

Core Curriculum Student Learning Outcomes Rubric:
KA-A2. WRITTEN COMMUNICATION

<i>Rubric Dimensions</i>	<i>Capstone</i>	<i>Milestones</i>	<i>Milestones</i>	<i>Benchmark</i>	<i>No Evidence</i>	<i>Not Applicable</i>
	4	3	2	1	0	NA
A2.1: Text Comprehension - Develop and use metacognitive or alternative strategies to comprehend text and other resource content.	Clearly demonstrates use of metacognitive or alternative strategies to comprehend text and other resource content.	Demonstrates use of metacognitive or alternative strategies to comprehend text and other resource content.	Shows some difficulty in using metacognitive or alternative strategies to comprehend text and other resource content.	Shows great difficulty in using metacognitive or alternative strategies to comprehend text and other resource content.	<i>No Evidence</i>	<i>Not Applicable</i>
A2.2: Summarize Main Ideas - Summarize the main ideas and key details of written texts and other forms of communication.	Clearly summarizes the main ideas and key details of written texts and other forms of communication.	Summarizes the main ideas and key details of written texts and other forms of communication.	Shows some difficulty in summarizing main ideas and key details of written texts and other forms of communication.	Shows great difficulty in summarizing main ideas and key details of written texts and other forms of communication.	<i>No Evidence</i>	<i>Not Applicable</i>
A2.3: Pre-writing Activities - Engage in pre-writing activities that generate ideas and explore facts, feelings, and assumptions, while employing a process that fosters self-knowledge and further inquiry.	Clearly demonstrates engagement in pre-writing activities that generate ideas and explore facts, feelings, and assumptions, while employing a process that fosters self-knowledge and further inquiry.	Demonstrates engagement in pre-writing activities that generate ideas and explore facts, feelings, and assumptions, while employing a process that fosters self-knowledge and further inquiry.	Shows some difficulty with demonstrating engagement in pre-writing activities that generate ideas and explore facts, feelings, and assumptions, while employing a process that fosters self-knowledge and further inquiry.	Shows great difficulty with demonstrating engagement in pre-writing activities that generate ideas and explore facts, feelings, and assumptions, while employing a process that fosters self-knowledge and further inquiry.	<i>No Evidence</i>	<i>Not Applicable</i>
A2.4: Writing Process - Develop a purposeful writing process appropriate to the argumentative or analytic nature of academic work that includes generating ideas, focusing, drafting, and revising—revision being a process that involves reflection, editing, feedback and publishing for a particular audience.	Clearly demonstrates the development of a purposeful writing process appropriate to the argumentative or analytic nature of academic work that includes generating ideas, focusing, drafting, and revising—revision being a process that involves reflection, editing, feedback and publishing for a particular audience.	Demonstrates the development of a purposeful writing process appropriate to the argumentative or analytic nature of academic work that includes generating ideas, focusing, drafting, and revising—revision being a process that involves reflection, editing, feedback and publishing for a particular audience.	Shows some difficulty with demonstrating the development of a purposeful writing process appropriate to the argumentative or analytic nature of academic work that includes generating ideas, focusing, drafting, and revising—revision being a process that involves reflection, editing, feedback and publishing for a particular audience.	Shows great difficulty with demonstrating the development of a purposeful writing process appropriate to the argumentative or analytic nature of academic work that includes generating ideas, focusing, drafting, and revising—revision being a process that involves reflection, editing, feedback and publishing for a particular audience.	<i>No Evidence</i>	<i>Not Applicable</i>

This rubric was developed by Detroit Mercy's Office of Academic Affairs using the MFA core curriculum outcomes for this knowledge area. It is based on the [AAC&U VALUE Rubrics](#). Please note that a zero is recommended by the AAC&U but does not appear on their rubrics. NA has been added to accommodate assignments that do not address a particular rubric dimension. Revised 8/10/2023.

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	4	3	2	1	0	NA
A2.5: Thesis Statement - Create a thesis statement or main claim and supporting claims for academic presentation and argument (on the basis of further inquiry.)	Clearly demonstrates the creation of a thesis statement or main claim and supporting claims for academic presentation and argument (on the basis of further inquiry.)	Demonstrates the creation of a thesis statement or main claim and supporting claims for academic presentation and argument (on the basis of further inquiry.)	Shows some difficulty with creating a thesis statement or main claim and supporting claims for academic presentation and argument (on the basis of further inquiry.)	Shows great difficulty with creating a thesis statement or main claim and supporting claims for academic presentation and argument (on the basis of further inquiry.)		
A2.6: Target Audience & Rhetorical Strategies - Determine target audiences and demonstrate rhetorical strategies appropriate in form and tone to engage the audience using standard, discipline-appropriate academic language and documentation.	Clearly determines target audiences and demonstrates rhetorical strategies appropriate in form and tone to engage the audience using standard, discipline-appropriate academic language and documentation.	Determines target audiences and demonstrates rhetorical strategies appropriate in form and tone to engage the audience using standard, discipline-appropriate academic language and documentation.	Shows some difficulty with determining target audiences and/or demonstrating rhetorical strategies appropriate in form and tone to engage the audience using standard, discipline-appropriate academic language and documentation.	Shows great difficulty with determining target audiences and/or demonstrating rhetorical strategies appropriate in form and tone to engage the audience using standard, discipline-appropriate academic language and documentation.	<i>No Evidence</i>	<i>Not Applicable</i>
A2.7: Research Strategies - Use appropriate research strategies with a variety of resources to support research papers and other academic arguments, including: analyzing sources for relevance to the argument, and synthesizing these sources into written work while avoiding plagiarism and infringements of copyright regulations.	Clearly uses appropriate research strategies with a variety of resources to support research papers and other academic arguments, including: analyzing sources for relevance to the argument, and synthesizing these sources into written work while avoiding plagiarism and infringements of copyright regulations.	Uses appropriate research strategies with a variety of resources to support research papers and other academic arguments, including: analyzing sources for relevance to the argument, and synthesizing these sources into written work while avoiding plagiarism and infringements of copyright regulations.	Shows some difficulty with using appropriate research strategies with a variety of resources to support research papers and other academic arguments, including: analyzing sources for relevance to the argument, and synthesizing these sources into written work while avoiding plagiarism and infringements of copyright regulations.	Shows great difficulty with using appropriate research strategies with a variety of resources to support research papers and other academic arguments, including: analyzing sources for relevance to the argument, and synthesizing these sources into written work while avoiding plagiarism and infringements of copyright regulations.	<i>No Evidence</i>	<i>Not Applicable</i>

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