Assessment Document for College Composition II, COMP 01112

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Literacy: Communicative
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DETAILED ASSESSMENT METHODS

We will assess students' achievement of the Rowan Core's communicative literacy outcomes 2, 4, 6, 8, and 9. Our method will be to apply a rubric (see below) to students' annotated bibliographies, an assignment that is required and appears in all final course portfolios for College Composition II. In these annotated bibliographies, students present a collection of 8-14 sources on their research issue for the semester, work in an academic citation style for documenting bibliographic information (APA), and create annotations that include both descriptive summaries of the sources and evaluations of the sources.

With their annotated bibliography, students need to engage in the **genre** of the annotated bibliography and respond to their **rhetorical situation** as they meet the **conventions of the genre** both in terms of: 1) content, with sources that are appropriate for an **academic audience and context**, and that are suitable for their research **purpose** (rubric question 2); and 2) **form**, through **citation style, formatting**, and organization (rubric question 5). In their selection of sources, students must think like a curator and **select** a collection that represents the **complexity** of their research issue from a variety of **perspectives**, as appropriate for their individual research agenda—this variety could be achieved through the presence of both seminal, historical, and contemporary texts; perspectives from across the political spectrum; "mainstream" vs. "marginalized" voices; different disciplinary perspectives; and/or both public and academic texts (rubric question 4). As students produce annotations, they need to identity the **genre** and **rhetorical situation** of the source itself as part of an accurate and objective descriptive summary (rubric question 1) and then **evaluate** the source in terms of its credibility, relative to their own purpose, and usefulness (rubric question 3).

Readers will evaluate student's annotated bibliographies on a scale of 0-4, with zero signifying no evidence that the outcome was met and a 4 representing outstanding achievement.

Rubric is on next page.

Annotated Bibliography Outcomes

Outcome	4 = Outstanding	3 = Good	2 = Satisfactory	1 = Weak	0 = Deficient
1. Demonstrates ability to recognize genres and rhetorical contexts of sources.	Identifies genres and contexts with precision.	Labels genres, but not precisely. For example, student might call all articles just "articles" instead of distinguishing between an academic journal article vs. a newspaper article. Annotations reflect general understanding of the genre and context.	Student attempts to identify the genre or rhetorical context, but is sometimes inconsistent or inexact.	Genre and context identification is often lacking and/or often inaccurate.	No evidence that student recognizes genre or context as concepts.
2. Demonstrates	Sources are	Sources are	Sources relate to	Sources are	No evidence of

ability to find and select sources appropriate for the student's research topic/agenda, and to meet the expectations of college-level research.	consistently relevant and clearly connect to the student's research purpose/agenda, and sources strongly align with expectations for college-level research.	respectable and seem relevant to the student's purpose.	student's general topic, though a *few* may be weak choices for college-level research.	inconsistently relevant or inconsistently appropriate for the topic/research agenda.	intentional and thoughtful choices of sources for the research purpose and context.
3. Demonstrates the ability to understand and evaluate the quality and usefulness of information.	Evaluations of sources explicitly apply criteria for assessing quality and demonstrate an understanding of usefulness relative to rhetorical context.	Evaluations of sources demonstrate a clear effort to consider quality and credibility of sources, along with student's understanding of use value.	Evaluations reflect an understanding that quality, credibility, or usefulness are desirable attributes of sources, even if explanations are simplistic.	Evaluations are present, in that student tries to justify sources as "good," but rationales are off-base or terms of evaluation don't align with those of academic research.	No evaluations of sources are offered.
4. Treats the research topic as complex by curating sources that represent a variety of perspectives (e.g. political, disciplinary, social,	Sources collectively contain variety; annotations demonstrate intentional decisions made to achieve variety; and discussions of sources clearly	Sources demonstrate an inclusion of different kinds of information and different "sides" to an issue. Annotations might lack nuance or	Sources demonstrate *some* variety, at least in types of sources, and student's annotations suggest they understand there can be more than	Source choices are a bit repetitive, and annotations do not suggest intentional choices or that variety was a goal.	Bibliography lacks variety and/or there is no evidence that student understands the concept of perspective.

etc.) and information.	articulate how the diverse sources offer different angles of vision.	strong understanding of perspectives.	one perspective on an issue.		Bibliography may have too few sources to achieve variety.
5. Demonstrates rhetorical awareness by following textual conventions for formatting an annotated bibliography and applying an academic citation style (APA).	Meets the formatting requirements of the assignment and produces citations that demonstrate strong working knowledge of APA style.	Meets formatting and citation expectations with relative consistency.	Some errors in formatting document or citations, but student demonstrates awareness of expectations.	Some significant deviations in expectations of formatting of an annotated bibliography and/or citations.	Formatting and/or citations are wildly off-track. For example, might only give the source title for the citation.

COURSE OBJECTIVES (Names and Descriptions)* These are the ten objectives originally submitted to the Rowan Core Committee; current form only allows for seven, so we plugged in those that correspond to assessment plan for 2018-2019.

1. Argumentative and Rhetorical Theory
    Student are familiar with and can identify argumentative and rhetorical elements and concepts, particularly those associated with civic, academic, and formal argumentation across a variety of texts--alphabetic, visual, print, and digital.

2. Ethical Argumentation
    Students' research and writing reveals an honest attempt to appropriately understand and communicate the complexities surrounding argumentative stances, and to understand that academic, civil argumentation is a practice of conversation and listening, which respects the agency of the participants and constituencies.

3. Textual Conventions
    Students' writing demonstrates the ability to respond to varying audience- and context-defined textual conventions and expectations, including, but not limited to form, format, support, use of citations, grammar, and mechanics.

4. Research Quality
    Students are able to analyze and evaluate various types of persuasive writing (their own, their fellow students, and published texts) for evidence of research quality

5. Research Resources
    Students can identify the most appropriate resources and approaches for finding public, academic, and disciplinary information in a digital environment, and they can rhetorically evaluate that information for usefulness.

6. Citation and Documentation
    Students can meet the academic expectations for the introduction and documentation of sources, which includes the use of signal phrases, in-text citations, and works cited pages/bibliographies.

7. Close and Critical Reading

Students can read texts closely to interpret and understand writers' messages, and read texts critically to evaluate, critique, and question those messages and how they are constructed.

8. Analysis and Synthesis

Students can analyze and synthesize ideas across multiple texts, exploring issues or questions, so as to develop your own ideas and enter into an existing conversation.

9. Creating Arguments

Students can create rhetorically savvy arguments and can demonstrate flexibility and adaptability in creating arguments.

10. Selecting and Using Research

Students are able to select and use research to provide evidence and support arguments, as well as to contextualize, develop, and interpret ideas, in response to a specific rhetorical purpose.

ALIGNED COURSE OBJECTIVES & CORE OUTCOMES (With Assessment Methods)

Alignment #	Course Objective	Core Outcome	Assessment Method
1	Argumentative and Rhetorical Theory	Students can identify and evaluate various format, modes, and genres of communication within their social context.	Apply **rubric question 1** to annotated bibliography assignment.
2	Ethical Argumentation	Students will produce and analyze complex texts (written, oral and nonverbal) for a variety of purposes and demonstrate their understanding of rhetorical strategies, genres, and discourse community expectations, and well as the effect of evolving digital technologies on communication.	Apply **rubric question 4** to annotated bibliography assignment.
3	Textual Conventions	Students can compose texts that successfully respond to a variety of rhetorical situations and needs.	Apply **rubric question 5** to annotated bibliography assignment.
4	Research Quality	Students will investigate, discover, evaluate and incorporate information and ideas to create authentic messages.	Apply **rubric question 3** to annotated bibliography assignment.
5	Research Resources	Students can investigate, discover, evaluate and incorporate information and ideas to create rhetorically adept messages.	Apply **rubric question 2** to annotated bibliography assignment.