

## Learning Outcomes Matrix for Designated Writing Courses

**Course Prefix and Number:**                      **Title:**

Each designated writing course is minimally characterized by one of the following:

- a *Strong* focus on at least **two** learning outcomes
- a *Strong* focus on **one** learning outcome and an *Emerging* focus on at least **two** learning outcomes
- an *Emerging* focus on at least **four** learning outcomes

Learning Outcomes	Focus on Learning Outcome in Course	
	Strong Component is ...	Emerging Component is ...
2.1 Students can respond to an assigned topic, demonstrating responsible concern for an identified audience	<input type="checkbox"/> <i>Discussed and demonstrated in class, and is a substantial focus in course materials, assignments, and assessments</i>	<input type="checkbox"/> <i>Regularly discussed in class but is a minor focus in assignments and assessments OR is intentionally taught by other means and is a significant focus in assignments and assessments</i>
2.2 Students can write a logical argument that makes an unambiguous claim, marshals reasonable and appropriate evidence, and takes seriously the perspectives of others by fairly representing and responding to alternate claims.	<input type="checkbox"/> <i>Discussed and demonstrated in class, and is a substantial focus in course materials, assignments, and assessments</i>	<input type="checkbox"/> <i>Regularly discussed in class but is a minor focus in assignments and assessments OR is intentionally taught by other means and is a significant focus in assignments and assessments</i>
2.3 Students can incorporate pertinent external sources and document these accurately and appropriately, demonstrating academic integrity when referencing the ideas of others.	<input type="checkbox"/> <i>A major focus in course materials, activities, assignments, and assessments</i>	<input type="checkbox"/> <i>Regularly discussed in class but is a minor focus in assignments and assessments OR is intentionally taught by other means and is a significant focus in assignments and assessments</i>
2.4 Students can demonstrate an appropriate level of competence in grammar, usage, and mechanics.	<input type="checkbox"/> <i>Discussed and demonstrated in class, and is a substantial focus in course materials, assignments, and assessments</i>	<input type="checkbox"/> <i>Regularly discussed in class but is a minor focus in assignments and assessments OR is intentionally taught by other means and is a significant focus in assignments and assessments</i>
2.5 Students can accurately use the writing conventions appropriate to the discipline.	<input type="checkbox"/> <i>Discussed and demonstrated in class, and is a substantial focus in course materials, assignments, and assessments</i>	<input type="checkbox"/> <i>Regularly discussed in class but is a minor focus in assignments and assessments OR is intentionally taught by other means and is a significant focus in assignments and assessments</i>

Materials to be submitted:    This cover sheet with course prefix, course number, title, and learning outcomes marked  
 Catalog description  
 Syllabus  
 Description of how relevant QEP competency is to be assessed (**a sample of student work may be requested in the future as part of institutional assessment of this competency**)  
 Assignments or other additional materials that identify how writing is being taught, practiced, or Assessed

**Successful applications will be posted to a faculty read-only site.**