



4b. Written communication*

University Graduate Profile Theme: Graduates of the University are expected to be able to receive and interpret information, express ideas and share knowledge with diverse audiences in a range of media and formats.

Bachelor of Commerce Graduate Capability: Graduates will be able to collaborate and communicate effectively in diverse contexts using multiple formats.

Progression statement: In your programme, you will develop skills in communicating ideas clearly and concisely in spoken and written forms. In your level 100 courses, you will present arguments in well-written essays and reports and learn to give effective presentations. You will demonstrate the ability to use carefully chosen media to support your presentation. As you move into 200 and 300 level courses, you will communicate more complex ideas. Your oral skills will develop further and you will be assessed on your ability to use appropriate strategies when making a short presentation to a diverse audiences. From the start of your studies, you will learn to work in a team. Your team experiences will enable you collaborate and communicate effectively with others from diverse backgrounds to encourage them to perform. Working with others will help you appreciate alternative points of view and make you more aware of your own perspectives. These skills will be enhanced through the programme as you find yourself tested in new situations, taking on different responsibilities and learning how to lead and coach others. In your final courses, you will use delegation, persuasion and compromise to get the best outcomes. In level 300 assessments, you will demonstrate your ability to engage, negotiate and influence others.

Definition of written communication: *Written communication is both the prepared and unprepared, purposeful development and expression of ideas in writing.*

	Indicators	100	200	300	700
4b. 1	Purpose and context for writing	The central idea/purpose of the writing task and its context is generally clear.	Writing demonstrates adequate consideration of purpose, context and audience.	A clear focus on the assigned task which demonstrates insight into the question posed, the context and the anticipated audience.	Communicates a complex and informed understanding of purpose, scope, and context. Comprehensively meets the goals of the writing task.
4b.2	Structure	The train of thinking can be followed by the reader.	The storyline is apparent.	The written work is well structured and succinct, conveying a logical storyline that retains the interest of the reader.	The written work is highly structured, and the use of paragraphs and transitions smoothly aids the clarity of the central ideas developed/discussed. Arguments/ideas are logically organised and easily followed.
4b. 3	Genre and disciplinary conventions	Meets basic expectations appropriate to a specific discipline and/or writing task for organisation, format, and referencing.	Uses conventions particular to a specific discipline and/or writing task, including format, referencing, and stylistic choices.	Uses a range of conventions particular to a specific writing task including format, referencing. All genre and disciplinary conventions are met.	Concise follows the required writing style conventions including the accurate use of discipline-specific terminology and the use of correct and appropriate visuals.
4b. 4	Language	Uses language that generally conveys meaning to readers with clarity (e.g. grammar, sentence structure, word choice, transitional words) although writing may include some errors.	Uses language that conveys meaning effectively with few errors in grammar, sentence structure, punctuations, and word choice.	Uses language that clearly communicates meaning to readers and, with minimal exceptions, is error free. Language displays careful consideration of the power and nuance of words.	Uses fluent and polished language chosen with a sense of clarity. Writing flows smoothly from one idea to another through a sophisticated use of transition and sentence structure, which leads the reader through an orderly discussion of the topic.

* The rubrics at each stage relate to B students and above.

AOL*

Indicators	Below Standard	Meets Standard*	Above Standard
Purpose and context for writing	Does not demonstrate a clear focus on the assigned task.	A clear focus on the assigned task.	In addition to meeting the standard, the writing demonstrates an understanding of context and audience.
Structure	Writing is not well-structured.	The written work is well structured.	In addition to meeting the standard, writing is succinct, conveying a logical storyline that retains the interest of the reader.
Genre and disciplinary conventions	Does not demonstrate conventions particular to a specific writing task in.	Uses a range of conventions particular to a specific writing task.	In addition to meeting standard, all genre and disciplinary conventions are met.
Language	Language errors interfere with meaning.	Uses language that clearly communicates meaning to readers.	In addition to meeting the standard, writing displays careful consideration of the power and nuance of words.

* The 'meets standards' criteria have been written for a graduating student. It may need to be softened if you are assessing a 100 or 200 level course.



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Sources

Main Source: Association of American Colleges and Universities Written Communication Value Rubric.
Secondary sources: Curtin University, Written Communication Standards.
James Cook University, Written Communication Standards (Business).