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| **Outcome** | **Exceeds Expectations** | **Meets Expectations** | **Does not meet expectations** |
| 1a: **Students will demonstrate lucid, convincing and discipline-informed work.** | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency. Voice is concerned, involved and animated; sentence structure is smooth and varied, with appropriate and fresh word choice; there are only rare or isolated errors in grammar punctuation, formatting and/or spelling. This is a superior piece of writing in the discipline. | Uses language that, on the whole, conveys meaning to readers with clarity. Sentence structure and word choice may occasionally be overly flowery or obtuse; sentence structure and word choice may be somewhat repetitive and/or predictable. There may be some errors in grammar, punctuation, formatting and/or spelling, but they are not at all frequent. Overall, this is a sound and acceptable piece of writing in the discipline. | This paper has *one or more* of the following errors that indicate sloppiness and/or impede understanding: disunified or incoherent paragraphs; consistently inaccurate or inappropriate word choices; frequently awkward sentence structure; frequent errors in grammar, punctuation, formatting, and spelling. This writing sample does not demonstrate the level of proficiency expected of a senior English major. |
| 1b: **Students will produce thesis-driven essays that demonstrate understanding and analysis of texts (literary and/or film).**  | Contains a central idea that is clearly defined, appropriate to the topic, and insightful and/or original; the argument/analysis is well-organized, with a logical structure that develops through thoughtful use of factually correct, relevant, extensive and varied textual evidence. This is a superior example of textual analysis that demonstrates a profound understanding of the subject.  | Contains a central idea that is defined and appropriate to the topic; the argument/analysis is mostly well-organized, with a logical structure mostly related to the thesis, although a few ideas may be contradictory, need development, or need to be more strongly integrated into the essay. Textual evidence is factually correct, relevant and somewhat varied. Overall, this is an acceptable example of textual analysis that shows a sound understanding of the subject .  | This paper has *one or more* of the following errors that limit analysis of the text: Mostly plot summary; central idea is vague, incomplete or missing; argument/analysis is illogical, poorly organized, and/or characterized by vague and non-specific support; textual evidence is spotty and/or not relevant to the central idea; there are large and/or multiple factual errors. This textual analysis does not demonstrate the level of proficiency expected of a senior English major. |
| 3b: **Students will do scholarly research on literary topics (or film) and will incorporate secondary source material into their written analyses using conventions in the discipline.** | Demonstrates skillful use of high-quality, credible, relevant, sources to develop ideas that are appropriate to the student's textual inquiry; documentation follows disciplinary conventions and is error-free or almost error-free. | Demonstrates consistent use of credible, relevant, sources to develop ideas that are appropriate to the student's textual inquiry; documentation follows disciplinary conventions although there may be a few errors. | This paper has *one or more* of the following errors: minimal or no engagement with secondary sources; work contains plagiarism; secondary sources may lack credibility or relevance to student's textual inquiry; documentation is absent and/or contains many errors. |