

FOUNDATION SKILLS: COMPOSITION

Students will: show evidence of academic literacy by employing the types of critical thinking and research skills needed to communicate within a variety of academic contexts: utilize appropriate discourse conventions that included reasoned arguments, organized ideas, appropriate documentation and format, and language that is correct and appropriate for the context; and apply cultural understanding in their work to show awareness that all discourse is culturally determined.

| Learning Outcome | Exceeds Expectations | Meets Expectations | Fails to Meet Expectations |
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| Critical Question/statement (Academic Literacy) | Creates a focused, manageable, and relevant critical question or statement of purpose that requires research and critical thinking | States a relevant topic rather than a critical question/statement of purpose, or the question may be difficult to prove through research. | Does not state or states an irrelevant topic, critical question or statement of purpose, or the question cannot be proven through research. |
| Analysis (Academic Literacy and Academic Discourse Conventions) | Examines specific, appropriate, and relevant evidence in light of the critical question or statement of purpose. | Examines appropriate evidence but may not specifically link it to critical question or thesis, or the examination may be somewhat cursory or irrelevant. | Examines little or no specific evidence, or evidence is irrelevant or inappropriate. |
| Synthesis (Academic Discourse Conventions) | Organizes and synthesizes evidence to create a reasoned argument that provides strong support for the critical question or statement of purpose | Organizes evidence, but this may be only partially effective at creating a reasoned argument or supporting the critical question or statement of purpose | Lists evidence, but is unfocused and/or un-related to the critical question or statement of purpose |
| Cultural Awareness (Cultural Awareness) | Applies cultural understanding to the statement of purpose or critical question. | Reflects in limited or cursory fashion cultural awareness. | Shows little or no cultural awareness. |
| Language (Academic Literacy and Academic Discourse Conventions) | Language is appropriate to audience and rhetorical context. | Some language is not fully appropriate to the audience or rhetorical context. | Language is not appropriate to the audience or rhetorical context. |
| Mechanics (Academic Discourse Conventions) | Utilizes correct grammar, spelling, and punctuation; documentation is complete and in appropriate format. | Some minor grammar, spelling, and punctuation errors; some documentation is complete but contains some formatting errors. | Many grammar, spelling, and punctuation errors; documentation is severely awed or missing. |

