UNIVERSITY OF GEORGIA

University Council

April 24, 2019

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Dear Colleagues:

The attached draft proposal to establish a new Writing and Communication Requirement will be a discussion item for the April 26, 2019, Full University Curriculum Committee meeting.

Sincerely,

John Maerz, Chair
University Curriculum Committee

cc: Interim Provost Libby V. Morris
       Dr. Rahul Shrivastav

Communication Literacies for the 21ˢᵗ Century
A proposal for a new graduation requirement at UGA

Purpose

In December 2017, the President's Task Force on Student Learning and Success made 12 recommendations to enhance the educational experience of our students, the first of which was that UGA emphasize writing skills in the curriculum. The Task Force was clear: "Most of our undergraduate students are not receiving sufficient training to write effectively on a college and professional level, despite the fact that writing is often cited as one of the most critical competencies desired in the workforce."[2] They concluded that the curriculum needed to provide more opportunities for students to improve their writing skills and recommended that:

> *UGA should re-evaluate its writing requirements with an emphasis on three goals: (i) UGA students should have more college-level writing experience, (ii) at least a part of the college writing experience should be discipline-based, and (iii) writing instruction should be broadened to include competencies in multimodal, especially, digital communication.*[3]

In January 2018, a committee was formed to propose a writing and communication requirement that would accomplish these three goals without increasing the number of credit hours needed for graduation. The 17 members of the committee met every 2-3 weeks from early March 2018 through early March 2019, including a two-day working retreat at Unicoi where it benefitted from discussion with Tim Foutz (Engineering), Dana Bultman (Romance Languages), and Adrian Burd (Marine Sciences).[4]

Rationale

A 21ˢᵗ century education must include training in effective written, oral, visual, and digital forms of communication. The writing and communication committee recommends that all University of Georgia graduates develop competence in communication literacies through coursework or approved co-curricular opportunities throughout their program of study at the University of Georgia, ideally from their first year through their fourth. Achieving a professional level of communication competency requires practice in a variety of contexts and cannot be accomplished solely by passing, exempting, or placing out of the first-year composition courses (ENGL 1101 and 1102), which is the current requirement.

All forms of communication improve with attention, practice, and discipline. Effective communication rests upon an ability to summarize complex ideas and arguments, to think with nuance and creativity, to analyze and interpret data, to match the mode of communication with the content and context, and to align the communication with the audience.[5] Numerous reports and studies discuss the need for effective

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[2] *Task Force on Student Learning and Success*, page 8

[3] Ibid., page 8

[4] See Appendix A for a complete list of committee members.

[5] Beginning with the revolutionary 1970s research into writing by Mina Shaughnessy (*Errors and Expectations*) and Janet Emig ("Writing as a Mode of Learning") and continuing through the great cognitive studies of the 1980s (Flower and Hayes "A Cognitive Process Theory of Writing"), studies have repeatedly shown that writing practice and writing instruction is the most effective general tool for developing higher order SLOs and servicing long-term memory and understanding. Writing instruction continues to evolve and improve based on these early findings. Disciplinary journals, such as *Writing Program Administration* (WPA), *Research in the Teaching of English*, (RTE), *College Communication and Composition* (CCC) continue to demonstrate the efficacy of writing as a means for

communication skills in the workplace and civic life. The National Association of Colleges and Employers (NACE) has identified seven competencies associated with career readiness; one of those competencies is Oral/Written Communication which NACE defines as the ability "to articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization, to speak effectively, to express ideas to others, and to write/edit memos, letters, and complex technical reports clearly and effectively."[6] Similarly, according to a 2018 report from AAC&U, the college learning outcomes that both business executives and hiring managers rate as most important include written communication (76% of business executives surveyed, 78% of hiring managers) and oral communication (80% of business executives, 90% of hiring managers).[7] Another study of 1,140 college students at four-year institutions gives us a valuable glimpse into how much practice undergraduates get with writing in college and their evaluation of their writing skills. The study found that just under 30% of college students report that they have never written a ten-page or longer paper and that the majority of college students believed either that they did not need any additional writing instruction or that they needed a little but could handle it themselves.[8] Of particular interest is the finding that college seniors were significantly more likely than freshmen to believe that they needed more instruction, suggesting that students may not even recognize their need for instruction and practice until they are preparing to exit college.

At UGA, as the President's Task Force noted (page 8), approximately 60% of our entering students bring in AP/IB and dual enrollment credits that allow them to exempt ENGL 1101 (First-year Composition I); in addition, "an ever-increasing proportion of our students never take a college-level writing class and receive much less instruction in writing than students at aspirant institutions." According to the National Census of

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deep learning and for developing higher order thinking skills: analysis, synthesis, evaluation, reflection and metacognition. Recent large-scale writing studies and assessments have also re-confirmed and extended this decades-long history of composition research. "The Consortium for the Study of Writing in College: The Council of Writing Program Administrators" (CWPA) partnered with the National Survey of Student Engagement (NSSE), recognizing the importance and value of writing as a key educational tool, added 27 questions to the 2007 NSSE. Since 2000, the NSSE has been offered as an alternative to other college rankings, such as those in *U.S. News and World Report*. "The National Commission on Writing" (NCW) was created by the College Board in 2002 to study writing assessment. The NCW was motivated (according to the National Writing project website Writing: A Powerful Message) by the "growing concern within the education, business, and policy-making communities that the level of writing in the United States is not what it should be [. . .] the quality of writing must be improved if students are to succeed in college and in life" (see https://www.nwp.org/cs/public/print/resource/2541). "The National Curriculum Survey" (http://www.act.org/content/act/en/research/national-curriculum-survey.html) assesses secondary level practices for the ACT Inc. "The National Assessment of Educational Progress" (https://nces.ed.gov/nationsreportcard/) is a "continuing assessment" of student knowledge and practice in many subject areas.

[6] See http://www.naceweb.org/career-readiness/competencies/career-readiness-defined/ and for details about the NACE research, see http://www.naceweb.org/career-readiness/competencies/career-readiness-competencies-employer-survey-results/, both accessed on 09/10/2018.

[7] The other competencies are critical thinking, ethical judgment, working effectively in teams, working independently, self-motivation, and real-world application of skills and knowledge. See AAC&U, "Fulfilling the American Dream: Liberal Education and the Future of Work" accessed at https://www.aacu.org/leap/public-opinion-research, 09/10/2018. See also Rachel Toor, "Ph.D.s are still writing poorly, part 3," *The Chronicle of Higher Education*, Jan 17, 2018, accessed at https://www.chronicle.com/article/PhDs-Are-Still-Writing/242249?cid=rclink on 09/10/2018.

[8] *Survey of American College Students: Perception of Need for & Evaluation of Writing Skills Instruction*, a study conducted by Primary Research Group, available at https://www.primaryresearch.com/AddCart.aspx?ReportID=514; the findings are summarized at https://www.insidehighered.com/news/2018/07/31/new-study-shows-few-students-see-need-more-writing-instruction, accessed on 09/10/2018.

Writing, most four-year institutions across the nation already have a writing requirement beyond the first-year experience (62%). Among these schools, the writing requirement typically involves one to three writing-intensive courses (86%) while the University of Kansas requires two writing courses and one communications course.[9]

Proposed Requirement

Because proficiency requires practice, every University of Georgia undergraduate degree will require that students take one approved course or approved co-curricular activity ideally every year they are enrolled (FT or PT), up to a maximum of four courses or activities. All approved courses and co-curricular activities for this requirement must have learning outcomes that demonstrate proficiency in written and other forms of communication as detailed in the *Writing and Communication Standards by Year Matrix* (Appendix E)

Students will be subject to the four-year requirement regardless of the number of AP/IB and/or dual enrollment credits they have. Transfer students will be subject to the requirement based on the number of credit hours at the time of transfer into UGA according to the table below.

Year	# of accumulated credit hours
1	0-30
2	31-60
3	61-90
4	91-number required by the major

Because communication needs are different in different disciplines, the precise combination of courses or approved co-curricular activities that meet these needs will be set by the departments/programs of study. Moreover, each department/program of study will articulate 1) the balance between approved courses and approved co-curricular activities and 2) the appropriate balance among the four modes of communication (written, oral, visual, and digital).

A four-year requirement will be transformative for students. The kind of engagement with written, oral, visual and/or digital communication proposed here will enrich all students' understanding of their programs of study and prepare them to communicate successfully in their personal, civic, and professional lives.

Two key components of the proposed requirement are a college writing course in the first year (even for those students who have exempted/completed ENGL 1101 and 1102 through AP/IB and/or dual enrollment credit) and a discipline-based communication course in the fourth-year (or a student's final year).

In total, the four-year requirement comprises:
   a. one approved <u>writing</u> course (1-3 credit hours) in the first year;
   b. two approved courses or a combination of approved courses and approved co-curricular activities to improve modes of communication distributed within years two and three; ideally, these units will be spread across two years, but programs will be able to modify this in order to best serve their students;
   c. a discipline-focused approved course or an approved co-curricular activity in year four (or a student's final year) as determined by the department/program of study.

Some guiding principles:

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[9] See the Task Force report for additional examples of the requirements at our peer and aspirants.

- Communication instruction and practice should be diverse and distributed across the curriculum, both in specialized courses (i.e., those designed to teach writing, oral communication etc.) and in courses within the student's program of study.
- Effective communication skills take time to develop; therefore, this requirement is purposely designed to be spread over several semesters.
- Faculty across the university share responsibility for our students' progress in developing communication literacies.
- The 60% of incoming students who have placed out of only ENGL 1101 may use ENGL 1102 to fulfill the requirement if they take it within their first 30 hours of enrollment; for students who place out of both ENGL courses, there are introductory biology labs that have already been approved by the Writing Intensive Program (WIP), and the Division of Academic Enhancement offers several applicable literacy courses. Those core courses frequently taken in year one that meet the writing standards for year one will be identified so advisors can direct students to them; in addition some others could be re-designed to address college writing instruction with, for example, support from Peer Learning Assistants, an online writing instruction wrapper, or the like.
- If a student changes their primary major, whatever work has already been done to fulfill the first three years of the requirement will count for the new major; the fourth year discipline-focused course must be completed within the new major.
- Although some departments/programs of study may want to add courses to meet this requirement, others will want to use already existing courses and co-curricular activities. Some possibilities include (this list is not exhaustive)
  - current Writing Intensive courses (those supported by the Writing Intensive Program or with the W suffix in the UGA bulletin);
  - co-curricular activities that have already been approved to fulfill the Experiential Learning requirement and that include significant work in communication (see Appendix B for a partial list of such EL activities);
  - capstone courses that include significant work in communication (see Appendix C for a partial list of capstone courses across campus);
  - the over 200 undergraduate courses that were identified in 2009 as developing either General Education ability in writing (i.e., those courses that include substantial writing which is defined as writing with required revision) or General Education ability in oral communication;
  - current UGA courses that offer substantial training in written, oral, visual, and/or digital communication.
- The requirement is designed to give departments/programs of study as much flexibility as possible in deciding how their students will fulfill it and to ensure that the requirement will not add required credit hours to any program of study.
- Each department/program of study will designate courses or approved activities by which students in its programs can achieve the desired level of proficiency in communication literacies relevant to that field and ensure that the requirement will not increase the number of credit hours to any program of study. Some options might include (this list is not exhaustive)
  - designated writing- and communication-intensive courses that integrate written, oral, and visual communication into a course in the major;
  - a sequence of courses within the major that lead to mastery of writing/communication skills;

- o advanced course(s) appropriate to the student's major and offering instruction in written, oral, and/or visual communication;
- o approved co-curricular activities, such as portfolios, discipline- or course-specific student tutoring, community service projects, internships, electronic presentations, informational fairs, juried competitions, entrepreneurial projects, newsletters, websites, TED-X talks, debating teams, etc.

Process

Each department/program of study will submit a plan for approval that outlines the Communication Literacies Requirement Plan for each major. This plan will indicate the balance between writing and other modes of communication that are appropriate for the major and similarly the balance between approved courses and approved co-curricular activities for the major. The plan will also describe the major-specific learning outcomes and how it will be incorporated into the assessment plan for its major/s.

Each department/program of study will also submit for approval its courses or co-curricular activities[10] that will fulfill elements of the Communication Literacies Requirement. For each course or co-curricular activity, it will submit a table that indicates the learning outcomes in each area indicated on the *Writing and Communication Standards by Year Matrix* in Appendix E that will be satisfied by that course or activity. The areas defined by the standards are 1) process, 2) reflection, 3) content development, 4) context and purpose, and 5) media and delivery.

Appendix D is the draft form that each department/program of study will submit for approval. Once the plan is been submitted, a committee will rate it as approved, returned for revision, or rejected. The committee will include members from the undergraduate-serving schools/colleges.[11]

Courses/co-curricular activities which have not been reviewed and approved by the committee may not be used to fulfill any part of the Writing and Communication Requirement.

Writing and Communication Standards by Year Matrix

The *Writing and Communication Standards by Year Matrix* (Appendix E) is the scoring rubric that the committee will use to determine if courses and co-curricular activities fulfill some part of the requirement.

Assessment

The University of Georgia Communication Literacies Requirement will increase college-level writing for every student, increase discipline-based writing instruction for every student, and provide multimodal communication instruction to every student.[12] The institutional goal is to strengthen each student's skill in

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[10] These may be courses/co-curricular activities that already exist or new courses/co-curricular activities.

[11] The nature of the committee has not yet been defined. It could be a standing subcommittee of the University Curriculum Committee (precedent: the Experiential Learning Subcommittee) or a committee comprised of faculty and co-curricular directors who have a course or co-curricular activity that has been approved to meet the requirement. Committee members could be selected or elected.

[12] Page 8 of Task Force report.

written, oral, visual, and digital communication by engaging them in these activities in years 1-4 for first time, fulltime students and in the appropriate years for transfer students.

Each year a committee will assess some artefacts from some departments/programs of study and judge them against the *Writing and Communication Standards by Year Matrix*. The committee will examine the artefacts, looking for improvement year by year against the rubric in the areas of 1) process, 2) reflection, 3) content development, 4) context and purpose, and 5) media and delivery.

Appendix A: Committee Members

Name	Title
Dr. Stephen Balfour	Director, Office of Online Learning
Dr. Robert Branch	Professor and Department Head, Department of Career and Information Studies, College of Education
Dr. Celeste Condit	Distinguished Research Professor, Department of Communication Studies, Franklin College
Dr. Elizabeth Davis	Coordinator of the Writing Certificate Program, Senior Academic Professional, Department of English, Franklin College
Dr. Christy Desmet*	Director of the First-year Composition Program, Meigs Distinguished Teaching Professor, Department of English, Franklin College
Ms. Michelle Elliott	Archway Professional in Hawkinsville/ Pulaski County, Office of Public Service and Outreach
Dr. James Hamilton	Meigs Distinguished Teaching Professor & Department Head, Department of Entertainment and Media Studies, Grady College
Dr. Lindsey Harding	Director of the Writing Intensive Program, Department of English, Franklin College
Dr. Alice Kinman	Senior Lecturer, Department of Economics, Terry College
Dr. John Maerz	Meigs Distinguished Teaching Professor, Wildlife, Warnell School
Dr. Deborah Miller	Acting Director of the First-year Composition Program, Senior Academic Professional, Department of English, Franklin College
Dr. Kristen Miller	Director of Biological Sciences, Franklin College
Dr. Naomi J. Norman, chair	Associate Vice President for Instruction, Meigs Distinguished Teaching Assoc. Professor, Department of Classics, Franklin College
Ms. Jennifer Osbon	Lecturer, Department of Marketing, Terry College
Ms. Julie Spivey	Assoc. Professor of Graphic Design, Lamar Dodd School of Art, Franklin College
Joseph Watson, J.D.	Carolyn Caudell Tieger Professor in Public Affairs Communications, Advertising & Public Relations, Grady College
Mr. John Weatherford	Lecturer, New Media Institute, Grady College

*The late Dr. Desmet's many valuable contributions to this proposal are reflected here.

During a two-day retreat at Unicoi, the committee was joined by Dr. Timothy Foutz (Engineering), Dr. Dana Bultman (Romance Languages), and Dr. Adrian Burd (Marine Sciences). In addition, during February 2019, the committee hosted four Open Forums across campus to talk with faculty about the proposal and receive feedback; in March, the Chair of the committee met with members of the Academic Advising Coordinating Council to collect feedback from academic advisors; she will also meet with various groups of students.

Appendix B: Partial List of Courses and Activities Approved for EL

Forthcoming

Appendix C: Partial List of Capstone Courses

Forthcoming

Appendix D: The Approval Form Outlining How Each Department/Program of Study Will Fulfill the Requirement

Part 1. Writing and Communication Requirement Plan

BACKGROUND

UGA's Task Force on Student Learning and Success (link) identified writing, and communication in general, as one of two areas where more emphasis was needed for its students to be successful. A high level of competency in writing and other forms of professional communication is one of the most important skills required by employers (e.g., Association of American Colleges & Universities, 2015). The Task Force concluded that most of UGA's undergraduates are not receiving sufficient training to write effectively on a college or professional level. The Task Force recommended that UGA revise its writing requirements with an emphasis on three goals: (i) UGA students should have more college level writing experiences, (ii) at least part of the college writing experience should be discipline-based, and (iii) writing instruction should be broadened to include competencies in multimodal, especially, digital communication.

Based on these broader guidelines, UGA instituted a four-year *Writing and Communications Requirement*. Students are now required to engage in substantive writing or communication work through an approved course or non-credit bearing activity each year they are enrolled at the University of Georgia. The four-year requirement comprises:

a. one approved writing course (1-3 credit hours) in the first year;
b. two approved courses or a combination of approved courses and approved co-curricular activities to improve modes of communication in years two and three; ideally, these units will be spread across two years, but programs can outline and justify other arrangements to best serve their students, and
c. an approved course or an approved co-curricular activity in year four as determined by the department/program of study.

Each academic unit is tasked with developing a plan for each of their majors for students to satisfy the Communication Literacies *Requirement* in alignment with the required elements and learning outcomes developed for each level of the requirement (see Appendix E). A list of approved writing-intensive and other courses with substantive writing/communications elements is available at http://.... A list of non-credit bearing Experiential Learning activities that include substantive writing/communications elements is available at https://......

Use the template below by inserting text into the text boxes provided. There are no word or space limits. Please duplicate text boxes as needed.

INTRODUCTION

Academic Unit:		School or College:	

In the space below, in one brief paragraph, please describe the academic unit, its undergraduate programs, and the number and subject of majors. Describe any professional accreditation associated with any majors and note whether than accreditation has requirements that include professional writing and how accreditation affects major requirements.

In the space below, please describe the key modes and attributes of professional communication for graduates of each major in this academic unit. Please address the relative importance of professional writing, speaking, and other forms of communication such as digital media. As appropriate, please address essential discipline-specific writing or communication skills a student in each major should have upon graduation. This section may be subdivided by headers for each major if needed.

In the space below, please briefly summarize how the Writing and Communication Plan for this academic unit reflects the stated key modes and attributes of professional communication for each major, and how writing and communication have been integrated structurally into the curriculum. Please highlight course revisions or new courses, any use of non-credit options, and faculty and staff development plans or needs.

PLAN

In the spaces below, please outline the Writing and Requirement Plan for each major in the academic unit. As appropriate, please provide a table of all courses and approved non-credit activities that indicates the learning outcomes under each rubric criterion satisfied by that course or activity. You may include tables (see example) to illustrate pre-approved courses or activities that will satisfy the requirement by year.

A note about flexibility – Programs should make every effort to outline appropriate opportunities for years 1-4, but if necessary, programs may recommend two requirements be met in the same year. In this case, sufficient justification must be provided to warrant the arrangement.

A note about plan support – Units may request a consultation with a member of the Writing and Communications Committee in outlining their plans.

A note about CAPA and the UGA Syllabus System – Courses proposed to satisfy the Writing and Communications Requirement must have the required activities and learning outcomes, as indicated in the Writing and Communications Requirement Rubric, clearly stated within the CAPA course objectives, and current syllabi that also contain those stated activities and learning outcomes must be available in the UGA Syllabus System (https://syllabus.uga.edu). Courses that are proposed for inclusion in the plan that do not currently have the required activities or learning outcomes in the CAPA course objectives must be identified as needing revision in CAPA before final approval. Preliminary approval may be given for courses pending revision.

Major:

Revised: 30 March 2019

Example Table

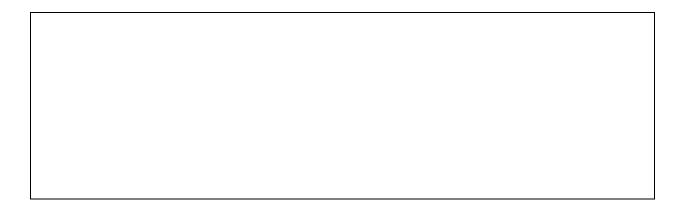| Requirement	Credit-Bearing Activities														Non-Credit Activities	
	ENGL 1101	ENGL 1102	BIOL 1107	BIOL 1108	SPCH 2100	BIOL 2400	GENE 3000	ECOL 3200	BIOL 3700	ECOL 3750	ECOL 4500	FANR 4760	ECOL 4980	ECOL 4990	Department Approved Internship	Experiential Learning activity with communications activities that satisfy the requirement criteria
Year 1 - Collegiate Writing: Making the transition	X	X	X*	X	X*	X	X	X								
	Any Year 1 approved course from any discipline that is approved by the student's academic advisor or any course or activity that meets the Year 1 criteria and is approved by the student's academic advisor															
Years 2-3: Discipline Specific					X	X*	X	X	X	X*	X		X		X	X
Years 2-3: Open					X	X*	X	X	X	X*	X	X	X		X	X
	Any Years 2-3 discipline specific approved course or activity, any 2000 level or higher communications course, any WIP course, or any course or activity approved that meets the Years 2-3 criteria and is approved by the student's academic advisor															
Year 4														X	X	X

*pending CAPA revision to include specific student learning outcomes aligned to Writing Requirement Rubric.

Name	Faculty or Staff?	Expertise, Training, or Experience	Courses
Doe, Jane	Faculty	Writing Fellows Program, 2011	XXXX 1107, XXXX 1108
Smith, Joe	Faculty	Writing Fellows Program, 2016	XXXX 3750, XXXX 4990
Says, Sally	Staff	M.Sc. in ?. Writing Support Staff	XXXX 3200
Adams, Amy	Faculty	WIP Course, summer 2019	XXXX 2200, XXXX 3800
Donuts, Duncan	Faculty	17 years teaching course with substantial writing requirement	XXXX 3400

SUPPORT

ASSESSMENT

Please describe how the expectations of the Writing and Communications Plan will be communicated to students within your major, and describe how your unit will assess whether students are meeting the academic unit and university's Writing and Communications Requirement learning outcomes. You may include rubrics used to evaluate student products or activities that are aligned to the student learning outcomes. Model rubrics such as AACU value rubrics or from other academic units are available on the Writing and Communications website at http://….

Appendix E: The Writing and Communication Standards by Year Matrix

Criteria	Year 1 Collegiate Writing: Making the transition	Years 2-3 Discipline-Specific, Civic, Organizational, Artistic, or Other Kinds of Communication: Emerging as an effective communicator (Note: Communication projects should be typical for the organization, field, or discipline of the course/approved co-curricular opportunity.)	Year 4 Capstone Disciplinary Communication: Controlling the communication tools of the discipline
Process Opportunities for drafting, revision, and feedback, and use of staged assignments are critical to improving communication and encouraging deep learning.	**REQUIRED** *LOs for approved courses:* 1. Students will develop a writing project through multiple drafts. 2. Students will revise written work based on feedback from others and self-evaluation. 3. Students will combine various stages of an assignment into a complete writing project. 4. Students will produce low-stakes writing that will increase their understanding of course content and their awareness of how writing contributes to learning. Note: Description of activities within a course should indicate the nature and extent of student engagement in writing as a process (i.e. opportunities for drafting, receiving feedback, and revising, as well as the use of staged assignments to guide students from inception to completion of a writing project).	**REQUIRED** *LOs for approved courses or co-curricular opportunities:* 1. Students will develop individually/collaboratively a written, visual, and/or oral communication project through multiple drafts. 2. Students will revise that communication based on self-evaluation and feedback from others (e.g., peers, instructors, professionals in the field, or members of the public). 3. Students will combine various stages of project development to create a completed communication project. 4. Students will produce communication products that increase their understanding of content.	**REQUIRED** *LOs for approved courses or co-curricular opportunities:* 1. Students will develop a substantive communication project that describes or exemplifies a systematic and in-depth exploration of a question/problem/situation in their discipline. 2. Students will develop that communication project in stages that allow for feedback and revision.

	REQUIRED	**REQUIRED**	**REQUIRED**
Reflection Thinking critically about communication processes and products (their own and those of others) fosters deep learning and the improvement and transfer of communi-cation-related skills from one context to another.	*LOs for approved courses:* 1. Students will explain their goals and choices for their writing project/s. 2. Students will review their own work and/or peer work with the purpose of providing self-evaluation/formative feedback.	*LOs for approved courses and co-curricular activities:* 1. Students will analyze the effectiveness of their choices for achieving their communication goals—whether professional, disciplinary, civic, artistic, or other. 2. Students will analyze their own work and/or peer work and provide formative feedback for themselves and/or peers.	*LOs for approved courses or co-curricular opportunities:* 1. Students will justify the decisions they make in the course of developing their communication projects. 2. Students will evaluate their communication project/s based on disciplinary or other conventions.
Content Development Curating, organizing, synthesizing, evaluating, and analyzing information/ideas are intrinsic to effective communication.	*LOs for approved courses:* 1. Students will collect, synthesize, and evaluate material for writing project/s. 2. Students will explain the evidence, claims, and assumptions represented in the material for their writing project/s. 3. Students will integrate their ideas with those from appropriate sources. 4. Students will effectively organize material in their writing project/s.	*LOs for approved courses and co-curricular activities:* 1. In addition to collecting, synthesizing and evaluating material, students will analyze how best to use that material for the communication project/s. 2. Students will develop ideas, arguments, or other products for the communication project/s. 3. Students will organize material into an effective communication. 4. For discipline-specific projects, students will employ the standards of their discipline for assessing the evidence, explanations, claims, and assumptions in the communication project(s).	*LOs for approved courses or co-curricular opportunities:* 1. Students will demonstrate control in their selection, examination, evaluation, and creation of content and in delivering that content using effective format/s and devices to convey a complex message. 2. Students will contribute to existing conversations in their discipline, the public, civic, artistic, and/or professional contexts. *Premise*: A contribution to the field (academic, professional, or otherwise) combines students' control of content with their control of communication-related skills and knowledge.

Context and Purpose	REQUIRED	REQUIRED	REQUIRED
Audiences and communication goals drive decisions about the genre, style, and conventions to use.	*LOs for approved courses:* 1. Students will understand the ways in which different audiences will receive and understand messages in different contexts. 2. Students will use appropriate modes, content, style, tone, conventions, and mechanics for specific audience/s to accomplish the goals of the writing project/s.	*LOs for approved courses and co-curricular activities:* 1. Students will adapt a communication project to a specific audience (e.g., disciplinary, civic, artistic, or professional), using genres, style, tone, and mechanics effective for that audience and context.	*LOS for approved courses or co-curricular opportunities:* 1. Students will demonstrate control in creating communication/s that deliver content and ideas clearly and appropriately for specific disciplines/contexts/situations/intents/audiences. OR 2. Students will demonstrate control in assessing meaning in a message—whether written, verbal, visual, non-verbal, or digital.
Media and Delivery Successful communication depends on the appropriate use of formats, platforms, and channels.	**REQUIRED** *LOs for approved courses:* 1. Students will use appropriate formats, platforms, or channels to reach specific audience/s. 2. Students will use multiple modes in their writing project/s across a range of rhetorical situations. 3. Students will use the style and conventions appropriate for the medium.	REQUIRED *LOs for approved courses and co-curricular activities:* 1. Students will select format, platform, or channel appropriate for their communication goals—whether professional, disciplinary, civic, artistic, or other. 2. Students will select appropriate stylistic tools—whether visual, verbal, or embodied—for the medium.	**REQUIRED** *LOS for approved courses or co-curricular opportunities:* 1. Students will demonstrate control in using appropriate formats, platforms, channels, and/or modes of delivery. 2. Students will demonstrate control in aligning communication with appropriate stylistic conventions. **OPTIONAL** *LOS for approved courses or co-curricular opportunities:* 1. Students will demonstrate control in communicating in more than one mode (i.e., linguistic, aural, visual, gestural, and spatial).

Appendix F: Rubric Definitions

Process

Feedback: Any kind of written, oral, or visual commentary provided by self, peers, teachers, or others on any part of a project and meant to provide project support (formative) or evaluation (summative).

Revision: Substantive additions, subtractions, corrections, reorganizations, re-wording, or reconstruction of any part of a project meant to improve one or more rhetorical aims.

Staged assignments: A series of assignments that work together to produce a larger project. For example, an initial "stage" might be a journal entry describing a possible project, followed by a stage requiring a more formal proposal, followed by an annotated bibliography, followed by a draft of an introduction or an outline.

Low Stakes Assignments: Assignments of any size that are, typically, less formal and used formatively rather than summatively.

Reflection

Metacognition: The ability to think about one's own thinking in order to articulate reasons for making choices or using particular processes.

Reflection: Critical reflection is the act of examining and analyzing one's choices and thinking as part of a working process. Reflection can take place at multiple points during the process of working on a communications project to scaffold development of writing skills by developing habits of self-analysis and metacognition that are integral to deeper learning.

Deeper Learning: Is a set of particular education outcomes that emphasizes critical thinking and problem-solving and learning how to learn above and beyond simple content knowledge. Methods for developing deeper learning engage learners in self-explanation activities in combination with formative feedback.

Formative Feedback/Assessment: Is feedback provided to help students improve their learning, as opposed to simply providing evaluative (summative) assessment like a grade or other measurement. In the context of writing and communication, formative feedback is integrated into the composition process at points that will foster revision and improvement.

Transfer*: In the context of writing development, transfer refers to the ability to draw on prior knowledge when faced with a new writing situation by applying skills and understanding from previous writing experiences and understanding as part of negotiating the new writing task/situation. Successful transfer is facilitated by metacognitive activities such as reflection, as it requires conscious awareness of prior knowledge and an ability to transform that knowledge for the new writing context.

> *This definition is drawn in large part from the Elon Statement on Writing Transfer:
> https://www.centerforengagedlearning.org/elon-statement-on-writing-transfer/

Content and Development

Curate: to sift through available objects, data or other resources and select from them.

Evidence: support for a claim. In the broad sense applicable here, evidence may include quantitative data, examples or illustrations, authoritative opinions, the output of algorithms and models, consensus definitions, etc.

Claim: a statement or position being advocated or explored.

Contribution: an addition to a discipline or field of inquiry. This may include a novel application, perspective, set of data, description, explanation, or artistic work. It may include a revision or a challenge to or identification of an anomaly in a theory or practice.

Context and Purpose

Audience: The audience is the group of people the student intends to communicate with.

Control: Students demonstrate control by managing the various choices they make about format, structure, language and/or materials, and media in order to convey meaning.

Context: The context is the situation surrounding the communication project, including the writer/creator/presenter, the audience, the mode(s) of distribution, and the social or political factors that affect how the project is composed/created and interpreted.*

Purpose: The overarching goal or objective of the communication project.

Conventions: Conventions constitute a set of audience expectations. They are the written and unwritten rules that govern communications within various fields and disciplines. Disciplinary conventions address such issues as appropriate language and materials, strategies for introducing and presenting the central message/thesis/hypothesis, what constitutes evidence or other supporting material, how and when to cite sources, and how to build on existing knowledge in the field. Genre conventions address audience expectations about different types of communication. They drive decisions about format, structure, language and/or materials, and media.*

Mechanics: Mechanics refers to the technical correctness of the communication project. It covers areas such as grammar, usage, correct formatting, proper use of citation style, etc.

> *These definitions were created using the Association of American Colleges and Universities (AAC&U) Critical Thinking VALUE Rubric. Retrieved from https://www.aacu.org/value-rubric*

Media and Delivery

Rhetorical situation: The conditions, including events and persons, that together create perceived needs or advantages for communication with specific audiences, and that involve constraints upon the options for achieving effective communication.

Format: Particular kind of project together with the specific compositional features that demarcate it; examples include experimental-research report, memoir, or organizational strategy proposal.

Organizational Formats & Devices: Organizational formats are the macro-scale relationships between parts of a discourse that may be organized in typical ways. For example, a text might be organized chronologically, topically, or as problem-solution. Organizational devices are micro-scale strategies for increasing clarity. For example, previews, internal summaries, transitions, and "sign-posts" or topic sentences.

Platform: The physical resources used for making a text or communicative interaction available to audiences, for example, street-corner soapboxes, network news interviews, structures via which letters to Congresspersons are received and processed, social media sites (such as Twitter, Instagram, Facebook), art galleries, blogs, assemblies for employee communication, etc.). Different platforms require different skills and choices (e.g., oral delivery requires embodied interaction skills not required in letters).

Style: Components of language, visuals, or audio selected to achieve particular aesthetic or other communicative effects (e.g., metaphors, visual icons, atonality).

Tone: Embodiment through all other compositional features of a particular emotional stance/attitude

Medium/media: a mechanism for information delivery and storage.

Delivery: the distributive means by which audiences encounter the project

Multimodal: Multimodal = multiple + mode; a mode refers to a way of meaning-making, or communicating (i.e., linguistic, aural, visual, gestural, and spatial)