Written Communication 1

The Essential Competencies Curriculum

# Courses submitted for Written Communication 1 must already

# exist and/or have been approved by the Undergraduate Council.

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| **Course title:**Department and Course Number:**Instructor:** |

Please indicate below the *Learning Outcomes\** and *Student Action Steps\*\** that are appropriate for your course. Using the bulleted instructions on **page 2** of this form, please provide examples that explain how students will, through the use of *Student Action Steps,* achieve the *Learning Outcomes* in your course.

***Competency:***

# TCU Graduates will write effectively.

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| ***Learning Outcomes:*****Indicate which of the following are appropriate to your course.** | ***Student Action Steps:*****Indicate which are to be used in your course or add others you will use to reach the selected *Learning Outcome(s).*** |
| Students will demonstrate the ability to write in a range of genres, using appropriate rhetorical conventions. [ ] | Students will write multiple assignments in different academic genres. [ ]Students will write for different rhetorical situations (audience, purpose, genre). [ ]Students will produce texts with a controlling idea, appropriate support for their claims, and appropriate conventions of format and structure (including being able to create appropriate organizational structures in the absence of models). [ ] |
|  Students will demonstrate competency in reading, quoting and citing sources, as well as competency in balancing their own voices with secondary sources. [ ] | Students will critically read texts for main ideas and arguments, for use of genre conventions, for rhetorical strategy, and for the position of the author. [ ]Students will summarize, respond to, and critique texts. [ ]Students will find, evaluate, analyze, synthesize and cite appropriate sources to inform and situate their own claims. [ ] |
| Students will demonstrate the ability to employ flexible strategies for generating and revising their writing. [ ] | Students will receive feedback on their writing from peers and instructor. [ ]Students will work both inductively and deductively to develop a focus, claim, or thesis. [ ]Students will write multiple revisions, which might include substantive changes in ideas, structure, and supporting evidence. [ ]Students will edit their texts according to the conventions of Edited American English. [ ] |

\*The *Learning Outcomes* are statements of what we expect our students to know or be able to do upon completion of a course in that category.

\*\*The *Student Action Steps* identify the process(es) that will lead to the intended *Learning Outcome*. As such, *Student Action Steps* must specify an action(s) to be taken by a student to fulfill a specific *Learning Outcome* and be reasonable within the context and time frame of the course. The *Student Action Steps* above are provided as examples of how students might achieve the *Learning Outcomes*.

* Please provide 2 or 3 examples below that explain how students will, through the use of *Student Action Steps,* achieve the Essential Competencies Written Communication 1 *Learning Outcomes* in your course. Although useful, reference to your syllabus does not substitute for a written explanation on this page. To facilitate understanding, please use language accessible both to faculty who might be outside your discipline as well as to students who might see such language in a course syllabus.
* Please attach a syllabus as a supporting document for your submission.