

REQUEST FOR THE ADDITION, DELETION OR CHANGE OF A COURSE

A. DEPARTMENT: English

COLLEGE: Arts & Sciences

DIVISION: Arts & Letters

B. COURSE ACTION REQUESTED:

1. Addition of a new course
2. Deletion of a course
3. Change of an existing course: Check all which apply (supply old information in parenthesis)
- a. Title (Old title:)
- b. Code (Old code)
- c. Number (Old number)
- d. Description (attach old description below)
- e. Course level (Old level:)
- f. Course prerequisite (Old prereqs:)
- g. Test score prerequisite (Old prereq:)
- h. Registration restrictions (Old restriction:)
- i. Addition/removal/change of a Distance Education (DE) designation: (Old designation:)
- j. Other (describe):

C. COURSE INFORMATION:

1. COURSE SUBJECT CODE (rubric) ENGL

2. COURSE NUMBER 274

3. COURSE TITLE

a. Short Title (30 character maximum – required for ALL courses): Diversity in Literature

b. Long Title (if needed, in addition to the short title):

4. Course already exists as Undergraduate Graduate5. Cross lists departmentally: No Yes
(identify cross-listed course here)

6. Type of course (check which apply)

a. General Education (undergraduate)

Select the appropriate GE category

English Fine Arts Performing Arts
Foreign Languages Philosophy Biology Chemistry Computer Science
Mathematics Physics Psychology Economics Geography History
Political Science Sociology b. Graduate elective (graduate)c. Major (undergraduate)d. Major (graduate)e. Professional (graduate)f. Special Topicg. Workshoph. 290 (Undergraduate temporary)i. 500 (Graduate temporary)j. Other GE for Education Majors Only

7. Suggested course level:

 Undergraduate Level 1: Introductory/Foundation courses
(100 # courses with no prereqs) Level 2 (Intermediate/Foundation courses)
(100 # courses with prereqs; 200 # courses with fewer than two prereqs) Level 3 (Intermediate/Advanced courses)
(200 # courses with two or more prereqs; or with one prereq and approved
exception – request below) Level 4 (Advanced courses)
(300 and 400 # courses) Graduate**NOTE: Level 3 and Level 4 courses will be designated as Advanced (ADVD)**8. Schedule Type 3 A B C
(Classification – click
for descriptions)Distance Ed DE1 DE2 HYBR
Designation: TVH TVR (click for descriptions)Variation to class size: YES (attach justification below) NO

9. COURSE CODE: 3 / 3 / 0

Credit Hrs / # Lecture Hr. Wk. / # Lab/Activity Hrs. Wk.

10.a. If this is a variable credit course, please complete the following:

or / to

Minimum # of credits (check one of the above) Maximum # of credits

11.	Can this course be repeated for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
	If yes, how many times can the course be repeated for credit?	What is the maximum # of credits a student can earn in this course?
12.	Default grading mode <input checked="" type="checkbox"/> Standard <input type="checkbox"/> Pass/Fail <input type="checkbox"/> Satisfactory/Unsatisfactory	
	Is a grade mode other than the default mode allowable? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, which other modes are allowed?
13.	Commencing Date Spring 2017	Terminating date
	<small>(required if course is being added or changed)</small>	<small>(required if course is being deleted)</small>
14.	UNIVERSITY CATALOG DESCRIPTION (3 to 5 lines, please use complete sentences)	
	The objective of this course is to provide education majors with an understanding and appreciation of historically underrepresented groups via the lens of literature. In addition to examining traditional issues of race, religion, gender, and sexual orientation, this class will also address current issues of gender identification, socio-economic identification, physical/intellectual exceptionalities, and body image.	
15.	PREREQUISITES AND REGISTRATION RESTRICTIONS:	
	A. Course and/or Test Score Prerequisite(s): <i>list all prerequisite courses (if a grade higher than a D is required in a prereq course, list the required grade in parentheses) AND all test score prerequisites</i> ENGL 103/104	
	B. AND <input checked="" type="checkbox"/> OR <input type="checkbox"/>	
	Registration restriction(s): (list here if course registration is restricted by some other criteria – e.g., major, department, student level, cohort, etc.) Education majors only	
16.	Co-requisite Course(s):	19. Equivalent course(s):
17.	Budgetary implications: <i>(attach budget summary or explanation of no impact)</i>	Sponsoring department: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
		Other department(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
18.	JUSTIFICATION of addition, deletion, or change of course (<i>Explain the need and programmatic relationship for this particular course, or rationale for the requested change in the course</i>): Education majors need exposure to human diversity to help them build empathy and compassion. This course will fulfill that need while also training them in critical thinking. Since education students have so many required classes, this offering will fulfill both a GE literature requirement and a Writing Level II experience. As a WLII course, the cap size must be 26.	
19.	Does this course action result in a change in department program requirements? <input type="checkbox"/> Yes (<i>attach explanation</i>) <input checked="" type="checkbox"/> No	Other department? <input type="checkbox"/> Yes (<i>attach explanation</i>) <input checked="" type="checkbox"/> No
20.	COURSE OUTCOMES , in outline form: Upon completing this course students will demonstrate an ability to: -articulate the ways in which literature serves as a window to human diversity. -apply critical thinking to literature. -practice collaboration with peers. -compose essays that closely examine literature and use scholarly resources.	
21.	COURSE CONTENT , with subtopics, in outline form: Students will read a wide variety of assigned texts throughout the semester which will form the basis of class discussion. From these discussions and readings, students will develop a major research essay of a minimum of 2500 words which will include scholarly sources. Students will also write two other substantial papers throughout the semester (of a minimum of 1500 words each). These essays will receive thorough feedback, helping to guide students toward a successful research paper. The class format will include short lecture, guided discussion, small-group discussion, and short student presentations.	
22.	COURSE ASSESSMENTS: (<i>assessments should be sufficient to assess the outcomes listed above</i>) 25% Quizzes 15% Paper #1 20% Paper #2 25% Final Research Paper 15% Formal Presentation	
23.	Course textbook:	

Anderson, Laurie. Wintergirls. 9780670011100.
 Bechdel, Alison. Fun Home. 9780618871711.
 Gilman, Charlotte Perkins. Herland. 9780394736655.
 Haddon, Mark. The Curious Incident of the Dog in the Night-Time. 9781400032716.
 Kincaid, Jamaica. A Small Place. 9780374527075.
 Lawson, Jenny. Let's Pretend This Never Happened. 9780425261019.
 Satrapi, Marjane. Persepolis. 9780375714832.

Other works will be made available in the form of PDFs on D2L. These include but are not limited to:

Alexie, Sherman. "Crazy Horse Dreams."
 ---. "A Drug Called Tradition."
 ---. "Every Little Hurricane."
 Carver, Raymond. "Fat."
 Gass, William. "Order of Insects."
 Lahiri, Jhumpa. "A Temporary Matter."
 ---. ""When Mr. Pirzada Came to Dine."
 Roth, Philip. "Defender of the Faith."
 ---. "The Conversion of the Jews."

24. Bibliography (should represent resources available for use by students; if they are not available in Kemp Library, indicate how students will be able to access these resources):

25. Additional resources:

ATTESTED TO: (Full signature of authorized individual)*

1.	<u><i>Ken McKay</i></u> (cross-listed dept.)	Date: <u>12/1/16</u>	Department Chair
2.	<u><i>Peter Harker</i></u>	Date: <u>12/1/16</u>	Dean of Faculty
3.	_____	Date: _____	Curriculum Committee Chair
4.	_____	Date: _____	President/Designee of Univ.

*Signature indicates you have followed procedure in submission of this form as outlined in April 8, 1974 memorandum.

Old Course Description: (include if requesting a change in description):

Justification for Level 3 status for 200 # course with one prerequisite:

Request for variation in class size:

Budget summary: (explanation of budgetary implications of course proposal):

English 274 Diversity in Literature

GE Standard IXa: Level II Writing Standard

Courses seeking to meet the Level II Writing Standard must: (1) be a 200 or 300 level course, (2) require ENGL 103 as a prerequisite, (3) incorporate multiple writing assignments with at least one of the assignments requiring multiple drafts, (4) use the assessment of writing assignments to determine at least 30 percent of a student's overall course grade, and (5) have an enrollment cap of 26 students or less. Additionally, to meet the Standard, courses must address each of the three Areas listed on the following pages in the manner specified under the Area headings.

Regarding Faculty that teach Level II Writing and Level III Writing courses:

- Faculty teaching Level II Writing and Level III Writing courses must have completed the appropriate locally approved training sessions.
- Faculty teaching Level II Writing and Level III Writing courses may be asked to voluntarily participate in a modest number of sessions with other Level II Writing and Level III Writing faculty in order to reflect upon and improve writing across the curriculum.

These requirements will be met.

Area 1: Writing Assignment Design

Briefly describe the formal and informal writing assignments that will be used for learning subject matter in this course. The writing assignments should be spread throughout the entirety of the course. Explain also how the writing assignments will be used to help achieve the course's student learning outcomes. In particular, address how the writing assignments will help the student to explore and more deeply understand the course's subject matter.

In this course, students will write weekly journals about their reading, focused on the treatment of diversity in the literature as well as the craft of the writers.

In addition, their formal essays will develop and further explore the course's subject matter, diversity.

Area 2: Treatment of Writing as a Developmental Process

Describe briefly how the writing assignments in this course will be part of a learning process that unfolds through several iterations. Some examples of such processes are: a sequence of preparatory writings that lead to a final product; a set of regular journal entries; a set of field notes progressing to a report; or, a set of interpretations/observations of works, each examining a different aspect of the work in question.

The weekly journal entries will provide a starting point for many students.

In addition, at least one rough draft, preceded by pre-writing, will receive commentary from either class members and/or the professor of record before the preparation of the final draft. Revisions will be considered.

Area 3: Evaluation and Feedback from the Instructor

Describe how each of the writing assignments will be evaluated and how students will receive feedback from their instructor. Describe the opportunities that students will have to apply such feedback to their future writing.

Your course is asked to demonstrate improvement in student writing skills.

Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.

Process: The weekly journal entries will receive a completeness score, along with brief comments about the potential for writing ideas, either on D2L or on paper. The formal essays will receive a grammatical and stylistic review and comments from the professor. In the case of grades under C, these comments will direct student revision.

Improvement: This will be noted in the journals by direct written comment. The rubric for the formal papers will be used to assess improvement between the first and the second paper, as well as between the second and third paper, as will direct comments.

Assessment: The rubric for the three papers will display improvement. If a student begins with a weak rating on an item such as using quotations, a higher rating of that category on the next rubric will be evidence.

English 274 Diversity in Literature

GE Standard III: Communication Standard

Courses seeking to meet the Communication Standard must:

- (i) Require students to engage in particular activities, and
- (ii) Use direct assessment to demonstrate improvement of student skills in particular areas

To meet the Standard, courses must address *each* of the first three areas below (Areas 1, 2, and 3), and must address *at least one of* the last four areas (Areas 4, 5, 6, or 7). Direct assessment must be used in *each* area chosen.

As a suggested guideline, the General Education Committee asks faculty to consider devoting at least 25% of a student's course grade to the assessment of Areas 1, 2, and 3 below.

The specific requirements for addressing and assessing each Area follow, and are listed under the Area headings themselves. One page is devoted to each of the seven Areas.

Area 1: Acquisition of Relevant Supportive Evidence

Briefly describe means through which this course requires students to do the following:

- Support verbal and written communication with relevant evidence acquired through textual, visual, and/or audio sources.

Students will support ideas about literary works in structured and well-supported discussions, presentations, and paper formats. Presentations will incorporate video sources.

In this course students are expected to demonstrate improvement in one or more of the following skills:

- The ability to support verbal and/or written communication with relevant evidence acquired from textual sources.
- **The ability to support verbal and/or written communication with relevant evidence acquired from visual sources.**
- The ability to support verbal and/or written communication with relevant evidence acquired from audio sources.

Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.

Students will give a presentation on an artist's cultural/ethnic background, providing video sources in the form of interviews and biographical sketches.

In a second presentation they will then apply that information to a reading of an individual author's work.

Both presentations will be evaluated with the same rubric: Presentation Assessment.

Area 2: Demonstration of Higher-Order Thinking Skills

Briefly describe means through which this course requires students to do the following:

- Demonstrate higher-order thinking skills – such as evaluation, synthesis, and critique – through verbal and/or written communication.

Through critical analysis papers, research projects, and presentations, students will defend and support a thesis, incorporating outside sources and quotes from a literary text.

In this course students are expected to demonstrate improvement in one or more of the following skills:

- **The ability to evaluate material through verbal and/or written communication.**
- The ability to synthesize material through verbal and/or written communication.
- The ability to critique material through verbal and/or written communication.

Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.

Over the course of the semester students will work on an annotated bibliography in which they evaluate the merit and application of critical texts about an individual author's work.

Students will begin their AB with a less challenging text, such as an author interview, and build to more advanced peer edited articles from literary databases.

AB entries will be evaluated using the same rubric: Annotated Bibliography Assessment.

Area 3: Presentation of Organized and Supported Information

Briefly describe means through which this course requires students to do the following:

- Present organized information – supported with relevant facts, reasoning, and/or visual aids – while using effective and clear language.

In all research and analytical assignments, students must create clear, well-structured discussions about a literary work that are supported by a range of sources. This applies to both written and verbal communication.

In this course students are expected to demonstrate improvement in one or more of the following skills:

- The ability to present organized information – supported with relevant facts – with effective and clear language.
- The ability to present organized information – supported with sound reasoning – with effective and clear language.
- **The ability to present organized information – supported with visual aids – in a manner in which the receiver can comprehend the message.**

Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.

Students will do collaborative presentations on an author’s cultural background and influences, using visual media. The student audience will provide feedback on the presentations.

Later in the semester, taking the student feedback into consideration, individual students will give a presentation of a literary work by that author, using visual aids to highlight elements of the text.

Both presentations will be evaluated by the instructor using the same rubric: Presentation Assessment.

Area 7: Employment of Organizational Strategies

Briefly describe means through which this course requires students to do the following:

- Employ a variety of organizational strategies, such as pre-writing and/or brainstorming, in order to effectively and clearly craft a message or idea.

For every paper, students are required to do pre-writing, using a variety of

strategies, depending on the type of assignment.

In this course students are expected to demonstrate improvement in one or more of the following skills:

- The ability to employ a variety of organizational strategies (such as pre-writing or similar strategies) in order to effectively and clearly craft a message or idea.
- **The ability to employ a variety of organizational strategies (such as brainstorming or similar strategies), in order to effectively and clearly craft a message or idea.**

Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.

For three literary analysis papers, students must create and apply organizational strategies, such as brainstorming and outlines. Evidence of the effectiveness of a strategy is assessed paper to paper with the same rubric: Single Work Analysis Assessment.

English 274 Diversity in Literature

GE Standard II: Critical Thinking Standard

Courses seeking to meet the Critical Thinking Standard must:

- (iii) Require students to engage in particular activities, and
- (iv) Use direct assessment to demonstrate improvement of student skills in particular areas

To meet the Standard, courses must address *each* of the five areas listed on the following pages. Direct assessment must be used in *each* area.

The specific requirements for addressing and assessing each Area follow, and are listed under the Area headings themselves. One page is devoted to each of the five Areas.

Area 1: Logical Consistency

Briefly describe contexts in which your course will require students to do one or more of the things listed in the following bullet points:

- Understand that concepts share a logical framework. That is, understand that one idea makes sense given another.
- Understand that, given a logical propositional system, no theorem of the system contradicts another.

In this course, students will use secondary source material to provide a framework for understanding issues of diversity as they appear in literary texts. Students will also analyze a range of literary works across genres.

Your course is asked to demonstrate improvement in one or more of the following student skills:

- The ability to offer or evaluate an argument by providing reasons that support the conclusion and employing logically sound argumentation.
- The ability to offer or evaluate an argument without allowing a false inference to follow from true premises
- **When offering or evaluating an argument, the ability to show that the argument can be proved or at least sufficiently supported by data**
- When offering or evaluating an argument, the ability to show that the premises of the argument are true in the actual world
- When discussing an argument, the ability to identify whether the right question or questions are being asked.

Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.

By the end of the semester, students will have written three literary analysis papers in which they defend a thesis, using specific quotes (data) found in the text. These papers will be assessed using the same rubric: ENGL 274 Single Work Analysis.

Area 2: Clarity of Argumentation

Briefly describe contexts in which your course will require students to do one or more of the things listed in the following bullet point:

- Demonstrate an understanding of the process of developing or presenting an argument

Through class presentations and critical papers, students will demonstrate their understanding of the elements of argument as they defend a claim about a literary text.

Your course is asked to demonstrate improvement in one or more of the following student skills:

- The ability to clearly state one point at a time
- **The ability to elaborate upon a statement if asked**
- The ability to provide examples that connect the student's thoughts to life experiences
- The ability to use analogies and metaphors to help people connect the student's ideas to a variety of things that they already understand
- The ability to demonstrate the sequential steps in developing or presenting an argument.

Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.

Throughout the semester, students will post responses to readings on the D2L discussion board, and elaborate on responses based on instructor feedback. Students will be assessed on the degree to which they have incorporated instructor feedback in improving their responses.

Area 3: Ability to Assess Evidence

Briefly describe contexts in which your course will require students to do one or more of the things listed in the following bullet point:

- Demonstrate the skills required to estimate the value of evidence:

Through the process of written and spoken communication, students will assess critical texts that deal with current perspectives on diversity in literature. They will also learn to find those elements/quotes from a literary text that will support a claim.

Your course is asked to demonstrate improvement in one or more of the following student skills:

- The ability to evaluate whether claims are supported by the data provided
- The ability to compare and contrast information that opposes an author's position and that which supports it
- **The ability to evaluate whether all information used is clear, accurate, and relevant to the question at issue**
- The ability to evaluate whether an author has gathered sufficient information in making an argument
- The ability to assess the extent and weight of any evidence provided

Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.

Students will work throughout the semester on an annotated bibliography of research sources and write evaluative annotations about the relevancy of the source, how it compares to other sources, and usefulness of source for a research project. Annotations will be assessed periodically, using the same rubric: Ann Bib Assessment.

Area 4: Ability to Apply Evidence

Briefly describe contexts in which your course will require students to do one or more of the things listed in the following bullet point:

- Demonstrate the skills required to apply evidence during argumentation.

In responding to works of literature by authors from a number of diverse backgrounds, students must demonstrate that they know a) how to create an arguable thesis b) how to structure a cohesive and logically sound discussion c) how to bring in evidence to support a claim.

Your course is asked to demonstrate improvement in one or more of the following student skills:

- **The ability to restrict claims made to those supported by the available data**
- The ability to search for and uncover information that opposes your position as well as that which supports it
- The ability to ensure that all information used is clear, accurate, and relevant to the question at issue
- The ability to ensure that sufficient information has been gathered when formulating an argument or position
- The ability to adequately explain the extent and weight of any available evidence

Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.

Students will demonstrate that they can read a literary text (data) and understand an author's argument regardless of any preconceptions they may have had about an issue.

Students must demonstrate an increasing awareness of the complexities of an issue as it appears in literary texts across three literary analysis papers, which will be assessed using the same rubric: Single Work Analysis Assessment.

Area 5: Ability to Reflect upon Assumptions, Including one's Own

Briefly describe contexts in which your course will require students to do one or more of the things listed in the following bullet point:

- Examine assumptions critically, and suspend the conclusions that follow from a particular assumption in order to consider the viability of alternative assumptions and/or propositions.

Students must respond to a range of critical perspectives and weigh their merit in understanding works of literature.

Your course is asked to demonstrate improvement in one or more of the following student skills:

- The ability to recognize the relevance and/or merit of alternative assumptions and perspectives
- **The understanding of the process of analyzing, reconsidering, and questioning assumptions**

Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.

In a brief reflection essay, students will examine their preconceptions about a culture/ethnic group. Students will receive instructor feedback on the first response. At the end of the semester, students will write a final reflection piece assessed by the same rubric.

ENGL 274
 Assessment Rubric
 Presentation

	Exceeds	Satisfactory	Improvement needed	Unsatisfactory
Presence: Stands away from smart cart. Speaks/reads audibly and slowly. Makes eye contact with audience.	Meets all requirements	Meets all requirements	Formats generally okay, mistakes evident.	Formats do not meet requirements.
Articulateness:	Polished, clear thesis.	Clearly idea expressed.	Expresses an idea, but needs clarity/focus.	No idea expressed/vague
Visuals: Video PowerPoint slides / Prezi	Meets all structural requirements, with seamless transitions.	Meets all structural requirements.	Basic structural requirements met. Paragraph structure inconsistent.	Structure obscures logical flow of paper, quotes may be missing/ Insufficient.
Content: Introduces and explains visuals. Visuals relevant to discussion. Uses visuals to enhance and expand on text. Text analyzed thoroughly and thoughtfully.	Clear understanding of text. Fresh insights & complexity. Understands elements of analysis. Effective use of quotes.	Clear understanding of text and elements of literary analysis. Effective quotes.	Understanding of text spotty. Support/ development is inconsistent. General understanding of elements of literary analysis.	Superficial / no understanding of text that lacks support.
Literary Analysis Conventions: Use of present tense Use of author's last name	Conventions met.	Conventions met.	Inconsistent tense and author name.	Tense shifts obscure sense of discussion. Author name incorrect.
Grammar & Mechanics	Clear grasp of grammar & mechanics.	Clear grasp of grammar & mechanics.	Inconsistent grasp of grammar & mechanics. Mistakes may impede sense.	No understanding of grammar and mechanics. Mistakes impede sense.
Style	Polished, complex use of language.	Language is clear, but lacks polish.	Language sentence structure needs precision/may impede sense.	Language impedes sense of paper.

ENGL 274
 Assessment Rubric
 Research Paper

	Exceeds	Satisfactory	Improvement needed	Unsatisfactory
MLA Formatting: Page format/Quote formatting/In-text citation/Works Cited	Meets all requirements	Meets all requirements	Formats generally okay, mistakes evident.	Formats do not meet requirements.
Sources: Authoritative /represent range of perspectives / address literary technique	Range of complexity and points of view.	Meet assignment requirements.	Meet requirements, but quality is inconsistent.	Sources do not meet assignment requirements.
Thesis: Defends an idea about the text that can be debated.	Polished, clear thesis.	Clearly idea expressed.	Expresses an idea, but needs clarity/focus.	No idea expressed/vague
Structure: a) Introduction with background information about author/work & thesis. b) Clear, focused paragraphs that express a point. c) Effective conclusion that sums up discussion and provides closure. d) Source materials well integrated into discussion. e) Quotes embedded in paragraphs.	Meets all structural requirements, with seamless transitions.	Meets all structural requirements.	Basic structural requirements met. Paragraph structure inconsistent.	Structure obscures logical flow of paper, quotes may be missing/ Insufficient.
Content: a) Clear understanding of text. b) Support in form of quotes and explanation/reasoning. c) Depth and complexity of discussion. d) Understanding of elements of literary analysis.	Clear understanding of text. Fresh insights & complexity. Understands elements of analysis. Effective use of quotes.	Clear understanding of text and elements of literary analysis. Effective quotes.	Understanding of text spotty. Support/ development is inconsistent. General understanding of elements of literary analysis.	Superficial discussion that lacks support. No understanding of text.
Literary Analysis Conventions: Use of present tense Use of author's last name	Conventions met.	Conventions met.	Inconsistent tense and author name.	Tense shifts obscure sense of discussion. Author name incorrect.
Grammar & Mechanics	Clear grasp of grammar & mechanics.	Clear grasp of grammar & mechanics.	Inconsistent grasp of grammar & mechanics. Mistakes may impede sense.	No understanding of grammar and mechanics. Mistakes impede sense.
Style	Polished, complex use of language.	Language is clear, but lacks polish.	Language & sentence structure needs precision/may impede sense.	Language impedes sense of paper.

ENGL 274
 Assessment Rubric
 Single Work Analysis

	Exceeds	Satisfactory	Improvement needed	Unsatisfactory
MLA Formatting: Page format/Quote formatting/In-text citation/Works Cited	Meets all requirements	Meets all requirements	Formats generally okay, mistakes evident.	Formats do not meet requirements.
Thesis: Defends an idea about the text that can be debated.	Polished, clear thesis.	Clearly idea expressed.	Expresses an idea, but needs clarity/focus.	No idea expressed/vague
Structure: a) Introduction with background information about author/work & thesis. b) Clear, focused paragraphs that express a point. c) Effective conclusion that sums up discussion and provides closure. e) Quotes embedded in paragraphs.	Meets all structural requirements, with seamless transitions.	Meets all structural requirements.	Basic structural requirements met. Paragraph structure inconsistent.	Structure obscures logical flow of paper, quotes may be missing/ Insufficient.
Content: a) Clear understanding of text. b) Support in form of quotes and explanation/reasoning. c) Depth and complexity of discussion. d) Understanding of elements of literary analysis.	Clear understanding of text. Fresh insights & complexity. Understands elements of analysis. Effective use of quotes.	Clear understanding of text and elements of literary analysis. Effective quotes.	Understanding of text spotty. Support/ development is inconsistent. General understanding of elements of literary analysis.	Superficial discussion that lacks support. No understanding of text.
Literary Analysis Conventions: Use of present tense Use of author's last name	Conventions met.	Conventions met.	Inconsistent tense and author name.	Tense shifts obscure sense of discussion. Author name incorrect.
Grammar & Mechanics	Clear grasp of grammar & mechanics.	Clear grasp of grammar & mechanics.	Inconsistent grasp of grammar & mechanics. Mistakes may impede sense.	No understanding of grammar and mechanics. Mistakes impede sense.
Style	Polished, complex use of language.	Language is clear, but lacks polish.	Language & sentence structure needs precision/may impede sense.	Language impedes sense of paper.

ENGL 274
 Assessment Rubric
 Annotated Bibliography

	Exceeds	Satisfactory	Improvement needed	Unsatisfactory
MLA Formatting: Page format Quote formatting In-text citation Works Cited	Meets formatting requirements.	Meets formatting requirements	Meets formatting requirements overall. Errors in specific citations.	No understanding of formatting.
Sources: Authoritative sources Sources that represent a range of perspectives Sources that address literary technique	Assignment requirements met. Sources have depth & complexity.	Assignment requirements met.	Sources are inconsistent in their level of authority/subject areas and complexity.	Sources do not meet assignment requirements.
Annotations meet required content areas: Evaluative Critical Comparative	Meets assignment requirements. Offer fresh insights/depth.	Meets assignment requirements.	Overall, meets assignment requirements. Gaps in content & development.	Doesn't meet assignment requirements.
Literary Analysis Conventions: Use of present tense Use of author's last name	Conventions met.	Conventions met.	Shifts in tense and author name.	No understanding of literary conventions.
Grammar & Mechanics	Clear understanding of grammar.	Clear understanding of grammar.	Inconsistent understanding of grammar/may impede sense.	Grammar errors impede sense of paper.
Style	Polished, sophisticated prose.	Clear prose, but may lack polish.	Language needs precision/may impede sense.	Style impedes sense of paper.