**English/Written Communication**

**Overview:** KU Core 34 goals are aligned with the University’s [Institutional Learning Goals](https://assessment.ku.edu/institutional-learning-goals) (ILGs). The KU Core 34, KU’s general education curriculum, is assessed by the University Assessment Committee to measure student achievement of the ILGs. This is a separate process from degree-level assessment.

KU Core 34 goals are assessed in the aggregate using a sample of anonymous student assignments from each course meeting the KU Core 34 goal. KU Core 34 assessment is not designed to assess courses individually but rather to assess how the entire goal is meeting the learning outcomes and goal. Results of the assessment are provided to all instructors teaching courses within a particular KU Core 34 goal. Course instructors will be asked to reflect on the results during the University Core Curriculum Committee’s (UCCC) recertification process.

**Signature Assignments:** [Inclusion](https://kucore.ku.edu/criteria-inclusion) in the KU Core 34 curriculum requires courses to create one signature assignment across all sections. The signature assignment must meet the signature assignment parameters provided below. The University Assessment Committee will use the rubric below to assess student learning using a sample of signature assignments collected from each course. The UCCC expects courses to meet all learning outcomes and the milestones outlined in the rubric throughout their courses but acknowledges it may be challenging to do that within one assignment. Therefore, you are only required to meet the number of criteria outlined below.

The highlighted boxes on the rubric show the milestone students are expected to achieve in a foundational course. These milestones were selected by the UCCC with input from constituents teaching courses within each goal.

**Institutional Learning Goal:** Effective Communication – Articulate thoughts and ideas clearly and effectively in a range of contexts using a variety of means and modalities.

**KU Core 34 Learning Outcome:** Upon reaching this goal, students will be able to explore their own experiences and relevant sources of evidence in order to generate, organize, and convey ideas in writing, using language and media to clearly, confidently, and appropriately present those ideas to a wide variety of audiences and for different institutional, historical, and/or public contexts.

**Signature Assignment Parameters:** The signature assignment should be a faculty-designed reflective written paper which presents students with the opportunity to fulfill at least **four** of the criteria outlined below:

* Demonstrate adequate consideration of context, audience, and purpose with a clear focus
* Use writing conventions, such as organization, content, and presentation, appropriate to the specific discipline or writing task
* Utilize appropriate and relevant content to develop and explore ideas
* Use relevant sources to support ideas appropriate for the discipline and genre of writing
* Use language that conveys meaning to readers with clarity

**English/Written Communication Rubric**

The following rubric was adapted from existing validated and reliable AAC&U Value rubrics. The signature assignment submitted for your course will be evaluated using this rubric. The highlighted portions indicate the milestone that students in foundational KU Core 34 courses within this goal will be expected to achieve. These milestones were selected by the UCCC with input from constituents teaching courses within each goal.

|  |  |  |  |
| --- | --- | --- | --- |
|   | **Capstone**  | **Milestones**  | **Benchmark**  |
|   | *Assignment designed for students to demonstrate level of mastery of the outcome* 4  | *Assignment designed to reinforce previously practiced outcome*  3  | *Assignment designed to afford student practice with the outcome* 2  | *Assignment designed to introduce the outcome* 1  |
| **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, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.  | Demonstrates adequate consideration of context, audience, 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, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).  | Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).  |
| **Genre and Disciplinary Conventions***Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary)* | Demonstrates detailed attention to and successful execution of a wide 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 |
| **Content Development**  | Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work. | Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.  | Uses appropriate and relevant content to develop and explore ideas through most of the work.  | Uses appropriate and relevant content to develop simple ideas in some parts of the work.  |
| **Sources and Evidence**  | Demonstrates skillful use of high-quality, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.  | Demonstrates consistent use of relevant sources to support ideas that are situated within the discipline and genre of the writing.  | Demonstrates an attempt to use relevant sources to support ideas that are appropriate for the discipline and genre of the writing.  | Demonstrates an attempt to use sources to support ideas in the writing.  |
| **Control of Syntax and Mechanics**  | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error-free.  | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.  | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.  | Uses language that sometimes impedes meaning because of errors in usage.  |