

GLOBAL STUDIES WAC PLAN

I. A description of what constitutes good writing in the discipline:

A well-written essay demonstrates the student's understanding and mastery of the material of a course relevant to the particular topic of the paper. The paper should reveal that the student can identify the relationship between the more focused topic of the paper and the larger chronological framework, concepts, and ideas presented in course materials. The essay must be clearly written, grammatically correct, and well-organized, with recognizable thesis, argument, introduction and conclusion. Supporting evidence for major points of the paper's argument should be skillfully integrated into the paper. A standard form of citation must be used. There should be a sufficient number of citations to offer evidence for the paper's points and spur further analysis. Supporting evidence must reveal proficiency in research. If the paper is in response to an assigned topic, it should address the terms of the assignment.

II. Writing-Intensive Courses:

Students must take the following two courses:

GEO 2520 World Geography, 12-20 pages, 15% of course grade (Wendelken)

History 3700 Contemporary World History, a requirement for Social Studies Licensure) - two short (3-5 pages) and one long (10-15 pages) paper. Average cumulative percentage from writing assignment: 60-75% (Wendelken, Dyke)

Students must take one of the following two courses:

ENG 2310 World Literature I, 5-7-page paper plus midterm and final that are at least 60% essay, 50-60 % of course grade (Christian)

ENG 2320 World Literature Survey II, 15-20 pages, 60% of course grade (Walter Carney)

Students must take one of the following courses:

History 4550 Senior Capstone Course, 3-5 shorter papers (approximately 3-5 pages, including book reviews, article summaries), final research paper, minimum 15-20 pages. Average cumulative percentage from writing assignments: 80%. However, a failing grade on the research paper means the student fails the class, so there is a way in which writing assignments account for 100% of the final grade. (Various instructors)

PSC 4600 Senior Seminar in Political Science, minimum 20 pages, minimum 20% of course grade (various instructors)

Students must take one of the following two courses:

History 2100, Class in research and methodology, 5-10 shorter papers, consisting of article summaries, book reviews, and research summaries/narratives, annotated bibliographies, usually 3-5 pages, final research paper, minimum 10-15 pages. Average cumulative percentage from writing assignments: 75% (Wendelken, Dyke, O'Neil, Kletter)

PSC 2100 Research Methods in Political Science , minimum 20 pages, minimum 20%

Part 3: See attached rubrics for History, Political Science, and English

HISTORY ESSAY RUBRIC

1) Content and Concept	2) Argument/ Analysis	3) Organization	4) Evidence	5) Source Handling/ Citation	6) Writing
<p>5 – Shows insight, understanding, awareness of perspectives and historical contexts; develops reflective interpretation relating specific facts and situations to bigger patterns, ideas and dynamics.</p>	<p>5 – Contains an interesting central point, clearly asserted in the thesis, that is amply developed and persuasively supported with appropriate reasoning and evidence.</p>	<p>5 – Thesis and introduction are clear, concise and address the assignment. Each paragraph has a clear, focused purpose and coherent relation to the whole. Effective conclusion; logical and persuasive overall.</p>	<p>5 - Broad spectrum of appropriate sources visibly used. Accurate evidence directly and persuasively supports the argument. Sources are assessed for bias and placed in larger historical context.</p>	<p>5 – Every point and statement of fact is reliably attributed. Every fact, point, paraphrase and quotation derived from any other source is completely and helpfully documented.</p>	<p>5 – Reliably clear, correct and appropriate. Reveals a mastery of appropriate vocabulary.</p>
<p>3 - Particular ideas or events are adequately described but poorly understood; OR broad perspective is attempted without adequate foundation in specifics</p>	<p>3 - Simple summary or assertion with little supporting analysis or evidence.</p>	<p>3 – Some important organizational elements are missing, inadequate or garbled. Difficult to follow.</p>	<p>3 – Contains relevant evidence but lacks breadth, context or persuasive focus.</p>	<p>3 – Citations are mostly complete, but some are sloppy. There is some confusion about the source of ideas or information.</p>	<p>3 - Writing is substantially technically correct. Occasional minor errors may be present, but prose is generally at college level.</p>
<p>1 – Simplistic; narrow; without context, perspective or interpretive depth.</p>	<p>1 - Lacks a clear point and coherent reasoning.</p>	<p>1 – Lacks logical structure and flow; random or disjointed; makes little sense.</p>	<p>1 - Lacks relevant evidence, reveals incomplete knowledge and contains inaccuracies.</p>	<p>1 – Elements of the paper meet the definition of plagiarism.</p>	<p>1 - Major pattern of errors or many sloppy errors.</p>

Assessment Rubric for Written Work
Department of Government Studies

Instructor: _____ Course: _____ Semester: _____

1. Audience/Purpose (Introduction engages the audience. Thesis statement establishes a meaningful purpose for the paper, and focus is maintained throughout the paper on the stated purpose. Main points/sections are introduced.)

5 4 3 2 1

2. Organization/Coherence (Paragraphs and sections are divided and ordered logically. Effective transitions clarify the relationships among sections. Intra-paper headings are appropriate. Conclusions effectively summarize each section.)

5 4 3 2 1

3. Support and Evidence (Methods and data are appropriate. Explanations are clear and thorough. Evidence and logic are persuasive. Thesis is supported by specific source references. Tables and charts and other empirical data are used effectively.)

5 4 3 2 1

4. Grammar and Style (Relatively few Dirty Dozen errors appear. Writer uses precise diction and varied sentence structure. Writing is clear and easy to understand, pleasant to read.)

5 4 3 2 1

5. Sources and Documentation (Appropriate type and number of secondary sources are used. Quotations, paraphrases, and summaries are incorporated clearly, appropriately, and gracefully. Source citations within the text and in the bibliography are formatted correctly.)

5 4 3 2 1

6. Other:

5 4 3 2 1

7. Other:

5 4 3 2 1

Comments:

Student or Case No.: _____

TOTAL =

ENG 2320 rubric

Grammar and Usage: 25

Are there many Dirty Dozen errors? Are the sentences clear and expressive? Is the writer's voice apparent, or at least developing? Are there many word choice errors, malapropisms, or awkward phrases? Is the paper representative of formal academic writing or of casual speech?

Structure and MLA: 25

Is there a clear thesis statement? Are the paragraphs, including the introduction and conclusion, well-developed and well-structured? Is there a clear reason why the paragraphs are arranged as they are, or is there a disturbing randomness to this argument? Does the writer observe the conventions of MLA usage in citations and the Works Cited page? Are quotations and other uses of reference material properly introduced, cited, and discussed?

Content: 50

Does the writer demonstrate a thorough comprehension of the subject? Do they omit major points, or do they cover the essential elements of the issue? Does the writer manage competing points of view fairly? Does the writer show good judgment in the way in which sources are assessed and used? Do they use the best possible evidence? Is there a clear relationship between each piece of evidence and the paper's claim? Is the evidence arranged persuasively?