

**Written Communication Outcomes 1.1A.1, 1.1A.2; and Critical Thinking Outcome 1.5.3 Course: MUS 684**  
**Literature**

**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 1 Point</b>	<b>Developing Proficiency 2 Points</b>	<b>Proficient 3 Points</b>	<b>Exceeding Proficiency 4 Points</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.	Written document missing a clear and debatable thesis; missing or poorly developed and supported ideas; use of sources missing, or inappropriate sources used; grammar and/or mechanics interferes with understanding.	Written document contains a thesis but the thesis is not clear and/or not debatable; ideas partially supported and/or developed; use of sources mostly appropriate; grammar/mechanics does not interfere with understanding.	Well-argued and clear thesis; ideas are developed and supported with evidence; organization aids in understanding; opposing views are considered; sources are credible and documented; writing is aimed at target audience; grammar/mechanics aid in understanding.	In addition to proficient criteria, author presents original ideas that contribute new understanding to the subject matter.
Produce a <i>discipline-specific document</i> judged proficient according to a [this] department-approved rubric in the student's major.	Written document does not investigate appropriate subject matter.	Written document investigates an appropriate area of literature but is unclear and does not elucidate based on criteria.	Written document provides a clear investigation of an appropriate area of literature including an analysis of stylistic, cultural, and performance practice issues.	In addition to proficient criteria, written document provides original ideas.
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.	Student fails to appropriately account for performance practice considerations in the analysis of a work, does not address opposing arguments.	Students accounts for performance practice considerations in the analysis of a work, but the ideas/conclusions are not well developed or supported; explanation may be unclear; opposing arguments not clearly addressed, do not add to understanding of topic.	Student fully accounts for issues of performance practice in the analysis of a work; ideas and conclusions are well developed and supported; explanation is clear and understandable; opposing arguments are considered and addressed.	In addition to criteria for proficient, student provides original insights or new understanding.

**Assignment meeting Outcome 1: Final Research Paper**

**Assignment meeting Outcome 2: Final Research Paper**

## **Assignment meeting Outcome 3: Final Research Paper**