

Engaging the Global Community
Integration

8/29/16

	Exceeded (5)	Met (3)	Not Met (1)
Student applies skills, knowledge, or methodologies gained in one academic or experiential context to different academic or experiential context.	<i>Applies or connects</i> skills, knowledge (examples, facts, evidence), or methodologies/ theories gained in one academic or experiential context to those from a different academic or experiential context <u>to analyze complex issues or solve problems, with sufficient support.</u>	<i>Applies or connects</i> skills, knowledge (examples, facts, evidence), or methodologies/ theories gained in one academic or experiential context in a different academic or experiential context to <u>convey knowledge or explain issues.</u>	<i>Does not effectively apply or connect</i> skills, knowledge (examples, facts, evidence), or methodologies/ theories gained in one academic or experiential context to a new context or <u>may do so at a superficial level.</u>
1C2a			

	Exceeded (5)	Met for Integrated Courses (3)	Not Met for Integrated Courses (1)	Not Met (0)
<p>Articulate an Argument</p> <p>4B1c</p>	<p>The writer demonstrates a <u>thorough understanding of</u> context, audience, and purpose in selecting an <u>appropriately complex</u> topic and <u>thoroughly</u> developing and supporting an argument through appropriate <u>organization, presentation, content knowledge, and style.</u></p>	<p>The writer demonstrates an <u>adequate consideration of</u> context, audience, and purpose in selecting an <u>appropriately complex</u> topic and developing and supporting an argument through appropriate <u>organization, presentation, content knowledge, and style.</u></p>	<p>The writer demonstrates an <u>awareness of</u> context, audience, and purpose in selecting a topic and <u>attempting to</u> develop and support an argument through appropriate <u>organization, presentation, and content knowledge.</u></p>	<p>The writer demonstrates <u>minimal or no attention to</u> context, audience, and purpose in selecting an topic and/or the topic may be <u>unsuitable</u>, and/or the writer <u>may not</u> develop or support an argument through appropriate <u>organization and presentation.</u></p>
<p>Note: The word <i>argument</i> as used above should be interpreted with its widest possible meaning and seen as synonymous with terms like <i>controlling idea, thesis statement, and focus.</i></p>				
<p>Sources, Evidence, and Documentation</p> <p>4B5</p>	<p>The writer <u>supports</u> the argument with <u>compelling evidence appropriate to the discipline and/or writing task(s)</u> drawn from <u>high-quality, credible, relevant</u> sources, which are documented <u>consistently</u> using a <u>citation style appropriate to the discipline and/or writing task(s)</u> with <u>no errors.</u></p>	<p>The writer <u>supports</u> the argument with <u>evidence appropriate to the discipline and/or writing task(s)</u> drawn from <u>credible, relevant</u> sources, which are documented <u>consistently</u> using a <u>professional citation style</u> with no more than a <u>few errors of formatting. (All important citation information is present).</u></p>	<p>The writer <u>attempts to support</u> the argument with <u>evidence</u> drawn from sources, which are documented using a <u>citation style. Formatting errors may occur, but all important citation information is present.</u></p>	<p>The writer <u>fails to support</u> the argument with evidence from sources, which are documented <u>inconsistently, or some important citation information is missing..</u></p>
<p>Control of Syntax and Mechanics</p> <p>4B4</p>	<p>The writer uses <u>graceful</u> language that <u>skillfully communicates</u> meaning to readers <u>with clarity and fluency</u>, and writing is <u>virtually error-free.</u></p>	<p>The writer uses <u>straightforward</u> language that <u>generally conveys</u> meaning to readers <u>with clarity</u>, and writing has <u>few errors.</u></p>	<p>The writer uses language that <u>generally conveys</u> meaning to readers <u>with clarity</u>, although writing may include <u>some errors.</u></p>	<p>The writer uses language that <u>sometimes impedes</u> meaning for readers because of <u>major and frequent errors.</u></p>

	Exceeded (5)	Met (3)	Not Met (1)
<p>Student understands the world’s diverse cultures, environments, practices, or values.</p> <p style="text-align: right;">5A1</p>	<p><i>Analyzes and interprets</i> examples of the world’s diversity of cultures, environments, practices, and values.</p>	<p><i>Identifies and describes</i> examples of the world’s diversity of cultures, environments, practices, and values .</p>	<p><i>Makes no, little, or superficial reference to</i> examples of the world’s diversity of cultures, environments, practices, and values.</p>
<p>Student understands that global systems, institutions, or relationships of power exist in a historical or geographical context.</p> <p style="text-align: right;">5B3a</p>	<p><i>Analyzes and interprets</i> systems, institutions or relationships of power in a historical or geographical context.</p>	<p><i>Identifies and describes</i> systems, institutions or relationships of power in a historical or geographical context.</p>	<p><i>Makes no, little, or superficial reference to</i> systems, institutions or relationships of power in a historical or geographical context.</p>
<p>Student understands that individual and collective decisions have global implications.</p> <p style="text-align: right;">5B3b</p>	<p><i>Analyzes and interprets</i> the global implications of individual or collective decisions.</p>	<p><i>Identifies and describes</i> the global implications of individual or collective decisions.</p>	<p><i>Makes no, little, or superficial reference to</i> the global implications of individual or collective decisions.</p>
<p>Note: Nothing in this learning outcome should be construed as preventing or discouraging the examination of the decisions of the weak or powerless.</p>			