Assessment of Student Learning in the Philosophy Major Academic Year 2007-2008 Formal Report (Due July 1, 2008)

(1) Goals. State the purpose or mission of your major.

The purpose of the Philosophy Major is stated in three Philosophy Department goals:

Department Goal 1: Students will be able to express in oral and written form their understanding of major concepts and intellectual traditions within the field of philosophy.

Department Goal 2: Students will demonstrate their ability to utilize the principles of critical thinking and formal logic in order to produce a sound and valid argument, or to evaluate the soundness and validity of the arguments of others.

Department Goal 3: Students will demonstrate their ability to complete research on a philosophy-related topic, analyze objectively the results of their research, and present arguments to support their point of view.

These Philosophy Department learning goals represent our allegiance to Millikin

considerable commentary.

The Philosophy Department

- practica, internships, or other vocational experiences and limit the meaning of that concept to those sorts of activities only

t, for we can do nothing else so long as we remain true to our discipline! We have absolutely

lying, abortion, capital punishment, stem cell research, etc.), what this amounts to is simply bringing critical thinking skills to bear on concrete issues. We certainly are not going to have capital punishment labs or an abortion practicum!

territorial fashion to be a misguided and dangerous understanding of practice and, by implication, of philosophy, and, by further implication, liberal education in general. There is a widespread view of philosophy in which philosophical study is viewed as purely theoretical, as purely speculative, and as having no practical relevance deep in thought and apparently doing

nothing, best represents this image. We contend that this view is a serious mischaracterization of philosophical study. Philosophical study is not a form of purely detached speculation and contemplation. Rather, philosophical study is a kind of activity, a kind of doing. And it is practical in what we believe to be the

Serious philosophical study is a rigorous activity that trains the mind and facilitates the development and growth of skill sets that are essential to *any* occupation or vocation, to *any* effort to engage in meaningful democratic citizenship in a global environment, and to *any* attempt to develop a life of meaning and value. These skills sets include:

The ability to think critically, analytically, and synthetically. The ability to comprehend dense and difficult readings, readings that often focus on the perennial questions of human existence. The ability to convey ideas clearly and creatively in both written and oral form.

These skill sets are always practical. For example, in any field of inquiry or vocation, individuals will have to problem solve, think critically, assess arguments or strategies, communicate clearly, spot unspoken assumptions that may be driving a certain position, understand the implications of adopting a certain point of view or principle, etc. Since we encourage the development and growth of the skill sets that are essential to doing any of these things well, and hone their development in each and every class, philosophical study is inherently practical.

employability, at 98.9%, is impressive by any commerci

student needs to engage. The faculty embraced this idea, and these three questions continue to form the heart of our general education program. The

assess cannot take place without philosophical activity. Again, the practical relevance of philosophical activity could not be clearer.

A final aspect of our commitment to the practicality of philosophy that we would highlight

court is not a Philosophy Department program and is open to all interested (and qualified) students at the university, some of the students involved have been (and currently are) philosophy majors (minors). In addition, Dr. Money has been the faculty advisor for our moot court team since 2004. The simulation is educational in the best and fullest sense of the word. Beginning six weeks prior to the actual competition, Dr. Money meets with the participating students between 2-4 hours per week in the evenings. During these meetings, the students collectively analyze the closed-brief materials, work on the formulation of arguments representing both sides of the case, practice oral delivery and presentation of those arguments, and practice fielding questions from the other participants. During the competition, each team is given thirty minutes for argument and each team member must talk for at least ten minutes. Each team argues twice on each of the first two days, alternating between representing the petitioner and the respondent. Those teams that make the semi-final round argue an additional time, with one final argument made by those teams reaching the finals. Teams are judged on their knowledge of the case, their ability to formulate and present compelling arguments, and their ability to respond on their feet to difficult questions from the justices hearing the case. We have had great success over the past two years. At the 2005 Model Illinois Government (MIG) competition, our two teams took first and second place in the competition, facing each other in the final round of the competition. One of our three student justices also won for most outstanding justice. At the 2006 MIG competition, one of our teams took third place and one of our student justices was elected to the position of Chief Justice for the 2007 competition. At the 2007 competition, our teams took second and third place, and the student serving as Chief Justice was re-elected to serve as Chief Justice for the 2008 competition. At the 2008 competition, one of our teams took first place and another team took third place.

Many of

and moral reasoning, oral communication skills, collaborative learning, etc. More importantly, however, these are the very same skill sets that are facilitated and emphasized

skills sets that are

inherently practical are being engaged and developed.

and values. Close examination

of the Millikin curriculum and its stated mission goals confirms that philosophy is

The first cor

students for work in a variety of fields. Instead of preparing students for their first job, we prepare them for a lifetime of success no matter how often they change their careers something the empirical evidence suggests they will do quite frequently over the course of their lifetimes.

tudents for

political philosophy, and value questions in general reveals our belief in and commitment to the Jeffersonian model of liberal education. In order to engage meaningfully in democratic citizenship, citizens must be able to ask the following kinds of questions and be able to assess critically the answers that might be provided to them: What makes for a *good* society? What are the *legitimate* functions of the state? How *should* we resolve conflicts between the common good and individual rights? Might we have a *moral* obligation to challenge the laws and policies of our own country? These are philosophical questions; not questions of the nuts and bolts of how our government runs, but questions about our goals and duties. Confronting and wrestling with these questions prepare students for democratic citizenship.

learly this is exactly what philosophy does. That

technical institution. We are not a glorified community college willing to train students for the first job they will get, and leaving them in a lurch when they struggle to understand death, or agonize over ethical decisions, or confront those whose ideas seem foreign or dangerous because they are new. Millikin University wants its students to be whole: life-long learners who will not shy away from the ambiguities and puzzles that make life richer and more human. Philosophy is

for professional success, prepare them for democratic citizenship, and prepare them for a life of personal value and meaning. The accompanying table shows how Philosophy Department goals relate to University-wide goals:

The Philosophy Department learning University-wide learning goals:

University Goal 1: Millikin students will prepare for professional success.

University Goal 2: Millikin students will actively engage in the responsibilities of citizenship in their communities.

University Goal 3: Millikin students will discover and develop a personal life of meaning and value.

Philosophy Department Learning Goal	Corresponding Millikin University Learning Goal Number(s)
Students will be able to express in	1, 2, 3
oral and written form their	, ,
understanding of major concepts and	
intellectual traditions within the field of	
philosophy.	
2. Students will demonstrate their	1, 2, 3
ability to utilize the principles of critical	
thinking and formal logic in order to	
produce a sound and valid argument,	
or to evaluate the soundness and	
validity of the arguments of others.	
3. Students will demonstrate their	1, 2, 3
ability to complete research on a	
philosophy-related topic, analyze	
objectively the results of their research,	
and present arguments to support their	
point of view in a variety of venues,	
including an individually directed senior	
capstone thesis in philosophy.	

philosophical study reveals itself to be inherently practical. The skill sets it develops and the issues it engages facilitate professional success, democratic citizenship, and the development of a personal life of value and meaning. It seems to us that the daily *practice* of delivering on the promise of education should be the goal of every department and program at Millikin University. This, we do.

Given our emphasis on skill set development, it is no accident that philosophical study is excellent preparation for law school. Accordingly, our Department has

school. It is extremely important to emphasize that gaining admission to law

school is not a function of gaining substantive content knowledge as an undergraduate. This is vividly illustrated by pointing out the fact that the undergraduate major with the *highest acceptance rate* to ABA approved law schools is physics. Law schools require no specific undergraduate curriculum, no specific undergraduate major, and no specific undergraduate plan of study for admission. Law schools select students on the basis of evidence that they can

recent study by the American Bar Association shows that, after physics, the major with the highest acceptance rate to law school is PHILOSOPHY.

While our primary emphasis is on content neutral skill set development, we do not want to short-change the substantive content of philosophical writings. We develop the above mentioned skill sets by reading and discussing topics and issues central to the human condition. For example:

Who am I? How can I know? What should I do? The Millikin core questions are essentially philosophical questions!

Does God exist? If God exists, how is that fact consistent with the existence of evil in the world?

Do human beings possess free will? Or is human behavior and action causally determined?

What is the relation between mental states (mind, consciousness) and brain states (body)?

What justification is there for the state? How should finite and scare resources be distributed within society?

Are there universal moral principles? Or are all moral principles relative either to cultures or individuals?

What does it mean to judge a work of art beautiful? Is beauty really in the eye of the beholder?

The description of the philosophy program that appears in the Millikin Bulletin is crafted to emphasize the relevance of philosophical study to students with diverse interests and goals. According to the 2007-08 *Millikin University Bulletin*,

The Philosophy Major is designed to meet the requirements of four classes of students: (a) those who have no professional interest in philosophy but who wish to approach a liberal education through the discipline of philosophy; (b) those who want a composite or interdepartmental major in philosophy and the natural sciences, behavioral sciences, or humanities; (c) those who want an intensive study of philosophy preparatory to graduate study in some other field, e.g., law, theology, medicine, or education; (d) those who are professionally interested in philosophy and who plan to do graduate work in the field and then to teach or

Philosophy

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variety of courses either as political science courses (e.g., Constitutional Law) or as cross-listed courses (e.g., Political Philosophy, Philosophy of Law). All of these are 300-level courses. He serves students who need to meet the Historical Studies requirement by offering both Modern Philosophy and Contemporary Philosophy on a regular basis, listed at both the 200 and the 300 levels. He sometimes serves IN 250 students through the Philosophy of Law course. He serves pre-law students as Director of the Pre-Law Program, and as faculty advisor to the Moot Court Team.

A number of changes have occurred in the philosophy curriculum in recent years. All courses taught by Dr. Money received a new description in order to align them better with his teaching interests and expertise. The Department constructed a Pre-Law track in order to provide better service to philosophy majors who have an interest in law school. In addition, the Department modified the history of philosophy sequence, changing from a requirement that students

that students take 3 of 5. The old additional course requirement is now designated as another elective within the major

decision to help the

Political Science Department in the delivery of its curriculum has had some impact on the number of courses the Philosophy Department can offer for philosophy majors. The addition of a third faculty member to Philosophy will

(3) The Learning Story. Explain the typical learning experience provided through your major. How do students learn or encounter experiences leading to fulfilling your learning

form the heart of a life of meaning and value one part of Milli

our major, we cannot insist on a rigid formal sequential curricular pathway for our majors. While we might prefer our majors start with PH110 (Basic), then move on to PH213 (Logic), then complete the history sequence in order (PH300, 301, 302, 303 and/or 304), then take PH381 (seminar), and finally end with PH400 (senior thesis), this preference is completely unrealistic. The only situation in which we could realistically expect its implementation would be with those very few incoming freshmen students who declare philosophy as a major during summer orientation and registration. Even with these students, however, we would be limited by the small size of our Department commitment to making substantial contributions to other portions of the university curriculum (e.g., University Studies, the honors program, etc.). In light of these realities on the ground, we simply could not guarantee that the needed courses would be offered with the degree of regularity that would make it possible to implement a rigid formal sequential curricular pathway. So, this kind ractical for us to implement.

Fortunately, implementation of a curricular structural plan is also unnecessary. It is unnecessary for the very same reasons that allow us to cross-list our courses between the 200 and 300 levels. Many of our courses involve a mix of students, both majors and non-majors as well as students registered at the 200 and the 300 levels. Teaching a group of students who are from various backgrounds is

philosophy faculty are able to use a single class to expose a range of students to philosophical thinking without diluting or weakening the rigorous expectations that we have for our majors.

The key experiences in the philosophy curriculum, along with encounters with challenging texts (as mentioned above), include intensive engagement with philosophy professors, engagement with fellow students, reflection and digestion of ideas.

overall learning experience in the Philosophy Major, then, is one of intellectual engagement (with a great deal of one-on-one engagement outside of class as well), in which students are challenged to think critically about core beliefs and assumptions, and are expected to be able to present critical and creative ideas regarding those core beliefs and assumptions in oral and, especially, written form.

The Philosophy Major requires 30 credits to complete.

The Philosophy Major includes four required courses (12 credits):

Philosophy 110, Basic Philosophy. This course gives students an initial glance at both the kinds of texts they will encounter and the kind of teaching style that informs and characterizes the Philosophy Major. Philosophy 213, Logic. This course is essential for critical thinking. Philosophy 381, Seminar in Philosophy. This course gives

The Department

philosophical issues and problems in their historical context, i.e., presenting philosophy faculty a chance to expose philosophy students to many of the seminal works in philosophy.

In addition, the Department offers a range of electives, many under the umbrella

ethics, aesthetics, and the like. These elective courses provide philosophy students with a chance to encounter a range of normative issues, and challenge them to think not only in descriptive terms (e.g., what is the case, what is the claim) but also in normative terms (e.g., what *should* be the case). Students are required to take three electives (9 credits).

An overview of the requirements for completion of the Philosophy Major is offered as an appendix to this document (see Appendix Two).

(4)

reporting on their progress, trying out various formulations of a central thesis or idea for exploration, finding and locating sources to be used, etc. (Learning Goal 3). Later in the semester, these weekly meetings involve students bouncing arguments and ideas off of the other seniors and faculty, polishing up arguments and ideas, providing feedback to the other students, etc.

Second, students complete a substantial written essay (generally, between 25-30 pages). This essay is the basis for their course grade. We assess the quality of

Appendix Three) in conjunction with our own intuitive judgments regarding the quality of the writing, the difficulty of the subject matter, etc. (Learning Goals 1 and 2).

Finally, each student makes a formal presentation of their senior thesis to philosophy majors and faculty members. We assess the quality of the oral

communicati

The senior thesis, therefore, provides us with an opportunity to assess student learning in relation to all three of our learning goals. It is, therefore, the artifact that we will collect and analyze.

(5) Assessment Data

educational programs is evidence that we are fulfilling our educational mission. (Goals 1, 2, and 3). Information on the post-graduate placement of graduates since 2000 is included in Appendix One.

(6) Analysis of Assessment Results

For the 2007-2008 academic year, we had four students graduate with majors in philosophy. These students were:

#1

#2

#3

#4

Assessment of student learning in the Philosophy Major focuses on the following:

- 1) The written senior thesis produced by each graduating philosophy major.
- 2) The oral defense of the senior thesis provided by each graduating philosophy major.
- 3) The post-graduation placement of each graduating philosophy major, if known.

Analysis of assessment results for each key learning outcome goal, with effectiveness measures established on a green-light, yellow-light, red-light scale, occurs for each academic year. We see no reason to reinvent the wheel. We

A. Written Senior Thesis

Regarding the written product, the supervising faculty member will generate a brief evaluative summary for each thesis supervised during the academic year (included below). This summary will indicate the name of the student, the title of the senior thesis, the grade earned on the senior thesis, and an indication of the

general guideline for grading. (The rubric is included as Appendix Three to this report.) In general, if a student earns an A or B on the senior thesis, this will be

student earns a C, this will be taken to in assessment. Finally, if a student earns a D or an F, this will be taken to indicate a Finally, any additional information deemed included.

philosophical concerns, is pregnant with them. On both scores, thesis is successful. The one weakness in the thesis is that it is almost entirely descriptive. While #3 does do a solid job accurately presenting the major philosophical issues or historical positions and applying them to the film, the thesis as a whole lacks a central thread that organizes and gives direction to the project. More formally, #3

flow and little sense of development and movement within the structure of the thesis itself. Third, while the thesis specifies (by name) a couple of different sorts of rights i.e., political, economic, cultural/social these differences are not explored with sufficient depth. As a result, when the reader comes to the comparative examination of the four countries, she lacks a clear conceptual framework for making the comparative assessments that are called for by the thesis. Finally, there are some rather serious and obvious methodological problems with the comparative analysis. The thesis seeks to compare the four

criterion is

worthy of consideration, the latter is entirely arbitrary. There is no explanation for why any particular event was selected. Moreover, the types of events (e.g., healthcare related, employment related, etc.) are not held constant over the four countries. The thesis compares apples and oranges. The assignment of number rankings (1 as least protective, 5 as most protective) is unexplained and strikes the reader as completely arbitrary. No reason is given to support the assignment of any particul

inadequate. To credit, #4 closes the thesis with some reflection on her methodology and notes some of these weaknesses. The sense one gets is that by the time #4 recognized these weaknesses, it was too late. The thesis does show ability to identify sources that are relevant to the topic. However, it does little to demonstrate an ability to digest complex ideas or provide illuminated analysis of complex ideas.

B. Oral Defense of Thesis

All senior philosophy majors present an oral defense of their senior thesis. Their

to this report. The rubric provides

for an available total point range of between 55 and 11. A total score of 34-55 will indicate a green light regarding assessment. A total score of 23-33 will indicate a yellow light regarding assessment. Finally, a total score of 11-22 will indicate a red light regarding assessment. The original assessment sheets will be stored by the Chair of the Philosophy Department.

The data for philosophy seniors graduating during the 2007-2008 academic year is provided below.

Student: #1

Total Score on Rubric: 45

Color-Code: Green

Student: #2

Total Score on Rubric: 39

Color-Code: Green

majors eventually pursue further educational opportunities. We have graduated a total of 37 philosophy majors over the past 9 years. Amazingly, these majors have been accepted into and/or completed a total of <u>29</u> programs at the level of M.A. or above (including J.D.). The range of areas within which our majors find success

Both Moot Court and HURF provide compelling <u>external</u> evidence and validation of student learning in the philosophy major. Moreover, this evidence shows a consistent trend line over time: exceptional performance by our students over a four to eight year period. We believe this is compelling evidence that our program is vibrant and delivering on the promise of education. Student learning in the philosophy program is strong and demonstrable.

(7) Trends and Improvement Plans

The Philosophy Department is pleased with the results in our second year of formal assessment.

All four of our graduating seniors (100%) were assessed in the "green" for their oral defense of their senior thesis. This mirrors the result from last year. The data reveals consistently high performance by our majors and is evidence that the philosophy program is strong. The data we have collected over the past two years reveals a consistency in the oral competencies of our students. We attribute this primarily to the intensely discussion-driven format of our courses, a format that encourage and rewards student engagement and student contributions. Given our emphasis on this pedagogical style, it is not a surprise that our majors are adept at communicating their views orally. They essentially receive the opportunity to engage in oral communication each and every class meeting!

Three of the four

program as a result of our assessment review. We are extremely pleased with the performance of our students and we continue to believe that our program facilitates the intellectual growth and development of the critical thinking skills

work produced by our students is compelling evidence in support of this claim.

While the results from our data collection will not lead us to make changes in our program, the Department would like to emphasize several items on its radar. The most important are the following two items.

First and most significantly, the Department is expanding to include a third faculty member. Dr. Eric Roark (Ph.D., University of Missouri) is joining the Department, starting fall 2008. This provides the occasion for a substantive review of our curriculum. As part of that review, we are going to look at the

Second, Dr. Money engaged in work during the summer of 2007 with a small committee focused on Honors Assessment. As part of that work, the committee We now have that critical thinking rubric in addition to our ubric for Senior Thesis these two rubrics into a single rubric, which we will then employ as a tool in the assessment of senior theses. Both rubrics are included in Appendix Three.

APPENDIX ONE: POST-GRADUATE INFORMATION ON RECENTLY GRADUATED MAJORS

Philosophy tends to attract students who are committed to the life of the mind. Accordingly, most of our graduating majors eventually pursue further educational opportunities. We have graduated a total of 37 philosophy majors over the past 9 years.

Bjorn Bollig (2007): Director of Christian Education, Gloria Dei Lutheran Church, Downers Grove, Illinois.

Colleen Cunningham (2007): State-wide coordinator for Missourians to Abolish the Death Penalty.

Mark Fredricksen (2007): Unknown

Kyle Fritz (2007): Ph. D. program in philosophy, University of Florida (starting fall 2008); Assistant Editor for Human Kinetics' Scientific, Technical, and Medical Division, Champaign, Illinois; Ph.D. in Philosophy, University of Florida (starting fall 2008).

Colette Gortowski (2007): Teaching at the Wuhan Yucai Primary School in China.

Nichole Johnson (2007): Attending University of Iowa, College of Law.

Cole Pezley (2007): Performing music, Chicago.

2006: Five Graduating Seniors

Corey Bechtel (2006): Ph.D. in Political Science, Purdue University (starting fall 2008); MA in International Studies (with concentration in International Politics), Graduate Schoo w Intern5384.55 TmuBT1 0S 37 Tm[(m50)l3(in 70551 345 TmuBT1 0S 37 Tm](m50)l3(in 70551 345 Tm)(m50)l3(in 70551 345 Tm)(m50)l3(i

Nick McLenighan (2005): Northern Illinois University, MA program in Philosophy.

Jessica Revak (2005): Operations Manager at White Lodging Services; Western Illinois University, MA program in Experimental Psychology.

Amanda Russell (2005): University of Iowa, Dual MA programs in Health Administration and Public Health where she was recipient of The John and Wendy Boardman/Amenity Foundation Exceeding Expectations Scholarship.

2004: Five Graduating Seniors

Kim Keplar (2004): Working in St. Louis area. Was accepted to the MA program in philosophy at the University of Missouri Saint-Louis, but declined to attend.

Danielle LaSusa (2004): Temple University, Ph.D. program in philosophy.

Louis Manetti (2004): Chicago-Kent Law School, where he was awarded the first Dolores K. Hanna Trademark Prize. The prize was established last year by the law firm of Bell, Boyd & Lloyd. Awarded at the end of the school year to a Chicago-Kent student based on outstanding performance in an intellectual property course, recipients are selected by intellectual property law Chicago-Kent faculty.

Paul Scherschel (2004): Associate Director of Major Gifts, Millikin University; Program Specialist with the Office of the Speaker in the Illinois House of Representatives, Springfield; State Service Representative/Writer with the Governor's Office of Citizens Assistance, Springfield.

Kelli Willis (2004, Dec.): Working on organic farms in California.

2003: Three Graduating Seniors

Jon Bassford (2003): Ohio Northern Law School.

Katherine Guin (2003): Florida State University, Ph.D. program in philosophy.

Meghan Haddad-Null (2003): Case Western Reserve University for graduate study in French.

2002: Four Graduating Seniors

Rob Lininger (2002): University of Illinois, MA program in journalism OR Marquette University, MA program in public relations and advertising. Completed

a M.A. in Human Resources and Industrial Relations from the Institute for Labor and Industry Relations, University of Illinois; Visiting Assistant Director of Student Development at Campus Recreations, University of Illinois; currently working in human resources, University of Illinois; currently in the process of applying to several masters programs in communication and education (Depaul, Loyola).

Carrie Malone (2002): Louisiana State University, Ph.D. program in psychology.

Jason Maynard (2002): Western Michigan University, MA program in philosophy.

Jace Hoppes (2002): Dallas and Company, Champaign, IL

2001: One Graduating Senior

Chris Wood (2001): University of Kansas, Ph.D. program in philosophy.

2000: Two Graduating Seniors

Aaron Margolis (2000): Washington University School of Law. University of Chicago, M.A. Program in Social Science. Hebrew University of Jerusalem, M.A. in Israeli Politics and Society.

Michiko Tani (2000): Lewis and Clark Law School (Portland, Oregon).

APPENDIX TWO: REQUIREMENTS FOR THE PHILOSOPHY MAJOR

Total Credits for the Major: 30

All students majoring in philosophy must take the following courses (12 credits):

PH110, Basic Philosophical Problems

PH213, Critical Thinking: Logic

PH381, Seminar in Philosophy

PH400, Senior Thesis

All students majoring in philosophy must take three of the following five courses (9 credits):

APPENDIX THREE: RUBRICS

	long or too short.	
	The logic used in the analysis is rarely clear.	
	Structure and organization of the introduction and the analysis	
	do not reflect logic and coherence, they are simply strung	
	together.	
Quality	Analysis reflects little or no integration of information from	
Goals 1, 2,	multiple questions or sources.	
3		
	Analysis does not reflect consideration of multiple causes and	
	alternative explanations. Clear explanations are missing.	
	Many glaring flaws in the reasoning presented. Only rarely	
	are effective arguments are being made.	

F: In light of Department learning goals, a senior thesis earning an totally unacceptable work for a college senior, much less a philosophy major.

Critical Thinking in the Philosophy Major

inappropriate, or not related to topic.

Appropriate sources provided, although exploration appears to have been routine.

Information need is clearly defined and integrated to meet and exceed assignment, course, or personal interests.

external authority.	Presents conclusions as relative and only loosely related to consequences. Implications may include vague reference to conclusions.	Conclusions are qualified as the best available evidence within the context. Consequences are considered and integrated. Implications are clearly developed and
		are clearly developed and consider ambiguities.

7. Communicates effectively.

RED, 1 to 2 Points In many places, language obscures meaning.

Grammar, syntax, or other errors are distracting or repeated. Little evidence of proofreading. Style is inconsistent or inappropriate.

Work is unfocused and poorly organized; lacks logical connection of ideas. Format is absent, inconsistent, or distracting.

Few sources are cited or used correctly.

Final product/piece does not communicate the intended issue or goal.

YELLOW, 3 Points
In general, language
does not interfere with
communication.

Errors are not distracting or frequent, although there may be some problems with more difficult aspects of style and voice.

Basic organization is apparent; transitions connect ideas, although they may be mechanical. Format is appropriate although at times inconsistent.

Most sources are cited

GREEN, 4 to 5 Points

Criteria Scores				
1. Identify problem, q	uestion, issue, creative goal			
2. Consider context ar	nd assumptions			
3. Develop own position	on or hypothesis			
4. Presents, assesses,	and analyzes sources appro	opriate to the problem,		
question, issue or creative	goal.			
5. Integrate other per	spectives			
6. Identify conclusions	s and implications			
7. Communicate effectively				
TOTAL SCORE				
RED	YELLOW	GREEN		
Total score of 7-20	Total score of 21-27	Total Score of 28-35		

APPENDIX FOUR: RUBRIC FOR ASSESSMENT OF ORAL COMMUNICATION

Student Name:	D	ate:
Presentation Cont	ext:	
Evaluator:		
4 = advanced con 3 = competent co 2 = marginal com	mmunication skills	
I. Formal Preser	ntation	
5 4 3 2 1	1. Uses notes effectively.	
5 4 3 2 1	2. Shows an ability to handle stage to	right.
5 4 3 2 1	3. Communicates a clear central idea	a or thesis.
5 4 3 2 1	4. Communicates a clear and cohere pattern (e.g., main supporting points to the central thesis).	•
5 4 3 2 1	5. Exhibits reasonable directness and delivery (e.g., voice is clear and intel eye contact with audience, etc.).	•
5 4 3 2 1	6. Avoids delivery mannerisms that	detract from the
5 4 3 2 1	7. Meets time constraints.	
5 4 3 2 1	8. Overall Evaluation	

WRITTEN COMMENTS:

- II. Informal Classroom Discussions
- 5 4 3 2 1 1. Is able to listen to perspectives that differ fr