

COLL 400 ASSESSMENT RESULTS¹

Written Communication Rubric Scores

I. INTRODUCTION

These results of the COLL 400 Assessment summarize the written communication rubric scoring of COLL 400 and Honors student work artifacts collected in fall 2019 and spring 2020. The figures and tables display the results overall and by rubric dimension and broad academic area/program.

Reviewers scored a total of 82 student work artifacts for this COLL 400 assessment. Eighty artifacts were scored using the AAC&U Written Communication VALUE Rubric (see Appendix), assigning a point value per rubric dimension (0=No Evidence, 1=Beginning, 2=Developing, 3=Proficient, 4=Excelling). Reviewers scored a dimension 0 (No Evidence) if they could not find evidence of behaviors described in the “Beginning” cell; those scores were included in this analysis. They selected “Not Applicable” if they could clearly ascertain that the assignment did not require students to address that dimension; those scores were excluded from this analysis.

II. COVID-19 IMPACTS ON THE ASSESSMENT OF WRITTEN COMMUNICATION

Summarized below are adjustments made to the student work sampling plan, scoring process, and results reporting in response to the COVID-19 disruption. The full description of COVID-19 impacts is found in PIEs plan item “COVID-19 Notes for Expectations 1-3.”

A. Assessment Sampling Plan

Fall 2019 COLL 400 student work artifacts were collected, sampled as planned, and scored in January 2020. Because of the shift to remote instruction after Spring Break due to COVID-19, spring 2020 artifacts were not collected. Instead, additional fall 2019 COLL 400 work received after the January assessment and Honors theses from spring 2019 and 2020 were used for the July 2020 assessment.

B. Artifact Scoring Process

January assessments were conducted by reviewers during a four-day session of in-person group discussion, calibration exercises, and independent (on- and/or off-site) artifact scoring, and required discussion to arrive at consensus scores. Due to the pandemic and budget restrictions, summer assessments were conducted independently and on a voluntary basis by the same reviewers. They did not meet to arrive at consensus; thus, summer assessment scores represent two reviewers' average scores rounded up to the nearest whole number.

C. Results Reporting

Fifty-five (55) artifacts were scored in January, representing 21 Arts & Sciences (A&S) major programs. Twenty-seven (27) artifacts were scored in July, representing 5 additional A&S major programs and Business that submitted student work. For those departments/programs, representing 13 majors that did not or could not submit fall 2019 student work (because their COLL 400 experiences culminate in spring, as is the case for many Area III programs), spring 2019 and 2020 Honors theses were included in the sample of artifacts, representing 22% of scored artifacts. The table below shows that 30.4% of student work artifacts scored for Area I, 61.5% scored for Area III, and 16.7% scored for Interdisciplinary programs were Honors theses. No Honors theses were scored for Area II or Business.

¹ The Office of Institutional Accreditation & Effectiveness prepared text, charts, tables, and appendix for this report.

Scores for three group projects from the School of Business' COLL 400 course sections are included in the assessment and results. Because there were not a sufficient number of artifacts from each major program to provide information at the program level, results are provided by broad academic area/program.

Despite the modifications to the sampling strategy, scoring process, and reporting, this assessment may reveal patterns of strengths and weaknesses that can inform improvements within the department, program, or academic area.

Type of Student Work Artifact Scored by Academic Area/Program						
Academic Area/Program	Type of Artifact				Total Artifacts	
	COLL 400		Honors			
	%	#	%	#	%	#
Area I	69.6%	16	30.4%	7	100.0%	23
Area II	100.0%	25	0.0%	0	100.0%	25
Area III	38.5%	5	61.5%	8	100.0%	13
Interdisciplinary Programs	83.3%	15	16.7%	3	100.0%	18
Business	100.0%	3	0.0%	0	100.0%	3
TOTAL	78.0%	64	22.0%	18	100.0%	82

III. RUBRIC SCORING RESULTS FIGURES AND TABLES

A. Written Communication Rubric Scores Frequency Distributions and Statistics

The following figure and tables present the overall results of the written communication rubric scores.

Written Communication Rubric Scores Distribution (n=80)

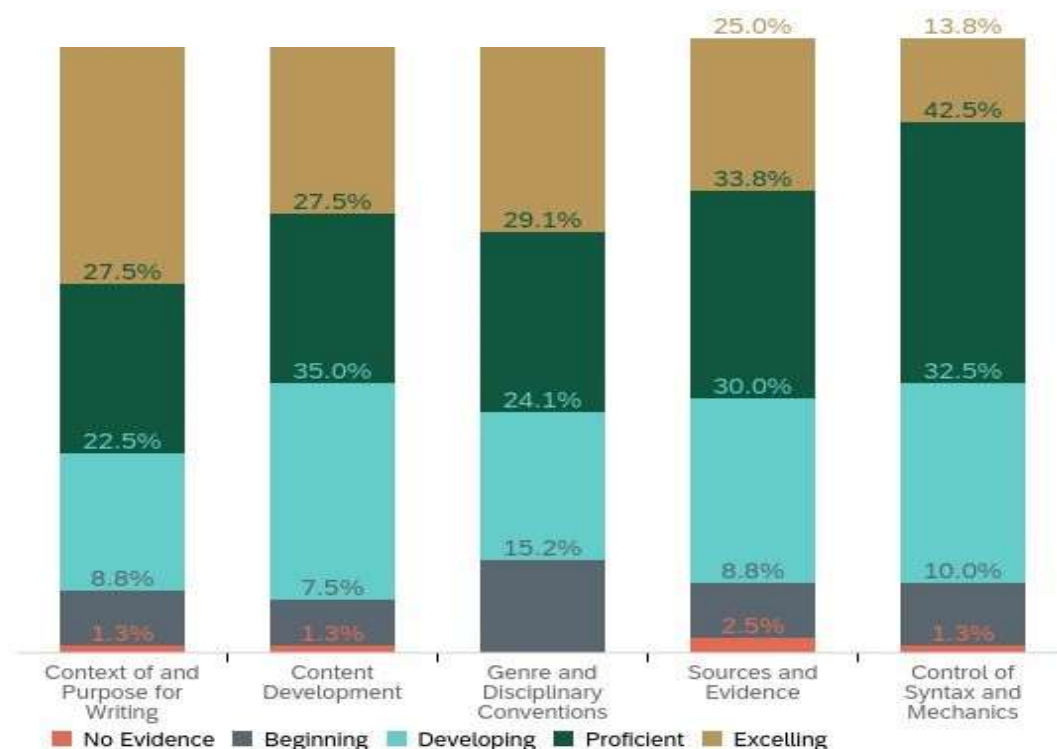


Table 1: Written Communication Rubric Scores Distribution (n=80)											
Rubric Dimension	No Evidence (0)		Beginning (1)		Developing (2)		Proficient (3)		Excelling (4)		Total
	%	#	%	#	%	#	%	#	%	#	
Context of and Purpose for Writing	1.3%	1	8.8%	7	22.5%	18	27.5%	22	40.0%	32	80
Content Development	1.3%	1	7.5%	6	35.0%	28	27.5%	22	28.7%	23	80
Genre and Disciplinary Conventions	0.0%	0	15.2%	12	24.1%	19	29.1%	23	31.6%	25	79
Sources and Evidence	2.5%	2	8.8%	7	30.0%	24	33.8%	27	25.0%	20	80
Control of Syntax and Mechanics	1.3%	1	10.0%	8	32.5%	26	42.5%	34	13.8%	11	80

Table 2: Written Communication Rubric Scores Statistics (n=80)						
Rubric Dimension	Minimum	Maximum	Mean	Standard Deviation	Variance	Count
Context of and Purpose for Writing	0.0	4.0	3.0	1.0	1.1	80
Content Development	0.0	4.0	2.8	1.0	1.0	80
Genre and Disciplinary Conventions	1.0	4.0	2.8	1.1	1.1	79
Sources and Evidence	0.0	4.0	2.7	1.0	1.0	80
Control of Syntax and Mechanics	0.0	4.0	2.6	0.9	0.8	80

Written Communication Scorers' General Comments (Verbatim)

This writer has produced high level work in all areas. As an honors thesis, this sample represents graduate level work with primary and secondary sources. The writer produces a meaningful arguments, thorough analysis, and demonstrates sophisticated control of language.

This writer develops an historical and theoretical analysis of "euromasculinity" in German culture, then uses that context in a close reading of Turkish-German rap lyrics. The document generally utilizes discipline-specific conventions, though there are a few flaw (e.g., the image on page 30 has no caption or figure number, and in-text citations are not fully consistent with MLA style). The writer uses high-quality, credible sources but sometimes makes statement unsubstantiated by source citations. Language is clear, straightforward, and reasonably free from errors.

This thesis attempts to replicate and extend a prior study. It is generally well-written, and the review of the prior study and it's contexts is quite clear and compelling. The essay begins with a literature review--in essence, in the middle--and would benefit from an abstract and introduction to quickly summarize the purpose, arguments, and the methods. The writer's thesis does not appear until the 13th page of the manuscript. In addition, there are no page numbers (one of the very basic formatting requirements of a research essay/honors thesis). There are some grammatical errors in the

introduction and again in the examples of materials (articles) sent to survey participants. These include capitalization issues and missing words, items generally easily spotted during a final proofreading session. I am also concerned about the ethical implications of the writer's decision to insert fabricated quotations from a real person (Senator Richard Shelby of Alabama) into the materials received by some survey participants.

This research essay takes on a meaningful topic and then offers a chronological, historical presentation. There is no clear thesis driving the essay or focusing it. Attempts at analysis remain fairly basic, and the tendency to use vague pronouns ("This shows....") further undermines analytical potential. The writer uses appropriate sources, and is clearly aware of the discipline-specific ways of integrating them into the text. The number of sources is fairly limited, however, and the writer sometimes chooses to rely on a secondary source's presentation of primary material, rather than finding the primary source for fuller analysis.

This research essay is a concise but cogent analysis of "momism" in films of the 1950s. The writing is compelling and draws the reader in; the prose shows more vitality than a typical research essay. The writer does an effective job moving between analysis of the primary texts (films) and commentary from secondary sources. The final statement does take a wrong turn, however, in an essay that is otherwise quite tightly written.

This research essay analyzes the movie "I, Robot" in the context of a upper-level film and media studies course. The essays features a number of successful close readings of specific scenes in the film, but the paper's thesis does not lend the paper to cogent analysis. In other words, the thesis is not debatable. The analysis does get stronger later in the paper when the writer is engaged in close reading. There are a number of formatting issues on the Works Cited page, and images from the film (which currently appear at the end of the document) would have been more effective inserted in and commented on in the body of the text.

This is a thoroughly researched honors thesis. It includes a review of the literature, identification of both gaps in knowledge and contradictory findings, fieldwork and sample analysis. The writer has produced a document that demonstrates a high level of awareness of the context and purpose of this type of study, understands and employs genre and disciplinary conventions, and works effectively with many sources and types of evidence. While the writing may not rise to the level of "graceful language," it does meet disciplinary expectations of straightforward prose that conveys meaning to readers in the field.

This is a thoroughly researched honors thesis focused on portrayals of Livia in the Roman Empire. The content is well-developed; the two parts of the thesis focus on Livia in portraiture and Livia in literary depictions. The essay concludes with acknowledgement of scholarly limitations (works in German could not be accessed), and ideas for future research. The writer works with both primary and secondary sources and effectively joins the scholarly conversations taking place about Roman portraiture and treatments of this historical figure. The writer notes where other scholars disagree, and then places this work within that conversation. The writing is clear, fluent, error-free, but it does tend toward wordiness and repetition.

This honors thesis uses language analysis of congressional records to consider the change in populist rhetoric in the U.S. since China entered the WTO. The writer does an especially good job (in the introduction and literature review) of explaining complex, discipline-specific ideas for a lay audience. Especially strong work in the literature review section (see, for example, the synthesis of conflicting studies on pp. 7-8). High points for readability.

This honors thesis presents a functional lighting analysis that would have been enhanced by a more detailed explication of the play, examination of past performances, and/or similar productions that feature D&D or other mythical characters (in other words, lighting design inspirations), as well as references to the current director's vision and standards. The lack of these contextualizing features

leaves this essay fairly flat and underdeveloped. No sources are used, and even the play under discussion does not appear on the Works Cited page (there is not Works Cited page). The writing is generally clear, but it tends to be choppy and overly informal. The images and figures are an effective addition.

This honors thesis develops a mathematical model to make predictions about the stability of blue crab populations under specified conditions. The writer joins the scholarly conversation, clearly addressing other scholars in the field in order to create new knowledge. Follows standard conventions for format and structure. Offers an especially detailed section explaining the mathematical model. The focus was primarily on the mathematical model, resulting in a fairly limited number of additional sources (though these were used effectively). Straightforward language in keeping with expectations of the field.

This course does not satisfy the MWR.

Reviewer1: These work samples emerge from a CSCI course that does not appear to have written communication as a meaningful component. Instead, project design, management, technical skills, and collaboration appear to be the goals. I don't see any fair-minded way to judge written communication in these samples. Reviewer 2: Material provided not appropriate for use with this scoring rubric. Written portion contains insufficient content to perform this analysis. IAE: This course doesn't fulfill the MWR for CSCI.

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Our original scores were far apart because the paper requirements do not necessarily result in analysis using this rubric. We had to return to the assignment and try to apply the rubric based on the parameters of the assignment.

As an honors thesis in Geology, this document demonstrates high level engagement with disciplinary conventions through fieldwork, analysis, and bibliographic research. The writer handles sources effectively, engaging in a scholarly conversation about the topic. Formatting, use of figures, and scientific vocabulary indicate a thorough understanding of writing in the field. The writer produces readable scientific prose throughout, particularly in the discussion sections.

A) The paper did not fulfil the requirements set forth in the assignment; this is a history with unsupported assertions B) Content was presented in a straightforward, linear way, with arguments interspersed C) Didn't present this as political science as assigned D) Use of second-hand sources (pg. 6), relied on few sources, some less than credible (The Nation) E) Some grammatical errors that impeded understanding; unnecessary qualifiers; language was otherwise straightforward with attempts at transitions between thoughts

A) Adequate consideration of audience; assumes prior knowledge; use of colloquialism (pg. 5 "boggles the mind") B) Introduction was confusing, could have used a clearer thesis statement; content develop improved later in the body of the paper C) Inconsistent use of citations D) Inconsistent use of sources as evidence (pg 12 discussion of chastity and maggots) E) Many errors in grammar and sentence structure that impeded meaning

This honors thesis is a thoroughly developed analysis of the research study. It is clearly directed toward a discipline-specific audience, with the goal of adding new knowledge to the field. It presents a clear method of organization, and provides a detailed explanation of process in keeping with field-specific goals of reproducibility in scientific studies. Use of credible sources demonstrated

throughout. Both the summary and abstract are excellent examples of clear, concise writing in the sciences. There is a tendency toward wordiness in other parts of the essay.

This essay is an honors thesis in Physics directed at a discipline-specific audience. The content is meaningful--a close look at GlueX experiments at Jefferson Labs--but this essay would benefit from an introduction and review of the literature to provide background and context for the reader. Instead, the writer jumps immediately into descriptions of equipment and processes. There were additional issues with organization. Headings are used to designate sections, but information is not always presented logically within sections. A more thorough outlining process, followed by the use of relevant sub-headings, would have addressed this issue.

This essay addresses a discipline-specific audience to consider/analyze the "nonnegative matrix factorization problem." Demonstrates an effort to analyze this mathematical tool in order to provide new knowledge about its capacities to researchers/practitioners. Content is generally well-developed, though the "Experiments" section seemed under-developed, especially in relation to the rest of the essay. The writer employs genre and disciplinary conventions and uses sources effectively. Language generally conveys meaning, but there are some issues with control of tense and integration of numerical formulas into text (see especially Chapter 2).

Thesis attempts to reconstruct/discover the archaeological provenance of the Sarapion inscription, house at W&M's Classical Studies Library. The essay provides a thoroughly researched analysis of the stone fragment and relevant contexts, including insights into the inscription's audience (using evidence and speculation to consider viewership). Exhibits fairly well-developed use of disciplinary conventions in the structure, headings, use of source material, translations and the like. Works with both primary and secondary sources, but sometimes takes leaps beyond the evidence ("It seems likely that...."). The language is straightforward and conveys meaning with few errors, though the organizational approach could be refined to make it easier for the reader to follow.

B. Written Communication Rubric Scores – Frequency Distributions and Statistics by Academic Area/Program

The following pages present figures and tables for written communication rubric scores and reviewer comments by academic area/program.

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ARTS & SCIENCES AREA I

Figure 2: Area I Written Communication Rubric Scores Distribution (n=23)

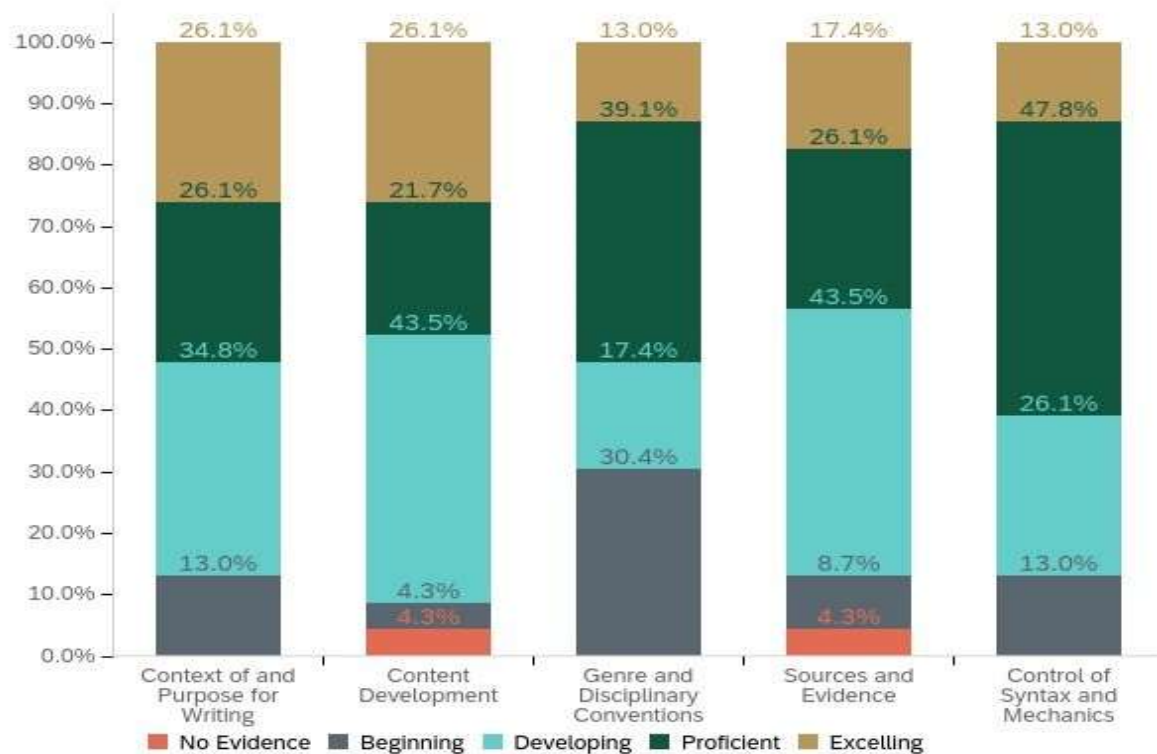


Table 3: Area I Written Communication Rubric Scores Frequencies

Rubric Dimension	No Evidence (0)		Beginning (1)		Developing (2)		Proficient (3)		Excelling (4)		Total
	%	#	%	#	%	#	%	#	%	#	
Context of and Purpose for Writing	0.0%	0	13.0%	3	34.8%	8	26.1%	6	26.1%	6	23
Content Development	4.3%	1	4.3%	1	43.5%	10	21.7%	5	26.1%	6	23
Genre and Disciplinary Conventions	0.0%	0	30.4%	7	17.4%	4	39.1%	9	13.0%	3	23
Sources and Evidence	4.3%	1	8.7%	2	43.5%	10	26.1%	6	17.4%	4	23
Control of Syntax and Mechanics	0.0%	0	13.0%	3	26.1%	6	47.8%	11	13.0%	3	23

Table 4: Area I Written Communication Rubric Scores Statistics

Rubric Dimension	Minimum	Maximum	Mean	Standard Deviation	Variance	Count
Context of and Purpose for Writing	1.0	4.0	2.7	1.0	1.0	23
Content Development	0.0	4.0	2.6	1.1	1.1	23
Genre and Disciplinary Conventions	1.0	4.0	2.3	1.0	1.1	23
Sources and Evidence	0.0	4.0	2.4	1.0	1.0	23
Control of Syntax and Mechanics	1.0	4.0	2.6	0.9	0.8	23

Area I Written Communication Reviewer Comments (Verbatim)

This honors thesis presents a functional lighting analysis that would have been enhanced by a more detailed explication of the play, examination of past performances, and/or similar productions that feature D&D or other mythical characters (in other words, lighting design inspirations), as well as references to the current director's vision and standards. The lack of these contextualizing features leaves this essay fairly flat and underdeveloped. No sources are used, and even the play under discussion does not appear on the Works Cited page (there is not Works Cited page). The writing is generally clear, but it tends to be choppy and overly informal. The images and figures are an effective addition.

This writer develops an historical and theoretical analysis of "euromasculinity" in German culture, then uses that context in a close reading of Turkish-German rap lyrics. The document generally utilizes discipline-specific conventions, though there are a few flaw (e.g., the image on page 30 has no caption or figure number, and in-text citations are not fully consistent with MLA style). The writer uses high-quality, credible sources but sometimes makes statement unsubstantiated by source citations. Language is clear, straightforward, and reasonably free from errors.

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Thesis attempts to reconstruct/discover the archaeological provenance of the Sarapion inscription, house at W&M's Classical Studies Library. The essay provides a thoroughly researched analysis of the stone fragment and relevant contexts, including insights into the inscription's audience (using evidence and speculation to consider viewership). Exhibits fairly well-developed use of disciplinary conventions in the structure, headings, use of source material, translations and the like. Works with both primary and secondary sources, but sometimes takes leaps beyond the evidence ("It seems likely that...."). The language is straightforward and conveys meaning with few errors, though the organizational approach could be refined to make it easier for the reader to follow.

This is a thoroughly researched honors thesis focused on portrayals of Livia in the Roman Empire. The content is well-developed; the two parts of the thesis focus on Livia in portraiture and Livia in literary depictions. The essay concludes with acknowledgement of scholarly limitations (works in German could not be accessed), and ideas for future research. The writer works with both primary and secondary sources and effectively joins the scholarly conversations taking place about Roman portraiture and treatments of this historical figure. The writer notes where other scholars disagree, and then places this work within that conversation. The writing is clear, fluent, error-free, but it does tend toward wordiness and repetition.

ARTS & SCIENCES AREA II

Figure 3: Area II Written Communication Rubric Scores Distribution (n=25)

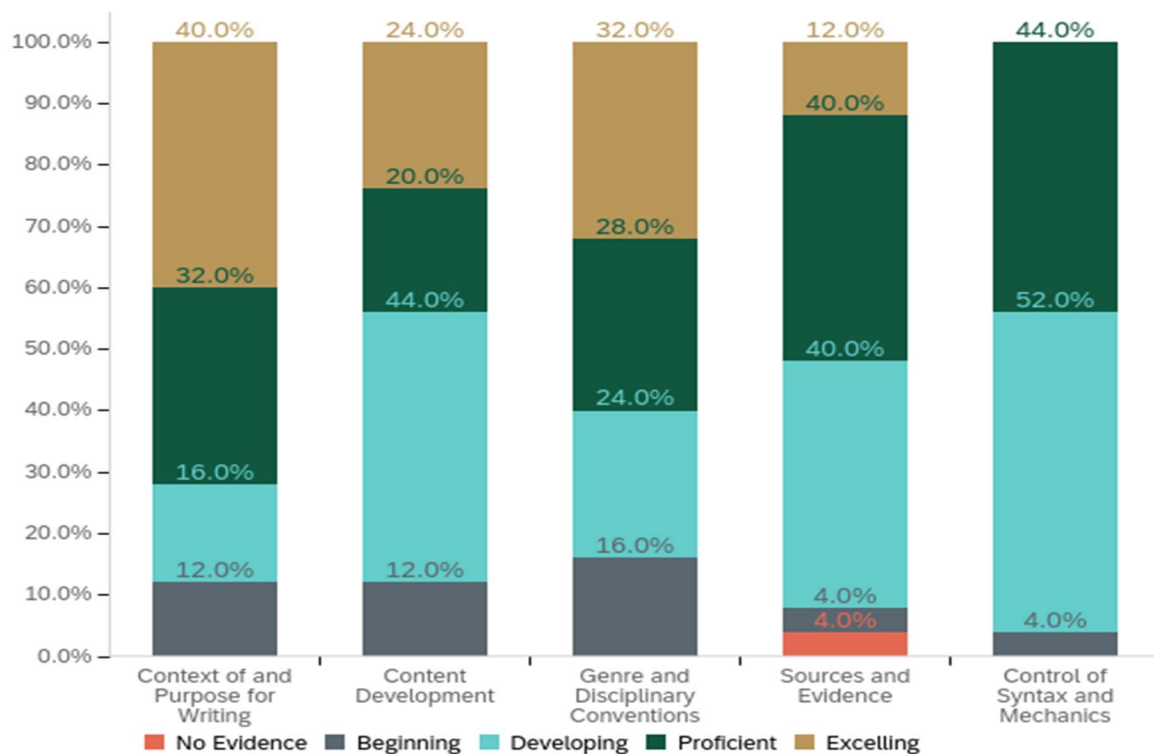


Table 5: Area II Written Communication Rubric Scores Frequencies

Rubric Dimension	No Evidence (0)		Beginning (1)		Developing (2)		Proficient (3)		Excelling (4)		Total
	%	#	%	#	%	#	%	#	%	#	
Context of and Purpose for Writing	0.0%	0	12.0%	3	16.0%	4	32.0%	8	40.0%	10	25
Content Development	0.0%	0	12.0%	3	44.0%	11	20.0%	5	24.0%	6	25
Genre and Disciplinary Conventions	0.0%	0	16.0%	4	24.0%	6	28.0%	7	32.0%	8	25
Sources and Evidence	4.0%	1	4.0%	1	40.0%	10	40.0%	10	12.0%	3	25
Control of Syntax and Mechanics	0.0%	0	4.0%	1	52.0%	13	44.0%	11	0.0%	0	25

Table 6: Area II Written Communication Rubric Scores Statistics						
Rubric Dimension	Minimum	Maximum	Mean	Standard Deviation	Variance	Count
Context of and Purpose for Writing	1.0	4.0	3.0	1.0	1.0	25
Content Development	1.0	4.0	2.6	1.0	1.0	25
Genre and Disciplinary Conventions	1.0	4.0	2.8	1.1	1.1	25
Sources and Evidence	0.0	4.0	2.5	0.9	0.8	25
Control of Syntax and Mechanics	1.0	3.0	2.4	0.6	0.3	25

Area II Written Communication Reviewer Comments (Verbatim)

A) Adequate consideration of audience; assumes prior knowledge; use of colloquialism (pg. 5 "boggles the mind") B) Introduction was confusing, could have used a clearer thesis statement; content develop improved later in the body of the paper C) Inconsistent use of citations D) Inconsistent use of sources as evidence (pg 12 discussion of chastity and maggots) E) Many errors in grammar and sentence structure that impeded meaning

A) The paper did not fulfil the requirements set forth in the assignment; this is a history with unsupported assertions B) Content was presented in a straightforward, linear way, with arguments interspersed C) Didn't present this as political science as assigned D) Use of second-hand sources (pg. 6), relied on few sources, some less than credible (The Nation) E) Some grammatical errors that impeded understanding; unnecessary qualifiers; language was otherwise straightforward with attempts at transitions between thoughts

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ARTS & SCIENCES AREA III

Figure 4: Area III Written Communication Rubric Scores Distribution (n=11)

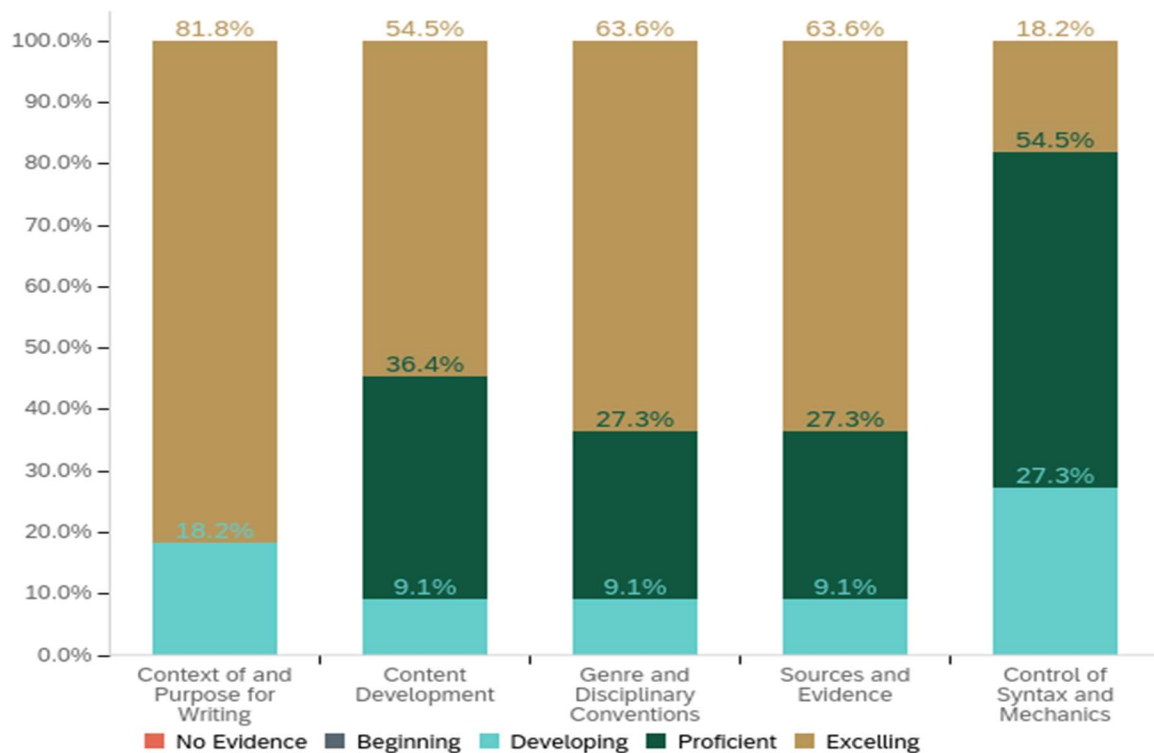


Table 7: Area III Written Communication Rubric Scores Frequencies

Rubric Dimension	No Evidence (0)		Beginning (1)		Developing (2)		Proficient (3)		Excelling (4)		Total
	%	#	%	#	%	#	%	#	%	#	
Context of and Purpose for Writing	0.0%	0	0.0%	0	18.2%	2	0.0%	0	81.8%	9	11
Content Development	0.0%	0	0.0%	0	9.1%	1	36.4%	4	54.5%	6	11
Genre and Disciplinary Conventions	0.0%	0	0.0%	0	9.1%	1	27.3%	3	63.6%	7	11
Sources and Evidence	0.0%	0	0.0%	0	9.1%	1	27.3%	3	63.6%	7	11
Control of Syntax and Mechanics	0.0%	0	0.0%	0	27.3%	3	54.5%	6	18.2%	2	11

Table 8: Area III Written Communication Rubric Scores Statistics

Rubric Dimension	Minimum	Maximum	Mean	Standard Deviation	Variance	Count
Context of and Purpose for Writing	2.0	4.0	3.6	0.8	0.6	11
Content Development	2.0	4.0	3.5	0.7	0.4	11
Genre and Disciplinary Conventions	2.0	4.0	3.5	0.7	0.4	11
Sources and Evidence	2.0	4.0	3.5	0.7	0.4	11
Control of Syntax and Mechanics	2.0	4.0	2.9	0.7	0.4	11

Area III Written Communication Reviewer Comments (Verbatim)

As an honors thesis in Geology, this document demonstrates high level engagement with disciplinary conventions through fieldwork, analysis, and bibliographic research. The writer handles sources effectively, engaging in a scholarly conversation about the topic. Formatting, use of figures, and scientific vocabulary indicate a thorough understanding of writing in the field. The writer produces readable scientific prose throughout, particularly in the discussion sections.

This essay is an honors thesis in Physics directed at a discipline-specific audience. The content is meaningful--a close look at GlueX experiments at Jefferson Labs--but this essay would benefit from an introduction and review of the literature to provide background and context for the reader. Instead, the writer jumps immediately into descriptions of equipment and processes. There were additional issues with organization. Headings are used to designate sections, but information is not always presented logically within sections. A more thorough outlining process, followed by the use of relevant sub-headings, would have addressed this issue.

This essay addresses a discipline-specific audience to consider/analyze the "nonnegative matrix factorization problem." Demonstrates an effort to analyze this mathematical tool in order to provide new knowledge about its capacities to researchers/practitioners. Content is generally well-developed, though the "Experiments" section seemed under-developed, especially in relation to the rest of the essay. The writer employs genre and disciplinary conventions and uses sources effectively. Language generally conveys meaning, but there are some issues with control of tense and integration of numerical formulas into text (see especially Chapter 2).

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Reviewer 1: These work samples emerge from a CSCI course that does not appear to have written communication as a meaningful component. Instead, project design, management, technical skills, and

collaboration appear to be the goals. I don't see any fair-minded way to judge written communication in these samples. Reviewer 2: Material provided not appropriate for use with this scoring rubric. Written portion contains insufficient content to perform this analysis. IAE: This course doesn't fulfill the MWR for CSCI.

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This honors thesis is a thoroughly developed analysis of the research study. It is clearly directed toward a discipline-specific audience, with the goal of adding new knowledge to the field. It presents a clear method of organization, and provides a detailed explanation of process in keeping with field-specific goals of reproducibility in scientific studies. Use of credible sources demonstrated throughout. Both the summary and abstract are excellent examples of clear, concise writing in the sciences. There is a tendency toward wordiness in other parts of the essay.

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ARTS & SCIENCES INTERDISCIPLINARY

Figure 4: A&S Interdisciplinary Written Communication Rubric Scores Distribution (n=18)

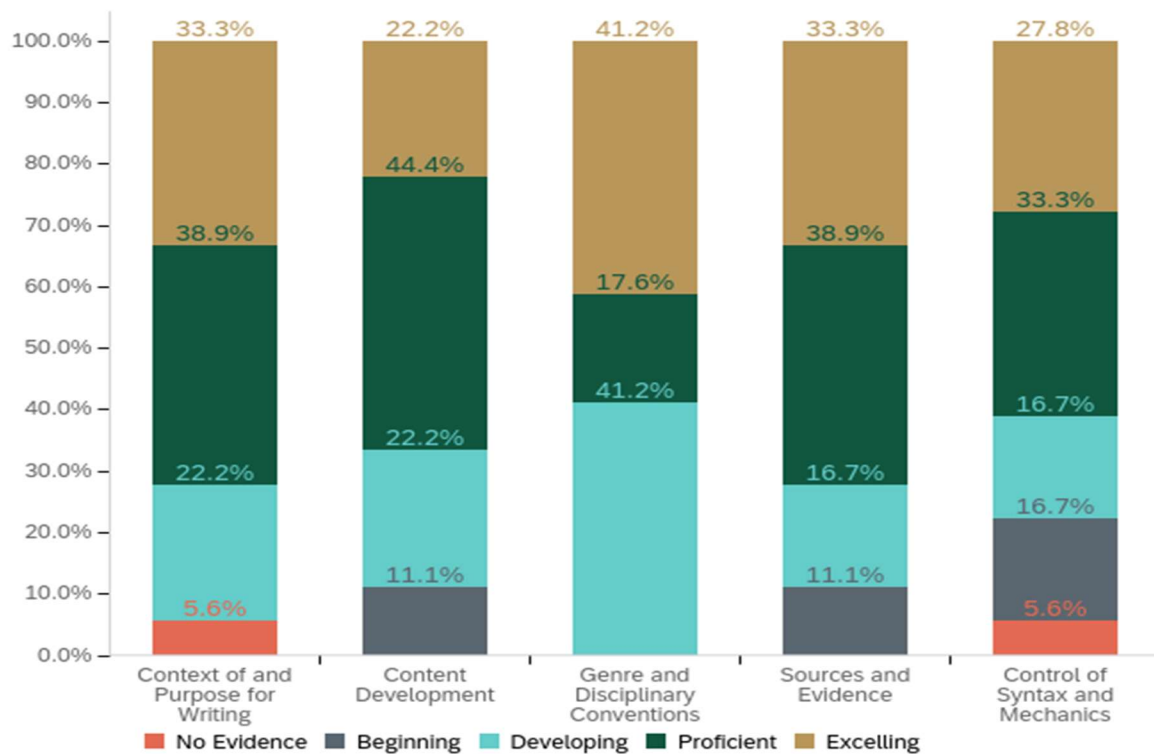


Table 9: A&S Interdisciplinary Written Communication Rubric Scores Frequencies

Rubric Dimension	No Evidence (0)		Beginning (1)		Developing (2)		Proficient (3)		Excelling (4)		Total
	%	#	%	#	%	#	%	#	%	#	#
Context of and Purpose for Writing	5.6%	1	0.0%	0	22.2%	4	38.9%	7	33.3%	6	18
Content Development	0.0%	0	11.1%	2	22.2%	4	44.4%	8	22.2%	4	18
Genre and Disciplinary Conventions	0.0%	0	0.0%	0	41.2%	7	17.6%	3	41.2%	7	17
Sources and Evidence	0.0%	0	11.1%	2	16.7%	3	38.9%	7	33.3%	6	18
Control of Syntax and Mechanics	5.6%	1	16.7%	3	16.7%	3	33.3%	6	27.8%	5	18

Table 10: A&S Interdisciplinary Written Communication Rubric Scores Statistics

Rubric Dimension	Minimum	Maximum	Mean	Standard Deviation	Variance	Count
Context of and Purpose for Writing	0.0	4.0	2.9	1.0	1.1	18
Content Development	1.0	4.0	2.8	0.9	0.8	18
Genre and Disciplinary Conventions	2.0	4.0	3.0	0.9	0.8	17
Sources and Evidence	1.0	4.0	2.9	1.0	0.9	18
Control of Syntax and Mechanics	0.0	4.0	2.6	1.2	1.5	18

Interdisciplinary Written Communication Reviewer Comments (Verbatim)

This thesis attempts to replicate and extend a prior study. It is generally well-written, and the review of the prior study and its contexts is quite clear and compelling. The essay begins with a literature review--in essence, in the middle--and would benefit from an abstract and introduction to quickly summarize the purpose, arguments, and the methods. The writer's thesis does not appear until the 13th page of the manuscript. In addition, there are no page numbers (one of the very basic formatting requirements of a research essay/honors thesis). There are some grammatical errors in the introduction and again in the examples of materials (articles) sent to survey participants. These include capitalization issues and missing words, items generally easily spotted during a final proofreading session. I am also concerned about the ethical implications of the writer's decision to insert fabricated quotations from a real person (Senator Richard Shelby of Alabama) into the materials received by some survey participants.

This research essay takes on a meaningful topic and then offers a chronological, historical presentation. There is no clear thesis driving the essay or focusing it. Attempts at analysis remain fairly basic, and the tendency to use vague pronouns ("This shows....") further undermines analytical potential. The writer uses appropriate sources, and is clearly aware of the discipline-specific ways of integrating them into the text. The number of sources is fairly limited, however, and the writer sometimes chooses to rely on a secondary source's presentation of primary material, rather than finding the primary source for fuller analysis.

This research essay is a concise but cogent analysis of "momism" in films of the 1950s. The writing is compelling and draws the reader in; the prose shows more vitality than a typical research essay. The writer does an effective job moving between analysis of the primary texts (films) and commentary from secondary sources. The final statement does take a wrong turn, however, in an essay that is otherwise quite tightly written.

This research essay analyzes the movie "I, Robot" in the context of a upper-level film and media studies course. The essays features a number of successful close readings of specific scenes in the film, but the paper's thesis does not lend the paper to cogent analysis. In other words, the thesis is not debatable. The analysis does get stronger later in the paper when the writer is engaged in close reading. There are a number of formatting issues on the Works Cited page, and images from the film (which currently appear at the end of the document) would have been more effective inserted in and commented on in the body of the text.

This honors thesis uses language analysis of congressional records to consider the change in populist rhetoric in the U.S. since China entered the WTO. The writer does an especially good job (in the introduction and literature review) of explaining complex, discipline-specific ideas for a lay audience. Especially strong work in the literature review section (see, for example, the synthesis of conflicting studies on pp. 7-8). High points for readability.

BUSINESS

Figure 5: Business Written Communication Rubric Scores Distribution (n=3)

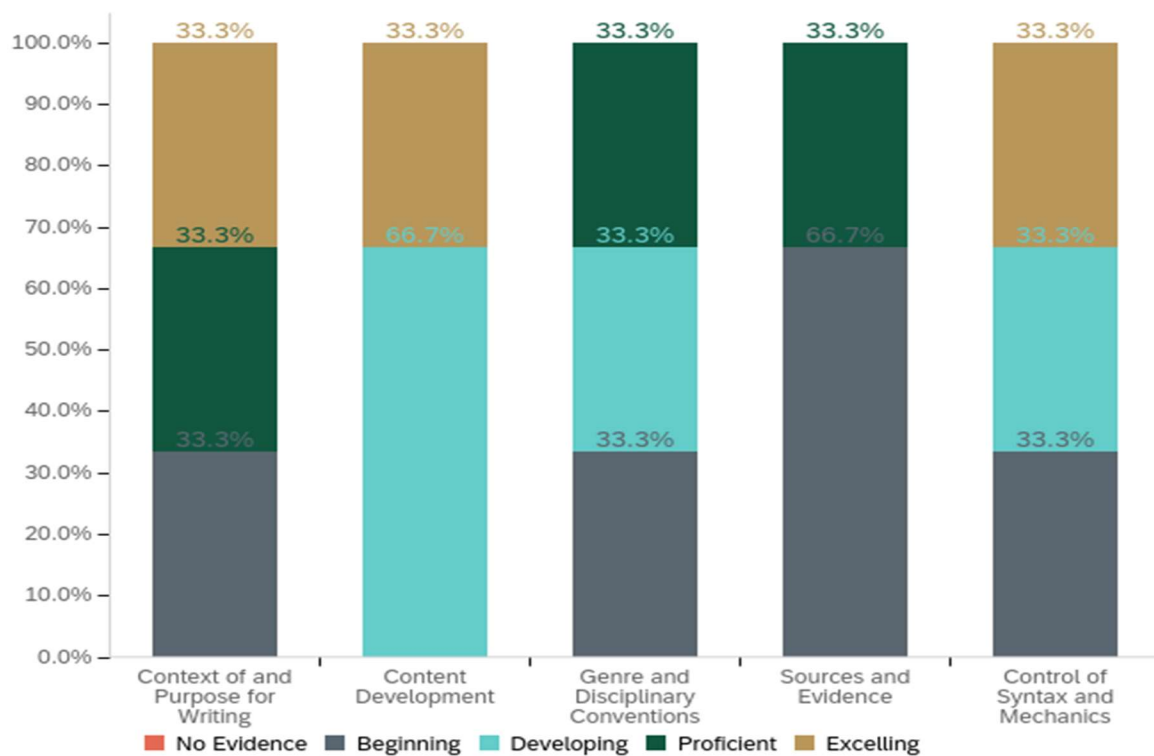


Table 11: Business Written Communication Rubric Scores Frequencies

Rubric Dimension	No Evidence (0)		Beginning (1)		Developing (2)		Proficient (3)		Excelling (4)		Total
	%	#	%	#	%	#	%	#	%	#	
Context of and Purpose for Writing	0.0%	0	33.3%	1	0.0	0	33.3%	1	33.3%	1	3
Content Development	0.0%	0	0.0%	0	66.7%	2	0.0%	0	33.3%	1	3
Genre and Disciplinary Conventions	0.0%	0	33.3%	1	33.3%	1	33.3%	1	0.0%	0	3
Sources and Evidence	0.0%	0	66.7%	2	0.0%	0	33.3%	1	0.0%	0	3
Control of Syntax and Mechanics	0.0%	0	33.3%	1	33.3%	1	0.0%	0	33.3%	1	3

Table 12: Business Written Communication Rubric Scores Statistics						
Rubric Dimension	Minimum	Maximum	Mean	Standard Deviation	Variance	Count
Context of and Purpose for Writing	1.0	4.0	2.7	1.2	1.6	3
Content Development	2.0	4.0	2.7	0.9	0.9	3
Genre and Disciplinary Conventions	1.0	3.0	2.0	0.8	0.7	3
Sources and Evidence	1.0	3.0	1.7	0.9	0.9	3
Control of Syntax and Mechanics	1.0	4.0	2.3	1.2	1.6	3

Business Written Communication Reviewer Comments (Verbatim)
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This course does not satisfy the MWR.

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WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance. Evaluators also have a Not Applicable option when it is clear an assignment did not ask for a dimension.

	Excelling 4	Proficient 3	Developing 2	Beginning 1
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

APPENDIX

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Framing Language

This writing rubric is designed for use in a wide variety of educational institutions. The most clear finding to emerge from decades of research on writing assessment is that the best writing assessments are locally determined and sensitive to local context and mission. Users of this rubric should, in the end, consider making adaptations and additions that clearly link the language of the rubric to individual campus contexts.

This rubric focuses assessment on how specific written work samples or collections of work respond to specific contexts. The central question guiding the rubric is "How well does writing respond to the needs of audience(s) for the work?" In focusing on this question the rubric does not attend to other aspects of writing that are equally important: issues of writing process, writing strategies, writers' fluency with different modes of textual production or publication, or writer's growing engagement with writing and disciplinarity through the process of writing.

Evaluators using this rubric must have information about the assignments or purposes for writing guiding writers' work. Also recommended is including reflective work samples of collections of work that address such questions as: What decisions did the writer make about audience, purpose, and genre as s/he compiled the work in the portfolio? How are those choices evident in the writing -- in the content, organization and structure, reasoning, evidence, mechanical and surface conventions, and citational systems used in the writing? This will enable evaluators to have a clear sense of how writers understand the assignments and take it into consideration as they evaluate.

The first section of this rubric addresses the context and purpose for writing. A work sample or collections of work can convey the context and purpose for the writing tasks it showcases by including the writing assignments associated with work samples. But writers may also convey the context and purpose for their writing within the texts. It is important for faculty and institutions to include directions for students about how they should represent their writing contexts and purposes.

Faculty interested in the research on writing assessment that has guided our work here can consult the National Council of Teachers of English/Council of Writing Program Administrators' White Paper on Writing Assessment (2008; www.wpacouncil.org/whitepaper) and the Conference on College Composition and Communication's Writing Assessment: A Position Statement (2008; www.ncte.org/cccc/resources/positions/123784.htm)

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Content Development:** The ways in which the text explores and represents its topic in relation to its audience and purpose.
- **Context of and purpose for writing:** The context of writing is the situation surrounding a text: who is reading it? who is writing it? Under what circumstances will the text be shared or circulated? What social or political factors might affect how the text is composed or interpreted? The purpose for writing is the writer's intended effect on an audience. Writers might want to persuade or inform; they might want to report or summarize information; they might want to work through complexity or confusion; they might want to argue with other writers, or connect with other writers; they might want to convey urgency or amuse; they might write for themselves or for an assignment or to remember.
- **Disciplinary conventions:** Formal and informal rules that constitute what is seen generally as appropriate within different academic fields, e.g. introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic. Writers will incorporate sources according to disciplinary and genre conventions, according to the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers.
- **Evidence:** Source material that is used to extend, in purposeful ways, writers' ideas in a text.
- **Genre conventions:** Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices, e.g. lab reports, academic papers, poetry, webpages, or personal essays.
Sources: Texts (written, oral, behavioral, visual, or other) that writers draw on as they work for a variety of purposes -- to extend, argue with, develop, define, or shape their ideas, for example.