

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

### PHIL 499: Senior Seminar

Objectives: (1.1A) Students will effectively develop, express, and exchange ideas in the English language . . . in writing . . . with clarity and coherence. (1.5) Students will recognize, analyze, criticize, evaluate, and formulate arguments in ways characterized by intellectual courage and reflective self-criticism.

By graduation students will:	Not Proficient	Developing Proficiency	Proficient	Exceeding Proficiency
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. <b>[CORE 1.1-A.1]</b>	One of the main sections of the essay is absent: exposition, objection, or reply.	All three sections of the essay are present (exposition, objection, and reply), but either the reasoning is significantly defective, or the essay suffers from a failure to observe conventions of good writing (grammar, citation, etc.).	The main sections of the essay are clearly marked, and the writing itself is polished. The question is a well-articulated philosophical question, and it is set out in a way that indicates why it deserves serious consideration. The student considers what other well-informed people have thought about the question, setting out what they have said clearly and concisely, and providing appropriate citations. The student gives reasons in support of their answer to the question in an orderly and thorough way.	Beyond proficiency, the student makes one or more points in an exceptionally insightful way.
Produce a <i>discipline-specific document</i> judged proficient according to a [this] department-approved rubric in the student's major. <b>[CORE 1.1-A.2]</b>	One of the main sections of the essay is absent: exposition, objection, or reply.	All three sections of the essay are present (exposition, objection, and reply), but either the reasoning is significantly defective, or the essay suffers from a failure to observe conventions of good writing (grammar, citation, etc.).	The main sections of the essay are clearly marked, and the writing itself is polished. The question is a well-articulated philosophical question. The student considers what other well-informed people have thought about their question, setting out what they have said clearly and concisely, and providing appropriate citations. The student gives reasons in support of their answer to the question in an orderly and thorough way. The objection argument calls into question one or more of the thesis argument's	Beyond proficiency, the student makes one or more points in an exceptionally insightful way.

			premises or inferences, so that, if the objection argument were not answered, then the thesis argument would be undermined. The objection argument is relatively strong, intelligently motivated, and set out in an orderly and thorough way. The student acknowledges the merits of the objection argument but explains why it does not undermine the thesis argument.	
Produce a written document on a difficult question involving the disciplinary content of the student's major that subjects the student's reasoning to <b><i>sustained, intelligent criticism</i></b> according to the standards of that discipline. <b>[CORE 1.5.3]</b>	The student fails to raise a significant objection to the thesis they are supporting.	The student raises a significant objection to the thesis they are supporting, but not in a way that engages in an intelligent, sustained way with the argument they have provided in support of their thesis. It is an objection, not to their reasoning, but merely to the conclusion of their reasoning.	The student develops an argument that calls into question one or more of the thesis argument's premises or inferences, so that, if the objection argument were not answered, then the thesis argument would be undermined. The objection argument is relatively strong, intelligently motivated, and set out in an orderly and thorough way. The student acknowledges the merits of the objection argument but explains why it does not undermine the thesis argument.	Beyond proficiency, the student handles the objection with real appreciation for its merits and replies to the objection in an exceptionally judicious way.

