English. To demonstrate writing as a purpose-driven process of communication within specific contexts.

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Approved by: Dr. Greg Handel, Provost Date: June 8, 2022

Northwestern State Mission: Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

Northwestern Core Curriculum: In January 2018, under the direction of the Provost, the General Education Committee completed a deliberate and systematic 18-month review of the University Core Curriculum to ensure its alignment with policy 2.16 Statewide General Education Requirements, Louisiana Board of Regents. As a result, the University modified its General Education Core Curriculum ensuring the courses selected were introductory, survey, or appreciation courses and not tied to a specific degree program. The current broad-based core curriculum leverages six key competencies central to the University's mission and is consistent with the Louisiana Board of Regents' requirements for general education. The selection of courses encompasses the knowledge and abilities that Northwestern believes are essential to college graduates.

The requirements are designed to improve students' writing and speaking; provide students with mathematical skills at the level of college algebra and above; strengthen students' understanding of biological, physical, social, and behavioral sciences; and develop an appreciation and knowledge of the arts and humanities. These courses provide the breadth of a student's educational program while the degree program requirements provide the depth of education. The goal of the core curriculum is for undergraduate students, depending on their respective degree program, to obtain appropriate learning outcomes for this general education competency.

Purpose: The purpose of the English Core Competency is to improve students' writing ability. The two-course sequence of English 1010: Rhetoric and Composition I and English 1020: Rhetoric and Composition II aim to develop students' writing ability so that they can demonstrate writing as a purpose-driven process of communication within specific contexts. The knowledge and skills developed through the first-year writing sequence are applicable to the wide variety of writing students will do in upper-level courses and in the workplace.

Methodology:

1. The instructor(s) will collect one portfolio of written work including a reflective letter from each student enrolled in English 1010 in the fall semesters and English 1020 in the spring semesters.

- 2. The instructor(s) will assess the student portfolios using the course-appropriate rubrics appended to this document to determine how well the applicable outcomes are met.
- 3. The assessor(s) will collect rubric-based data from the instructors and analyze the programmatic data to determine whether the applicable outcomes are met.
- 4. Faculty will meet during the fall on-call week to discuss the results and determine the actions that need to be taken in response to the evaluation. Individual meetings will be held with faculty during on call week, if necessary. The Writing Program Administrator, in consultation with faculty and the department advisory committee, will propose changes to measurable outcomes, assessment tools for the next period, and, where needed, curriculum and program changes.

Student Learning Outcomes (SLO).

SLO 1. Students will write a variety of types of texts for diverse audiences, purposes, and contexts.

Measure 1.1 (Direct – Skill)

Target: 80% of student portfolios assessed will score 2 (acceptable) or higher on Rubric 1.1.

At the end of each fall semester, instructors will evaluate student portfolios from all students enrolled in English 1010 that semester, using the standardized rubric 1.1 (attached). Portfolios should consist of student selections of 1) at least two of the formal essays students have written during semester with some evidence of the writing process that led to those essays, 2) at least three informal pieces, such as in-class work or homework, students have written during the semester, and 3) a reflective letter. At least one assignment should evidence collaboration with classmates (e.g., peer review, group assignment). This portfolio should demonstrate the student's ability to compose a variety of types of texts for diverse audiences, purposes, and contexts and will be evaluated based on Rubric 1.1 (attached), which is based on the ENGL 1010 course objectives. At minimum, the contents should include:

- Cover Page
- Table of Contents
- Reflective Statement
- Formal Writing Assignment #1: Final Version and Evidence of Process
- Formal Writing Assignment #2: Final Version and Evidence of Process
- Informal Writing #1
- Informal Writing #2
- Informal Writing #3

At least 80% of students evaluated will score a 2 (acceptable) or higher on the evaluation.

Course Name (# of students)	Methodology	Target	Term
ENGL 1010 (832)	Portfolio	80%	Fall 2021

Findings:

AY 2021-2022 759/832* student assignments (91%) scored 2+. Target Met AY 2020-2021 763/821** student assignments (93%) scored 2+. Target met.

Analysis:

In AY 2020-2021, the target was met with 92.9% (763/821) of students evaluated scoring 2 or higher on the assessment. In that year, no individual rubric item stood out as a significant area of concern across the program. Based on the analysis of the results and to drive continuous improvement, training was implemented to improve results for SLO 1010.7: Identify, understand, and discuss textual features and strategies and how they function as agents of effective communication and for SLO 1010.9: Practice collaboration based on results from AY 2019-2020. That training seems to have been effective in AY 2020-2021 and was continued in AY 2021-2022.

As a result, in AY 2021-2022, the target was met with 91.2% (759/832) of students evaluated scoring 2 or higher on the assessment. Again, no individual rubric item stood as a significant area of concern across the program.

It is worth noting that in AY 2020-2021, the 821 students assessed represented 74% of course enrollment in Fall 2020 (1104 students enrolled), a reduction from the 84% of course enrollment assessed in AY 2019-2020 (1012/1207). COVID 19 seriously affected attendance in Fall 2020, and the remaining 16% of students did not complete the course and, therefore, did not complete the assessment.

The effects of COVID 19 on class attendance continued to be felt in AY 2021-2022, as the 832 students assessed represented 76% of students enrolled, an increase of 2% from AY 2020-2021.

The number of dual enrollment students assessed decreased in AY 2021-2022, as only 65% of dual enrollment classes reported data. 100% of courses taught by faculty directed employed by NSU returned data, but only 2% (2/10 sections) taught by non-NSU faculty in high school settings reported data. In AY 2020-2021, 91% of dual enrollment students were assessed after training implemented in Fall 2020, which was directly tailored to instructors working in K12 settings and worked to assist faculty in understanding how to collect and report data more effectively.

Decision:

Findings from AY 2021-2022 provide evidence that the English program successfully fulfills SLO 1 through Measure 1.1, with 91% of students scoring 2+ on the rubric, a

^{*}Results include 394 dual enrollment students.

^{**}Results include 392 dual enrollment students.

number consistent with AY 2020-2021 results. Training on the portfolio assessment and reporting was effective in sustaining participation and will be part of the annual training for faculty teaching ENGL 1010.

In AY 2021-2022 76% (759/832) of students in ENGL 1010 in the fall of 2021 were evaluated, a 2% increase from AY 2020-2021. As such, we will continue to stress the importance of assessment to both faculty and students. The assessment rate should continue to improve in AY 2022-2023 as students continue to return to in-person classes. Training will be increased and refined at all instruction sites as part of the effort to increase collection and reporting of assessment data to ensure instruction is consistent across the program.

Furthermore, based on the analysis of these results, the Department will maintain the expectation that 80% of students will score a 2 (acceptable) or higher on the evaluation in AY 2022-2023. Based on the analysis of the 2021-2022 results the following changes will be implemented to drive improvement in 2022-2023. Refined training will be provided to further assist faculty in collecting and reporting assessment data. Additional outreach will be made to encourage dual enrollment instructors working in the K-12 setting to submit assessment reports.

Measure 1.2 (Indirect – Reflection)

Target: 80% of student portfolio letters assessed will score 2 (acceptable) or higher on Rubric 1.2.

At the end of each fall semester, instructors will evaluate student portfolio letters from all students enrolled in English 1010 that semester, using the standardized rubric 1.2 (attached). The portfolio letter should be a reflection on the student's work from the semester as it is evidenced in the portfolio. Students should describe their composing processes, explain what writing they have done over the course of semester, referencing each of the samples in the portfolio as well as other work from the semester, and reflect on their development as a writer through the coursework. Ultimately, the letter should demonstrate that students have thought carefully about their writing as both completed products and active processes completed in response to specific contexts and will be evaluated based on Rubric 1.2 (attached), which evaluates reported student learning based on the ENGL 1010 course objectives. At least 80% of students evaluated will score a 2 (acceptable) or higher on the evaluation.

Course Name (# of students)	Methodology	Target	Term
ENGL 1010 (832)	Portfolio Letter	80%	Fall 2021

Findings:

AY 2021-2022	780/832* stu	udent	assignments	(94%)	scored 2+.	Target r	net.
AY 2020-2021	739/821* stu	udent	assignments	(90%)	scored 2+.	Target r	net.

Analysis:

In AY 2020-2021, the target was met with 90% (739/821) of students evaluated scoring 2 or higher on the assessment. In that year, no individual rubric item stood out as a significant area of concern across the program. Based on the analysis of the results and to drive continuous improvement, training was implemented to improve results for SLO 1010.7: Identify, understand, and discuss textual features and strategies and how they function as agents of effective communication and for SLO 1010.9: Practice collaboration based on results from AY 2019-2020. That training seems to have been effective in AY 2020-2021 and continued in AY 2021-2022.

As a result, in AY 2021-2022, the target was met with 93.7% (780/832) of students evaluated scoring 2 or higher on assessment. Again, no individual rubric item stood as a significant area of concern across the program.

It is worth noting that in AY 2020-2021, the 821 students assessed represented 74% of course enrollment in Fall 2020 (1104 students enrolled), a reduction from the 84% of course enrollment assessed in AY 2019-2020 (1012/1207). COVID 19 seriously affected attendance in Fall 2020, and the remaining 16% of students did not complete the course and, therefore, did not complete the assessment.

The effects of COVID 19 on class attendance continued to be felt in AY 2021-2022, as the 832 students accessed represented 76% of students enrolled, an increase of 2% from AY 2020-2021.

The number of dual enrollment students assessed decreased in AY 2021-2022, as only 65% of dual enrollment classes reported data. 100% of courses taught by faculty directed employed by NSU returned data, but only 2% (2/10 sections) taught by non-NSU faculty in high school settings reported data. In AY 2020-2021, 91% of dual enrollment students were assessed after training implemented in Fall 2020, which was directly tailored to instructors working in K12 settings and worked to assist faculty in understanding how to collect and report data more effectively.

Decision:

Findings from AY 2021-2022 provide evidence that the English program successfully fulfills SLO 1 through Measure 1.2, with 94% of students scoring 2+ on the rubric, 4% higher than the previous year. Training on the portfolio assessment and reporting was effective in increasing participation and will be part of the annual training for faculty teaching ENGL 1010.

Only 76% of students in ENGL 1010 (66.5% of students in NSU courses and 89.3% of students in dual enrollment sections) were evaluated in Fall 2021. Because of issues presented by COVID 19, fewer students finished their courses and thus participated in

^{*}Results include 394 dual enrollment students.

^{**}Results include 392 dual enrollment students.

assessment. Training will be offered to ensure that a greater percentage of students participate in assessment in AY 2022-2023.

Based on the analysis of these results, the Department will maintain the expectation that 80% of students will score a 2 (acceptable) or higher on the evaluation in AY 2022-2023. Furthermore, based on the analysis of the 2021-2022 results the following changes will be implemented to drive improvement in 2022-2023. Refined training will be provided to further assist faculty in collecting and reporting assessment data. Additional outreach will be made to encourage dual enrollment instructors working in the K-12 setting to submit assessment reports.

SLO 2. Students will perform writing as a process of planning, researching, prewriting, drafting, evaluating, and revising to develop and strengthen their compositions.

Measure 2.1 (Direct – Skill)

Target: 80% of student portfolios assessed will score 2 (acceptable) or higher on Rubric 2.1.

At the end of each spring semester, instructors will evaluate student portfolios from all students enrolled in English 1020 that semester, using the standardized rubric 2.1 (attached). This portfolio, a process portfolio, is a collection of a student's work on the researched argument assignment that is the culmination of the English 1020 course. This collection should consist of evidence of the student's composition process, from initial planning through drafting and revision to the final version, and a reflective letter. Among this evidence should be evidence of some peer review activity. This portfolio should demonstrate the student's ability to perform writing as a purpose-driven process that leads to a researched essay and will be evaluated based on Rubric 2.1 (attached), which is based on the ENGL 1020 course objectives. The minimum contents should include:

- Cover Page
- Table of Contents
- Reflective Statement
- Planning Materials (e.g., freewriting, notes, idea maps, etc.)
- Shaping/Organizing Materials (e.g., thesis statements, outlines, etc.)
- Rough Draft with Comments (self-review, tutor review, and/or instructor review)
- Evidence of Collaborative Activity
- Working Bibliography of Research
- Final Version of Researched Argument Essay

At least 80% of students evaluated will score a 2 (acceptable) or higher on the evaluation.

Course Name (# of students)	Methodology	Target	Term
ENGL 1020 (714)	Portfolio	80%	Spring 2022

Findings:

AY 2021-2022 625/714* student assignments (87.5%) scored 2+ Target met. AY 2020-2021 629/704** student assignments (89%) scored 2+. Target met.

Analysis:

In AY 2020-2021, the target was met with 89% (629/704) of students evaluated scoring 2 or higher on the assessments. Based on the analysis of results, SLO 1020.6: Practice collaboration was identified as an area of concern across both successful and unsuccessful assignments, in part because of difficulties resulting from social distancing protocols. Therefore, training was provided to assist instructors in incorporating inperson and digital collaboration in the classroom and representing that collaboration in student portfolios to drive improvement.

As a result, in AY 2021-2022, the target was met with 87.5% (625/714) students evaluated scoring 2 or higher on the assessments. No individual rubric item stood out as a significant area of concern across the program. The training offered on collaboration seems to have been effective, as the percentage of students scoring 2 or above on SLO 1020.6 was like those of all SLOs.

It is worth noting that, in AY 2020-2021, 82% of enrolled students (704/829) were assessed, a 10% increase from AY 2019-2020. Training was provided to all instructors that reviewed the portfolio assignment and rating process, and that training continued in AY 2021-2022. As a result, in AY 2021-2022, 80.5% of enrolled students (625/714) were assessed. The training providing on implementing the assessment portfolio and reporting data will be refined for AY 2022-2023.

In Spring 2021, 70% of dual enrollment sections were assessed, an increase of 41.5% from Spring 2020. In Spring 2022, 68% of dual enrollment sections were assessed. Overall, these numbers illustrate that the training implemented in Spring 2021, which was directly tailored instructors working in K12 settings, worked to assist faculty in understanding how to collect and report data more effectively. Outreach and training for K12 instructors will be refined for AY 2022-2023.

In AY 2018-2019, several faculty members noted that the results for Measures 2.1 and 2.2 were very similar; in fact, while there was some granular variation, the overall results were identical. Because of the many changes necessitate byd COVID, we did not make any changes to the assessment process. This issue will be studied over the AY 2022-2023, which may lead to further revision of the assessment tool(s) following the next reporting year.

Decision:

Findings from AY 2021-2022 provide evidence that the English program successfully fulfills SLO 2 through Measure 2.1, with 85.7% of students scoring 2+ on the rubric.

^{*}Results include 317 dual enrollment students.

^{**}Results include 304 dual enrollment students.

Based on the analysis of the 2021-2022 results and to improve reporting of assessment of instruction at all NSU instructional sites, in 2022-2023 the Writing Program Administrator will work with the Dual Enrollment areas on campus to improve reporting from instructors credentialed through NSU but employed by and working in K12 settings.

Measure 2.2 (Indirect – Reflection)

Target: 80% of student portfolio letters assessed will score 2 (acceptable) or higher on Rubric 2.2.

At the end of each spring semester, instructors will evaluate student portfolio letters from all students enrolled in English 1010 that semester, using the standardized rubric 2.2 (attached). The portfolio letter should be a reflection on the student's work on the researched argument assignment as it is evidenced in the portfolio. Students should describe their composing processes, explain their rhetorical and stylistic choices, and reflect on their development as a writer through the project. Ultimately, the letter should demonstrate that students have thought carefully about their writing as both completed products and active processes completed in response to specific contexts and will be evaluated based on Rubric 2.2 (attached), which evaluates reported student learning based on the ENGL 1020 course objectives. At least 70% of students evaluated will score a 2 (acceptable) or higher on the evaluation.

Course Name (# of students)	Methodology	Target	Term
ENGL 1020 (714)	Portfolio Letter	80%	Spring 2022

Findings:

AY 2021-2022	608/714* student	assignments	(85%) scored 2+	Target met.
AY 2020-2021	629/704* student	assignments	(86%) scored 2+.	Target met.

^{*}Results include 317 dual enrollment students.

Analysis:

In AY 2020-2021, the target was met with 86% (629/704) of students evaluated scoring 2 or higher on the assessment, showing an 1% improvement over the previous year. Looking at the rubric, based on the analysis of the results ENGL 1020.7: Read and respond critically to a variety of texts was an area of concern across both successful and unsuccessful assignments. Training was provided to assist instructors in teaching reading and critical response to drive improvement in student learning.

As a result, in AY 2021-2022, 85% (608/714) of students evaluated scored 2 or higher on the assessment, showing a 1% decrease over the previous year. The training offered

^{**}Results include 304 dual enrollment students.

on reading and responding critically seems to have been effective, as the percentage of students scoring 2 or above on SLO 1020.7 was like those of all other SLOs.

It is worth noting that, in AY 2020-2021, 82% of enrolled students (704/829) were assessed, a 10% increase from AY 2019-2020. Training was provided to all instructors that reviewed the portfolio assignment and rating process, and that training continued in AY 2021-2022. As a result, in AY 2021-2022, 80.5% of enrolled students (625/714) were assessed. The training providing on implementing the assessment portfolio and reporting data will be refined for AY 2022-2023. The decreased percentage of enrolled students being evaluated is also influenced by COVID 19, as fewer students have finished their courses, and thus turned in an assessment, than before Spring 2020.

In Spring 2021, 70% of dual enrollment sections were assessed, an increase of 41.5% from Spring 2020. In Spring 2022, 68% of dual enrollment sections were assessed. Overall, these numbers illustrate that the training implemented in Spring 2021, which was directly tailored to instructors working in K12 settings, worked to assist faculty in understanding how to collect and report data more effectively. Outreach and training for K12 instructors will be refined for AY 2022-2023.

In AY 2018-2019, several faculty members noted that the results for Measures 2.1 and 2.2 were very similar; in fact, while there was some granular variation, the overall results were identical. Because of the many changes necessitated by COVID, we did not make any changes to the assessment process. This issue will be studied over the AY 2022-2023, which may lead to further revision of the assessment tool(s) following the next reporting year.

Decision:

Findings from AY 2021-2022 provide evidence that the English program successfully fulfills SLO 2 through Measure 2.1, with 88% of students scoring 2+ on the rubric.

To improve reporting of assessment of instruction at all NSU sites, the Writing Program Administrator will continue to work with the Dual Enrollment areas on campus to improve reporting from instructors credentialed through NSU but employed by and working in K12 settings.

Because results were so similar between Measure 2.1 and 2.2, we will continue to study this issue based on AY 2021-2022 results to determine if two measures are needed or if we are measuring the same thing twice. By giving this issue attention, we hope to improve our assessment process to make it both useful and efficient.

Comprehensive Summary of Key Evidence of Improvements Based on Analysis of Results. The following reflects all the changes implemented in AY 2021-2022 to drive the continuous process of seeking improvement. These changes are based on the knowledge gained through the analysis of the AY 2020-2021 results.

Conducted training of faculty in our new approach to assessment improved

- participation and student success as faculty were better prepared to administer, collect, evaluate, and report on assessments.
- Conducted training in the integration of collaboration and rhetorical analysis in English 1010 and in reading comprehension in ENGL 1020—all identified as areas on concern in AY 2019-2020 and AY 2020-2021 data--in general and specifically as they were evidenced and addressed in the assessment tools had a significant positive impact on Fall 2021 and Spring 2022 reporting on those measures.

Plan of Action Moving Forward.

Our dedication to continual improvement for SLOs 1 and 2 will lead to the following refinements to the courses and assessments in the General Education Core Curriculum English area (ENGL 1010 and ENGL 1020 courses):

- Refine training in the integration of collaboration, rhetorical analysis, and reading instruction in the coursework and assessment for all instructors of English 1010 and English 1020, particularly in online settings.
- Revised training in the administration, collection, evaluation, and reporting of assessment data for both SLOs and all four measures for all faculty teaching English 1010 and 1020.
- Continued development of processes and procedures to train dual enrollment instructors employed by and working in K12 settings in the use and reporting of assessment data.

Attachment A: General Education Core Curriculum: English (Core Competency #1) Assessment Rubric for Direct Assessment (SLO 1.1)

Rubric 1.1 – English 1010 Writing Portfolio Rubric

Standards	Artifact(s)	Target 3	Acceptable 2	Not_Acceptabl e 1	Scor e
ENGL 1010.1 - Write texts	Samples of formal and informal	Demonstrate the student's ability to	Demonstrate the student's ability to	Fail to demonstrate the student's	
with a variety	student	write	write for a	ability to write	
of purposes.	writing	effectively for a wide variety of purposes.	variety of purposes.	for a variety of purposes.	
ENGL 1010.4	Samples of	Demonstrate	Demonstrate	Fail to	
Write in a	formal and informal	the student's awareness	the student's awareness	demonstrate the student's	
variety of	student	of diverse	of audience	awareness of	
rhetorical	writing	audiences and	and rhetorical	audiences and rhetorical	
situations		rhetorical	situation.	situations.	
tailored to a		situations.			
variety of					
audiences.					
ENGL 1010.5	Samples of	Demonstrate	Demonstrate	Fail to	
Write with	formal and informal	the student's ability to	the student's ability to	demonstrate the student's	
respect to	student	recognize	recognize	ability to	
expectations	writing	and meet the many	and meet the expectations	recognize and meet the	
of genre,		expectations	of their	expectations of	
format,		of their writerly	writerly contexts.	their writerly contexts.	
structure,		contexts.			
style, and					
surface					
features					
appropriate to					

the writer's					\Box
context.					
ENGL 1010.8	Samples of	Demonstrate	Demonstrate	Fail to	
Understand	formal and informal	the student's ability to	the student's ability to	demonstrate the student's	
basic	student	employ	employ	ability to	
rhetorical	writing	rhetorical strategies	rhetorical strategies in	employ rhetorical	
strategies		effectively in	their writing.	strategies in	
used in the		their writing.		their writing.	
development					
of writing.					
ENGL 1010.3	Samples of	Demonstrate	Demonstrate	Fails to	
Construct	formal student	the student's ability to	the student's ability to	demonstrate the student's	
clear thesis	writing	construct a	construct a	ability to	
statements.		clear thesis statement.	thesis statement.	construct a thesis statement.	
ENGL 1010.6	Samples of	Demonstrate	Demonstrate	Fail to	
Demonstrate	formal student	the student's ability to	the student's ability to	demonstrate the student's	
knowledge of	writing	employ the	employ the	ability to	
the		conventions of Standard	conventions of Standard	employ the conventions of	
conventions of		American	American	Standard	
Standard		English with minimal	English.	American English.	
American		error.		Linghorn.	
English in					
formal writing.					
ENGL 1010.2	Samples of	Demonstrate	Demonstrate	Fail to	\exists
Understand	formal student	the student's varied use of	the student's use of	demonstrate the student's	
and develop	writing with	strategies for	strategies for	use of	
flexible	evidence of process		strategies for planning,		
strategies for	F. 00000	revising	revising	drafting, and	
writing as an		when composing.	when composing.	revising when composing.	
open process .		, · · J	, · · J		

ENGL 1010.9 - Practice collaboration. ENGL 1010.7	Sample of student writing that evidences collaboration	Demonstrate s the student's ability to work productively with their classmates. Demonstrate	Demonstrate s the student's ability to work with their classmates.	Fails to demonstrate the student's ability to work with their classmates. Fails to
Identify,understand,and discuss	letter	s the student's ability to recognize and discuss	s the student's ability to recognize and discuss	demonstrate the student's ability to recognize and discuss
textual features and		elements in their own writing and	elements in their own writing and	elements in their own writing and
strategies and how they function as agents of effective communicatio n.		writing processes and how they affect their ability to communicat e effectively and efficiently.	writing processes.	writing processes.
ENGL 1010.10 - Employ electronic technologies that aid in writing.	Portfolio as a whole	Demonstrate s the student's ability to compose and produce products using electronic technologies .	Demonstrate s the student's ability to produce products using electronic technologies .	Fails to demonstrate the student's ability to compose or produce products using electronic technologies.

Attachment B: General Education Core Curriculum: English (Core Competency #1) Assessment Rubric for Indirect Assessment (SLO 1.2)

Rubric 1.2 – English 1010 Writing Portfolio Letter Rubric (Indirect)

To what extent	Target	Acceptable	Not_Acceptable	Score
does the	3	2	1	
statement				
address learning				
about				
ENGL 1010.1 -	Response	Response	Response	
Writing texts with	demonstrates an in-depth	demonstrates a general	demonstrates a lack of reflection	
a variety of	reflection on,	reflection on,	on, or	
purposes.	and personalization of, the standard. Clear, detailed examples are provided, as	and personalization of, the concept. Appropriate examples are provided, as	personalization of, the concept. Examples, when applicable, are not provided.	
ENGL 1010.4 –	applicable.	applicable.	Deenenee	
Writing in a	Response demonstrates an in-depth	Response demonstrates a general	Response demonstrates a lack of reflection	
variety of	reflection on, and	reflection on, and	on, or personalization of,	
rhetorical	personalization	personalization	the concept.	
situations	of, the standard.	of, the concept.	Examples, when	
tailored to a	Clear, detailed examples are	Appropriate examples are	applicable, are not provided.	
variety of	provided, as	provided, as		
audiences.	applicable.	applicable.		
ENGL 1010.5 -	Response	Response	Response	
Writing with	demonstrates an in-depth	demonstrates a general	demonstrates a lack of reflection	
respect to	reflection on,	reflection on,	on, or	
expectations of	and personalization	and personalization	personalization of, the concept.	
genre, format,	of, the standard.	of, the concept.	Examples, when	
structure, style,	Clear, detailed examples are	Appropriate examples are	applicable, are not provided.	

and surface	provided, as	provided, as	
features	applicable.	applicable.	
appropriate to the			
writer's context.			
ENGL 1010.8 -	Response	Response	Response
Understanding	demonstrates an in-depth	demonstrates a general	demonstrates a lack of reflection
basic rhetorical	reflection on,	reflection on,	on, or
strategies used	and personalization	and personalization	personalization of, the concept.
in the	of, the standard.	of, the concept.	Examples, when
development of	Clear, detailed examples are	Appropriate examples are	applicable, are not provided.
writing.	provided, as	provided, as	provided.
ENGL 1010.3 -	applicable.	applicable.	Dognongo
	Response demonstrates an	Response demonstrates a	Response demonstrates a
Constructing	in-depth	general	lack of reflection
clear thesis	reflection on, and	reflection on, and	on, or personalization of,
statements.	personalization	personalization	the concept.
	of, the standard. Clear, detailed	of, the concept. Appropriate	Examples, when applicable, are not
	examples are	examples are	provided.
	provided, as	provided, as	
ENGL 1010.6 -	applicable. Response	applicable. Response	Response
Demonstrating	demonstrates an	demonstrates a	demonstrates a
knowledge of the	in-depth reflection on,	general reflection on,	lack of reflection on, or
conventions of	and	and	personalization of,
Standard	personalization of, the standard.	personalization of, the concept.	the concept. Examples, when
American	Clear, detailed	Appropriate	applicable, are not
English in formal	examples are provided, as	examples are provided, as	provided.
	applicable.	applicable.	
writing.	Description	Description	Danasa
ENGL 1010.2 –	Response demonstrates an	Response demonstrates a	Response demonstrates a
Understanding	in-depth	general	lack of reflection
and developing	reflection on, and	reflection on, and	on, or personalization of,
flexible strategies	personalization	personalization	the concept.

for writing as an open process .	of, the standard. Clear, detailed examples are provided, as applicable.	of, the concept. Appropriate examples are provided, as applicable.	Examples, when applicable, are not provided.
ENGL 1010.9 – Practicing collaboration.	Response demonstrates an in-depth reflection on, and personalization of, the standard. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of, the concept. Appropriate examples are provided, as applicable.	Response demonstrates a lack of reflection on, or personalization of, the concept. Examples, when applicable, are not provided.
ENGL 1010.7 – Identifying, understanding, and discussing textual features and strategies and how they function as agents of effective communication.	Response demonstrates an in-depth reflection on, and personalization of, the standard. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of, the concept. Appropriate examples are provided, as applicable.	Response demonstrates a lack of reflection on, or personalization of, the concept. Examples, when applicable, are not provided.
ENGL 1010.10 – Employing electronic technologies that aid in writing.	Response demonstrates an in-depth reflection on, and personalization of, the standard. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of, the concept. Appropriate examples are provided, as applicable.	Response demonstrates a lack of reflection on, or personalization of, the concept. Examples, when applicable, are not provided.

Attachment C: General Education Core Curriculum: English (Core Competency #1) Assessment Rubric for Direct Assessment (SLO 2.1)

Rubric 2.1 – English 1020 Process Portfolio Rubric

Standards	Artifact(s)	Target	Acceptable	Not_Acceptab	Scor
		3	2	le	е
		_		1	
ENGL 1020.1	Final version	Demonstrate	Demonstrate	Fails to	
- Write	of the research	s the student's	s the student's	demonstrate the student's	
purpose-	argumentativ	ability to	ability to	ability to write a	
driven,	e essay	write an effective	write a researched	researched argumentative	
evidence-		researched	argumentativ	essay.	
based,		argumentativ e essay.	e essay.		
argumentativ		-			
e texts.					
ENGL 1020.3	Final version	Demonstrate	Demonstrate	Fails to	
- Write with	of the research	s the student's	s the student's	demonstrate the student's	
awareness of	argumentativ	awareness	awareness	awareness of a	
rhetorical	e essay	of a specific audience	of general audience	audience and rhetorical	
situations		and	and	situation.	
tailored to		rhetorical situation.	rhetorical situation.		
specific		ondation:	ondanorii		
audiences.					
ENGL 1020.4	Final version	Demonstrate	Demonstrate	Fails to	
- Write with	of the research	s the student's	s the student's	demonstrate the student's	
respect to	argumentativ	ability to	ability to	ability to	
expectations	e essay	recognize and meet the	recognize and meet the	recognize and meet the	
of genre,		many	expectations	expectations of	
format,		expectations of their	of their writerly	their writerly context.	
structure,		writerly	context.		
style, and		context.			
surface					

features					
appropriate to					
the writer's					
context.					
ENGL 1020.5	Final version	Demonstrate	Demonstrate	Fails to	
_	of the research	s the student's	s the student's	demonstrate the student's	
Demonstrate	argumentativ	ability to	ability to	ability to	
knowledge of	e essay	employ the conventions	employ the conventions	employ the conventions of	
the		of Standard	of Standard	Standard	
conventions of		American English with	American English.	American English.	
Standard		minimal	3 -		
American		error.			
English in					
formal writing.					
ENGL	Final version	Demonstrate	Demonstrate	Fails to	
1020.10 -	of the research	s the student's	s the student's	demonstrate the student's	
Synthesize	argumentativ	ability to	ability to	ability to	
research	e essay	present their own ideas	present their own ideas	present their own ideas	
materials to		within the	within the	within the	
situate and		larger conversation	larger conversation	larger conversation	
contextualize		surrounding	surrounding	about the topic	
their own		the topic through	the topic through	through synthesis of	
writing within		effective	synthesis of research.	research.	
the existing		synthesis of research.	research.		
discourse					
surrounding					
their topic.					
ENGL 1020.7	Final version of the	Demonstrate s the	Demonstrate s the	Fails to demonstrate	
Read and	research	student's	student's	the student's	
respond	argumentativ e essay	ability to read,	ability to read,	ability to read, understand,	
critically to a	o ossay	understand,	understand,	and respond to	

variety of texts. ENGL 1020.11 – Document and integrate research	Final version of the research argumentativ e essay	and respond to source materials in a critical and strategic way. Demonstrate s the student's ability to document research materials	and respond to source materials. Demonstrate s the student's ability to document research materials	source materials. Fails to demonstrate the student's ability to document research materials
materials in their own writing in a way that clearly designates source materials as separate from, but in relation to, their own arguments.		correctly according to the conventions of MLA style, including correct use of quotations, citations, and Works Cited with minimal to no error.	correctly according to the conventions of MLA style, including correct use of quotations, citations, and Works Cited.	correctly according to the conventions of MLA style, including correct use of quotations, citations, and Works Cited.
ENGL 1020.2 - Understand and develop flexible strategies for writing as an open process. ENGL 1020.6	Planning materials, shaping materials, and draft with comments	Demonstrate the student's use of multiple strategies for planning, drafting, and revising when composing.	Demonstrate the student's use of strategies for planning, drafting, and revising when composing.	Fail to demonstrate the student's use of strategies for planning, drafting, and revising when composing. Fails to
- Practice	peer review activity	s the student's	s the student's	demonstrate the student's

Productively with their classmates. Classmates.	collaboration		ability to	ability to	ability to work
ENGL 1020.9 Gather and evaluate primary and secondary research materials. ENGL 1020.8 Identify, understand, and discuss textual features and strategies and how they function as agents of effective communicatio n. ENGL 1020.12 – Employ electronic testundogies ENGL 1020.9 Fails to demonstrate student's ability to conduct research and collect materials from reliable student's ability to conduct research and collect materials from primary and secondary sources. Surces. Demonstrate student's ability to conduct research and collect materials from primary and secondary sources. Demonstrate student's ability to recognize and discuss and how they function as agents of effective communicatio n. ENGL Portfolio as a whole whole whole whole whole student's ability to compose on products using products using products using products products products using			work productively	work with their	with their classmates.
Cather and evaluate primary and secondary research materials.			with their	classmates.	
- Gather and evaluate evaluate primary and secondary research materials. Reflective and discuss textual features and some and how they function as agents of effective communicatio n. ENGL 1020.12 — ENGL 1020.12 — Employ electronic evaluate primary and sevaluate primary and secondary research and collect materials from primary and secondary secondary secondary sources. Demonstrate student's ability to conduct research and collect materials from primary and secondary sources. Demonstrate s the student's ability to research and collect materials from primary and secondary sources. Demonstrate s the student's ability to recognize and discuss elements in their own writing and writing processes and how they function as agents of effective communicatio n. ENGL 1020.12 — Employ electronic technologies Portfolio as a whole student's ability to conduct research and collect materials from primary and secondary secondary sources. Demonstrate student's ability to recaprize and discuss elements in their own writing and writing processes. and how they affect the student's ability to recognize and discuss elements in their own writing and writing processes. Portfolio as a whole Demonstrate student's ability to recognize and discuss elements in their own writing and writing processes. Portfolio as a whole Demonstrate student's ability to recognize and discuss elements in their own writing and writing processes. Portfolio as a whole Demonstrate student's student's student's ability to recognize and discuss elements in their own writing and writing processes. Portfolio as a whole Demonstrate the student's ability to recognize and discuss elements in their own writing and writing processes. Pails to demonstrate the student's ability to recognize and discuss elements in their own writing and writing processes. Pails to demonstrate the student's ability to recognize and discuss elements in their own writing and writing processes. Pails to demonstrate the student's ability to recognize and discuss elements in thei	ENO. 4000 0	0		Danasastasta	E-9-4-
evaluate primary and secondary research materials. ENGL 1020.8 — Identify, understand, and discuss textual features and strategies and how they function as agents of effective communicatio n. ENGL 1020.12 — Employ electronic evaluate primary and secondary secondar					
primary and secondary research materials. Reflective letter Identify, understand, and discuss textual features and strategies and how they function as agents of effective communicatio n. ENGL 1020.12 — Employ electronic technologies Primary and secondary sources. Reflective letter Reflective letter Demonstrate sthe student's ability to recognize and discuss elements in their own writing and writing and efficiently. Conduct research and collect materials from primary and secondary sources. Fails to demonstrate the student's ability to recognize and discuss elements in their own writing and writing processes and how they affect their ability to effective communicatio n. ENGL 1020.12 — Employ electronic technologies	Gather and	materials			
research and collect materials from primary and secondary primary and secondary sources. ENGL 1020.8 — Identify, understand, and discuss textual features and strategies and how they function as agents of effective communicatio n. ENGL 1020.12 — Employ electronic technologies Part of the primary and secondary sources. Demonstrate sthe student's ability to recognize and discuss elements in their own writing and writing processes and how they affect their ability to compose and produce products Portfolio as a produce products Tesearch and collect materials from primary and secondary sources. Demonstrate sthe student's ability to recognize and discuss elements in their own writing and writing processes. Fails to demonstrate the student's ability to recognize and discuss elements in their own writing and writing processes. Fails to demonstrate the student's ability to recognize and discuss elements in their own writing and writing processes. Fails to demonstrate st the student's ability to communicate effectively and efficiently. ENGL 1020.12 — Employ Electronic technologies	evaluate		•		
research materials. Reflective letter - Identify, understand, and discuss textual features and strategies and how they function as agents of effective communicatio n. ENGL 1020.12 – Employ electronic materials from reliable primary and secondary sources. Demonstrate s the student's ability to recognize and discuss elements in their own writing and writing processes and how they affect their ability to communicat s the student's ability to recognize and discuss elements in their own writing and writing processes. Demonstrate s the student's ability to recognize and discuss elements in their own writing and writing processes. Demonstrate s the student's ability to recognize and discuss elements in their own writing and writing processes. Demonstrate student's ability to recognize and discuss elements in their own writing and writing processes. Demonstrate student's ability to strategies and how they function as agents of effective communicatio n. ENGL 1020.12 – Employ electronic technologies	primary and				
research materials. From reliable primary and secondary sources.	secondary		collect	collect	collect
materials. primary and secondary sources.	research				
ENGL 1020.8 - Identify, understand, and discuss textual features and strategies and how they function as agents of effective communicatio n. ENGL 1020.12 - Employ electronic technologies Reflective letter Reflective letter Demonstrate s the student's ability to recognize and discuss ability to recognize and discuss elements in their own writing and writing processes and how they affect their ability to communicate s the student's ability to recognize and discuss elements in their own writing and writing processes. Portfolio as a whole Demonstrate student's ability to recognize and discuss elements in their own writing and writing processes. Processes. Pomonstrate student's ability to ability to demonstrate student's ability to ability to demonstrate student's ability to ability to demonstrate student's ability to ability to demonstrate student's ability to demonstrate student's ability to ability to commonstrate student's ability to ability to ability to compose and produce products using	materials.		primary and	and	secondary
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understand, and discuss textual features and strategies and how they function as agents of effective communicatio n. ENGL 1020.12 - Employ electronic technologies Ability to recognize and discuss elements in their own writing and writing writing and writing processes and how they affect their ability to compose and produce products Still to recognize and discuss elements in their own writing and writing and writing processes. Ability to recognize and discuss elements in their own writing and writing processes.	- Identify,	letter			
textual features and strategies and how they function as agents of effective communicatio n. ENGL 1020.12 - Employ electronic technologies and discuss elements in their own writing and writing processes and how they affect student's ability to compose and produce products and discuss elements in their own writing and writing processes. and discuss elements in their own writing and writing processes. Demonstrate s the student's ability to compose or produce products using and discuss elements in their own writing and writing processes. Demonstrate s the student's ability to compose or produce products using	understand,		ability to	•	ability to
their own writing and writing and writing processes and how they function as agents of effective communicatio n. ENGL 1020.12 - Employ electronic technologies their own writing and writing processes. and how they affect their ability to compose and produce products their own writing and writing processes. Demonstrate student's ability to compose or products using their own writing and writing processes. Demonstrate student's ability to compose or products using	and discuss		•		
strategies and how they function as agents of effective communicatio n. ENGL 1020.12 – Employ electronic technologies writing and writing writing processes and how they affect their ability to compose and produce technologies writing and writing myriting processes. writing and writing and writing and writing processes. Processes and how they affect their ability to communicat e effectively and efficiently. ENGL 1020.12 – Employ electronic technologies writing and writing and writing and writing and writing and writing and writing processes. Processes. Demonstrate s the student's ability to produce products using processes.	textual				
strategies and how they function as agents of effective communicatio n. Portfolio as a whole Portfolio as a whole Portfolio as a billity to compose and produce technologies writing processes. writing processes. processes. Processes. Demonstrate s the student's ability to compose and produce products writing processes. Processes. Processes. Demonstrate s the student's ability to compose or products using	features and				
function as agents of effective communicatio n. ENGL Portfolio as a whole Portfolio as a whole Portfolio as a whole Portfolio as a whole Demonstrate s the student's ability to compose and produce technologies Demonstrate s the student's ability to compose or products using	strategies		writing	writing	writing
agents of effective communicatio n. ENGL 1020.12 – Employ electronic their ability to communicat e effectively and efficiently. Demonstrate s the student's ability to compose and produce products their ability to communicat e effectively and efficiently. Fails to demonstrate the student's ability to compose or products products using	and how they		•	processes.	processes.
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n. Portfolio as a whole Demonstrate student's ability to compose and produce technologies and efficiently. Demonstrate s the student's ability to compose and produce products using products using	effective		communicat		
ENGL 1020.12 - Employ electronic technologies Portfolio as a whole Demonstrate s the s the student's ability to compose and produce products Demonstrate s the student's ability to compose or products using Demonstrate s the student's ability to compose or products using	communicatio				
1020.12 – whole s the student's ability to compose and produce technologies s the student's ability to compose and produce products demonstrate the student's ability to compose or produce products	n.		efficiently.		
student's ability to compose or products using student's ability to compose or products using student's ability to ability to compose or products using	ENGL				
electronic technologies ability to ability to ability to compose and produce products using ability to ability to compose or products using ability to compose or products using	1020.12 -	whole			
technologies and produce products products using products using	Employ		ability to	ability to	ability to
technologies products using products using	electronic		•	•	•
ligação labrativação labrativação	technologies		products	using	products using
that aid in using electronic electronic technologies technologies.	that aid in		•		

research and	technologies		
writing.	•		

Attachment D: General Education Core Curriculum: English (Core Competency #1) Assessment Rubric for Indirect Assessment (SLO 2.2)

Rubric 2.2 – English 1020 Process Portfolio Rubric (Indirect)

To what extent	Target	Acceptable	Not_Acceptable	Score
does the	3	2	1	
statement				
address learning				
about				
ENGL 1020.1 -	Response	Response	Response	
Writing purpose-	demonstrates an in-depth	demonstrates a general	demonstrates a lack of reflection	
driven, evidence-	reflection on,	reflection on,	on, or	
based,	and personalization	and personalization	personalization of, the concept.	
argumentative	of, the standard.	of, the concept.	Examples, when	
texts.	Clear, detailed examples are	Appropriate examples are	applicable, are not provided.	
	provided, as applicable.	provided, as applicable.		
ENGL 1020.3 -	Response	Response	Response	
Writing with	demonstrates an	demonstrates a	demonstrates a lack of reflection	
awareness of	in-depth reflection on,	general reflection on,	on, or	
rhetorical	and	and	personalization of,	
situations	personalization of, the standard.	personalization of, the concept.	the concept. Examples, when	
	Clear, detailed	Appropriate	applicable, are not	
tailored to specific	examples are	examples are	provided.	
audiences.	provided, as applicable.	provided, as applicable.		
ENGL 1020.4 -	Response	Response	Response	
Writing with	demonstrates an in-depth	demonstrates a general	demonstrates a lack of reflection	
respect to	reflection on,	reflection on,	on, or	
expectations of	and personalization	and personalization	personalization of, the concept.	
genre, format,	of, the standard.	of, the concept.	Examples, when	
structure, style,	Clear, detailed examples are	Appropriate examples are	applicable, are not provided.	
and surface	provided, as applicable.	provided, as applicable.		

features				
appropriate to the				
writer's context.				
ENGL 1020.5 –	Response	Response	Response	
Demonstrating	demonstrates an in-depth	demonstrates a general	demonstrates a lack of reflection	
knowledge of the	reflection on, and	reflection on, and	on, or personalization of,	
conventions of	personalization	personalization	the concept.	
Standard	of, the standard. Clear, detailed	of, the concept. Appropriate	Examples, when applicable, are not	
American	examples are	examples are	provided.	
English in formal	provided, as applicable.	provided, as applicable.		
writing.	арріісарів.	арріісарів.		
ENGL 1020.10 -	Response demonstrates an	Response demonstrates a	Response demonstrates a	
Synthesizing	in-depth	general	lack of reflection	
research	reflection on, and	reflection on, and	on, or personalization of,	
materials to	personalization	personalization	the concept.	
situate and	of, the standard.	of, the concept.	Examples, when	
contextualize their	Clear, detailed examples are	Appropriate examples are	applicable, are not provided.	
own writing within	provided, as	provided, as		
the existing	applicable.	applicable.		
discourse				
surrounding their				
topic.				
ENGL 1020.7 –	Response	Response	Response	
Reading and	demonstrates an in-depth	demonstrates a general	demonstrates a lack of reflection	
responding	reflection on,	reflection on,	on, or	
critically to a	and personalization	and personalization	personalization of, the concept.	
variety of texts.	of, the standard. Clear, detailed examples are	of, the concept. Appropriate examples are	Examples, when applicable, are not provided.	

	provided, as	provided, as	
ENGL 1020.11 -	applicable. Response	applicable. Response	Response
Documenting	demonstrates an	demonstrates a	demonstrates a
and integrating	in-depth reflection on,	general reflection on,	lack of reflection
	and	and	on, or personalization of,
research	personalization	personalization	the concept.
materials in their	of, the standard.	of, the concept.	Examples, when
own writing in a	Clear, detailed examples are	Appropriate examples are	applicable, are not provided.
way that clearly	provided, as	provided, as	
designates source	applicable.	applicable.	
materials as			
separate from, but			
in relation to, their			
own arguments.			
ENGL 1020.2 -	Response	Response	Response
Understanding	demonstrates an in-depth	demonstrates a general	demonstrates a lack of reflection
and develop	reflection on,	reflection on,	on, or
flexible strategies	and personalization	and personalization	personalization of, the concept.
for writing as an	of, the standard.	of, the concept.	Examples, when
open process .	Clear, detailed examples are provided, as	Appropriate examples are provided, as	applicable, are not provided.
ENGL 1020.6 –	applicable. Response	applicable. Response	Response
Practicing	demonstrates an in-depth	demonstrates a general	demonstrates a lack of reflection
collaboration.	reflection on,	reflection on,	on, or
	and	and	personalization of,
	personalization of, the standard.	personalization of, the concept.	the concept. Examples, when
	Clear, detailed	Appropriate	applicable, are not
	examples are	examples are	provided.
	provided, as applicable.	provided, as applicable.	
ENGL 1020.9 -	Response	Response	Response
Gathering and	demonstrates an in-depth	demonstrates a general	demonstrates a lack of reflection
evaluating primary	reflection on,	reflection on,	on, or

and secondary	and	and	personalization of,	
research	personalization	personalization	the concept.	
	of, the standard.	of, the concept.	Examples, when	
materials.	Clear, detailed examples are	Appropriate examples are	applicable, are not provided.	
	provided, as	provided, as	provided.	
	applicable.	applicable.		
ENGL 1020.8 -	Response	Response	Response	
Identifying,	demonstrates an in-depth	demonstrates a general	demonstrates a lack of reflection	
understanding,	reflection on,	reflection on,	on, or	
and discussing	and personalization	and personalization	personalization of, the concept.	
textual features	of, the standard.	of, the concept.	Examples, when	
and strategies	Clear, detailed examples are	Appropriate examples are	applicable, are not provided.	
and how they	provided, as	provided, as		
function as agents	applicable.	applicable.		
of effective				
communication.				
ENGL 1020.12 -	Response	Response	Response	
Employing	demonstrates an in-depth	demonstrates a general	demonstrates a lack of reflection	
electronic	reflection on,	reflection on,	on, or	
technologies that	and personalization	and personalization	personalization of, the concept.	
aid in research	of, the standard.	of, the concept.	Examples, when	
and writing.	Clear, detailed examples are	Appropriate examples are	applicable, are not provided.	
	provided, as applicable.	provided, as applicable.		