

## Rubric Template—Written Communication Outcomes 1.1A.1, 1.1A.2; and Critical Thinking Outcome 1.5.3

**Objectives:** Students will effectively develop, express, and exchange ideas in the English language, . . . in writing . . . , with clarity and coherence.

Students will recognize, analyze, criticize, evaluate, and formulate arguments in ways characterized by intellectual courage and reflective self-criticism.

<b>By graduation students will:</b>	<b>Not Proficient</b>	<b>Developing Proficiency</b>	<b>Proficient</b>	<b>Exceeding Proficiency</b>
Write a <i>persuasive essay</i> that includes the following: a clear and debatable thesis, fully developed and supported ideas, clear organizational structure, effective consideration of opposing arguments, use of credible sources, appropriate documentation of sources, consideration of a target audience, and conventional grammar and mechanics. (1.1A.1)	Document lacks a clear and debatable thesis, or it fails to persuade its target audience, perhaps because the ideas are not fully developed and supported or because it overwhelmingly fails to conform to conventional grammar and mechanics.	Document is somewhat persuasive, but fails to adequately consider the target audience, and/or lacks credible and appropriately documented sources, and/or fails to address opposing arguments, and/or has too many grammatical/mechanical errors.	Document is effectively persuasive of the target audience, supporting a clear thesis with a well-developed argument along with credible and appropriately documented sources. Document addresses opposing arguments.	Document is masterfully persuasive, demonstrating exceptional skill and finesse while meeting all standards in the “Proficient” column.
Produce a <i>discipline-specific document</i> judged proficient according to a department-approved rubric in the student’s major. (1.1A.2)	Document is not tailored to the needs and expectations of the target audience. Document is missing three or more elements identified as necessary for the student’s selected genre.	Document is somewhat (but not completely) tailored to the needs and expectations of the target audience. One or two elements identified as necessary for the student’s selected genre are missing. Document might have too many grammatical/mechanical errors.	Document is tailored to the needs and expectations of the target audience. Document adequately demonstrates the elements identified as necessary for the student’s selected genre.	Document expertly meets the needs and expectations of the target audience. Document expertly incorporates all elements identified as necessary for the student’s selected genre.
Produce a written document on a difficult question involving the disciplinary content of the student’s major that subjects the student’s reasoning to <i>sustained, intelligent criticism</i> according to the standards of that discipline. (1.5.3)	No opposing arguments are raised—or if they are, they are irrelevant and/or inconsequential.	Relevant and consequential opposing arguments are raised but are not adequately developed, not adequately addressed, or both.	Relevant and consequential opposing arguments are raised, adequately developed, and adequately addressed.	The most important and relevant opposing arguments are raised, thoroughly developed, and masterfully addressed.

**Department/Program:** UNIV

**Course:** UNIV 402: Upper-Level Writing

**Assignment to meet 1.1A.1:** Persuasive Document/Difficult Question Assignment

**Assignment to meet 1.1A.2:** Discipline-Specific Document Assignment

**Assignment to meet 1.5.3:** Persuasive Document/Difficulty Questions Assignment