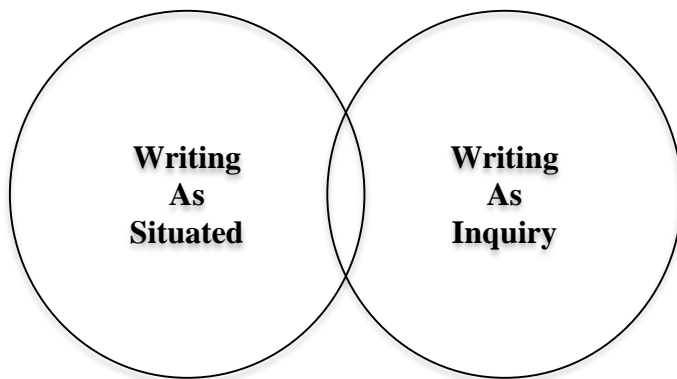


Anderson School of Management Student Learning Outcomes for Writing at the Undergraduate Level

Unifying Concept: Writing as Situated Inquiry

The unifying concept of *writing as situated inquiry* represents a constellation of Anderson faculty's values and expectations regarding student writing at the undergraduate level (see Appendix A for an overview of the revision process). It can be broken down into two categories coinciding with Anderson's assessment dimensions of written communication and critical thinking:



Each of these categories includes specific student learning outcomes (see below). The elegance of these outcomes is not found in their distinguishing characteristics but in the way that no single outcome can be completely understood without reference to another. What emerges is a holistic depiction of learning to write and writing to learn in Anderson.

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Learning and Teaching Standard 8/A5 [Curricula Management and Assurance of Learning]

The school uses well-documented, systematic processes for determining and revising degree program learning goals; designing, delivering, and improving degree program curricula to achieve learning goals; and demonstrating that degree program learning goals have been met.

Outcomes for Writing as Inquiry: A Process of Understanding (and Solving) Problems

Students will be able to:

- Determine a practical scope for conducting question-driven research using valid and reliable sources.
- Apply methodological and analytical frameworks appropriate to the research scope, questions, and sources.
- Derive interpretations and evaluations from analysis of individual sources and the connections between them.

Outcomes for Writing as Situated: A Process of Interpreting (and Responding to) the Demands of Particular Audiences and Contexts

Students will be able to:

- Respond in the appropriate genre to the demands and affordances of specific audiences and contexts.
- Exhibit a unified style (i.e. tone, diction, syntax, connotation) accounting for differences in context and audience culture and level of expertise.

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General Skills Areas

- Written and oral communication (able to communicate effectively orally and in writing)
- Ethical understanding and reasoning (able to identify ethical issues and address the issues in a socially responsible manner)
- Analytical thinking (able to analyze and frame problems)
- Diverse and multicultural work environments (able to work effectively in diverse environments)
- Reflective thinking (able to understand oneself in the context of society)
- Application of knowledge (able to translate knowledge of business and management into practice)

Accounting Skills Area

- The critical thinking and analytical skills that support professional skepticism, assessment, and assurance of accounting information

Appendix C: Anderson School of Management Rubric for Assessing Student Writing as Critical Thinking (Writing As Inquiry) at the Undergraduate Level

Rubric: Writing As Inquiry			
5 Completely	Determines a practical scope for conducting question-driven research using valid and reliable sources.	Applies methodological and analytical frameworks appropriate to the research scope, questions, and sources.	Derives interpretations and evaluations from analysis of individual sources and the connections between them.
4 Mostly	Scope slightly exceeds constraints or falls short of expectations established by research questions; sources do not fully address or correspond with research questions.	Methodological and analytical frameworks clearly appropriate but at times slightly misapplied.	Clearly derives interpretations and evaluations from analysis of sources but does not uncover all essential connections.
3 Somewhat	Scope corresponds with but tends to exceed constraints or fall short of expectations established by research questions; sources only sometimes address or correspond with questions.	Methodological and analytical frameworks appropriate but often misunderstood and/or misapplied.	Derives interpretations and evaluations from analysis of sources but in the process often misinterprets or misrepresents sources and connections between them.
2 Barely	Articulates set of research questions, but scope and sources show no correspondence with questions.	Methodological and analytical frameworks present but completely inappropriate, misunderstood, and/or misapplied.	Interpretations and evaluations not derived from an analysis of sources and connections between them.
1 Not at all	Articulates no research questions; demonstrates no awareness of scope or reliability or validity of sources.	No methodological or analytical frameworks applied.	Lacks interpretation or evaluation based on analysis of sources and connections between them.