### **Writing and Information Literacy (WRITL)**

**SLO 1:** Students distinguish and evaluate different forms of information and analyze the arguments that such information supports.

**Recommended ways to assess:**

Embedded, course-based work and/or collaborative projects with the library staff. Faculty members can use their existing grading practices and complete the short, provided rubric to assess the assignment in relation to the SLO.

Alternatively, faculty might incorporate the provided rubric into their own assessment rubrics and assess the SLO as part of their assessment of the assignment.

In either case, the SLO must be assessed at least twice during the semester to track student progress in SLO attainment. To this end, the assessment should occur at the beginning and end of the semester or within some other span that allows for student growth through class instruction.

**Some possible assignments for SLO assessment:**

--Students read a short article, view a short film, listen to a brief podcast, or engage some other form of media and write a summary that includes descriptions of the forms of information cited or used in that text. Then students could use a provided rubric or set of criteria to assess the success of the text in terms of information quality and argument strength.

--Students read different forms of information (e.g. newspaper article, academic journal, personal essay, etc.) and complete tasks like assessing types and quality of sources and argument validity/strength.

--Students generate evaluative annotated bibliographies on a particular subject. Each entry identifies the source’s form/type, summarizes its major arguments, and evaluates its quality.

**SLO 2:** Students use their own language to describe and analyze key concepts or course materials, and write to explore ideas, assimilate new knowledge, and reflect on the purpose of their learning.

**Recommended ways to assess:** Embedded, course-based work, which might include a variety of modes such as informal writing and group work.Faculty members can use existing grading practices and complete the short, provided rubric to assess the assignment in relation to the SLO.

Alternatively, faculty might incorporate the provided rubric into their own assessment rubrics and assess the SLO as part of their assessment of the work.

**Some possible assignments for SLO assessment:**

--Students collaborate to develop a lexicon or collections of key terms/concepts for the course via wiki, encyclopedia entries, broadsides or handouts, web pages, etc.

--Students keep a digital or paper journal to reflect on, interpret and/or evaluate course lectures, discussion, readings, etc.

--Students write reflections on and evaluations of their own learning and writing. These might occur at the end of a paper or project or at the end of the course.

**SLO 3:** Students write arguments that make and support claims successfully for readers in multiple contexts.

**Recommended ways to assess:** Faculty members can use their existing grading practices and complete the short, provided rubric to assess the assignment in relation to the SLO.

Alternatively, faculty might incorporate the provided rubric into their own assessment rubrics and assess the SLO as part of their assessment of the assignment.

In either case, the SLO must be assessed at least twice during the semester to track student progress in SLO attainment. To this end, the assessment should occur at the beginning and end of the semester or within some other span that allows for student growth through class instruction.

**Some possible assignments for SLO assessment:**

--Students maintain a portfolio of short, argumentative or thesis-driven writing throughout the course.

--Students practice making arguments in multiple forms, including digital and visual (e.g. podcasts, posters, storyboards, etc.).

--Students draft a piece of argumentative or thesis-driven writing then adapt the piece for a different audience and/or into another form of communication.

**SLO 4:** Students are able to draft, revise, and edit work with feedback from others.

**Possible ways to assess:** This SLO is process-based and can be assessed through a variety of methods including student self-reflection.

Faculty might:

--include these skills/steps as part of their assessment rubric for an assignment.

--assess them through direct observation.

--have students reflect on the ways that their early drafts differ from later ones.

--have students create a portfolio and cover letter which reflects on their writing process, portfolio selections, etc.

--have students submit drafts and peer editing forms and documents along with the final draft.

**Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| SLO | Does not meet General Education Proficiency | Beginning | Intermediate |  Advanced | Beyond Advanced |
| SLO 1: Students distinguish and evaluate different forms of information\* and analyze the arguments that such information supports. | Unclear what information was used, where it came from, and if it’s legitimate; no understanding of how selected evidence supports a larger point. | Information identified and summarized in rudimentary way; writer makes a larger point associated with evidence and wields that evidence appropriately.  | Multiple forms of information introduced, summarized, and differentiated in the service of a larger point; readers see a nuanced use of source material in the service of argument. | Student encounters, thoughtfully evaluates, and employs multiple forms of information, understanding how rhetorical situation\* informs said information.  |  |
| SLO 2: Students use their own language to describe and analyze key concepts or course materials, and write to explore ideas, assimilate new knowledge, and reflect on the purpose of their learning. | Student thought and voice is not clearly separate from the source/ information. Writing about concepts and materials is stilted or unclear, suggesting problems with comprehension. Limited engagement with key concepts and material. | Student writes about material in rudimentary ways that suggest basic comprehension. Student seems to understand the material and engages it through questions, reflections, etc. | Student writes fluently about the material, restating concepts frequently and raising questions and observations that demonstrate the writer understands both the material and its implications. | Student effectively recognizes and summarizes main ideas and key points. They reflect on the value or utility of the material in broader or personal contexts, and/or proffer thoughtful questions or critiques. |  |
| SLO 3: Students write arguments that make and support claims successfully for readers in multiple contexts. | There is no clear overarching thesis, argument, or purpose. Student does not make clear claims and instead relies on summary or evidence to make the claim for them. | There is a major claim made and support for that claim is offered; readers may have a few questions, but the argument is mostly clear and reasonably supported. | There is a sophisticated major claim made and multiple kinds of support are offered; the writer anticipates the kinds of responses other readers may have. | Student has crafted a thoughtful thesis or overarching argument. Their choices regarding communication style and evidence/support reflect their understanding of the rhetorical situation, and convincingly advance the thesis/argument. |  |
| SLO 4: Students are able to draft, revise, and edit work with feedback from others. | No evidence of this submitted, observed during class, or in the piece itself. The piece is muddled, not well organized or focused, and not very clear. | Some evidence of this is submitted or observed during class. The piece is structured in a logical way and mostly clear and readable. It has been improved from earlier iterations. | Evidence of this submitted or observed in class. The piece meets readers’ needs for clarity and coherence and/or has substantially improved from earlier iterations | Evidence of this abundant through submission, observation, and/or the final draft, which is polished, well-constructed, and aligned with the rhetorical situation.  |  |

\*The term information has been used to reflect this objective’s focus on information literacy, which, recognizing the increasingly digital world, the American Library Association defines as "a set of abilities requiring individuals to 'recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information'" (literacy.ala.org/information-literacy/). It might be helpful to think of information in this context as synonymous with sources or evidence.

\*Rhetorical situation: text, audience, purpose, context/setting, author.