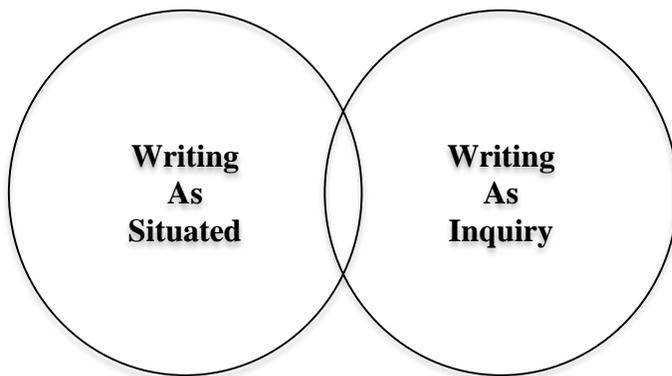


## Anderson School of Management Student Learning Outcomes for Writing at the Undergraduate Level

### *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.

### **Correspondence with AACSB Accreditation**

#### *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.

### ***Revised Assessment Instruments***

The revised rubrics below improve upon Anderson's existing assessment instruments (see Appendix B) in the following ways:

- Whereas the current rubrics were adopted from Montana State University, the new rubrics are more valid in that they reflect Anderson faculty values and expectations regarding undergraduate writing.
- Whereas the current rubrics tend to artificially isolate and decontextualize the writing and thinking qualities they describe, the new rubrics emphasize writing and thinking as an integrated and situated process, an emphasis made by Anderson faculty themselves.
- Whereas the current rubrics possess a less nuanced, three-level scale, the new rubrics adopt a five-level scale capable of producing a more descriptive and productive assessment report.

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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

**Anderson School of Management Rubric for Assessing Student Writing as Communication (Writing As Situated) at the Undergraduate Level**

<b>Rubric: Writing As Situated</b>		
<b>5 Completely</b>	Responds in the appropriate genre to the demands and affordances of specific audiences and contexts.	Exhibits a unified style (i.e. tone, diction, syntax, connotation) accounting for context and audience culture and level of expertise.
<b>4 Mostly</b>	Responds in appropriate genre but without completely abiding by all associated conventions or accounting for demands and affordances of specific audiences and contexts.	Exhibits a mostly unified style, but with slight lack of correspondence with context or audience culture or level of expertise.
<b>3 Somewhat</b>	Responds in appropriate genre but without abiding by many associated conventions and often not accounting for demands and affordances of specific audiences and contexts.	Frequent variations in style or lack of correspondence with context or audience culture or level of expertise.
<b>2 Barely</b>	Responds without abiding by most appropriate genre conventions and largely without accounting for demands and affordances of specific audiences and contexts.	Largely disjointed style, and any correspondence with context or audience culture or level of expertise is largely absent.
<b>1 Not at all</b>	Responds without any appropriate genre conventions and without accounting for demands and affordances of specific audiences and contexts.	No unified style or correspondence with context or audience culture or level of expertise.