University of Colorado Denver | Anschutz Medical Campus

COMPOSITION
GENERAL EDUCATION LEARNING OUTCOMES AND ASSESSMENT RUBRICS

In Composition, students learn to craft successful texts for university audiences and beyond. Teaching and learning focuses on constructing appropriate, purposeful, and meaningful writing by learning the processes of producing, structuring, and revising texts.

In the Composition core area, students will be able to:

1) *Purposeful Writing.* Student writing successfully addresses academic and non-academic audiences by adopting clear and consistent purposes, as well as appropriate organization, tone, and format, according to genre.

2) *Revision and the Writing Process.* Students produce multiple drafts. Student writing demonstrates careful revision in response to commentary from peers (when relevant) and the instructor.

3) *Argument and Analysis.* Students write persuasively and analytically. Student writing contains convincing arguments and is supported with evidence.

4) *Critical Reading.* Students read to inquire, learn, think, and communicate. Student writing demonstrates understandings of assigned readings, and when requested, incorporates outside readings.

5) *Rhetorical Knowledge.* Student writing meaningfully engages with writing, language, and/or rhetoric-related topics.

6) *Research.* Student writing evidences understandings of citation and website validity, and avoids plagiarism. At the intermediate level, student writing integrates credible academic research.

7) *Technology and Multimodality.* Students function in electronic writing spaces, and use technology to compose, revise, and present their writing. At the intermediate level, students analyze and/or produce visual, audio, and online texts, while working half-time in computer classrooms.

Composition Assessment Rubric

1) *Purposeful Writing*. Student writing successfully addresses academic and non-academic audiences by adopting clear and consistent purposes, as well as appropriate organization, tone, and format, according to genre.

Below Proficient	Proficient	Above Proficient
Student writing does not appear to have an intended audience, or does not clearly address the intended audience. Student writing is not purposeful, and is not successful in organization, tone, and format (though may succeed in one or two of these areas).	Student writing successfully addresses the intended audience. The writing is purposeful and organized, including relevant beginning and ending, paragraph ordering, and argument/thesis placement. Tone and format are appropriate to the intended audience.	Student writing successfully addresses the intended audience. Organization, tone, and format are appropriate to the chosen audience. The writing may successfully address more than one audience, have multiple relevant purposes, or reach its audience or achieve its purpose particularly well.

2) *Revision and the Writing Process*. Students produce multiple drafts. Student writing demonstrates careful revision in response to commentary from peers (when relevant) and the instructor.

Below Proficient	Proficient	Above Proficient
Students do not complete or submit multiple drafts, or revision from draft to draft is limited (perhaps only proofreading). Comments from instructors are not properly addressed in revision.	Students produce multiple drafts, and the instructor commentary from the previous draft is addressed in the following draft. Students may make minor improvements not based on instructor commentary.	Students produce multiple drafts that are attentive to instructor comments. Students also make their own significant revisions, based on their own ideas (beyond instructor suggestions).

3) *Argument and Analysis*. Students write persuasively and analytically. Student writing contains convincing arguments and is supported with evidence.

Below Proficient	Proficient	Above Proficient
Student writing does not contain a guiding argument, or contains opinion or fact in place of an argument. Alternatively, the writing may contain an argument but provides little or no evidence in support.	Student writing contains an implicit or explicit argument. Writing is supported with evidence, from required readings, student-generated examples, and/or research.	Student writing contains an argument or arguments that are engaging and complex. Evidence supports the argument, and students dig into the complexity of their topic. Students may use counterarguments, complex analogies, and offer solutions where appropriate.

4) *Critical Reading*. Students read to inquire, learn, think, and communicate. Student writing demonstrates understandings of assigned readings, and when requested, incorporates outside readings.

Below Proficient	Proficient	Above Proficient
Student writing may not include references to readings, or may include them but not meaningfully incorporate them into the paper's purpose (quotes may feel "dropped in"). Incorporation of outside readings, if required, is scant.	Student writing incorporates ideas from assigned readings in ways that support the purpose/argument of the writing. When required, outside readings are incorporated in ways that are analytically and mechanically smooth.	Student writing incorporates ideas from assigned readings in support of the writing. The writing also critically challenges/questions incorporated readings, without losing sight of the paper's purpose. Student writing may incorporate additional relevant readings that are not required.

5) _Rhetorical Knowledge_. Student writing meaningfully engages with writing, language, and/or rhetoric-related topics.

Below Proficient	Proficient	Above Proficient
Student writing does not engage issues of writing, language, and rhetoric, or tries to engage with these issues but fails to make meaningful connections. Complex concepts may be simplified to definitions.	Student writing engages topics focused on matters of writing, language, and rhetoric. Student writing demonstrates a meaningful understanding of these topics (for example, literacy is not only "the ability to read").	Student writing demonstrates complex understandings of writing, language, and rhetoric. The writing challenges some of the basic assumptions of the rhetorical concepts under discussion.

6) _Research_. Student writing evidences understandings of citation and website validity, and avoids plagiarism. At the intermediate level, student writing integrates credible academic research.

Below Proficient	Proficient	Above Proficient
In 1020, student writing does not demonstrate an understanding of citation practices, contains plagiarism, and/or cites untrustworthy websites. Citations are absent, or errors in citation lead to confusion about the source of the research.	In 1020, student writing uses proper citation (MLA or APA), cites appropriate websites as necessary, and does not plagiarize. Errors in citation are minimal and do not prevent understanding.	In 1020, student writing uses proper citation (MLA or APA), cites appropriate websites even when not requested, and avoids plagiarism by carefully interpreting the research. There are no errors in citation.
In 2030, student writing substitutes "Google research" for academic research. Citations are confusing or non-existent.	In 2030, student writing engages academic research gathered from library resources. Material is properly cited.	In 2030, student writing engages academic research gathered from library research resources, including innovative materials such as analysis of primary sources and student-generated interviews.

7) _Technology and Multimodality_. Students function in electronic writing spaces, and use technology to compose, revise, and present their writing. At the intermediate level, students analyze and/or produce visual, audio, and online texts, while working half-time in computer classrooms.

Below Proficient	Proficient	Above Proficient
In 1020, student writing does not demonstrate understanding of how to use technology to produce formatted papers. If required, assignments in other software are non-existent, incomplete, or flawed.	In 1020, student writing demonstrates a mastery of word processing (use of spell check, basic formatting), and any other required software (PowerPoint, blogging).	In 1020, student writing incorporates other modes or technological enhancements to enhance the writing (typically when not required).
In 2030, student writing only demonstrates surface-level understandings of visual, audio, and/or online texts. If multimodal texts are produced, they are notably incomplete or unsuccessful.	In 2030, student writing analyzes visual, audio, and/or online texts, either through analysis in a traditional paper, or by producing text in those modes (such as a photo essay, an audio essay, or a blog or website). In cases where multimodal texts are produced, there are limited technological problems.	In 2030, students produce visual, audio, and/or online texts that are innovative, rather than closing aligning with expected genres in those modes. Multimodal texts are technologically savvy.