Written Communications & Critical Thinking

- *Students can effectively present their ideas and express themselves in writing for a variety of purposes to both professional and academic audiences. (WC)*
- *Students can read a range of texts in order to extract and construct meaning. (WC)*
- *Students examine issues, ideas, artifacts, and events in order to generate and evaluate assertions and conclusions. (CT)*

Student ID# (required):   [_____]   **Course:** Critical Studies ◯   Visual Studies ◯

Does student appear to have native-level (or roughly equivalent) competency in English: Yes ◯   No ◯

<u>Directions</u>: Please circle one box in each row that best describes the written communications/critical thinking skills demonstrated in the project. FAQ

	Introductory 1	Developing 2		Capstone 4
Genre & Disciplinary Conventions (Formal and informal rules inherent in expository writing in the academic field.) (WC)	No evident organizational or presentation system.	Attempts to use a consistent system for basic organization and presentation.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	Demonstrates <u>consistent use of important conventions</u> particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.
Sources & Evidence (Uses support where appropriate) (WC)	Begins to attempt to use sources to support ideas in the writing; sources may be irrelevant and/or inappropriate.	Inconsistently uses <u>credible and/or relevant</u> sources to support ideas that are appropriate for the discipline and assignment.	<u>Consistently</u> uses credible, relevant sources to support ideas that are situated within the discipline and assignment.	Demonstrates <u>skillful</u> use of <u>high-quality, credible, relevant sources</u> to develop ideas that are appropriate for the discipline assignment.
Control of Syntax and Mechanics (WC)	Syntax and mechanics sometimes impede meaning because of significant errors in usage. Lacks transitions.	Syntax/mechanics generally convey meaning clearly, although writing may include some significant usage errors. Some transitions aid understanding.	Syntax and mechanics have few usage errors and convey meaning clearly. Little variety in rhetorical structures. Transitions generally aid understanding.	Uses syntax/mechanics gracefully, communicating meaning to readers with clarity and fluency; virtually error-free. Transitions varied and effective.
Student's position (perspective, thesis/hypothesis) (CT)	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.	Specific position clearly stated; acknowledges/notes different facets of an issue but does not utilize them in constructing own position.	Specific position clearly stated; takes into account some complexities of the issue(s). Others' points of view are acknowledged within position.	Specific position is imaginative, taking into account complexities of an issue. Limits of position are acknowledged. Others' points of view are synthesized within position.
Source Analysis (Analysis and evaluation to investigate a point of view or conclusion) (CT)	Information from source(s) engaged without interpretation or evaluation. Viewpoints of others/experts accepted as fact, without question, or rejected a priori, without exploration of their validity.	Information from source(s) engaged with <u>some</u> interpretation or evaluation, but <u>not</u> enough to develop convincing analysis. Viewpoints of others/experts are accepted/rejected with little questioning.	Information from source(s) engaged with <u>enough interpretation/evaluation to develop a convincing analysis.</u> Viewpoints of others/experts are subject to questioning on reasonable grounds, but grounds may not be fully articulated.	Information from source(s) engaged with enough interpretation/evaluation/relevance to develop a comprehensive analysis. Viewpoints of others/experts questioned thoroughly and accepted/rejected for clearly articulated reasons.