

UNIVERSITY OF **Build A Boundless Future**

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

Rubric	Capstone	Milestones	Milestones	Benchmark	No	Not
Dimensions		-			Evidence	Applicable
	4	3	2	1	0	NA
A2.1: Text Comprehension - Develop and use	Clearly demonstrates use of metacognitive	Demonstrates use of metacognitive or alternative	Shows some difficulty in using metacognitive or	Shows great difficulty in using metacognitive or	No Evidence	Not Applicable
metacognitive or alternative strategies to comprehend text	or alternative strategies to comprehend text and other resource	strategies to comprehend text and other resource content.	alternative strategies to comprehend text and other resource	alternative strategies to comprehend text and other resource		
and other resource content.	content.		content.	content.		
A2.2: Summarize	Clearly	Summarizes the	Shows some	Shows great	No	Not
Main Ideas - Summarize the main ideas and key details of written texts and other forms of	summarizes the main ideas and key details of written texts and other forms of communication.	main ideas and key details of written texts and other forms of communication.	difficulty in summarizing main ideas and key details of written texts and other forms of	difficulty in summarizing main ideas and key details of written texts and other forms of	Evidence	Applicable
communication.	communication.		communication.	communication.		
A2.3: Pre-writing	Clearly	Demonstrates	Shows some	Shows great	No	Not
Activities -	demonstrates	engagement in pre-	difficulty with	difficulty with	Evidence	Applicable
Engage in pre- writing activities that generate ideas and explore facts, feelings, and assumptions, while employing a process that fosters self- knowledge and	engagement in pre-writing activities that generate ideas and explore facts, feelings, and assumptions, while employing a process that fosters self-	writing activities that generate ideas and explore facts, feelings, and assumptions, while employing a process that fosters self- knowledge and further inquiry.	demonstrating engagement in pre- writing activities that generate ideas and explore facts, feelings, and assumptions, while employing a process that fosters self- knowledge	demonstrating engagement in pre- writing activities that generate ideas and explore facts, feelings, and assumptions, while employing a process that fosters self- knowledge		
further inquiry.	knowledge and further inquiry.		and further inquiry.	and further inquiry.		
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	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	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	No Evidence	Not Applicable

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

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