## Department of Literature, Journalism and Modern Languages

**PROGRAM LEARNING OUTCOMES (PLOs)**

**LITERATURE: Concentrations in LIT and in ENG-ED**
*Students who complete the program will be able to:*

1. Demonstrate reading practices that make connections between the literature studied and our contemporary world.
2. Identify and articulate characteristics of literary-historical periods: dates, styles, and authors.
3. Demonstrate knowledge of major literary-theoretical perspectives and terminology.
4. Articulate the difference between a traditional pedagogical and a modern linguistics notion of language.
5. Employ strong rhetorical, literary, and analytical skills in their writing.
6. Identify and evaluate effective use of higher and lower order thinking and writing skills.


**LITERATURE: Concentrations in LIT and in ENG-ED (Bloom's Taxonomy Indicated)**
*Students who complete the program will be able to:*

1. Demonstrate (**Application**) reading practices that make connections between the literature studied and our contemporary world.
2. Identify and articulate (**Comprehension & Synthesis**) characteristics of literary-historical periods: dates, styles, and authors.
3. Demonstrate (**Application**) knowledge of major literary-theoretical perspectives and terminology.
4. Articulate (**Comprehension**) the difference between a traditional pedagogical and a modern linguistics notion of language.
5. Employ (**Application**) strong rhetorical, literary, and analytical skills in their writing.
6. Identify (**Knowledge**) and evaluate (**Comprehension & Evaluation**) effective use of higher and lower order thinking and writing skills.

---

**BLOOM'S TAXONOMY**
**Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation**

---

# Lit 495: Literary Theory and Scholarship

**Spring 2012**                                                                 **Dr. Blessing**
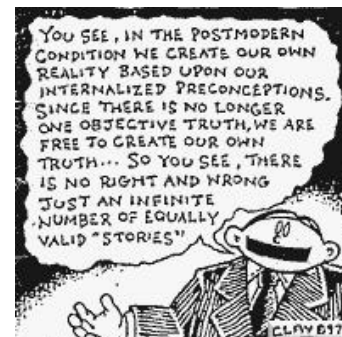**Section: 1**                                                                   **Office: BAC 115**
**Units: 3**                                                                      **Extension: 2652**
                                                                                      **Email:**
**1:30-2:25  MWF  Cabrillo 101**                       **CarolBlessing@pointloma.edu**

### *Course Catalogue Description:*

This capstone course provides an in-depth study of contemporary critical trends, such as Structuralism, New Historicism, Feminism, Deconstruction, Gender Studies, Reader-Response and Psychoanalytic criticism. Students will also familiarize themselves with the critical commonplaces to which these new approaches are a response as well as with a traditional overview of trends and styles from medieval through modern literature. Students will be expected to engage in some research and in written critical work. Preparation of a portfolio and summative evaluation will be an important part of this class.
**Prerequisites**: Literature 250 and senior standing

### *Required Texts:*

Rivkin, Judith and Michael Ryan, eds.  Literary Theory: An Anthology.  2nd Ed.  Malden, MA: Blackwell, 2004. [Referred to as Anthology on the syllabus]
Ryan, Michael.  Literary Theory: A Practical Introduction.  2nd Ed.  Malden, MA: Blackwell, 2007. [Referred to as Practical Intro on the syllabus]
Selden, Raman, et al.  A Reader's Guide to Contemporary Literary Theory.  5th Ed.  Harlow, UK: Pearson Longman, 2005. [Referred to as Reader's Guide on the syllabus.]
Please use as reference resources:
Harmon and Holmon.  A Handbook to Literature.  Prentice Hall.  9th or later Ed . (from LIT250)
Gibaldi, Joseph.  MLA Handbook for Writers of Research Papers.  7th Ed.  (from LIT250)
Bressler, Charles L.  Literary Criticism: An Introduction to Theory and Practice.  4th Ed.  Boston: Longman, 2006.  (from LIT250)

### *Program Learning Outcomes: Literature: Concentrations in LIT and in ENG-ED*
*Students who complete the program will be able to:*

1. Demonstrate a continuing practice of reading that makes connections between the literature/language studied and our contemporary world.

2. Identify and articulate the relationships among literary-historical periods, dates, styles, and authors.

3. Demonstrate knowledge of major literary-theoretical perspectives and terminology.

4. Articulate the difference between a traditional linguistics and a modern linguistics notion of language.

5. Employ strong rhetorical, literary, and analytical skills in their writing.

6. Identify and evaluate effective use of higher and lower order thinking and writing skills.

### *Class Learning Outcomes:*

- Students will learn to read, contextualize, analyze, and critique literary critical theories.

- Students will be able to apply the theories to works of literature.

- Students will hone research skills, using both primary and secondary sources, library holdings, databases, and the Internet.

- Students will recognize dates and attributes of literary historical periods.

- Students will improve writing skills and critical thought through a variety of assignments, including producing an original publishable-quality essay.

## Course Requirements:

- One five-page essay (1750 words, typed, double-spaced), applying a critical theory to an approved work.
- One five-page essay (1750 words, typed, double-spaced), on a literary-historical period.
- Twelve response essays to twelve different theoretical approaches. There are fifteen response essays indicated on the syllabus, so you may choose twelve of the fifteen.
- One 12-15 page essay, MLA format, using a critical-theoretical approach to one of the literary works we cover, including your own analysis, theoretical grounding, and research.
- Other short homework exercises to be assigned, such as responses to readings.
- Occasional quizzes
- One oral presentation—on one of the literary theoretical approaches
- A midterm exam
- A final exam
- The LJML Department Exit Exam and Portfolio—required for graduating seniors
- Consistent class attendance and thoughtful participation in discussions
- Reading of all assignments

## Point Value of Assignments:

| | |
|---|---|
| Twelve one-page responses @ 10 points each = | 120 pts |
| Two five-page essays @ 75 points each = | 150 pts |
| Twelve to fifteen page essay | 200 pts |
| Homework, quizzes, class participation | 75 pts |
| Oral presentation on one theoretical approach | 75 pts |
| Midterm exam | 150 pts |
| Final exam | 180 pts |
| Portfolio and LJML Department exit exam | 50 pts |
| | 1000 pts |

## Each of your 400 word theory reports must include this material:

1. How did this theory develop? Who are some important practitioners of this approach? (Name three and briefly cite their significance.)
2. What are the goals of this critical-theoretical approach?
3. What are the underlying assumptions of this critical approach? What is the value-system of this theory?
4. What are the methods of this critical approach? If students were to apply this theory to an analysis of a text, what would they need to do?
5. What are the advantages of this approach? What can be learned through using it? How does this approach open up the text?
6. What are the problems/shortcomings of this approach? Is it self-contradictory or limiting in any ways?

***Each of your ten-minute oral reports must include this material:***

1. What are the goals of this critical approach?

2. What are the origins of this theory?

3. Who are some important practitioners of this approach? (Name at least three and briefly discuss their significance.)

4. What are the underlying assumptions of this critical approach? What is the value-system of this theory?

5. What are the methods of this critical approach?

6. If students were to apply this theory to an analysis of a text, what would they need to do?

7. What are the advantages of this approach? What can be learned through using it? How does this approach open up the text?

8. What are the problems/shortcomings of this approach? Is it limiting in any ways?

9. What is one example of this theory's application to literature? Include a journal article or essay from a collection (outside of our texts) that uses this theory to examine a work of literature.

10. Create a one to two page handout to cover the important parts of your presentation and to give out to the students. Use at least three scholarly sources (no Wikipedia) and cite then at the end of your handout.

## Approaching an Academic Essay

For this course, you will be expected to learn to read and analyze the language of the literary profession: you need to be able to understand the conversations of the interpretive community so that you can also engage in them in your own papers, as well as critically examine their premises. This task demands higher-level thinking in dealing with often abstract concepts. It is quite challenging to "decode" some of the rhetoric used by academics; literary critics have their own language, as do practitioners in every academic discipline. Here are some tips to help:

1. Scan the essay first to gain a general idea of the thesis and approach—i.e. get an overview of the work.

2. Now read the essay rigorously, underlining and annotating major, irritating, and provocative points. A good reader is a re-reader who goes back through the work and marks up his or her text.

3. Outline the work. List the main claim (thesis), subpoints, and evidence used for support (backing).

4. Interrogate the text, writing in the margins or your notes what your questions are.

5. Consider what value system(s) the essay rests upon.

6. If the essay is theoretical (rather than applied theory), think about how you would apply it to a work of literature.

7. Decide if you accept or reject the essay in whole or in part, based upon its argument and premises. It is probably not very helpful for the purposes of this class to focus on whether or not you like the writing style of the essay, as we are trying to deal with concepts. This is a different type of reading than reading a work of literature (although some literary theories do not distinguish between categories of writing, but that is for another discussion).

8. Don't allow yourself to be intimidated by the text or to give up.

9. Grapple with the reading first and then bring the questions you have concerning it to class. Chances are very good that other students may be wondering the same things, so you are doing a favor to all by raising the questions. We will grapple with the difficulties together.

10. Please see me in my office for further assistance.

***Classroom Conduct:***

This course is primarily discussion with some lecture. You need to be prepared for class by reading and critically engaging with the material <u>ahead of time</u>, to enter into and conduct yourself civilly in debates, and to view this course as an entrée into the professional and academic arenas.

***Course Ground rules:***

✓ Plagiarism in any form will not be tolerated. The following is the LJML Department Policy on Plagiarism: *The Department of Literature, Journalism, and Modern Languages deems intellectual and academic integrity to be critical to academic success and personal development; therefore, any unethical practice will be detrimental to the student's academic record and moral character. Students who present the work of others, which includes but is not limited to borrowing another student's work, buying a paper, or using the thoughts or ideas of others as if their own (using information in a paper without citation), commit plagiarism. Students will be held accountable for plagiarized material whether the material was plagiarized intentionally or unintentionally. Plagiarized work will result in a failing grade for the assignment and possibly for the course. In either event, a written report will be filed with the department chair and area dean. The dean will review the report and submit it to the provost and the vice president for student development. It will then be placed in the student's academic file.*

✓ While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, these students are requested to file documentation during the first two weeks of the semester with the Academic Support Center (ASC), located in the Bond Academic Center. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. Once the student files documentation, the ASC will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student.

✓ Because the Literature, Journalism, and Modern Language department recognizes the power of language, all public language used in this course, including written and spoken discourse, will be inclusive. This standard is outlined by all major academic style guides, including MLA, APA, and Chicago, and is the norm in university-level work.

✓ Much of the work we will do in this class is cooperative, by nature of the class discussions and general feedback given to written work and/projects; thus you should think of all your writing and speaking for and in class as public, not private, discourse. By continuing in this class, you acknowledge that your work will be viewed by others in the clas**s.**

✓ Your oral participation makes the class more interesting for everyone and will affect your grade.

✓ No <u>Wikipedia</u> or similar guides are to be used for papers or used as a substitute for the reading. This is a Senior capstone course, and you will need to seek out university-level sources.

✓ More than five absences (1½ weeks of class) will qualify you for de-enrollment, as per the Student Handbook.

✓ There are also no "make-ups" for missed homework, analyses, quizzes, tests, or papers, unless there is an emergency. Work is due in class on the days indicated.

✓ Put away your cell phones during class—no texting, receiving texts, or phone calls during class time.

## *Schedule of Classes and Assignments*

Read the assigned materials by the date listed. Written assignments may not be turned in late unless there is an emergency or excused absence; quizzes and exams must be taken as scheduled. **Bring your appropriate textbook(s) with you to class.** Some readings may be changed in the course of the semester as needed—I will give advance notice.

Jan. 8      Course Introduction: Handout—"A Historical Survey of Literary Criticism," Review Overview of Contemporary Criticism

Jan. 9      Quiz on Handout from 1/10; coverage of historical contexts of criticism/literary theory

Jan. 11      New Criticism, moral formalism and F. R. Leavis pp. 15-26 in A Reader's Guide
Formalism—Eichenbaum, pp. 3-14 in Anthology
Oral Presentation—Formalism; Response Essay #1 DUE

Jan. 14      Formalism—Brooks, Wimsatt, pp. 22-49 in Anthology, "Formalism," pp. 1-22 in Practical Intro

Jan. 16      Russian Formalism and the Bakhtin school, pp. 30-42 in A Reader's Guide
Bakhtin, pp. 674-692 in Anthology
Oral Presentation—Bakhtin; Response Essay #2 DUE

Jan. 18      Structuralist Theories, pp. 62-79 in A Reader's Guide
Structuralism—Culler, de Saussure, Propp, pp. 53-75 in Anthology
Oral Presentation—Structuralism; Response Essay #3 DUE

Jan. 21      **No Class—Dr. Martin Luther King, Jr. Day**

Jan. 23      Barthes and Foucault, pp. 81-96 in Anthology

Jan. 25      "Structuralism," pp. 29-41 in Practical Intro; Bring in a journal article applying one of the critical theories so far

Jan. 28      Reader-oriented theories, pp. 45-59 in A Reader's Guide
Rhetoric, Phenomenology, Reader Response, Kant, Husserl pp. 127-141 in Anthology
Oral Presentation—Reader Response Theories; Response Essay #4 DUE

Jan. 31      Handout—Norman Holland and Reader Response Criticism
Stanley Fish, pp. 195-221 in Anthology

Feb. 1      Psychoanalytic Theories, pp. 153-156 in A Reader's Guide
Psychoanalysis and Psychology, pp. 389-396 and 418-430 in Anthology
Oral Presentation—Psychoanalytic Approach—Freudian; Response Essay #5 DUE

Feb. 4      Jacques Lacan and Julia Kristeva, pp. 156-162 in A Reader's Guide
Lacan, pp. 441-461 in Anthology
Oral Presentation—Psychoanalytic Approach—Lacanian; Response Essay #6 DUE

Feb. 6      Chodorow, pp. 470-484 in Anthology; "Psychoanalysis," pp. 93-107 in Practical Intro

Feb. 8      Marxist Theories, pp. 82-109 in A Reader's Guide
Political Criticism, Hegel, Marx, pp. 643-672 in Anthology
Oral Presentation—Marxism; Response Essay #7 DUE

Feb. 11      New Historicism and Cultural Materialism, pp. 178-188 in A Reader's Guide
Historicisms, Foucault, pp. 505-507 and 549-566 in Anthology
Oral Presentation—New Historicism; Response Essay #8 DUE

| | |
|---|---|
| Feb. 13 | Armstrong, Greenblatt, pp. 567-581 and 592-615 in <u>Anthology</u> |
| Feb. 15 | "Political Criticism: From Marxism to Cultural Materialism," pp. 115-124 in <u>Practical Intro</u> |
| Feb. 18 | Literary Historical Paper DUE and summarized orally in class<br>Literary-Historical Period Exercise in class |
| Feb. 20 | Poststructuralist Theories, pp. 144-153 and 164-178 in <u>A Reader's Guide</u><br>Deconstruction, Nietzsche, Heidegger, pp. 257-272 in <u>Anthology</u><br>Oral Presentation—Deconstruction; Response Essay #9 DUE |
| Feb. 22 | Derrida, pp. 278-319, in <u>Anthology</u> |
| Feb. 25 | Johnson and Cixous, pp. 340-354 in <u>Anthology</u><br>Bring in a journal article applying one of the critical theories covered so far |
| Feb. 27 | Postmodernist Theories, pp. 197-212 in <u>A Reader's Guide</u><br>Lyotard and Baudrillard, pp. 354-377 in <u>Anthology</u><br>Oral Presentation—Postmodernism; Response Essay #10 DUE |
| Mar. 1 | Midterm: In-Class section (Short Answers) \ Take-home essay due |
| Mar. 4-8 | **No Classes—Spring Break** |
| Mar. 11 | "Post-Structuralism, Deconstruction, Post-Modernism," pp. 62-84 in <u>Practical Intro</u> |
| Mar. 13 | Frederic Jameson essay—handout |
| Mar. 15 | Feminist Theories, pp. 115-137 in <u>A Readers Guide</u><br>Feminism, Irigaray, pp. 765-769 and 795-811 in <u>Anthology</u><br>Oral Presentation—Feminisms; Response Essay #11 DUE |
| Mar. 18 | Lorde, pp. 854-860 in <u>Anthology</u>, and handout on bell hooks |
| Mar. 20 | Handout on Ecofeminism; Five Page Essay—Applied Critical Theory Paper DUE |
| Mar. 22 | Postmodern Feminisms, pp. 209-212 in <u>A Reader's Guide</u><br>Gender Studies, Rubin, Foucault, pp. 885-899 in <u>Anthology</u><br>Oral Presentation—Gender Studies; Response Essay #12 DUE |
| Mar. 25 | Gay, Lesbian, and Queer Theories, pp. 243-259 in <u>A Reader's Guide</u><br>Butler, Sedgwick, pp. 900-921 in <u>Anthology</u> |
| Mar. 27 | "Gender Studies," pp. 131-149 in <u>Practical Intro</u> |

**Mar. 29-Apr. 1 Easter Break—No Classes**

| | |
|---|---|
| Apr. 3 | Ethnic Studies, Lopez, Fishkin, pp. 959-983 in <u>Anthology</u><br>Oral Presentation—Ethnic Studies;  Response Essay #13 DUE |
| Apr. 5 | Morrison, Anzaldua, Lowe, and Parker, pp. 1005-1067 in <u>Anthology</u> |
| Apr. 8 | "Ethnic Studies," pp. 178-186 in <u>Practical Intro</u> |
| Apr. 10 | Disability Studies—Handout |
| Apr. 12 | Postcolonial Theories, pp. 218-235 in <u>A Reader's Guide</u><br>Post-Colonial Studies, Walder, pp. 1071-1089 in <u>Anthology</u><br>Oral Presentation—Post-Colonial Studies; Response Essay #14 DUE |
| Apr. 15 | Said and Bhabha, pp. 1112-1125 and 1167-1184 in <u>Anthology</u> |

Apr. 17    Cultural Studies, Horkheimer and Adorno, pp. 1233-1234, 1242-1246 in <u>Anthology</u>
           Oral Presentation—Cultural Studies; Response Essay #15 DUE

Apr. 19    Fisk, pp. 1268-1284 in <u>Anthology</u>

Apr. 22    Conclusion: Post-Theory, pp. 267-277 in <u>A Reader's Guide</u>

Apr. 24    Capstone course assessment

Apr. 26    Research Paper DUE; LJML Department Exit Exam

May 1      **Final Exam—Wednesday—1:00-3:00pm.**  Do not make travel arrangements that will
           require you to miss the final.  **You may <u>not</u> take it at another time.**  The published time for
           the final examination is one of the considerations when enrolling for a course.  Students are
           expected to arrange their personal affairs to fit the examination schedule.

# (DQP) DEGREE QUALIFICATION PROFILE PILOT

## SENIOR PORTFOLIO: LITERATURE PROGRAM

### Capstone Course LIT495: SR. PORTFOLIO GUIDELINES
This assignment is part of the LJML assessment of the Literature and English Education programs.

Please submit a portfolio from your courses here in LJML, consisting of the following three papers:

1. **ASSIGNMENT 1:** Final Literary Analysis from LIT250 Lower Division Introductory Course
2. **ASSIGNMENT 2:** Final Research Paper from an Upper Division Literature Course
3. **ASSIGNMENT 3:** Final Research Paper from LIT495

Please upload these assignments into your Live Text account.  Thank you for doing this.

# DPQ SPECIALIZED KNOWLEDGE & INTELLECTUAL SKILLS

## SENIOR PORTFOLIO: LITERATURE PROGRAM

### ASSIGNMENT ONE: Senior Portfolio: LIT 250 FINAL LITERARY ANALYSIS
For our purposes in LIT 250 this paper will be the **Major Paper** because it will represent your cumulative and most skilled literary analysis of the semester; it should be informed by all the formal and informal feedback you have received on previous analyses; it should use MLA style *flawlessly*.

**Writing Task:**
Please construct a 4-5 page analysis of James Joyce's story "The Dead" based on a main claim of your own choosing and using one or a combination of critical approaches identified in your DiYanni text, Bressler text, and/or in the case study book for "The Dead." You might design your main claim to address a particular

- effect or meaning that seems dominant in the work;
- key question and/or issue that become apparent as a result of a particular critical approach;
- genre that the work seems to embody interestingly;
- literary device that seems uniquely significant in the work;
- structural feature (scene, recurring pattern, archetype, plot closure, etc.) that defines the thematic message of the work or the predominant effect of the work;

Your analysis **must use** the primary source of "The Dead" and a minimum of **three (3) secondary sources** which may include the readings in the case study book. Outstanding papers, however, will show evidence of research that goes beyond assigned course texts. All sources **must be listed** in a Works Cited page at the end of your analysis.

Your paper **should include** a full introduction and conclusion following the rhetorical components outlined in the handout on introductions and conclusions that you were given for Analysis 3.

You will find that beginning your pre-writing work by responding to the *Close Reading Frames of Analysis* handout (*see Eclass*) will help you explore the meaning of the story and identify the literary devices, issues, themes, and effects that are of interest to you.

**Research:**
Please use the information covered in the Baker and Huling text to assist you in researching your paper if need be.

**Matters to Remember:**
1. Be sure to structure your analysis in terms of **main claim, sub-claims (reasons),** and **textual evidence**. (*See template handout and Eclass.*)
2. Remember that your *evidence is not self-evident*; it requires **explanatory commentary** preceding it to direct readers to what specifically in the evidence illustrates your sub-claim and main claim and often following it for full elaboration and/or summarizing.

Remember *quotes may not stand alone* as sentences on their own.  (*See handout on Hamlet example from early in the semester and Eclass*.)

3.  Remember as well, that you need to use the same set of **key words and ideas** from your claim statement throughout your discussion.  This practice builds **coherence and clarity** in your argument.  (*See revision guide handouts to coherent papers and Eclass*.)
4.  Remember to include a full **introduction** and **conclusion** that follow the rhetorical components outlined in class and on handout.  (*See handout on introductions and conclusions and Eclass*.)

**MLA Style: *MLA Handbook for Writers***
Please follow MLA guidelines in formatting, mechanics and stylistics.  Papers that do not follow MLA style will be returned ungraded.  Please see ***MLA Handbook* Chapter 4** for correct format.

Include your secondary and primary sources in a "List of Works Cited" page at the end of your analysis.  See ***MLA Handbook,* Chapter 5 "Documentation: Preparing the List of Works Cited"**, especially sections **5.1-5.3** for the correct arrangement of this page.  Please use the applicable sections **5.4-5.8** in the remainder of **Chapter 5** as your sources dictate.

Review **Chapter 3 "The Mechanics of Writing"** (especially **section 3.7**).  Review also **Chapter 2 "Plagiarism and Academic Integrity,"** if you have any questions about what you should/should not cite.  Also give careful attention to the pertinent examples for citing sources in the text of your paper which are covered in **Chapter 6 "Documentation: Citing Sources in the Text."**

You would do well to also carefully consult **Chapter 4 "The Format of the Research Paper"** as it applies to your particular paper.  See also Citation Machine website: http://citationmachine.net/

**Special Components of Major Paper not Required for Preceding Literary Analysis Papers:**
*   Additional Length
*   Primary **and** Several Secondary Sources Required

**RUBRICS FOR ASSESSMENT: Local Rubric (Loaded into LIVE TEXT)**

# DPQ SPECIALIZED KNOWLEDGE, INTELLECTUAL SKILLS & APPLIED LEARNING

## SENIOR PORTFOLIO: LITERATURE PROGRAM

ASSIGNMENT TWO: Senior Portfolio: UPPER DIVISION LITERATURE RESEARCH PAPER

**Length**: 10-15pp.

**Major Paper Text:** Compose a **main claim-driven/thesis-driven** argument that identifies a significant but arguable interpretation of a work, works, or issue.  Your paper should demonstrate skilled close reading and *could* draw on one or more theoretical approaches to the work (Formalist, Feminist, Marxist, New Historicist/Cultural Poetics, etc.)—though a theoretical approach is not required.   If you take a particular theoretical approach in your research paper, you do not need to explicitly name the critical approach since it will be implicitly communicated by the way you frame your thesis and discussion.

**Sources:** You will need to research, read, and cite material from scholarly sources outside the primary text you choose to analyze.  These scholarly materials will include books, articles, essays, internet periodicals, etc. written about the primary text or issue you've selected.  Please exercise good judgment in the internet sources you select and cite.  Please consult the MLA Bibliography as well as additional library databases for the most reliable and up-to-date sources for your research.

Your paper should include 10-20 of these sources.

**Major Paper Style Guide:** Follow MLA Style explicitly.

**RUBRICS FOR ASSESSMENT: AAC&U Informational Literacy, AAC&U Written Communication (Loaded into LIVE TEXT)**

# DPQ SPECIALIZED KNOWLEDGE, INTELLECTUAL SKILLS & APPLIED LEARNING

## SENIOR PORTFOLIO: LITERATURE PROGRAM

ASSIGNMENT THREE: Senior Portfolio: LIT 495 FINAL RESEARCH PAPER

**Longer essay, 10 to 12 pages, journal quality**
A. Format:  Approximately 3500-4000 words (not including Works Cited), double-spaced, MLA format, using parenthetical citations and proper MLA format for Works Cited at the end.  You may use sub-headings to help organize the paper.

B. Sources: Use at least ten sources besides the work itself. **These can be both writings of the theoreticians and essays by critics applying theories to the works.**

Use AT LEAST four journal articles. For all sources, try to use ones written after 1980, unless historical research is germane to your approach. Do NOT use general encyclopedia or Wikipedia type of sources.  Use the databases, not the Web, to find materials.

C. Content:

1.  An introduction to your work and the critical question/issue with which you will be dealing. (Example:  "In *The Awakening*, the interpretation of the ending, in which Edna walks out into the sea, is a major subject of debate among critics."

2.  A review of the critical literature on this aspect of the work (the discussion of the critical question), including those essays that use the theory you are using and other ones, as desired.

3.  A discussion of what critical theory you will be using and why it is helpful in answering the question or dealing with the issue you chose. A statement of your thesis. (Example: "Lacanian theory provides a cogent interpretation of the conclusion. With its emphasis on maternal attachment, the theory provides a helpful window into Edna's connections to the sea, which can be viewed as a return to the womb.")

4.  Your theoretically-based analysis of the work, which will also reference other critics as well.

5.  A strong conclusion to reinforce why your approach and findings are an important way to interpret the work.  Your essay should focus upon how your essay contributes to the ongoing critical conversation regarding the literary work you chose.

**RUBRICS FOR ASSESSMENT: AAC&U Critical Thinking, AAC&U Written Communication (Loaded into LIVE TEXT)**

| FINAL LIT 250 Literary Analysis | Student 1 | Student 2 | Student 3 | Student 4 | Student 5 | Student 6 |
|---|---|---|---|---|---|---|
| Local Rubric Designed for LIT 250 Course and Learning Outcomes | 75% | NA | NA | NA | NA | 85% |

| Upper Division Literature Course Research Paper | AAC&U RUBRIC | Student 1 | Student 2 | Student 3 | Student 4 | Student 5 | Student 6 |
|---|---|---|---|---|---|---|---|
| **Specialized Knowledge (Required):**<br><br>1. Defines and properly uses the principal terms in the field, both historical and contemporaneous.<br><br>2. Demonstrates fluency in the use of tools, technologies and methods in the field.<br><br>3. One of the following: | Information Literacy Rubric (Scores Average) | 83% | 81% | 81% | 95% | 78% | 89% |
| **Intellectual Skills (Required):** with **WASC Graduation Proficiencies** *<br>**Written Communication** and **Oral Communication:** Constructs sustained, coherent argument or presentation on technical issues or processes in more than one medium for general and specific audiences. *Note the ETS exam will also measure written communication.* | Written Communication Rubric (Scores Average) | 85% | 84% | 84% | 99% | 82% | 91% |

| LIT 495 Research Paper | AAC&U RUBRIC | Student 1 | Student 2 | Student 3 | Student 4 | Student 5 | Student 6 |
|---|---|---|---|---|---|---|---|
| **Specialized Knowledge (Required):**<br><br>1. Defines and properly uses the principal terms in the field, both historical and contemporaneous.<br><br>2. Demonstrates fluency in the use of tools, technologies and methods in the field.<br><br>3. One of the following:<br><br>a. Evaluates, clarifies, and frames a complex question or challenge using perspectives and scholarship from the student's major field and at least one other.<br><br>b. Constructs a project related to a familiar but complex problem in the field of study by assembling, arranging and reformulating ideas, concepts, designs or techniques.<br><br>c. Constructs a summative project, paper, case study or practice-based performance that draws on current research, scholarship and/or techniques in the field. | Critical Thinking Rubric (Scores Average) | 80% | 69% | 84% | 95% | 70% | 89% |
| **Intellectual Skills (Required):** *with WASC Graduation Proficiencies* *<br><br>**Critical Thinking**: Differentiates and evaluates theories and approaches to complex standard and non-standard problems within his or her major field. *Note the ETS exam will also measure critical thinking.*<br><br>**Information Literacy:** Incorporates multiple information resources in different modes or languages in projects, papers or performances, with appropriate citations; and evaluates the relative merits of competing resources with respect to clearly articulated standards.<br><br>**Written Communication** and **Oral Communication:** Constructs sustained, coherent argument or presentation on technical issues or processes in more than one medium for general and specific audiences. *Note the ETS exam will also measure written communication.*<br><br>**Applied Learning: (One or more)**<br>1. Presents a project, paper, performance or other appropriate task linking knowledge and skills from work, community or research activities with knowledge acquired in academic disciplines; explains how elements were combined to shape meaning or findings; and shows to relationship to relevant scholarship. | Written Communication Rubric (Scores Average) | 79% | 70% | 88% | 97% | 67% | 93% |

| Term | Course | Sec | Student Code | Assessor Code | Assessment Title | RS1 | RS2 | RS3 | RS4 | RS5 | PTS | % |
|------|--------|-----|--------------|---------------|------------------|-----|-----|-----|-----|-----|-----|---|
| UNDG2013SP | LIT495 | 1 | Student 1 | Assessor 1 | LIT495_ Written Communication_AAC&U Value Rubric | 3 | 3 | 3 | 3 | 3 | 15 | 75% |
| UNDG2013SP | LIT495 | 1 | Student 1 | Assessor 2 | LIT495_ Written Communication_AAC&U Value Rubric | 4 | 4 | 3 | 3 | 3 | 17 | 85% |
| UNDG2013SP | LIT495 | 1 | Student 1 | Assessor 3 | LIT495_ Written Communication_AAC&U Value Rubric | 3 | 3 | 3 | 4 | 2 | 15 | 75% |
| UNDG2013SP | LIT495 | 1 | Student 1 | Assessor 4 | LIT495_ Written Communication_AAC&U Value Rubric | 4 | 3 | 4 | 4 | 3 | 18 | 90% |
| UNDG2013SP | LIT495 | 1 | Student 1 | Assessor 5 | LIT495_ Written Communication_AAC&U Value Rubric | 3 | 3 | 3 | 3 | 2 | 14 | 70% |
| | | | | | | | | | | **TTL:** | 79 | 79% |
| | | | | | | | | | | **AVG:** | 15.80 | 79% |
| | | | | | | | | | | | | |
| UNDG2013SP | LIT495 | 1 | Student 1 | Assessor 1 | LIT495_Critical Thinking_AAC&U Rubric | 3 | 3 | 3 | 3 | 3 | 15 | 75% |
| UNDG2013SP | LIT495 | 1 | Student 1 | Assessor 2 | LIT495_Critical Thinking_AAC&U Rubric | 4 | 4 | 3 | 4 | 3 | 18 | 90% |
| UNDG2013SP | LIT495 | 1 | Student 1 | Assessor 3 | LIT495_Critical Thinking_AAC&U Rubric | 4 | 4 | 3 | 3 | 3 | 17 | 85% |
| UNDG2013SP | LIT495 | 1 | Student 1 | Assessor 4 | LIT495_Critical Thinking_AAC&U Rubric | 4 | 3 | 3 | 4 | 4 | 18 | 90% |
| UNDG2013SP | LIT495 | 1 | Student 1 | Assessor 5 | LIT495_Critical Thinking_AAC&U Rubric | 3 | 2 | 3 | 2 | 2 | 12 | 60% |
| | | | | | | | | | | **TTL:** | 80 | 80% |
| | | | | | | | | | | **AVG:** | 16.00 | 80% |
| | | | | | | | | | | | | |
| UNDG2013SP | LIT495 | 1 | Student 1 | Assessor 1 | LIT UpDiv_ Written Communication_AAC&U Value Rubric | 4 | 3 | 3 | 3 | 3 | 16 | 80% |
| UNDG2013SP | LIT495 | 1 | Student 1 | Assessor 2 | LIT UpDiv_ Written Communication_AAC&U Value Rubric | 4 | 4 | 4 | 4 | 3 | 19 | 95% |
| UNDG2013SP | LIT495 | 1 | Student 1 | Assessor 3 | LIT UpDiv_ Written Communication_AAC&U Value Rubric | 3 | 4 | 3 | 4 | 3 | 17 | 85% |
| UNDG2013SP | LIT495 | 1 | Student 1 | Assessor 4 | LIT UpDiv_ Written Communication_AAC&U Value Rubric | 3 | 4 | 4 | 4 | 3 | 18 | 90% |
| UNDG2013SP | LIT495 | 1 | Student 1 | Assessor 5 | LIT UpDiv_ Written Communication_AAC&U Value Rubric | 4 | 3 | 2 | 3 | 3 | 15 | 75% |
| | | | | | | | | | | **TTL:** | 85 | 85% |
| | | | | | | | | | | **AVG:** | 17.00 | 85% |
| | | | | | | | | | | | | |
| UNDG2013SP | LIT495 | 1 | Student 1 | Assessor 1 | LIT UpDiv_Information Literacy_AAC&U Rubric | 3 | 3 | 3 | 3 | 3 | 15 | 75% |
| UNDG2013SP | LIT495 | 1 | Student 1 | Assessor 2 | LIT UpDiv_Information Literacy_AAC&U Rubric | 4 | 3 | 3 | 3 | 4 | 17 | 85% |
| UNDG2013SP | LIT495 | 1 | Student 1 | Assessor 3 | LIT UpDiv_Information Literacy_AAC&U Rubric | 4 | 4 | 3 | 4 | 4 | 19 | 95% |
| UNDG2013SP | LIT495 | 1 | Student 1 | Assessor 4 | LIT UpDiv_Information Literacy_AAC&U Rubric | 4 | 4 | 3 | 4 | 4 | 19 | 95% |
| UNDG2013SP | LIT495 | 1 | Student 1 | Assessor 5 | LIT UpDiv_Information Literacy_AAC&U Rubric | 3 | 3 | 2 | 3 | 2 | 13 | 65% |
| | | | | | | | | | | **TTL:** | 83 | 83% |
| | | | | | | | | | | **AVG:** | 16.60 | 83% |
| | | | | | | | | | | | | |
| UNDG2013SP | LIT495 | 1 | Student 2 | Assessor 1 | LIT495_ Written Communication_AAC&U Value Rubric | 3 | 2 | 3 | 3 | 2 | 13 | 65% |
| UNDG2013SP | LIT495 | 1 | Student 2 | Assessor 2 | LIT495_ Written Communication_AAC&U Value Rubric | 4 | 3 | 3 | 3 | 3 | 16 | 80% |
| UNDG2013SP | LIT495 | 1 | Student 2 | Assessor 3 | LIT495_ Written Communication_AAC&U Value Rubric | 4 | 4 | 3 | 4 | 3 | 18 | 90% |
| UNDG2013SP | LIT495 | 1 | Student 2 | Assessor 4 | LIT495_ Written Communication_AAC&U Value Rubric | 2 | 3 | 2 | 2 | 3 | 12 | 60% |
| UNDG2013SP | LIT495 | 1 | Student 2 | Assessor 5 | LIT495_ Written Communication_AAC&U Value Rubric | 3 | 2 | 2 | 2 | 2 | 11 | 55% |
| | | | | | | | | | | **TTL:** | 70 | 70% |
| | | | | | | | | | | **AVG:** | 14.00 | 70% |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| UNDG2013SP | LIT495 | 1 | Student 2 | Assessor 1 | LIT495_Critical Thinking_AAC&U Rubric | 2 | 2 | 3 | 3 | 2 | 12 | 60% |
| UNDG2013SP | LIT495 | 1 | Student 2 | Assessor 2 | LIT495_Critical Thinking_AAC&U Rubric | 3 | 3 | 4 | 4 | 2 | 16 | 80% |
| UNDG2013SP | LIT495 | 1 | Student 2 | Assessor 3 | LIT495_Critical Thinking_AAC&U Rubric | 4 | 4 | 3 | 3 | 4 | 18 | 90% |
| UNDG2013SP | LIT495 | 1 | Student 2 | Assessor 4 | LIT495_Critical Thinking_AAC&U Rubric | 2 | 2 | 2 | 2 | 3 | 11 | 55% |
| UNDG2013SP | LIT495 | 1 | Student 2 | Assessor 5 | LIT495_Critical Thinking_AAC&U Rubric | 3 | 3 | 2 | 2 | 2 | 12 | 60% |
| | | | | | | | | | | TTL: | 69 | 69% |
| | | | | | | | | | | AVG: | 13.80 | 69% |
| | | | | | | | | | | | | |
| UNDG2013SP | LIT495 | 1 | Student 2 | Assessor 1 | LIT UpDiv_ Written Communication_AAC&U Value Rubric | 3 | 3 | 3 | 3 | 3 | 15 | 75% |
| UNDG2013SP | LIT495 | 1 | Student 2 | Assessor 2 | LIT UpDiv_ Written Communication_AAC&U Value Rubric | 4 | 4 | 3 | 4 | 4 | 19 | 95% |
| UNDG2013SP | LIT495 | 1 | Student 2 | Assessor 3 | LIT UpDiv_ Written Communication_AAC&U Value Rubric | 3 | 4 | 4 | 4 | 3 | 18 | 90% |
| UNDG2013SP | LIT495 | 1 | Student 2 | Assessor 4 | LIT UpDiv_ Written Communication_AAC&U Value Rubric | 4 | 4 | 4 | 4 | 4 | 20 | 100% |
| UNDG2013SP | LIT495 | 1 | Student 2 | Assessor 5 | LIT UpDiv_ Written Communication_AAC&U Value Rubric | 3 | 2 | 2 | 3 | 2 | 12 | 60% |
| | | | | | | | | | | TTL: | 84 | 84% |
| | | | | | | | | | | AVG: | 16.80 | 84% |
| | | | | | | | | | | | | |
| UNDG2013SP | LIT495 | 1 | Student 2 | Assessor 1 | LIT UpDiv_Information Literacy_AAC&U Rubric | 3 | 3 | 3 | 3 | 3 | 15 | 75% |
| UNDG2013SP | LIT495 | 1 | Student 2 | Assessor 2 | LIT UpDiv_Information Literacy_AAC&U Rubric | 4 | 3 | 3 | 3 | 3 | 16 | 80% |
| UNDG2013SP | LIT495 | 1 | Student 2 | Assessor 3 | LIT UpDiv_Information Literacy_AAC&U Rubric | 4 | 4 | 3 | 3 | 4 | 18 | 90% |
| UNDG2013SP | LIT495 | 1 | Student 2 | Assessor 4 | LIT UpDiv_Information Literacy_AAC&U Rubric | 4 | 4 | 3 | 4 | 4 | 19 | 95% |
| UNDG2013SP | LIT495 | 1 | Student 2 | Assessor 5 | LIT UpDiv_Information Literacy_AAC&U Rubric | 3 | 3 | 3 | 2 | 2 | 13 | 65% |
| | | | | | | | | | | TTL: | 81 | 81% |
| | | | | | | | | | | AVG: | 16.20 | 81% |
| | | | | | | | | | | | | |
| UNDG2013SP | LIT495 | 1 | Student 3 | Assessor 1 | LIT495_ Written Communication_AAC&U Value Rubric | 4 | 4 | 4 | 4 | 4 | 20 | 100% |
| UNDG2013SP | LIT495 | 1 | Student 3 | Assessor 2 | LIT495_ Written Communication_AAC&U Value Rubric | 4 | 4 | 3 | 3 | 3 | 17 | 85% |
| UNDG2013SP | LIT495 | 1 | Student 3 | Assessor 3 | LIT495_ Written Communication_AAC&U Value Rubric | 4 | 3 | 4 | 4 | 3 | 18 | 90% |
| UNDG2013SP | LIT495 | 1 | Student 3 | Assessor 4 | LIT495_ Written Communication_AAC&U Value Rubric | 3 | 3 | 4 | 4 | 3 | 17 | 85% |
| UNDG2013SP | LIT495 | 1 | Student 3 | Assessor 5 | LIT495_ Written Communication_AAC&U Value Rubric | 4 | 4 | 3 | 3 | 2 | 16 | 80% |
| | | | | | | | | | | TTL: | 88 | 88% |
| | | | | | | | | | | AVG: | 17.60 | 88% |
| | | | | | | | | | | | | |
| UNDG2013SP | LIT495 | 1 | Student 3 | Assessor 1 | LIT495_Critical Thinking_AAC&U Rubric | 4 | 3 | 4 | 4 | 4 | 19 | 95% |
| UNDG2013SP | LIT495 | 1 | Student 3 | Assessor 2 | LIT495_Critical Thinking_AAC&U Rubric | 4 | 4 | 3 | 3 | 3 | 17 | 85% |
| UNDG2013SP | LIT495 | 1 | Student 3 | Assessor 3 | LIT495_Critical Thinking_AAC&U Rubric | 3 | 4 | 4 | 3 | 4 | 18 | 90% |
| UNDG2013SP | LIT495 | 1 | Student 3 | Assessor 4 | LIT495_Critical Thinking_AAC&U Rubric | 3 | 3 | 3 | 3 | 4 | 16 | 80% |
| UNDG2013SP | LIT495 | 1 | Student 3 | Assessor 5 | LIT495_Critical Thinking_AAC&U Rubric | 3 | 2 | 4 | 3 | 2 | 14 | 70% |
| | | | | | | | | | | TTL: | 84 | 84% |
| | | | | | | | | | | AVG: | 16.80 | 84% |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| UNDG2013SP | LIT495 | 1 | Student 3 | Assessor 1 | LIT UpDiv_ Written Communication_AAC&U Value Rubric | 4 | 4 | 3 | 3 | 3 | 17 | 85% |
| UNDG2013SP | LIT495 | 1 | Student 3 | Assessor 2 | LIT UpDiv_ Written Communication_AAC&U Value Rubric | 4 | 4 | 4 | 2 | 3 | 17 | 85% |
| UNDG2013SP | LIT495 | 1 | Student 3 | Assessor 3 | LIT UpDiv_ Written Communication_AAC&U Value Rubric | 4 | 4 | 4 | 3 | 3 | 18 | 90% |
| UNDG2013SP | LIT495 | 1 | Student 3 | Assessor 4 | LIT UpDiv_ Written Communication_AAC&U Value Rubric | 4 | 4 | 3 | 4 | 3 | 18 | 90% |
| UNDG2013SP | LIT495 | 1 | Student 3 | Assessor 5 | LIT UpDiv_ Written Communication_AAC&U Value Rubric | 4 | 3 | 2 | 3 | 2 | 14 | 70% |
| | | | | | | | | | | TTL: | 84 | 84% |
| | | | | | | | | | | AVG: | 16.80 | 84% |
| | | | | | | | | | | | | |
| UNDG2013SP | LIT495 | 1 | Student 3 | Assessor 1 | LIT UpDiv_Information Literacy_AAC&U Rubric | 3 | 3 | 3 | 4 | 4 | 17 | 85% |
| UNDG2013SP | LIT495 | 1 | Student 3 | Assessor 2 | LIT UpDiv_Information Literacy_AAC&U Rubric | 4 | 3 | 3 | 3 | 3 | 16 | 80% |
| UNDG2013SP | LIT495 | 1 | Student 3 | Assessor 3 | LIT UpDiv_Information Literacy_AAC&U Rubric | 3 | 3 | 3 | 3 | 4 | 16 | 80% |
| UNDG2013SP | LIT495 | 1 | Student 3 | Assessor 4 | LIT UpDiv_Information Literacy_AAC&U Rubric | 4 | 4 | 3 | 4 | 3 | 18 | 90% |
| UNDG2013SP | LIT495 | 1 | Student 3 | Assessor 5 | LIT UpDiv_Information Literacy_AAC&U Rubric | 3 | 2 | 2 | 3 | 4 | 14 | 70% |
| | | | | | | | | | | TTL: | 81 | 81% |
| | | | | | | | | | | AVG: | 16.20 | 81% |
| | | | | | | | | | | | | |
| UNDG2013SP | LIT495 | 1 | Student 4 | Assessor 1 | LIT495_ Written Communication_AAC&U Value Rubric | 4 | 4 | 3 | 4 | 4 | 19 | 95% |
| UNDG2013SP | LIT495 | 1 | Student 4 | Assessor 2 | LIT495_ Written Communication_AAC&U Value Rubric | 3 | 4 | 4 | 4 | 4 | 19 | 95% |
| UNDG2013SP | LIT495 | 1 | Student 4 | Assessor 3 | LIT495_ Written Communication_AAC&U Value Rubric | 4 | 4 | 4 | 4 | 4 | 20 | 100% |
| UNDG2013SP | LIT495 | 1 | Student 4 | Assessor 4 | LIT495_ Written Communication_AAC&U Value Rubric | 4 | 4 | 4 | 3 | 4 | 19 | 95% |
| UNDG2013SP | LIT495 | 1 | Student 4 | Assessor 5 | LIT495_ Written Communication_AAC&U Value Rubric | 4 | 4 | 4 | 4 | 4 | 20 | 100% |
| | | | | | | | | | | TTL: | 97 | 97% |
| | | | | | | | | | | AVG: | 19.40 | 97% |
| | | | | | | | | | | | | |
| UNDG2013SP | LIT495 | 1 | Student 4 | Assessor 1 | LIT495_Critical Thinking_AAC&U Rubric | 4 | 4 | 4 | 4 | 4 | 20 | 100% |
| UNDG2013SP | LIT495 | 1 | Student 4 | Assessor 2 | LIT495_Critical Thinking_AAC&U Rubric | 3 | 4 | 4 | 4 | 4 | 19 | 95% |
| UNDG2013SP | LIT495 | 1 | Student 4 | Assessor 3 | LIT495_Critical Thinking_AAC&U Rubric | 3 | 4 | 4 | 4 | 4 | 19 | 95% |
| UNDG2013SP | LIT495 | 1 | Student 4 | Assessor 4 | LIT495_Critical Thinking_AAC&U Rubric | 3 | 4 | 3 | 3 | 4 | 17 | 85% |
| UNDG2013SP | LIT495 | 1 | Student 4 | Assessor 5 | LIT495_Critical Thinking_AAC&U Rubric | 4 | 4 | 4 | 4 | 4 | 20 | 100% |
| | | | | | | | | | | TTL: | 95 | 95% |
| | | | | | | | | | | AVG: | 19.00 | 95% |
| | | | | | | | | | | | | |
| UNDG2013SP | LIT495 | 1 | Student 4 | Assessor 1 | LIT UpDiv_ Written Communication_AAC&U Value Rubric | 4 | 4 | 4 | 4 | 4 | 20 | 100% |
| UNDG2013SP | LIT495 | 1 | Student 4 | Assessor 2 | LIT UpDiv_ Written Communication_AAC&U Value Rubric | 4 | 4 | 4 | 4 | 4 | 20 | 100% |
| UNDG2013SP | LIT495 | 1 | Student 4 | Assessor 3 | LIT UpDiv_ Written Communication_AAC&U Value Rubric | 4 | 4 | 3 | 4 | 4 | 19 | 95% |
| UNDG2013SP | LIT495 | 1 | Student 4 | Assessor 4 | LIT UpDiv_ Written Communication_AAC&U Value Rubric | 4 | 4 | 4 | 4 | 4 | 20 | 100% |
| UNDG2013SP | LIT495 | 1 | Student 4 | Assessor 5 | LIT UpDiv_ Written Communication_AAC&U Value Rubric | 4 | 4 | 4 | 4 | 4 | 20 | 100% |
| | | | | | | | | | | TTL: | 99 | 99% |
| | | | | | | | | | | AVG: | 19.80 | 99% |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| UNDG2013SP | LIT495 | 1 | Student 4 | Assessor 1 | LIT UpDiv_Information Literacy_AAC&U Rubric | 4 | 4 | 4 | 4 | 4 | 20 | 100% |
| UNDG2013SP | LIT495 | 1 | Student 4 | Assessor 2 | LIT UpDiv_Information Literacy_AAC&U Rubric | 4 | 4 | 3 | 3 | 3 | 17 | 85% |
| UNDG2013SP | LIT495 | 1 | Student 4 | Assessor 3 | LIT UpDiv_Information Literacy_AAC&U Rubric | 4 | 4 | 3 | 4 | 4 | 19 | 95% |
| UNDG2013SP | LIT495 | 1 | Student 4 | Assessor 4 | LIT UpDiv_Information Literacy_AAC&U Rubric | 4 | 4 | 3 | 4 | 4 | 19 | 95% |
| UNDG2013SP | LIT495 | 1 | Student 4 | Assessor 5 | LIT UpDiv_Information Literacy_AAC&U Rubric | 4 | 4 | 4 | 4 | 4 | 20 | 100% |
| | | | | | | | | | | **TTL:** | 95 | 95% |
| | | | | | | | | | | **AVG:** | 19.00 | 95% |
| | | | | | | | | | | | | |
| UNDG2013SP | LIT495 | 1 | Student 5 | Assessor 1 | LIT495_ Written Communication_AAC&U Value Rubric | 2 | 2 | 3 | 2 | 3 | 12 | 60% |
| UNDG2013SP | LIT495 | 1 | Student 5 | Assessor 2 | LIT495_ Written Communication_AAC&U Value Rubric | 4 | 4 | 3 | 3 | 4 | 18 | 90% |
| UNDG2013SP | LIT495 | 1 | Student 5 | Assessor 3 | LIT495_ Written Communication_AAC&U Value Rubric | 3 | 3 | 3 | 3 | 3 | 15 | 75% |
| UNDG2013SP | LIT495 | 1 | Student 5 | Assessor 4 | LIT495_ Written Communication_AAC&U Value Rubric | 2 | 3 | 2 | 1 | 2 | 10 | 50% |
| UNDG2013SP | LIT495 | 1 | Student 5 | Assessor 5 | LIT495_ Written Communication_AAC&U Value Rubric | 3 | 2 | 2 | 3 | 2 | 12 | 60% |
| | | | | | | | | | | **TTL:** | 67 | 67% |
| | | | | | | | | | | **AVG:** | 13.40 | 67% |
| | | | | | | | | | | | | |
| UNDG2013SP | LIT495 | 1 | Student 5 | Assessor 1 | LIT495_Critical Thinking_AAC&U Rubric | 3 | 2 | 2 | 2 | 2 | 11 | 55% |
| UNDG2013SP | LIT495 | 1 | Student 5 | Assessor 2 | LIT495_Critical Thinking_AAC&U Rubric | 4 | 3 | 4 | 3 | 3 | 17 | 85% |
| UNDG2013SP | LIT495 | 1 | Student 5 | Assessor 3 | LIT495_Critical Thinking_AAC&U Rubric | 4 | 3 | 3 | 4 | 4 | 18 | 90% |
| UNDG2013SP | LIT495 | 1 | Student 5 | Assessor 4 | LIT495_Critical Thinking_AAC&U Rubric | 3 | 2 | 2 | 3 | 3 | 13 | 65% |
| UNDG2013SP | LIT495 | 1 | Student 5 | Assessor 5 | LIT495_Critical Thinking_AAC&U Rubric | 3 | 2 | 2 | 2 | 2 | 11 | 55% |
| | | | | | | | | | | **TTL:** | 70 | 70% |
| | | | | | | | | | | **AVG:** | 14.00 | 70% |
| | | | | | | | | | | | | |
| UNDG2013SP | LIT495 | 1 | Student 5 | Assessor 1 | LIT UpDiv_ Written Communication_AAC&U Value Rubric | 3 | 2 | 3 | 3 | 3 | 14 | 70% |
| UNDG2013SP | LIT495 | 1 | Student 5 | Assessor 2 | LIT UpDiv_ Written Communication_AAC&U Value Rubric | 4 | 4 | 4 | 3 | 4 | 19 | 95% |
| UNDG2013SP | LIT495 | 1 | Student 5 | Assessor 3 | LIT UpDiv_ Written Communication_AAC&U Value Rubric | 4 | 3 | 4 | 4 | 3 | 18 | 90% |
| UNDG2013SP | LIT495 | 1 | Student 5 | Assessor 4 | LIT UpDiv_ Written Communication_AAC&U Value Rubric | 4 | 4 | 4 | 4 | 3 | 19 | 95% |
| UNDG2013SP | LIT495 | 1 | Student 5 | Assessor 5 | LIT UpDiv_ Written Communication_AAC&U Value Rubric | 3 | 2 | 2 | 3 | 2 | 12 | 60% |
| | | | | | | | | | | **TTL:** | 82 | 82% |
| | | | | | | | | | | **AVG:** | 16.40 | 82% |
| | | | | | | | | | | | | |
| UNDG2013SP | LIT495 | 1 | Student 5 | Assessor 1 | LIT UpDiv_Information Literacy_AAC&U Rubric | 2 | 2 | 2 | 3 | 2 | 11 | 55% |
| UNDG2013SP | LIT495 | 1 | Student 5 | Assessor 2 | LIT UpDiv_Information Literacy_AAC&U Rubric | 4 | 3 | 3 | 3 | 3 | 16 | 80% |
| UNDG2013SP | LIT495 | 1 | Student 5 | Assessor 3 | LIT UpDiv_Information Literacy_AAC&U Rubric | 3 | 4 | 3 | 4 | 4 | 18 | 90% |
| UNDG2013SP | LIT495 | 1 | Student 5 | Assessor 4 | LIT UpDiv_Information Literacy_AAC&U Rubric | 4 | 4 | 3 | 3 | 4 | 18 | 90% |
| UNDG2013SP | LIT495 | 1 | Student 5 | Assessor 5 | LIT UpDiv_Information Literacy_AAC&U Rubric | 2 | 4 | 3 | 2 | 4 | 15 | 75% |
| | | | | | | | | | | **TTL:** | 78 | 78% |
| | | | | | | | | | | **AVG:** | 15.60 | 78% |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| UNDG2013SP | LIT495 | 1 | Student 6 | Assessor 1 | LIT495_ Written Communication_AAC&U Value Rubric | 4 | 3 | 3 | 4 | 3 | 17 | 85% |
| UNDG2013SP | LIT495 | 1 | Student 6 | Assessor 2 | LIT495_ Written Communication_AAC&U Value Rubric | 4 | 3 | 4 | 3 | 3 | 17 | 85% |
| UNDG2013SP | LIT495 | 1 | Student 6 | Assessor 4 | LIT495_ Written Communication_AAC&U Value Rubric | 4 | 4 | 4 | 4 | 4 | 20 | 100% |
| UNDG2013SP | LIT495 | 1 | Student 6 | Assessor 5 | LIT495_ Written Communication_AAC&U Value Rubric | 4 | 4 | 4 | 4 | 4 | 20 | 100% |
| | | | | | | | | | | TTL: | 74 | 93% |
| | | | | | | | | | | AVG: | 18.50 | 93% |
| | | | | | | | | | | | | | |
| UNDG2013SP | LIT495 | 1 | Student 6 | Assessor 1 | LIT UpDiv_ Written Communication_AAC&U Value Rubric | 4 | 3 | 3 | 3 | 3 | 16 | 80% |
| UNDG2013SP | LIT495 | 1 | Student 6 | Assessor 2 | LIT UpDiv_ Written Communication_AAC&U Value Rubric | 4 | 4 | 4 | 3 | 4 | 19 | 95% |
| UNDG2013SP | LIT495 | 1 | Student 6 | Assessor 3 | LIT UpDiv_ Written Communication_AAC&U Value Rubric | 4 | 3 | 4 | 4 | 3 | 18 | 90% |
| UNDG2013SP | LIT495 | 1 | Student 6 | Assessor 4 | LIT UpDiv_ Written Communication_AAC&U Value Rubric | 4 | 4 | 4 | 4 | 4 | 20 | 100% |
| UNDG2013SP | LIT495 | 1 | Student 6 | Assessor 5 | LIT UpDiv_ Written Communication_AAC&U Value Rubric | 4 | 4 | 3 | 4 | 3 | 18 | 90% |
| | | | | | | | | | | TTL: | 91 | 91% |
| | | | | | | | | | | AVG: | 18.20 | 91% |
| | | | | | | | | | | | | | |
| UNDG2013SP | LIT495 | 1 | Student 6 | Assessor 1 | LIT UpDiv_Information Literacy_AAC&U Rubric | 3 | 3 | 3 | 3 | 4 | 16 | 80% |
| UNDG2013SP | LIT495 | 1 | Student 6 | Assessor 2 | LIT UpDiv_Information Literacy_AAC&U Rubric | 4 | 3 | 4 | 3 | 3 | 17 | 85% |
| UNDG2013SP | LIT495 | 1 | Student 6 | Assessor 3 | LIT UpDiv_Information Literacy_AAC&U Rubric | 4 | 4 | 3 | 4 | 4 | 19 | 95% |
| UNDG2013SP | LIT495 | 1 | Student 6 | Assessor 4 | LIT UpDiv_Information Literacy_AAC&U Rubric | 4 | 4 | 3 | 4 | 4 | 19 | 95% |
| UNDG2013SP | LIT495 | 1 | Student 6 | Assessor 5 | LIT UpDiv_Information Literacy_AAC&U Rubric | 4 | 3 | 3 | 4 | 4 | 18 | 90% |
| | | | | | | | | | | TTL: | 89 | 89% |
| | | | | | | | | | | AVG: | 17.80 | 89% |
| | | | | | | | | | | | | | |
| UNDG2013SP | LIT495 | 1 | Student 6 | Assessor 1 | LIT495_Critical Thinking_AAC&U Rubric | 3 | 3 | 3 | 3 | 3 | 15 | 75% |
| UNDG2013SP | LIT495 | 1 | Student 6 | Assessor 2 | LIT495_Critical Thinking_AAC&U Rubric | 4 | 3 | 3 | 4 | 3 | 17 | 85% |
| UNDG2013SP | LIT495 | 1 | Student 6 | Assessor 3 | LIT495_Critical Thinking_AAC&U Rubric | 3 | 4 | 4 | 3 | 4 | 18 | 90% |
| UNDG2013SP | LIT495 | 1 | Student 6 | Assessor 4 | LIT495_Critical Thinking_AAC&U Rubric | 4 | 4 | 4 | 4 | 4 | 20 | 100% |
| UNDG2013SP | LIT495 | 1 | Student 6 | Assessor 5 | LIT495_Critical Thinking_AAC&U Rubric | 4 | 4 | 4 | 3 | 4 | 19 | 95% |
| | | | | | | | | | | TTL: | 89 | 89% |
| | | | | | | | | | | AVG: | 17.80 | 89% |

# CRITICAL THINKING VALUE RUBRIC

*for more information, please contact value@aacu.org*

Association of American Colleges and Universities

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

## Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

## Framing Language

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation mode might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

## Glossary

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

- Ambiguity: Information that may be interpreted in more than one way.
- Assumptions: Ideas, conditions, or beliefs (often implicit or unstated) that are "taken for granted or accepted as true without proof." (quoted from www.dictionary.reference.com/browse/assumptions)
- Context: The historical, ethical. political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
- Literal meaning: Interpretation of information exactly as stated. For example, "she was green with envy" would be interpreted to mean that her skin was green.
- Metaphor: Information that is (intended to be) interpreted in a non-literal way. For example, "she was green with envy" is intended to convey an intensity of emotion, not a skin color.

# CRITICAL THINKING VALUE RUBRIC

*for more information, please contact value@aacu.org*

**Definition**

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

|  | Capstone | Milestones | | Benchmark |
|---|---|---|---|---|
|  | 4 | 3 | 2 | 1 |
| **Explanation of issues** | Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding. | Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions. | Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown. | Issue/problem to be considered critically is stated without clarification or description. |
| **Evidence** *Selecting and using information to investigate a point of view or conclusion* | Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly. | Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning. | Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning. | Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question. |
| **Influence of context and assumptions** | Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position. | Identifies own and others' assumptions and several relevant contexts when presenting a position. | Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa). | Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position. |
| **Student's position (perspective, thesis/hypothesis)** | Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis). | Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis). | Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue. | Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious. |
| **Conclusions and related outcomes (implications and consequences)** | Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order. | Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly. | Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly. | Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified. |

# INFORMATION LITERACY VALUE RUBRIC

*for more information, please contact value@aacu.org*

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success. In July 2013, there was a correction to Dimension 3: Evaluate Information and its Sources Critically.

## Definition

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - Adopted from the National Forum on Information Literacy

## Framing Language

This rubric is recommended for use evaluating a collection of work, rather than a single work sample in order to fully gauge students' information skills. Ideally, a collection of work would contain a wide variety of different types of work and might include: research papers, editorials, speeches, grant proposals, marketing or business plans, PowerPoint presentations, posters, literature reviews, position papers, and argument critiques to name a few. In addition, a description of the assignments with the instructions that initiated the student work would be vital in providing the complete context for the work. Although a student's final work must stand on its own, evidence of a student's research and information gathering processes, such as a research journal/diary, could provide further demonstration of a student's information proficiency and for some criteria on this rubric would be required.

# INFORMATION LITERACY VALUE RUBRIC

*for more information, please contact value@aacu.org*

**Definition**

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

| | Capstone 4 | Milestones 3 | 2 | Benchmark 1 |
|---|---|---|---|---|
| **Determine the Extent of Information Needed** | Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question. | Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question. | Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question. | Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question. |
| **Access the Needed Information** | Accesses information using effective, well-designed search strategies and most appropriate information sources. | Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search. | Accesses information using simple search strategies, retrieves information from limited and similar sources. | Accesses information randomly, retrieves information that lacks relevance and quality. |
| **Evaluate Information and its Sources Critically*** | Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view). | Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority). | Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency). | Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question). |
| **Use Information Effectively to Accomplish a Specific Purpose** | Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth | Communicates, organizes and synthesizes information from sources. Intended purpose is achieved. | Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved. | Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved. |
| **Access and Use Information Ethically and Legally** | Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. | Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. | Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. | Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. |

**\***Corrected Dimension 3: Evaluate Information and its Sources Critically in July 2013

# WRITTEN COMMUNICATION VALUE RUBRIC

*for more information, please contact value@aacu.org*

Association of American Colleges and Universities

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

## Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

## Framing Language

This writing rubric is designed for use in a wide variety of educational institutions. The most clear finding to emerge from decades of research on writing assessment is that the best writing assessments are locally determined and sensitive to local context and mission. Users of this rubric should, in the end, consider making adaptations and additions that clearly link the language of the rubric to individual campus contexts.

This rubric focuses assessment on how specific written work samples or collectios of work respond to specific contexts. The central question guiding the rubric is "How well does writing respond to the needs of audience(s) for the work?" In focusing on this question the rubric does not attend to other aspects of writing that are equally important: issues of writing process, writing strategies, writers' fluency with different modes of textual production or publication, or writer's growing engagement with writing and disciplinarity through the process of writing.

Evaluators using this rubric must have information about the assignments or purposes for writing guiding writers' work. Also recommended is including reflective work samples of collections of work that address such questions as: What decisions did the writer make about audience, purpose, and genre as s/he compiled the work in the portfolio? How are those choices evident in the writing -- in the content, organization and structure, reasoning, evidence, mechanical and surface conventions, and citational systems used in the writing? This will enable evaluators to have a clear sense of how writers understand the assignments and take it into consideration as they evaluate

The first section of this rubric addresses the context and purpose for writing. A work sample or collections of work can convey the context and purpose for the writing tasks it showcases by including the writing assignments associated with work samples. But writers may also convey the context and purpose for their writing within the texts. It is important for faculty and institutions to include directions for students about how they should represent their writing contexts and purposes.

Faculty interested in the research on writing assessment that has guided our work here can consult the National Council of Teachers of English/Council of Writing Program Administrators' White Paper on Writing Assessment (2008; www.wpacouncil.org/whitepaper) and the Conference on College Composition and Communication's Writing Assessment: A Position Statement (2008; www.ncte.org/cccc/resources/positions/123784.htm)

## Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Content Development: The ways in which the text explores and represents its topic in relation to its audience and purpose.
- Context of and purpose for writing: The context of writing is the situation surrounding a text: who is reading it? who is writing it? Under what circumstances will the text be shared or circulated? What social or political factors might affect how the text is composed or interpreted? The purpose for writing is the writer's intended effect on an audience. Writers might want to persuade or inform; they might want to report or summarize information; they might want to work through complexity or confusion; they might want to argue with other writers, or connect with other writers; they might want to convey urgency or amuse; they might write for themselves or for an assignment or to remember.
- Disciplinary conventions: Formal and informal rules that constitute what is seen generally as appropriate within different academic fields, e.g. introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic. Writers will incorporate sources according to disciplinary and genre conventions, according to the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers.
- Evidence: Source material that is used to extend, in purposeful ways, writers' ideas in a text.
- Genre conventions: Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices, e.g. lab reports, academic papers, poetry, webpages, or personal essays.
- Sources: Texts (written, oral, behavioral, visual, or other) that writers draw on as they work for a variety of purposes -- to extend, argue with, develop, define, or shape their ideas, for example.

# WRITTEN COMMUNICATION VALUE RUBRIC

*for more information, please contact value@aacu.org*

## Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

| | Capstone 4 | Milestones 3 | Milestones 2 | Benchmark 1 |
|---|---|---|---|---|
| **Context of and Purpose for Writing** *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).* | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). |
| **Content Development** | Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work. | Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work. | Uses appropriate and relevant content to develop and explore ideas through most of the work. | Uses appropriate and relevant content to develop simple ideas in some parts of the work. |
| **Genre and Disciplinary Conventions** *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).* | Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices | Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices | Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation | Attempts to use a consistent system for basic organization and presentation. |
| **Sources and Evidence** | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing | Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Demonstrates an attempt to use sources to support ideas in the writing. |
| **Control of Syntax and Mechanics** | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. | Uses language that sometimes impedes meaning because of errors in usage. |