### The Essential Competencies Curriculum

#### Competency, Outcomes and Action Steps

#### Written Communication 1

**Draft 1/29/04**

*TCU graduates will write effectively.*

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Action Steps</th>
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| Students will show the ability to write in a range of genres, using appropriate rhetorical conventions. | Students will write at least four assignments in different academic genres.  
Students will learn the importance of the rhetorical situation—audience, purpose, genre—to the construction of any piece of writing.  
Students will learn to produce a text with a controlling idea, provide appropriate support for their claims, and use appropriate conventions of format and structure (including being able to create appropriate organizational structures in the absence of models). |
| Students will demonstrate competency in reading, quoting and citing sources, as well as competency in balancing their own voices with secondary sources. | Students will be asked to critically read texts for main ideas and arguments, for use of genre conventions, for rhetorical strategy, and for the position of the author  
Students will summarize, respond to, and critique texts.  
Students will find, evaluate, analyze, synthesize, and cite appropriate sources to inform and situate one’s own claims. |
| Students will demonstrate the ability to employ flexible strategies for generating, revising, editing, and proof-reading their own writing, along with strategies for constructively criticizing peers’ writing. | Students will learn that writing is a recursive process that can lead to substantive changes in ideas, structure, and support through multiple revisions.  
Students will work both inductively and deductively to develop a focus, claim, or thesis (e.g. to begin with a point and build evidence to support it AND begin with data and develop a point based on an analysis of the data)  
Students will participate in peer review sessions, both giving and receiving constructive feedback on their writing. |
The Essential Competencies Curriculum
Competency, Outcomes and Action Steps
Written Communication 2
Draft 1/29/04

*TCU graduates will write effectively.*

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Action Steps</th>
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<tbody>
<tr>
<td>Students will demonstrate facility with the language and analysis of argument.</td>
<td>Students will analyze and produce a range of arguments in different media (e.g. print, oral, electronic, and visual). Students will learn to analyze and assess genre, discourse, rhetorical situation, and argument strategy in more sophisticated ways than they did at the ENGL 10803-level. Students will learn the terminology of argument, including the historical and current-day use and epistemology of these terms.</td>
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<td>Students will demonstrate the ability to write an argument for a specific rhetorical situation.</td>
<td>Students will produce arguments with a situation-appropriate focus, thesis, or controlling idea and recognize such in others’ texts. Students will develop their own strategies for developing texts that are more lengthy and complex than the texts they produced at the ENGL 10803-level. Students will understand that argument construction requires ethical research, collaboration and feedback, and in-depth consideration of rhetorical situation.</td>
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<td>Students will demonstrate competency in using sources (primary, secondary, electronic) in argument construction.</td>
<td>Students will practice connecting their personal experiences, values, and beliefs with larger social conversations and contexts. Students will gain a practical knowledge of finding, evaluating, and analyzing primary and secondary sources for appropriateness, timeliness, and validity. Students will incorporate and synthesize source material (print, digital, primary) in their argumentative writing.</td>
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