

## A2. Rhetoric and Composition Higher Order Learning Goals (HOLGS)

Students will:

1. Analyze, interpret, and evaluate linguistic and rhetorical strategies used in a variety of texts, and connect multiple texts in an argumentative essay, by making comparisons and contrasts between them.
2. Compose sophisticated research questions and arguments in response to those questions, by conducting library research and using academic documentation methods.

| <b>A2. Rhetoric and Composition HOLG Rubric</b>                                |   |   |   |  |
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| <b>Criteria</b>  | <b>Performance Standards</b>  |   |   |  |
|  | <b>Exceeds Expectations<br/>(4)</b>   | <b>Meets Expectations<br/>(3)</b>   | <b>Needs Improvement<br/>(2)</b>  | <b>Below Expectations<br/>(1)</b>  |
| Critically analyzes linguistic and/or rhetorical strategies.                   | Critically analyzes linguistic and/or rhetorical strategies with exceptional understanding and insight.                 | Critically analyzes linguistic and/or rhetorical strategies with understanding and insight.               | Critically analyzes linguistic and/or rhetorical strategies with partial understanding and insight.                 | Did not critically analyze linguistic and/or rhetorical strategies.                      |
| Composes research-based arguments integrating sources appropriate to the task. | Composes exceptionally complex and substantive research-based arguments that integrate sources appropriate to the task. | Composes complex and substantive research-based arguments that integrate sources appropriate to the task. | Composes partially complex and substantive research-based arguments that integrate sources appropriate to the task. | Did not compose research-based arguments that integrate sources appropriate to the task. |

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| Produces professional and/or academic writing. | Produces writing with exceptional technical skill, clarity and style, in keeping with professional and/or academic conventions. | Produces writing with technical skill, clarity and style, in keeping with professional and/or academic conventions. | Produces writing with partial technical skill, clarity and style, in keeping with professional and/or academic conventions. | Did not produce writing with technical skill, clarity or style, in keeping with professional and/or academic conventions. |
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*Developed by CAWG Committee - October 2017. Approved by CAC Committee - December 2017*

## **A2. Rhetoric and Language Core Learning Outcomes (CLOs)**

Students will develop competence in these areas:

1. Critical analysis of academic discourse: Students critically analyze linguistic and rhetorical strategies used in long and complex texts from a variety of genres, subjects, and fields. **(Criterion 1)**
2. Integrating multiple academic sources: Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them. **(Criterion 2)**
3. Academic research: Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes. **(Criterion 2)**
4. Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse. **(Criterion 3)**
5. Revision: Students develop revision strategies for extending and enriching early drafts and for producing polished advanced academic writing. **(Criterion 3)**