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| **GEO Core Competency** | | | | |
| **Outcome** | **The Student** | **Assignment/ Measures** | **Success Criteria** | **Student Outcomes** |
| **Process** | 1. Uses parts of the recursive process in writing, which may include pre-writing, drafting, revising, editing. 2. Evaluates sources when used. | 1. **Assignment**: Process folders, assignments, or activities.   **Measure**: Demonstrates phases of recursive writing process.   1. **Assignment{s}:** Annotated Bibliography, CRAAP test assignment, or other source evaluation activity as approved by department.   **Measure:** Summarizes and evaluates sources appropriate to assignment[s}. | 80% | \_\_\_\_ of \_\_\_\_ students met the success criteria. |
| **Rhetorical Situation:**  **Purpose, Audience** | 1. Demonstrates appropriate purpose and audience for context. | 1. **Assignment:** Portfolio: Essay title pages stating audience and purpose.   **Measure**: Style and tone align with purpose and audience statements for each essay. | 80% | \_\_\_\_ of \_\_\_\_ students met the success criteria. |
| **Organization and Development** | 1. Demonstrates functional organizational structure appropriate to genre 2. Provides examples and details that support ideas and content; appropriate to genre. | 1. **Assignment:** Thesis Statements and Outlines   **Measure:** Essay content for assigned genre aligns with thesis & outline.  **Assignment:** Formal Report  **Measure:** Presence of IMRaD sections (Introduction, Methods, Results, and Discussion)     1. **Assignment**: Portfolio   **Measure:** Organizational choices in portfolio essays align with assigned genres. | 80% | \_\_\_\_ of \_\_\_\_ students met the success criteria. |
| **Meaning/**  **Understanding** | 1. Researches and writes for further understanding and additional knowledge. 2. Employs write to learn methods through reflective writing | 1. **Assignment**: Essay or project   **Measure:** Three or more sources that clearly support thesis are documented in MLA or APA.  **Assignment**: Annotated Bibliography containing 3 or more sources.  **Measure**: Sources align with purpose of assignment and conform to MLA or APA style.   1. **Assignment**: Portfolio reflective essay.   **Measure:** Employs Write-to-Learn reflective methods to document learning of key concepts and ideas central to the course. | 80% | \_\_\_\_ of \_\_\_\_ students met the success criteria. |
| **Use of Sources and Documentation** | 1. Demonstrates ability to find and evaluate credible sources. 2. Demonstrates correct citation and documentation of sources when appropriate. | 1. **Assignment[s]:** Annotated Bibliography, CRAAP test assignment, or other source evaluation activity approved by the department.   **Measure:** Demonstrates ability to find and evaluate credible sources aligned with purpose.   1. **Assignment[**s]: Essay or project with three or more sources   **Measure:** Sources align with purpose of assignment and conform to MLA or APA style. | 80% | \_\_\_\_ of \_\_\_\_ students met the success criteria. |
| **Conventional Grammar and Sentence Structures** | 1. Correctly uses grammar and mechanics. 2. Demonstrates clear meaning at the sentence level. | 1. **Assignment:** Portfolio   **Measure:** Polished writing demonstrates careful attention to grammar and structures of Standard English on the global (whole essay) level.   1. **Assignment:** Portfolio   **Measure:** Polished writing demonstrates coherence and clarity on the local (sentence) level. | 80% | \_\_\_\_ of \_\_\_\_ students met the success criteria. |