B1. Write Effectively General Education Rubric

Definition

Written communication is the development and expression of ideas in writing. Writers communicate through a variety of styles and genres to create, entertain, inform, analyze, argue, interpret, and explain. At the university level, competency in written communication requires a mastery of the formal English writing skills appropriate to a professional workplace, public communication, or an academic environment.

Only courses that **teach and assess writing in English** as a substantial part of overall class time and assessment may satisfy the written communications learning outcome.

Framing Language

Why writing effectively is important
Written communication skills rank in the top five skills employers want to see in candidates' resumes (Job Outlook 2020, National Association of Colleges and Employers). URI students should have opportunities across disciplines to practice writing in different rhetorical contexts: to understand what it means to write with a specific purpose, to a target audience, and using the conventions of disciplinary genres.

The purpose of the Write Effectively Outcome is to prepare students to write effectively and appropriately in a variety of situations: the professional workplace, the public sphere and/or their field. Demonstrating creative and/or discipline specific writing competency fulfills the outcome as the skills demonstrated translate readily into other forms of public, professional, and academic writing.

The process of writing effectively
Effective writing practices typically require several steps including planning, research, an initial draft, review either by peers and/or the instructor, revision by the writer, and a final reflection on the writer's process.

How to use this rubric
This rubric is primarily for the purpose of General Education Outcome assessment but could be easily integrated (with some more student-friendly language) for a feedback tool on the writing assignment(s) in a course.

Student work should be assessed on the demonstrated ability to respond to rhetorical context (audience, purpose, genre); to develop content appropriate to the task; to engage in the process of drafting, reviewing, and revising; and to attend to craft issues of mechanics, syntax, and structure.

Faculty might assign either a lengthy written assignment (ideally broken into stages) or equivalent series of smaller scaffolded assignments in which there are ample opportunities for a student to engage in the comprehensive writing process. Page and word length of student assignments will vary be discipline and genre, and the instructor will provide adequate opportunity for the student to develop and demonstrate competence in writing effectively.

Resources
URI Writing Center: The URI Writing Center (WC) offers one-on-one and small group peer tutoring for student writers in all majors who need help developing ideas or would benefit from advice on any aspect of writing. The WC serves all student writers, not just beginners. Faculty can request a class visit by WC consultants to explain the work they do and/or to run a short peer-to-peer presentation on a writing issue.

Writing Across URI: offers faculty consultation about writing in the disciplines; supports the adoption of the peer learning tool Eli Review; and hosts Writing Across the Curriculum workshops on creating engaging and authentic writing assignments. By creating effective writing assignments, faculty will provide students with opportunities to practice writing rhetorically-aware and sophisticated texts.

Eli Review: Eli Review is an online peer review platform that empowers instructors to coach students in feedback and revision and promotes critical thinking and better writing. Provided for all URI students at no cost to them, Eli Review has been adopted by URI faculty across disciplines. Instructors assign writing, review, and revision tasks, and students learn from each other about where their drafts need work or don't yet meet the assignment criteria. With Eli Review, instructors can help students give and get better feedback and coach them in effective revision skills, the two skills that research has proven to be most effective for learning to write effectively.

Write Effectively General Education Rubric

- **Full Designation:** All five elements.
- **Partial Designation:** Four of the five elements.

Elements	Competent	Approaching Competency	Beginning Competency
1. **Applies Knowledge of Context:** *demonstrates awareness of audience and purpose (to create, entertain, inform, analyze, argue, interpret, or explain); awareness of circumstances surrounding the writing task.*	Applies a thorough understanding of context; demonstrates awareness of audience, purpose and circumstances surrounding the writing task by making appropriate choices.	Applies some understanding of context; demonstrates some awareness of audience, purpose, and circumstances surrounding the writing task by making some appropriate choices.	Applies minimal understanding of context or awareness of context is absent. Awareness of audience, purpose and circumstances surrounding the writing task is limited or absent.
2. **Develops Appropriate Content:** *The product demonstrates understanding of the subject and writing task.*	Uses appropriate, relevant, and engaging content to explore ideas and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work. Ideas may be formulaic or obvious or incomplete.	Uses minimal relevant content to develop simple ideas in some parts of the work. Content may be inappropriate or under-developed.
3. **Implements Genre and Disciplinary Conventions:** *formal and informal rules and inherent expectations for writing in particular forms and/or academic fields.*	Implements conventions particular to a specific discipline and/or genre including organization, presentation, formatting, and stylistic choices. All choices are appropriate.	Implements some conventions particular to a specific discipline and/or genre including organization, presentation, formatting, and stylistic choices. Some choices may be inappropriate.	Implements minimal conventions particular to a specific discipline and or/genre including organization, presentation, formatting, and stylistic choices. Conventions absent and/or are inappropriate.

4. **Engages in the Writing Process:** *pre-write, research, write, collaborate, revise, and/or reflection.*	Full and productive engagement in the writing process. Shows appropriate evidence of content planning; revision through the draft process or evidence of development across multiple tasks; and effective reflection and collaboration between peers or thorough individual reflection.	Moderate engagement in the writing process. Shows some evidence of content planning. Revision through the draft process or by showing evidence of continued development across multiple tasks. Some collaboration between peers or through individual reflection.	Minimal or no engagement in the writing process. Shows minimal evidence of content planning. Minimal revision through the draft process or evidence of continued development across multiple tasks. Minimal collaboration between peers and through individual reflection.
5. **Applies Relevant Mechanics, Syntax, and Structure:** *exercising formal and informal writing rules, based on standards of the intended genre.*	Applies the conventions of mechanics, syntax, and structure to convey meaning to readers with clarity and fluency. Has minimal errors.	Applies some conventions of mechanics, syntax, and structure to convey meaning in written style and construction. Some errors may be present.	Conventions of mechanics, syntax, and structure are unevenly applied or inappropriate. Significant errors impede meaning.