

Demonstrated Writing Competency

Students are required to write throughout their academic careers and must demonstrate competency both at the introductory level and within their majors. To fulfill this requirement, students must: 1) Complete ENG 101, College Composition with a grade of C or better, or be excused from this course on the basis of a placement exam. 2) Complete at least two writing-intensive courses, at least one of which must be within the academic major. Definitions and Explanations - In a writing-intensive course: a) students must have an

Description	Capstone	Level 3	Level 2	Benchmark
Use of Knowledge	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to engagement in community, career, and personal life.	Connects knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to community, career, and personal life.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to career and personal life.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to the student's personal life.
Assumptions Ability to make and evaluate important assumptions in estimation, modeling, and data analysis	Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.	Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.	Explicitly describes assumptions.	Attempts to describe assumptions.
Context of and Purpose for Writing Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	Demonstrates a thorough understanding of context and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context and purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context and purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content and/or high-quality, credible sources to illustrate nuanced understanding of the subject.	Develops appropriate, relevant, and compelling content and/or high-quality, credible sources to explore ideas within the context of the discipline.	Uses appropriate and relevant content and/or sources and evidence to explore ideas.	Uses relevant content and/or sources and evidence to support basic ideas.
Disciplinary Conventions Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields.	Demonstrates detailed attention to and successful execution of a range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.