General Education Curriculum: Intermediate Composition (IC) Rubric

The Intermediate Composition (IC) rubric was developed through consultation with IC faculty, students, and the General Education Oversight Committee at Wayne State University (WSU). The rubric was modeled after VALUE rubrics created by the Association of American Colleges and Universities (AAC&U). The rubric articulates fundamental criteria for each learning outcome required for IC under the General Education program. It contains descriptors differentiating progressively higher levels of learnedness. The rubric is intended for evaluating and discussing student learning within the General Education curriculum, not for grading and not for evaluation of instructors.

IC is a Competency Requirement of the General Education program at WSU. The overall goal of the competency courses is to "ensure that students develop and demonstrate early in their academic careers fundamental skills in the following areas that underlie and make possible the acquisition of knowledge." (see Academic Bulletin).

IC has four program learning outcomes. After successful completion of the IC requirement, students will be able to:

(1) Employ the practices of a specific discourse community.
(2) Use sources in ethical ways when writing texts.
(3) Synthesize academic research that is relevant and appropriate for a specific discourse community.
(4) Construct a research argument that adequately responds to scholarly questions in a specific discourse community.

Glossary for Terms and Concepts Used in the Rubric

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

- **Academic research -** a process of systematic inquiry that entails collection of data; documentation of critical information; and analysis and interpretation of that data/information in accordance with suitable methodologies set by specific professional fields and academic disciplines
- **Discourse community -** a group of people involved in and communicating about a particular topic, issue, or in a particular field
- **Ethical use of sources -** crediting writers for their work by appropriately representing and citing sources following the university's expectations for academic integrity
- **Practices of a specific discourse community** – the methods of communication among members of a community, defined by a broadly agreed set of common public goals
- **Professional ethical standards** – professional citation conventions, styles, or forms that are widely recognized as acceptable by people in a particular discipline (e.g., MLA, Chicago, APA)

How to Use the Rubric

- Faculty teaching IC courses select one or more assignments that elicit the IC learning outcomes at the "Meets expectations" level or higher.
- Faculty use the rubric to score their students' work on the 4-point rubric scale. The scores are separate from students' course grades.
  - Details for reporting the results for your course(s) are provided on the GEOC website.
- The rubric scale is implicational: A "Meets expectations" score indicates that the student has met the criteria for "Partially meets expectations" AND "Meets expectations". An "Exceeds expectations" score indicates that the student has met the criteria for "Partially meets expectations", "Meets expectations", AND "Exceeds expectations".
  - If a student did not submit part or all of the selected assignment(s), instructors should note "Student did not complete assignment" instead of one of the above scores for each relevant learning outcome.

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Learning Outcomes (The student…)	Exceeds expectations	Meets expectations	Partially meets expectations	Does not meet expectations
LO1: Employs the practices of a specific discourse community.	Analyzes the purposes underlying the practices of a specific discourse community.	Employs the practices of a specific discourse community	Employs general practices of discourse communities.	Does not employ the practices of discourse communities.
LO2: Uses sources in ethical ways when writing texts.	Uses sources following professional ethical standards when writing texts.	Uses sources in ethical ways when writing texts.	Does not use sources in ethical ways when writing texts.	Does not use sources.
LO3: Synthesizes academic research that is relevant and appropriate for a specific discourse community.	Critically evaluates academic research that is relevant and appropriate for a specific discourse community.	Synthesizes academic research that is relevant and appropriate for a specific discourse community.	Identifies academic research that is relevant and appropriate for a specific discourse community.	Does not identify academic research that is relevant and appropriate for a specific discourse community.
LO4: Constructs a research argument that responds to scholarly questions in a specific discourse community.	Constructs a research argument that analyzes scholarly claims in a specific discourse community.	Constructs a research argument that adequately responds to scholarly questions in a specific discourse community.	Constructs an argument that does not adequately respond to a scholarly question in a specific discourse community.	Does not construct an argument that responds to a scholarly question in a specific discourse community.

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