

Western Technical College

10801195 Written Communication

Course Outcome Summary

Course Information

Description	Students use the writing process to complete written projects. In the process of doing so, students analyze audience and purpose; generate ideas for writing; employ appropriate rhetorical strategies; research, synthesize, and organize information; use an approved documentation system for research writing; use technology to format documents appropriately; and follow grammar and punctuation rules. (Students repeating Written Communication for the third time must have approval from the Dean.)
Instructional Level	Associate Degree Courses
Total Credits	3

Textbooks

Open Educational Resource. Instructor will provide the information.

Core Abilities

1. **Demonstrate ability to think critically.**
2. **Demonstrate ability to value self and work ethically with others in a diverse population.**
3. **Use effective communication skills.**
4. **Use technology effectively.**

Course Competencies

1. **Establish document purpose**

Assessment Strategies

- 1.1. through written assignments

Learning Objectives

- 1.a. Identify the need for informative or persuasive writing
- 1.b. Express thesis
- 1.c. Determine specific subject

- 1.d. Determine scope
- 1.e. Describe the relationship between elements in a unified document

2. Apply audience analysis techniques

Assessment Strategies

- 2.1. through written assignments made

Learning Objectives

- 2.a. Identify relevant audience traits (i.e., needs, values, ages, education/technical expertise)
- 2.b. Represent different audience attitudes (i.e., objections, common ground) toward subject and purpose

3. Employ rhetorical strategies

Assessment Strategies

- 3.1. through written assignments when criteria checklists call for specific rhetorical patterns

Learning Objectives

- 3.a. Recognize narrative pattern of development
- 3.b. Recognize descriptive techniques
- 3.c. Recognize exemplification as a major form of support
- 3.d. Recognize comparison/contrast patterns of development
- 3.e. Recognize the strategies of formal and extended definition
- 3.f. Recognize the strategies of classification and division in a written document

4. Generate ideas for writing

Assessment Strategies

- 4.1. through written assignments made

Learning Objectives

- 4.a. Conduct brainstorming by various techniques (e.g., mapping, listing, freewriting)
- 4.b. Conduct surveys, interviews
- 4.c. Determine relevance of ideas to audience and purpose
- 4.d. Develop a record of ideas

5. Research outside sources

Assessment Strategies

- 5.1. through the completion of researched arguments and/or reports

6. Synthesize information from sources

Assessment Strategies

- 6.1. through the completion of researched arguments and/or reports

Learning Objectives

- 6.a. Integrate materials from a number of different sources
- 6.b. Integrate summary, paraphrase, and quotation in a single document
- 6.c. Connect diverse source material to a single purpose and audience
- 6.d. Form conclusions from evidence
- 6.e. Relate diverse source material to an original purpose

7. Organize document content

Assessment Strategies

- 7.1. through written assignments

Learning Objectives

- 7.a. Develop all aspects of introduction, body, and conclusion
- 7.b. Adapt organizational scheme to purpose and audience

8. Write final text from drafts

Assessment Strategies

- 8.1. through written assignments made

Learning Objectives

- 8.a. Distinguish between concrete and abstract language
- 8.b. Distinguish between general and specific diction
- 8.c. Recognize the functions of denotation and connotation in diction
- 8.d. Distinguish between figures of speech: simile, metaphor, personification
- 8.e. Recognize a variety of strategies for sentence style and variety (e.g., periodic, cumulative, inverted)
- 8.f. Describe the relationship between elements in a unified document
- 8.g. Distinguish between active and passive voice
- 8.h. Recognize how audience effects language
- 8.i. Recognize main ideas
- 8.j. Recognize supporting detail
- 8.k. Recognize a variety of strategies for arranging main ideas and supporting detail
- 8.l. Determine accuracy and concreteness of evidence/support
- 8.m. Determine sufficiency of evidence/support
- 8.n. Determine relevance of evidence/support

9. Design document format

Assessment Strategies

- 9.1. through written assignments

Learning Objectives

- 9.a. Recognize standards for formatting documents (e.g., MLA, APA, Chicago)
- 9.b. Adapt arrangement of ideas to audience and purpose
- 9.c. Recognize requirements of format established by instructor (e.g., heading, title, margins, ink)

10. Critique one's own writing and others' writing

Assessment Strategies

- 10.1. through written assignments and /or peer evaluations

Learning Objectives

- 10.a. Record critical feedback of peer readers
- 10.b. Identify textbook material relevant to critical feedback from students/instructor
- 10.c. Maintain emotional control in processing feedback from students/instructor

11. Edit document based on conventions of standard English

Assessment Strategies

- 11.1. through written assignments

Learning Objectives

- 11.a. Recognize accepted standards for English usage
- 11.b. Reference material in a handbook of English usage