



Cognitive Skills and Processes -

WCR, WCD: Writing and Communication (9 credits) - *Students must take **three** courses, and meet **both WCR and WCD**, as follows:*

- *All students must take **01:355:101 – Expository Writing** or its equivalent.*
- *Students must take **one additional course** (3 or more credits) focused on revision to meet **WCR** (goal s):*
 - s. Communicate complex ideas effectively, in standard written English, to a general audience, and respond effectively to editorial feedback from peers, instructors, &/or supervisors through successive drafts & revision.*
- *Students must **take one additional course** (3 or more credits) focused on writing in a specific discipline to meet **WCD** (goal t):*
 - t. Communicate effectively in modes appropriate to a discipline or area of inquiry; evaluate and critically assess sources and use the conventions of attribution and citation correctly; and analyze and synthesize information and ideas from multiple sources to generate new insights.*

* Cases of suspected plagiarism should be reported to the department Undergraduate Chair/Director, and/or Judicial Affairs in the Office of the Dean of Students: <http://judicialaffairs.rutgers.edu/>



Cognitive Skills and Processes -

WCR, WCD: Writing and Communication (9 credits) - Students must take *three* courses, and meet *both* WCR and WCD.

WCR

GOAL s2 – Student is able to... Communicate complex ideas effectively, in standard written English, to a general audience, and respond effectively to editorial feedback from peers, instructors, &/or supervisors through successive drafts & revision.*

OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY
<p>Presents complex ideas as a clear and compelling argument. Insightful, well-reasoned, and original analysis.</p> <p>Clear, easy to follow organization with intro, body, and conclusion.</p> <p>Eloquently-written. Appropriate word choices. Free of grammar and spelling mistakes.</p> <p>Demonstrates effective incorporation of constructive criticism in successive drafts and evidences self-editing and revision without prompting.</p> <p>Improvement evident in successive drafts resulting in an outstanding final work.</p>	<p>Makes a clear argument, based on plausible reasoning. Sustains an argument throughout the analysis.</p> <p>Clear organization.</p> <p>Well-written with only incidental word choice, grammar, or spelling errors.</p> <p>Demonstrates effective incorporation of constructive criticism from peers and instructors in successive drafts.</p> <p>Improvement evident in successive drafts resulting in a good final work.</p>	<p>Presents a satisfactory argument and analysis following the strictures of the course.</p> <p>Satisfactory organization that allows the reader to follow the argument.</p> <p>Writing is satisfactory.</p> <p>Satisfactorily responds to constructive criticism from peers and instructors in successive drafts.</p> <p>Improvement evident in successive drafts resulting in a satisfactory final work.</p>	<p>Fails to make a cogent argument or to offer sound analysis of any but the simplest ideas.</p> <p>Poorly organized and difficult to follow, impeding meaning.</p> <p>Multiple composition errors that interfere substantially with comprehension.</p> <p>Does not incorporate feedback, or does not submit revised work.</p> <p>Final work is unsatisfactory.</p>

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WCD

GOAL t - Student is able to... Communicate effectively in modes appropriate to a discipline or area of inquiry; evaluate and critically assess sources and use the conventions of attribution and citation correctly[*]; and analyze and synthesize information and ideas from multiple sources to generate new insights.			
OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY
<p>Addresses topic at an advanced, professional level; communication is well-argued, effectively presented, and appropriate to the intended audience.</p> <p>Accurately and effectively employs relevant discipline-specific format and terminology, and is free of word-choice, grammar, spelling or organizational errors.</p> <p>Cites a comprehensive range of relevant sources, and accurately applies appropriate conventions for attribution and citation.[*]</p> <p>Provides sophisticated evaluation and critical assessment of evidence, arguments, and counter-arguments drawn from multiple sources. Artfully uses this analysis in advancing thesis or placing hypothesis testing in appropriate context.</p> <p>Insightfully explores larger implications and connections; demonstrates original thinking; explicates limits of findings.</p>	<p>Addresses topic soundly and effectively; communication is well-argued and appropriate to the intended audience.</p> <p>Employs relevant discipline-specific format and terminology, largely free from word-choice, grammar, spelling or organizational errors.</p> <p>Cites clearly relevant sources. Applies appropriate conventions for attribution and citation.[*]</p> <p>Provides strong evaluation and critical assessment of evidence, arguments, and counter-arguments drawn from multiple sources. Successfully uses this analysis in advancing thesis or placing hypothesis testing in context.</p> <p>Explores larger implications and connections; demonstrates critical thinking; identifies limits of findings.</p>	<p>Addresses topic and satisfactorily adheres to the format prescribed by the course.</p> <p>Communication presents a coherent narrative, exposition, or argument, and an awareness of the intended audience.</p> <p>Satisfactorily cites sources using appropriate conventions for attribution and citation.[*]</p> <p>Provides satisfactory evaluation and assessment of evidence, arguments, and counter-arguments drawn from multiple sources. Satisfactorily incorporates this material.</p> <p>Notes implications, connections, and limits of findings.</p>	<p>Does not address topic, or does so in a way that is uninformative, inaccurate, and/or misleading.</p> <p>Communication is confusing and contains numerous errors.</p> <p>Fails to cite sources and apply appropriate conventions for citation and attribution.[*]</p> <p>Fails to provide evaluation and assessment of evidence, arguments, and counter-arguments drawn from sources.</p> <p>Little or no attention to implications, connections, or limits of findings.</p>