

## District Writing Competency Matrix – 2011

### Outcomes that demonstrate competency (2011) “WRITING”

**PREREQUISITE:** Proposed courses should require a prerequisite of ENGWR 100 with a grade of “C” or better, placement through the assessment process, or be equivalent to another course meeting the ENGWR 300 prerequisite

### To meet competency in writing, a course should prepare the student to be able to:

- analyze and evaluate his/her own writing as well as the work of others.
  - evaluate information from other sources and synthesize this information fluidly to support their own thesis statements and argument claims.
  - write academic essays which exhibit a meaningful purpose and which use the elements of persuasion where appropriate.
  - correctly apply the conventions of an academic style manual of citation and formatting.
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**Note:** To aid in assessing courses that apply to meet competency, it is helpful to compare Course Topics from any course in question to these touchstone topics:

### Lec   Topic

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| 3 | The instructor will introduce the course and its focus on critical thinking, reading, and writing. The instructor will discuss the difference between expository and argumentative prose.   |
| 3 | The instructor will introduce the concepts of purpose, thesis, and audience and discuss their relationship to the production of thoughtful academic prose.  |
| 6 | The instructor will review the process of writing thoughtful, focused thesis statements. Students will practice this skill both in class and outside of class by composing their own essays.  |
| 9 | The instructor will introduce the concept of critical reading, including generalizing from details in the text, evaluating evidence, and questioning assumptions in texts. Students will practice these skills by reading and responding to appropriately rigorous professionally written essays as well as one book length work. |

**Lec   Topic**

- 9      The instructor will review the steps in the writing process, including pre-writing, drafting, revising, and editing. Students will practice these steps by writing at least six full-process essays totaling at least 6,500 words.
- 3      The instructor will introduce an academic writing rubric. Students will use these criteria to evaluate their own writing as well as other students’ writing.
- 3      The instructor will introduce various development techniques, such as comparison/contrast, classification, definition, narration, and causal analysis. Students will practice these techniques by developing their own essays.
- 6      The instructor will introduce the concept of supporting opinions with acceptable evidence and careful analysis.
- 6      The instructor will introduce the concept of research, including where to find and how to evaluate both print and electronic sources. In addition, the instructor will introduce the concept of integrating outside sources in the students’ writing in support of their own thesis statements. Finally, the instructor will introduce the conventions of documentation and formatting. Students will be responsible for researching and incorporating sources in their writing in their writing, either in one extended or several shorter essays.
- 6      The instructor will introduce the argumentative essay and its use of refutation and concession. Students will write at least one argumentative essay which anticipates and addresses counterarguments.