



AUCC 1A. INTERMEDIATE WRITING

DESCRIPTION

The ability to communicate in written form is an essential component of success in any academic program and enhances the possibility of one's success in personal and professional life. Courses in this category provide instruction in the skills essential to effective written communication, extensive practice in the use of those skills, and evaluation of students' writing to guide them in improving their skills.

CONTENT CRITERIA

Content Competencies are the knowledge, methods, concepts, and content-related learning that students should learn from participation in a course.

Upon successful completion of a course in this category, students should be able to:

1) Deepen Rhetorical Knowledge

- * Focus on rhetorical situation, audience, and purpose.
- * Use voice, tone, format, and structure appropriately, deepening understanding of relationships between form and content in writing.
- * Write and read texts written in several genres, for specified discourse communities. These communities may be professional or disciplinary.
- * Practice reflective strategies.

2) Deepen Experience in Writing

- * Develop recursive strategies for generating ideas, revising, editing, and proofreading for extensive, in-depth, and/or collaborative projects.
- * Critique one's own and other's work.

3) Deepen Critical & Creative Thinking

- * Evaluate the relevance of context.
- * Synthesize other points of view within one's position.
- * Reflect on the implications and consequences of the stated conclusion.

4) Use Sources & Evidence

- * Select and evaluate appropriate sources & evidence.
- * Evaluate the relevance of sources to the research question.

5) Deepen Application of Composing Conventions

- * Apply genre conventions including structure, paragraphing, tone, mechanics, syntax, and style to more extensive or in-depth writing projects.
- * Use specialized vocabulary, format, and documentation appropriately.

CORE STUDENT LEARNING OUTCOMES

Core Student Learning Outcomes are transferable skills that students learn and apply through participation in the AUCC.

1) Employ Rhetorical Knowledge

- * Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.

2) Develop Content

- * Create and develop ideas within the context of the situation and the assigned task(s).

3) Apply Genre & Disciplinary Conventions

- * Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.

4) Use Sources & Evidence

- * Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
- * Follow an appropriate documentation system.

5) Control Syntax & Mechanics

- * Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

PLANNING AND TEACHING AN AUCC COURSE

ALIGN THE LEARNING ACTIVITIES TO THE COURSE OUTCOMES

Map course activities and content to the course learning outcomes. Does the course allow ample opportunities for students to learn and practice what they need to know and do to be successful?

Plan learning experiences, instruction, and resources that will help students reach the learning outcomes. The course should challenge students to build higher-order skills and use active and engaged forms of learning.

Create structured activities that help students scaffold learning. Break down large tasks or concepts and build smaller steps so that students can gain competence. Small, simple assignments build skills that help students accomplish something more complex. Give students opportunities to practice and repeat learning tasks.

Communicate the learning outcomes to students. Tag assignments with the course learning outcomes and talk with students about what they are learning and how it fits into the bigger picture of the course, the AUCC, or their university education.

PLAN AHEAD TO ASSESS LEARNING

Determine acceptable evidence that students are achieving the learning outcomes. This includes formative assessments to check progress and summative assessments that measure achievement. Both kinds of assessments should build upon each other and are sequenced with learning activities.

Start with the end in mind. Decide how you will evaluate the assignment at the same time you create it. What are the priorities of the assignment? Are the priorities appropriately weighted in the grading plan?

Communicate expectations to students. Share rubrics, scales, or grading frameworks with students when you assign the work, or as they progress. Ensure there will be opportunities to get feedback or make revisions before students submit the final result of their work.

Provide early, frequent, and immediate feedback. Students need regular feedback on their performance, so they know how to focus their studies, when to work harder, and when to ask for help. To be effective, students need to know what they are doing well, what they need to work on, and how they can improve. Use specific and constructive language. CSU's **First Four Weeks** Initiative offers a structured start.

Consider a pre-assessment. In what ways can you learn about a student's preparation for the course? What are their strengths and where do students need additional support to meet course expectations?

RESOURCES

Assessment at CSU

<https://assessment.colostate.edu/>

VALUE Rubrics

<https://www.aacu.org/initiatives/value-initiative/value-rubrics>

The Institute for Teaching and Learning (TILT)

<https://tilt.colostate.edu/>

First Four Weeks Initiative

<https://tilt.colostate.edu/prodev/teaching-effectiveness/tef/feedback-and-assessment/fa-first-four-weeks/>

University Composition Program

<https://english.colostate.edu/academics/university-composition-program/>