



CONTENT KNOWLEDGE (Declarative Knowledge; Technical Skills): Students will demonstrate the ability to apply perspectives from literary criticism and theory explicitly in formal essays as they analyze/interpret a complex literary work. Essays are expected to demonstrate an understanding of the content and theoretical vocabulary elicited by the particular prompt.

COMMUNICATION SKILLS (Written Communication): Students will demonstrate effective communication skills by writing in-class thesis-driven essays, under time constraints, in response to a specific prompt. Essays are expected to exhibit the control of rhetorical elements that include clarity, coherence, comprehensiveness, and mechanical correctness.

CRITICAL THINKING (Analytical Skills; Creative Skills): Students will have the ability to analyze/interpret a complex literary work, demonstrating the capacity to formulate and develop in a formal essay a significant topic in depth and in an independent and even original way. Essays are expected to exhibit mature creative and analytical thinking, and an ability to create a mature critical argument quickly with no external assistance.

Essays in all 3000- and 4000-level English courses will be assessed holistically according to a rubric (see next page) developed and shared by faculty and communicated to students. The rubric distinguishes levels of competence and defines the minimum requirements for demonstrating the skills designated above.

Students whose essays are rated Competent, Strong, or Superior are making progress toward the degree. Students whose essays are rated Inadequate will be referred to the University Center for Excellence in Writing. Students whose essays are consistently rated Inadequate in any course will effectively fail that course and must successfully retake the course or an equivalent course.

RUBRIC FOR HOLISTIC ASSESSMENT OF ESSAYS

SUPERIOR

Addresses the question or prompt fully
Demonstrates substantial comprehension of relevant material
Shows substantial depth, complexity, and creativity of thought
Demonstrates clear and coherent organization
Develops arguments fully with ample supporting detail
Demonstrates superior control of diction, syntactic variety, and transitions

STRONG

Address the question or prompt substantively, yet not fully
Demonstrates comprehension of relevant material
Shows depth, complexity, and creativity of thought
Demonstrates clear organization
Develops arguments with supporting detail
Demonstrates control of diction, syntactic variety, and transition

COMPETENT

Adequately addresses the question or prompt
Demonstrates adequate understanding of relevant material
Shows clarity of thought but may treat the topic simplistically or repetitively
Demonstrates adequate organization
Develops arguments adequately, with some detail
Demonstrates adequate facility with syntax, mechanics, and usage but contains some errors

INADEQUATE

May distort or neglect parts of the question or prompt, and/or
Fails to comprehend relevant material
Lacks clarity of thought; demonstrates confused/simplistic thinking, and/or
Lacks adequate organization, and/or
Fails to provide adequate or appropriate details to support generalizations, or may provide details without generalization, and/or
Demonstrates significant errors in language, syntax, or mechanics

Approved 12-02-2005

COMPLETE DEGREE REQUIREMENTS APPEAR IN FAU'S UNIVERSITY CATALOG