HCC Minimum Core Competency:
Completion of Composition 101

College Level writing is understood to be the accepted expectations of writing capabilities for students that have successfully completed Composition 101.

College Level writing includes the expectations that students can:
1) Demonstrate a theoretical understanding of rhetorical context (how reader, writer, language, and subject matter interact)
2) Establish a voice appropriate to the topic selected and the rhetorical situation
3) Clarify major aims, arrange material to support aims, and provide sufficient materials to satisfy expectations of readers
4) Select, evaluate, and interact effectively with sources, subordinating them to the writer's purpose
5) Demonstrate satisfactory control over the conventions of American Standard English

College Level essays can be expected to demonstrate:

Coherent, well-reasoned response, as defined by:
- Consistent control of the discussion (structure & voice)
- Considers audience expectations through a progressive line of reasoning
- Display some understanding of subtle arguments and positions
- Interact effectively with multiple sources, subordinating them to the writer’s purpose

Consistently developed argument, as defined by:
- Identified purpose (thesis)
- Adequate sense of progressively related claims (development)
- Effectively organized and presented reasoning and supporting evidence
- Establish and maintain a voice that is appropriate to the selected rhetorical context

Clear, connected paragraphs, as defined by:
- Development of purpose sustained with only minor breaks in thought
- Main claims receive most attention
- Medium fluency of language conventions
- Consistently provides supporting reasons and/or evidence

Few sentence level errors, as defined by:
- Only minor grammatical, mechanical, usage, or format errors (contains no errors or error patterns that interfere with the reader’s ability to read and comprehend)
- Exhibit a clear conceptual knowledge of documentation, with only minor punctuation, format, or “bordering” errors
- Variety in sentence formation
- Usage, idiom, word choice, and syntax are generally American Standard English
Meets the assignment on its own terms—addresses it directly: as defined by:
  - Evidence of clear understanding of the assignment
  - Makes use of subtle arguments & positions