

MASTER OF ARTS IN TEXTS, TECHNOLOGIES, AND LITERATURE
LEARNING ASSESSMENT PLAN



AN HONORS UNIVERSITY IN MARYLAND



English 607: Language in Society Rubric for Papers

Semester, Year, and Date:

Student:

	Course Student Learning Outcomes	4. Exemplary	3. Proficient	2. Acceptable	1. Deficient	Assessment
1	Demonstrate developing skills in critical thinking, reading, speaking, and writing by synthesizing texts relevant to language in society. (MA ENGLISH SLO 1, FC 1)	Demonstrates outstanding skills.	Demonstrates above average skills.	Demonstrates acceptable level of skills.	Demonstrates unacceptably low level of skills.	
2	Identify questions that emerge from class readings and discussion and write theoretically informed interpretations. (MA ENGLISH SLO 2, FC 3)	Demonstrates outstanding critical analysis.	Demonstrates above average critical analysis.	Demonstrates acceptable critical analysis.	Demonstrates unacceptable critical analysis.	
3	Synthesize relevant texts, analyze their research techniques, and add new insights. (MA ENGLISH SLO 3, FC 5)	Demonstrates outstanding research skills.	Demonstrates above average research skills.	Demonstrates acceptable research skills.	Demonstrates unacceptable research skills.	
4	Practice professional skills in integrating critical thinking, research in writing and oral communication. (MA ENGLISH SLO 4, FC 1,3,4,5)	Reflects outstanding ability to express self clearly, accurately and professionally.	Reflects above average ability to express self clearly, accurately and professionally.	Reflects acceptable ability to express self clearly, accurately and professionally.	Reflects unacceptably low ability to express self clearly, accurately and professionally.	

COMMENTS

Developed September 2016 by Jennifer M. Harrison, UMBC FDC, using Lucille McCarthy's syllabus and prior worksheets in this Excel workbook.

This rubric for English 607 presents the student learning outcomes (SLOs) at the course level. Each course-level SLO is aligned to the program- and institutional-level outcomes, so faculty can see how well students gain foundational learning in each of the outcomes. Additionally, the results can be aggregated at multiple levels.