degree
Total Credits	3.00
Total Hours	48.00

Types of Instruction

Instruction Type	Credits/Hours
Presentation (Lecture/Demonstration/Discussion)	3/48

Course History

Revised By	Andrea Schullo (andrea.schullo)
Last Approval Date	1/14/2014

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

Prerequisite Successful scores on placement test or 10831103 Introduction to College Writing

Course Competencies

1. Establish document purpose

Domain Cognitive Level Analysis Status Active

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

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

Domain Cognitive Level Analysis Status Active

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

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

Domain Cognitive Level Analysis Status Active

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

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

Domain Cognitive Level Synthesis Status Active

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

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

<i>Domain</i>	<i>Cognitive</i>	<i>Level</i>	<i>Analysis</i>	<i>Status</i>	<i>Active</i>
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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

Learning Objectives

- 5.a. Evaluate sources for accuracy, credibility, currency, and bias
- 5.b. Use a variety of sources such as databases, scholarly journals, people, Web sites, reference books, magazines, and newspapers
- 5.c. Develop a Works Cited or Reference page using a standard APA documentation format
- 5.d. Demonstrate knowledge of in-text citing of sources

6. Synthesize information from sources

<i>Domain</i>	<i>Cognitive</i>	<i>Level</i>	<i>Synthesis</i>	<i>Status</i>	<i>Active</i>
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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

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

7. Organize document content

Domain Cognitive Level Synthesis Status Active

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

Learning Objectives

- 7.a. Develop all aspects of introduction, body, and conclusion
- 7.b. Adapt organizational scheme to purpose and audience
- 7.c. Use transitions to link ideas

8. Write final text from drafts

Domain Cognitive Level Synthesis Status Active

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

Learning Objectives

- 8.a. Distinguish between concrete and abstract language
- 8.b. Recognize a variety of strategies for arranging main ideas and supporting detail
- 8.c. Determine accuracy, sufficiency, and relevance of evidence/support
- 8.d. Incorporate APA documentation

9. Design document format

Domain Cognitive Level Analysis Status Active

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

Learning Objectives

- 9.a. Recognize APA standards for formatting documents
- 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)
- 9.d. Utilize headings, bullets, and white space

10. Assess document for revision

Domain Cognitive Level Evaluation Status Active

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

Learning Objectives

- 10.a. Record critical feedback of peer readers
- 10.b. Identify textbook material relevant to critical feedback from students/instructor
- 10.c. Process feedback to optimize final document

11. Edit document based on conventions of standard English

Domain Cognitive Level Evaluation Status Active

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)

Learning Objectives

- 11.a. Recognize accepted standards for English usage
- 11.b. Reference material in a handbook of English usage