

Appendix

Multi-Year English Department Rubric

Trait #1: English graduates will be able to critically read and analyze traditional literary genres and other forms of text.

<i>emerging</i>		<i>developing</i>		<i>mastering</i>	
1	2	3	4	5	6
Accurately defines received categories of literary genres and subgenres and conventional features of these genres.		Classifies and analyzes literature using the language of formal analysis. Shows critical awareness of the relationship between formal and thematic features.		A perception of the complex interplay among genre and individual works. Uses knowledge of generic and literary elements to create sophisticated readings of literary texts.	

Trait #2: English graduates will be able to develop and communicate their ideas clearly in writing. This includes sound sentence-level mechanics and style, a clear focus, and cohesive overall development.

<i>emerging</i>		<i>developing</i>		<i>mastering</i>	
1	2	3	4	5	6
Awareness of rhetorical structures, but style may be formulaic or simplistic. Lapses in application of conventions of edited American English.		Clarity of presentation. Adequate syntax and diction. Consistent application of conventions of edited American English. May show elements of a personal voice, but one that is not always appropriate to the task.		Consistent, independent scholarly voice. Versatility and maturity of style (syntax and diction), although not necessarily flawless. An awareness of broader audience.	

Trait #3: English graduates will be able to identify and evaluate appropriate research sources, incorporate these sources into well-documented formal academic writing, and formulate their own arguments based at least in part on those sources.

<i>emerging</i>		<i>developing</i>		<i>mastering</i>	
1	2	3	4	5	6
Identifies and evaluates relevant print and electronic sources to develop a position. Although not necessarily perfect, consistently follows proper MLA citation.		Variety and sufficiency in sources used to develop an independent argument. An awareness of ongoing critical conversations. Although not necessarily perfect, consistently follows proper MLA citation.		Shows evidence of internalizing critical conversations regarding significant secondary and primary sources. Enters into the conversation as a scholar. Although not necessarily perfect, consistently follows proper MLA citation.	

Trait #4: English majors will gain an understanding of literary and cultural theories and methods that will manifest itself in the critical sophistication of their written work.

<i>emerging</i>		<i>developing</i>		<i>mastering</i>	
1	2	3	4	5	6
Rudimentary recognition of theory and method, but uneven or simplistic in application. Little awareness of critical implications.		Accurate but possibly formulaic or implicit application of theory. Shows some awareness of critical implications.		Development of independent ideas and reflexive engagement with theory. In-depth exploration of critical implications.	

Trait #5: Where applicable, English graduates will demonstrate an understanding of the historical development of literature written in English and be able to identify and discuss representative authors, works, and movements.

<i>emerging</i>		<i>developing</i>		<i>mastering</i>	
1	2	3	4	5	6

Awareness of rough categories of literary history and conventional features of these categories.	Accurately relates received knowledge of standard literary history.	A dialectical awareness of the interplay among representative authors, works, and movements.
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English 295: Writing Literary Criticism Rubric

Trait #1: Writing Moves

SIGNIFICANCE OF LITERARY CLAIM

<i>emerging</i>		<i>developing</i>		<i>mastering</i>	
1	2	3	4	5	6
The writer's claim inadequately connects the formal, generic, and thematic features in the text/s to larger concepts and ideas. The thesis consists of limited and/or overly simplistic assertions about the text/s' meaning.		The writer's claim connects the text/s to larger concepts, but does not use the formal, generic, and thematic details of the text/s to adequately deepen and particularize the reader's understanding of those concepts. The thesis's conceptual assertions are undeveloped and do not adequately acknowledge potential counterarguments.		The writer's claim uses the formal, generic, and thematic details of the text/s to deepen and nuance the reader's understanding of the concepts with which the literature is concerned. The thesis consists of layered conceptual assertions that recognize and respond to potential counterarguments.	

ORGANIZATION OF THE ARGUMENT

<i>emerging</i>		<i>developing</i>		<i>mastering</i>	
1	2	3	4	5	6
The sequence of paragraphs does not develop the logic of the argument. Paragraphs lack topic sentences that articulate analytical purpose and provide logical transitions between paragraphs.		The sequence of paragraphs inconsistently develops the logic of the argument. Topic sentences articulate analytical purpose and provide transitions between paragraphs, but are uneven.		The sequence of paragraphs consistently develops the logic of the argument. Strong topic sentences articulate analytical purpose and provide transitions between paragraphs.	

LITERARY ANALYSIS

<i>emerging</i>		<i>developing</i>		<i>mastering</i>	
1	2	3	4	5	6
The writer relies too much on plot summary and description of the text/s in order to support and prove the paper's claims. Alternatively, the writer provides insufficient textual evidence, relying instead upon general references to the text.		The writer analyzes textual evidence in order to demonstrate how the literature produces meaning, but does not analyze that evidence thoroughly enough to deepen and nuance the concepts upon which the claim's assertions depend.		The writer analyzes textual evidence in a way that reveals new and complex layers of meaning in the text/s. The literary analysis deepens and nuances the concepts upon which the claim's assertions depend.	

Trait #2: Research and Analysis

INTERPRETATION OF SOURCES

<i>emerging</i>		<i>developing</i>		<i>mastering</i>	
1	2	3	4	5	6
The paper's sources lack credibility and appropriateness for purpose. The interpretation of the sources reflects a limited awareness of the critical conversation.		The paper refers to credible sources, but uses these sources insufficiently to develop its own claims. The writer's interpretation and use of sources demonstrates an adequate awareness of and		The paper uses credible and relevant sources to persuasively develop its own claims. The writer's interpretation and use of sources demonstrates a sophisticated awareness of and highlights his/her	

	engagement with the critical conversation.	contribution to the critical conversation.
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INTEGRATION OF SOURCES

<i>emerging</i>		<i>developing</i>		<i>mastering</i>	
1	2	3	4	5	6
The writer inadequately or clumsily integrates quotations and paraphrases from primary and secondary sources into his/her prose, and fails to use these sources to develop his/her claims.		The writer adequately integrates quotations and paraphrases of primary and secondary sources into his/her own prose in order to develop his/her claims.		The author effectively integrates quotations and paraphrases of primary and secondary sources into his/her own prose in order to develop his/her own claims.	

DOCUMENTATION OF SOURCES

<i>emerging</i>		<i>developing</i>		<i>mastering</i>	
1	2	3	4	5	6
The writer shows little or no effort to use MLA style to document sources and format the paper.		The writer uses MLA style to document sources and format the paper, but does not adhere to the rules closely enough.		The writer uses MLA style to document sources and format the paper with insignificant or no errors.	

Trait #3: Professionalization

-tone

<i>emerging</i>		<i>developing</i>		<i>mastering</i>	
1	2	3	4	5	6
The author projects an ethos of a beginner by demonstrating a lack of awareness of audience, situation, and genre.		The author projects an ethos of an apprentice by demonstrating a developing awareness of audience, situation, and genre.		The author projects an ethos of a professional by demonstrating a clear awareness of audience, situation, and genre.	

STYLE AND MECHANICS

<i>emerging</i>		<i>developing</i>		<i>mastering</i>	
1	2	3	4	5	6
Lapses in application of conventions of edited American English hinder reading comprehension; frequent errors in punctuation, grammar, spelling, or parallelism disrupt the syntax.		Consistent application of conventions of edited American English aids reading comprehension; syntactical clarity may be interrupted by nominalizations, passive verbal constructions, or lack of concision.		Polished application of conventions of edited American English contributes to reading comprehension. The style achieves syntactical elegance.	

DICTION

<i>emerging</i>		<i>developing</i>		<i>mastering</i>	
1	2	3	4	5	6
The paper employs an inappropriate level of formality and lexical specificity for literary criticism.		The paper employs an appropriate, but perhaps uneven, level of formality and lexical specificity for literary criticism.		The paper consistently employs a sophisticated level of formality and lexical specificity for literary criticism.	

English 381-384: Major Author Course Rubric

Criterion #1: Literary Interpretation

<i>emerging</i>		<i>developing</i>		<i>mastering</i>	
1	2	3	4	5	6
The paper makes a simplistic literary claim that summarizes formal, generic, and/or thematic features of the text/s and that displays a generalized awareness of the major author's literary and cultural contexts.		The paper makes a proficient literary claim that analyzes formal, generic, and/or thematic features of the text/s and accurately relates received knowledge of the major author's literary and cultural contexts.		The paper makes a significant literary claim that analyzes complex interrelationships among formal, generic, and thematic features of the text/s and contextualizes dynamic interplay between the texts and the major author's literary and cultural contexts.	

Criterion #2: Framing and Rhetorical Strategies

<i>emerging</i>		<i>developing</i>		<i>mastering</i>	
1	2	3	4	5	6
The paper projects an ethos of a beginner by demonstrating a lack of awareness of audience, purpose, and genre. It fails to employ a sufficient spectrum of concrete and abstract examples to make the significance of the argument clear to the intended audience.		The paper projects an ethos of an apprentice by demonstrating a developing awareness of audience, purpose, and genre. It employs a spectrum of concrete and abstract examples to make the significance of the argument clear to the intended audience.		The paper projects an ethos of a professional by clearly defining its audience, purpose, and genre. It demonstrates good judgment and skill in employing a spectrum of concrete and abstract examples to make the significance of the argument clear to the intended audience.	

Criterion #3: Scholarly Engagement

<i>emerging</i>		<i>developing</i>		<i>mastering</i>	
1	2	3	4	5	6
The paper submerges the writer's voice behind simplistic claims that summarize the critical conversation.		The paper imitates an authoritative writer's voice making derivative claims that rely on the critical conversation.		The paper develops an independent writer's voice making confident claims that advance the critical conversation.	

Criterion #4: Argumentation

<i>emerging</i>		<i>developing</i>		<i>mastering</i>	
1	2	3	4	5	6
The paper outlines an unclear or indeterminate argument that summarizes evidence and that lacks a final synthesis.		The paper unevenly develops a defined argument that evaluates evidence and that attempts a final synthesis suggesting new insight.		The paper sustains a clearly articulated, original argument that analyzes evidence and that creates a final synthesis offering new insight.	

Criterion #5: Style and Mechanics

<i>emerging</i>		<i>developing</i>		<i>mastering</i>	
1	2	3	4	5	6
The writer produces sentences of uneven clarity and focus; the paper fails to employ the conventions of academic writing and MLA format.		The writer produces functional sentences; the paper inconsistently employs the conventions of academic writing and MLA format.		The writer produces polished, clear, and concise sentences; the paper consistently employs the conventions of academic writing and MLA format.	

English 495: The Senior Course Rubric

Criterion #1: Contextualized Literary Interpretation

<i>emerging</i>			<i>developing</i>		<i>mastering</i>	
0	1	2	3	4	5	6
Fails to meet criterion	The writer makes proficient literary claims that interpret formal, generic, and thematic features of the texts and demonstrate accurate awareness of their cultural contexts.		The writer makes significant literary claims that interpret relationships among formal, generic, and thematic features of the texts and contextualize the interaction of literature and culture.		The writer makes original literary claims that interpret the complex interrelationships among formal, generic, and thematic features of the texts and explore the dynamic interplay between literature and culture.	

Criterion #2: Engagement with the Disciplinary Conversation

<i>emerging</i>			<i>developing</i>		<i>mastering</i>	
0	1	2	3	4	5	6
Fails to meet criterion	The writer cites a sufficiently detailed and selective number of secondary sources to suggest an awareness of the major contributors to the critical conversation about the disciplinary issue. The writer demonstrates limited independent research.		The writer uses secondary sources in ways that discriminate the relative weight of their contribution critical conversation about the disciplinary issue. The writer demonstrates satisfactory independent research.		The writer places their essay's argument within the critical conversation about the disciplinary issue. The writer demonstrates substantial independent research.	

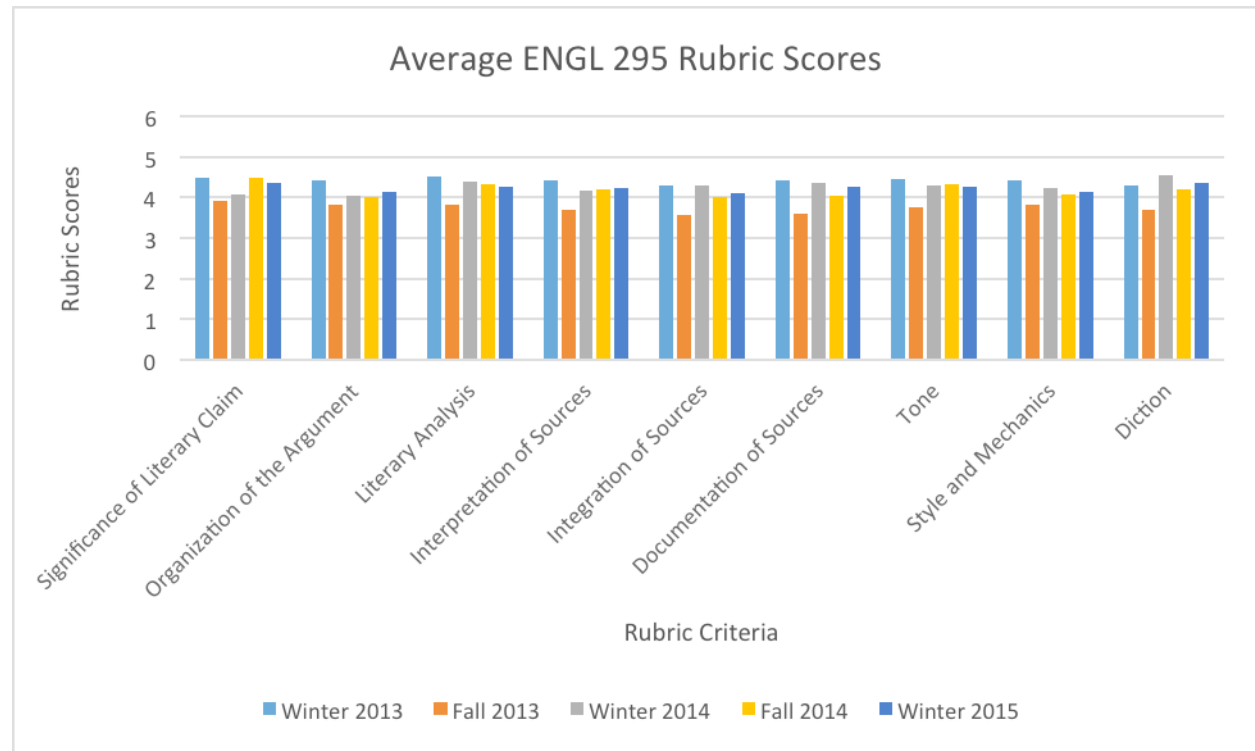
Criterion #3: Argumentation

<i>emerging</i>			<i>developing</i>		<i>mastering</i>	
0	1	2	3	4	5	6
Fails to meet criterion	The writer tentatively defines an argument that develops unevenly and derives authority from summarizing primary and secondary sources.		The writer clearly articulates an argument that develops coherently and claims authority by analyzing and summarizing primary and secondary sources.		The writer confidently claims an original argument that develops persuasively and generates authority by analyzing in a sophisticated way the nuanced relations between primary and secondary sources.	

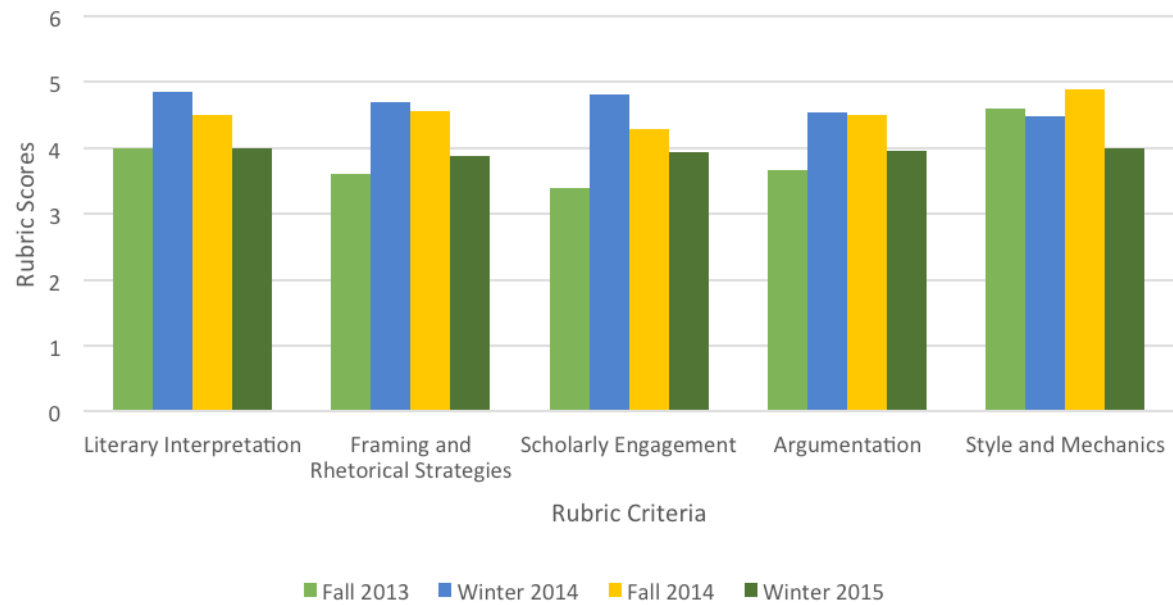
Criterion #4: Professional Style

<i>emerging</i>			<i>developing</i>		<i>mastering</i>	
0	1	2	3	4	5	6
Fails to meet criterion	The writer produces diction and tone appropriate for literary criticism; the sentences are functional and free of mechanical errors; and the paper employs, perhaps inconsistently, the conventions of academic writing and MLA format.		The writer produces polished diction and tone; the sentences are clear and concise; and the paper consistently employs the conventions of academic writing and MLA format.		The writer produces sophisticated diction and tone; the sentences are elegant; and the paper professionally employs the conventions of academic writing and MLA format.	

Winter 2013: 102 students, 7 sections
 Fall 2013: 78 students, 5 sections
 Winter 2014: 89 students, 5 sections
 Fall 2014: 70 students, 5 sections reported data (1 section did not)
 Winter 2015: 73 students, 7 sections reported data (1 section did not)

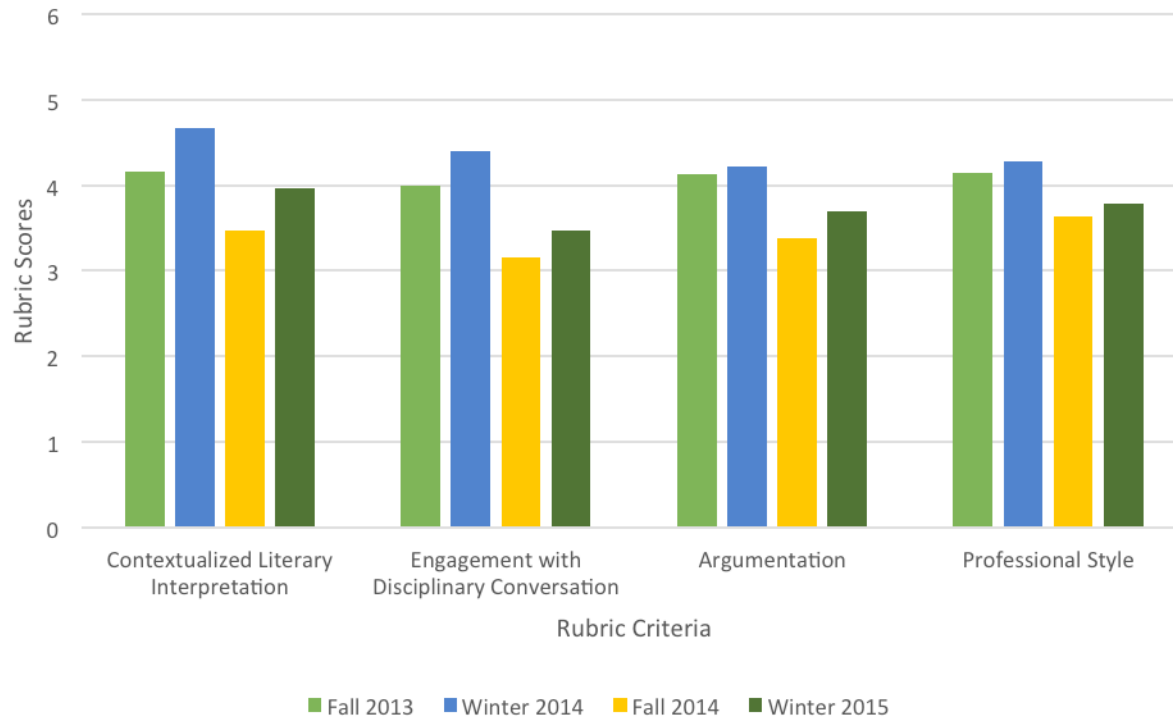


Average ENGL 381-84 Rubric Scores



Fall 2013: 15 students, only 1 section reported data
Winter 2014: 74 students, 5 sections
Fall 2014: 43 students, 4 sections (2 sections reported partial data)
Winter 2015: 70 students, 5 sections

Average ENGL 495 Rubric Scores



Fall 2013: 56 students, 6 sections reported data (1 section partial data), 1 section did not report data
Winter 2014: 76 students, 6 sections
Fall 2014: 53 students, 4 sections
Winter 2015: 58 students, 8 sections (2 sections did not report data)