English & Modern Languages Department ePortfolio/WPA Handbook

Welcome to the English and Modern Languages Department WPA Handbook, which provides information that you—as a student majoring in one of this department's programs—need to know to create and develop your own electronic portfolio to demonstrate the skills in your major as part of your whole person education at ORU.

As you build your portfolio, keep in mind that you are both showcasing your best work and keeping a record by which you can reflect on your total educational experience. The English and Modern Languages faculty have defined several "outcomes" that we think are essential for our students to demonstrate competency in, and these outcomes stem from the department's **mission statement**:

> *The English and Modern Languages Department supports the University mission by preparing students to be effective thinkers and communicators in the languages of their choice. The curriculum promotes the literary, artistic, linguistic, and cultural heritage for contemporary Christian students and encourages students to apply their commitment to Jesus Christ to the people of the target languages studied. The department aims to develop intellectually alert and socially adept graduates who are spiritually alive to the concerns of the people whose languages and literature they are studying.*

As a well-educated student graduating with a major from our department, you should…
1. be adept at thinking and reading critically in English, French, or Spanish.
2. be able to express yourself in academic or professional papers that are well organized, correct, effective, and gracefully composed.
3. demonstrate knowledge of the theory and practice needed in your area and demonstrate proficiency in the technology relevant to your field.
4. have not only an understanding and appreciation of Western culture, but also of the multicultural perspectives presented by minority groups and by the cultures of non-Western societies.
5. be able to integrate your faith and learning, analyzing and evaluating your culture from an informed Christian worldview.

We want the work in your ePortfolio to represent your achievements during your time of study and to reflect well on you, and we want you to be proud of it. If we can help you in building this portfolio, please feel free to ask.

Dr. William Epperson, Chair

Table of Contents

This handbook is for students majoring in one of the programs in the English and Modern Languages Department: English Literature, English Education, French, Spanish, Modern Languages Education, and Writing. This table of contents and the overview page at the beginning of each major's section list the outcomes, rubrics, and artifact required for each major. **Click** *on the appropriate links below to navigate within the English and Modern Languages Handbook.*

Frequently Asked Questions

What is an ePortfolio?

An ePortfolio (electronic portfolio) is a student's personal website dedicated to presenting a selection of the student's course work and faculty assessment of that work in conjunction with predetermined outcomes selected by the department's faculty members. Each student has at least two ePortfolios: one for general education courses and one for the student's major. If a student is pursuing a double major, the student will have an additional ePortfolio for the additional major. The University also uses data from all student ePortfolios when preparing accreditation reports and when evaluating student achievement and the effectiveness of the University's programs and curriculum.

What is Chalk & Wire?

Chalk & Wire is an educational research-based company in Canada. ORU has been a research and development partner with Chalk & Wire since February 2003 and is currently utilizing two Internet-based programs (ePortfolio™ and RubricMarker™) as support for the University's eportfolio system. It is a secure Internet site.

What is an artifact?

An artifact is another name for an assignment that students upload to their ePortfolios. These assignments are required for everyone taking a particular course. Students with ePortfolio accounts turn in the assignment in class **and** through one of their ePortfolios.

What is a rubric?

A rubric is a chart that is used to help students to know what is expected of them and help professors evaluate students' work based on clearly defined criteria. The left-hand column lists the different criteria being assessed. On the horizontal row to the right of each criterion, the rubric presents varying degrees of how each student might demonstrate accomplishing the criterion: Exemplary, Competent, Acceptable, Unacceptable, and Not Attempted work. See the sample below:

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Logical organization of ideas for thesis development	Organizes all ideas in logical sequence for clear thesis development	Organizes most ideas in logical sequence for clear thesis development	Organizes some ideas in logical sequence for clear thesis development	Organizes ideas illogically for thesis development	Does not organize ideas for thesis development
Creativity of expression	Presents the material effectively and creatively with originality	Presents the material effectively and creatively	Presents the material creatively	Presents the material with little creativity	Does not present the material creatively

What is an assessment?

An assessment is not the same as a grade. Rather, it is the professor's evaluation of the quality of how a student meets each criterion in the student outcome.

Why do I need to complete a demographic survey when I set up my ePortfolio?

ORU does not discriminate on the grounds of race, color, sex, age, national origin, disability, or veteran status. However, the demographic information that students provide is very useful to ORU as it analyzes student data. These demographic surveys help the university understand the make-up of the student body so that ORU can better understand and meet the needs of incoming students. ORU also uses the surveys to collect data for reporting purposes.

How do I create my major ePortfolio?

A student's major ePortfolio is automatically created when the first artifact is submitted to the ePortfolio. Students can also create other portfolios within their Chalk & Wire accounts. Instructions on page 13 of this handbook explain how to create an ePortfolio for a student's major courses. Video instructions at ePortfolio.oru.edu explain how students can create portfolios other than the required general education ePortfolio and the ePortfolio the major.

Who will be looking at my ePortfolio?

Many people will look at your ePortfolio over the course of your college career (and beyond). First, every time you submit an artifact to one of your professors, he or she will look at it before assessing it. Second, since your ePortfolio is a bona fide website, you can send the link to friends, family, or future employers as well.

Can I use my ePortfolio after I graduate?

Yes! Students may opt to retain their ePortfolio by paying a yearly $15 renewal fee to Chalk & Wire. This is a good opportunity for students to create personal portfolios to show potential employers. For more information, contact ePortfolio@oru.edu.

Do I have to pay an ePortfolio fee every year?

An initial $70 fee to activate your Chalk & Wire account is a part of the General Fee paid during your first year at ORU. The renewal fee, also included in your General Fees, is $20 each additional year at ORU.

Why is it possible to receive a Whole Person Assessment that is either higher or lower than my grade for the assignment?

When a professor *grades* an assignment, he or she takes into account such factors as appropriate format, proper grammar and usage, and acceptable logic and organization. When a professor *assesses* an assignment for ePortfolio, he or she is focusing on the specific criteria on the rubric. In this situation, the professor asks the question, "How well does this paper demonstrate that the student has attained the qualities outlined for this particular outcome or proficiency?" Therefore, a student may write an A paper (a paper that demonstrates technical proficiency and scholarly research) that does not fulfill all of the criteria on the rubric—thus receiving a poor assessment. Or a student may write a C paper (a paper demonstrating technical problems), yet it completely covers the rubric criteria—thus receiving a high assessment. Therefore, it is very important for students to compose/create their artifact assignments knowing both the criteria for ePortfolio assessment *and* the criteria for grading.

How do I know which artifacts are required for my ePortfolios?
The General Education Whole Person Assessment Handbook (available online at wpahandbook.oru.edu) contains a comprehensive list of all artifacts for general education courses. This English and Modern Languages Whole Person Assessment Handbook lists the artifacts for each of the majors housed in this department: English Literature, English Education, French, Spanish, Modern Foreign Language Education, and Writing.

Do I have to complete ePortfolio artifacts if I'm taking summer school or online courses?
Yes. Regardless of the course format, artifacts are still required.

Do I get feedback from my professor for artifacts submitted to my ePortfolio?
Yes. When your professor assesses your artifact, you will automatically get a colored bar graph designating how you scored on the various areas listed on the rubric. In addition, your professor has the option to insert specific comments next to each criterion.

What happens if I don't upload my artifacts to my ePortfolio?
The consequence for not submitting your ePortfolio artifact is usually a grade penalty.

What ePortfolio requirements do I need to complete if I am a transfer student?
Transfer students need to fulfill all applicable ePortfolio requirements for courses taken at ORU only. There may be gaps in a student's ePortfolio because he or she took those courses elsewhere.

Does it matter what I name my artifact?
Currently, the ePortfolio default setting is to give your artifact the name of your document file with X's between the words. For example, if your file is named "Honor Code Reflection Paper.docx, it will be given the name of "(HonorXCodeXReflectionXPaper.docx) unless you rename it. We suggest that you name each artifact clearly so that your professor can distinguish it from other artifacts in the same ePortfolio folder.

What kinds of file types can be uploaded into my ePortfolio?
Artifacts must be uploaded in a format that professors can open and read. ORU's computer network is equipped with Microsoft Office; therefore, appropriate file types are HTML, PDF, and Word.

Will I receive an extension if Chalk & Wire is not working when my artifact is due?
It is up to the discretion of the faculty whether students are given extensions for late artifacts. Recently, ORU has upgraded to a new Chalk & Wire server that should have no problem handling the number of hits that the site receives, even at peak times. However, as server difficulties cannot always be forecasted, it is important to get your artifacts submitted **early** in order to avoid technical glitches.

What should I do if I need to scan an artifact but don't have a scanner?

If you don't have a scanner, try the following suggestions:

- 2nd Floor (GC) Academic Computing Lab, 8:00 a.m. to 10:30 p.m. most days. There are 8 dedicated ePortfolio computers and scanners, and the staff can help.
- The IT Concierge Help Desk (3rd Floor, LRC, near Hava Java).
- Ask a fellow student if you can use his or her scanner. Save scanned items as JPEG files, not TIFF files.

How do I know where in my ePortfolio to place my artifact?

It is **very important** that you upload your artifact into the correct place in your ePortfolio. Each artifact is connected to a particular proficiency/capacity and a specific assessment rubric. Consult the General Education Handbook or this handbook to determine the correct location for each artifact in your ePortfolio. Many courses that require an ePortfolio artifact now have a link in D2L that helps upload the artifact to the correct location in your ePortfolio. If you have any questions, contact your course professor or the ePortfolio Help Line (ePortfolio@oru.edu or 918-495-7356) for assistance.

What if I don't know my professor's name?

Minimize the Internet window that has your ePortfolio open. Open a new Internet browser. Go to www.oru.edu, click on "Academics," and then click on "VISION: Enrollment and Registration System." Log in to VISION, click "Student Services and Financial Aid," click "Registration," click "Student Detail Schedule," and choose the correct term. You should then see your entire schedule including your professor's name. When you have the necessary information, log out of VISION, maximize the Internet browser with your ePortfolio, and continue the artifact submission process.

Can I remove an artifact from my ePortfolio after I have successfully submitted it for assessment?

You should **not** remove an artifact from your ePortfolio unless (a) you are replacing it with a corrected version of the same document, (b) you have uploaded it in the wrong place and are correcting the error, or (c) you are deleting multiple versions of the same artifact. Your artifacts should remain in your ePortfolio for the duration of your time at ORU. If you remove them, then faculty will not be able to view them, and this may cause problems when your ePortfolio is audited at the end of a semester and prior to graduation.

Do I need to upload artifacts for electives or courses taken for my minor?

No. You are only required to submit artifacts for your general education courses and for the designated courses in your major.

How can I find the results of my professor's assessment of my submitted artifact?

Once you have submitted your artifact for assessment, you can click on the "Menu" button on the main ePortfolio page and choose "Work" and "My Results" to view your assessment scores. There you will see a listing of all artifacts that you have submitted. You can click on the artifact and choose "View Details" in the drop-down menu to see how you scored on each criterion of the rubric.

You can also view your composite results in a dashboard format in VISION by going to "Student Services," then "Student Records" and clicking on "Whole Person Assessment Scores."

What should I do if I think I uploaded my artifact correctly but I receive an ORU email saying something with my ePortfolio is incomplete?
Follow the directions given in the letter/email/voice message that you received. If you are instructed to contact a specific individual, please do it as soon as you get the message. You are also welcome to contact the individuals monitoring the ePortfolio Help Line at 495-7356 (x7356 on campus) or ePortfolio@oru.edu and ask them to check your status in the Chalk & Wire system. Sometimes there is a problem with your actual ePortfolio account, and in these cases we need to fix it to avoid future problems. Other times, you may have inadvertently missed a step in the process. Often these things can be cleared up quickly and easily.

Should I be receiving administrative emails regarding ePortfolio?
Yes. ORU ePortfolio administrators occasionally send important emails to your ORU email address. It is important that you read these emails, and if you use an outside email provider, such as Hotmail or Yahoo, you may need to adjust your bulk mail settings to make sure that you receive these emails and that they don't end up in your junk folder.

What should I do if I'm not receiving ePortfolio emails?
Check your bulk mail settings to make sure your account will let you receive emails from ePortfolio@oru.edu. If you still cannot receive emails from ePortfolio, contact the ePortfolio Help Line (ePortfolio@oru.edu or 918-495-7356) or go to the IT Concierge Help Desk on LRC 3rd Floor for assistance.

Where can I go to get ePortfolio help?
- ePortfolio Help Line at x7356 (918-495-7356) or ePortfolio@oru.edu
- IT Helpdesk, 3rd floor LRC, Front Doors
- David Farnsworth, the assessment coordinator in the English and Modern Languages Department
- Website: www.ePortfolio.oru.edu (many helpful resources)
- Your Academic Peer Advisor

Objectives of the Language and Literature Programs

Skill in language is a prerequisite in almost any occupation or profession. Familiarity with literature, as well as sound writing and speaking skills, is an essential part of a liberal arts education. Students graduating with a major in a language or in writing have a solid foundation for careers in a variety of fields. Teaching, journalism, government, law, library science, theology, and missions all require individuals with strong language skills.

The curriculum for every major in the English and Modern Languages Department includes a career preparation component. The English Education major and the Modern Foreign Languages Education major have career assessment interviews in the sophomore and senior years as well as seminars about resumes, job interviews, and school practices. The French, Spanish, English, and writing majors include LANG 300 Career Preparation, which covers how to conduct job searches, write resumes, and practice job interviews.

The English and Modern Languages Department prepares students to be able to do the following tasks:
1. To analyze forms, structures, and systems (e.g., languages and literature).
2. To use critical thinking skills.
3. To develop cultural awareness and respect for the positive value of human diversity.
4. To understand the history and structure of the language, cultures, and literatures being studied.
5. To evaluate sources, use sources ethically, and use research in writing and speaking tasks.
6. To develop and use both verbal and written communication skills.
7. To function successfully in professional and volunteer organizations.
8. To apply information technology to promote communication and facilitate goals.
9. To integrate one's Christian faith and worldview into everyday life and future careers.

Mission and Assessment of Outcomes

The department's mission statement: "*The English and Modern Languages Department supports the University mission by preparing students to be effective thinkers and communicators in the languages of their choice. The curriculum promotes the* **literary**, **artistic**, **linguistic***, and* **cultural heritage** *for contemporary Christian students and encourages students to* **apply their commitment to Jesus Christ to the people of the target languages** *studied. The department aims to develop* **intellectually alert** *and* **socially adept** *graduates who are* **spiritually alive** *to the concerns of the people whose languages and literature they are studying.*"

The table below indicates which outcomes meet key values in the department's mission statement above.

	English	English Education	French	Spanish	Modern Foreign Language Ed.	Writing
Literary	Outcome 2 Outcome 5	Outcome 5	Outcome 5	Outcome 5	Outcome 5	Outcome 3
Linguistics	Outcome 5	Outcome 2 Outcome 5	Outcome 2	Outcome 2	Outcome 2	Outcome 2 Outcome 4
Artistic and cultural heritage	Outcome 3	Outcome 3	Outcome 3	Outcome 3	Outcome 3	General Education Outcome
Application of student commitment to people of the target language		Outcome 4	Outcome 4	Outcome 4	Outcome 4	
Intellectually alert	Outcome 4	Outcome 4	Outcome 5	Outcome 5	Outcome 5	Outcome 5
Socially adept	Outcome 6	Outcome 6	Outcome 6	Outcome 6	Outcome 4 Outcome 6	Outcome 6
Spiritually alive	Outcome 1	Outcome 1	Outcome 1	Outcome 1	Outcome 1	Outcome 1

Creating an English and Modern Languages ePortfolio
for Your Major Courses

Creating Your ePortfolio

These instructions will help you set up your English and Modern Languages ePortfolio. Once you have performed the actions listed below, you may begin using your ePortfolio (see instructions for using English and Modern Languages ePortfolio on the next page). Once you have created it, you won't need to perform these actions again unless you want to create your own personal or resume ePortfolio.

1. Open Internet Explorer, and go to http://eportfolio.oru.edu.

2. Click on the yellow link to "ENTER EPORTFOLIO."

3. Type your user id (**Z-number**, including the "Z") and password ("**jupiter**" until you change it).

4. Click the box to accept the user agreement, then click "OK."

5. Click on the icon for EPORTFOLIO2.

6. Under "DEPARTMENT LIST," click the link to "SHOW ALL DEPARTMENTS."

7. Find ENGLISH, and click "JOIN."

8. Click the link to "ADD NEW PORTFOLIO."

9. Under the TABLE OF CONTENTS drop-down menu, select ENGLISH.

10. Scroll down and select the theme that you would like for this portfolio. You have to click on the radio button (the little circle below the theme), rather than the picture. Scroll to the bottom of the page, and click "OK." Your portfolio will appear.

CONGRATULATIONS! You have successfully set up your English and Modern Languages ePortfolio. To begin the process of uploading artifacts, see "Instructions for Using Your English and Modern Languages ePortfolio" on the next page of this handbook.

Using Your English and Modern Languages ePortfolio

Before You Begin: Make sure that all of the artifacts you wish to submit **are saved** in a place where you can access them (e.g., on the computer you are using, a CD, a flash drive, or an external hard drive). The instructions below use the "Critical Analysis essay from ENG 323 American Literature I" artifact **as an example** to describe how to upload an artifact.

When you upload other artifacts, **pay careful attention to where the artifact belongs.** (See the "Overview" sheet for your major.) Use the Overview Sheet to determine a course's artifact, its corresponding rubric, and appropriate assessor.

1. **(If you are still logged into your ePortfolio from the "Setting up Your Portfolio" exercise, you may skip to step #7.)** If you are not already logged into your ePortfolio, open an Internet browser and go to http://eportfolio.oru.edu.

2. Click on the yellow "ENTER EPORTFOLIO" link.

3. Enter your **user id** (your Z-number, including the "Z") and **password** ("jupiter" until you change it).

4. Click "OK," and then click on the icon for EPORTFOLIO2.

5. Click on the "MY PORTFOLIOS" tab.

6. Find the portfolio for your major and click on the "EDIT" icon (picture of a pencil) next to it.

7. Click on your major and on the "OUTCOME 2: APPLYING LITERARY THEORY AND CRITICAL THINKING" link.

8. At the bottom of the page, click "ADD CONTENT."

9. You will be asked if you want to use the ADVANCED EDITOR feature. Click "NO," and then click "OK."

10. Scroll down to "ARTIFACT" and click the "BROWSE" button. A dialog box will open. Find the item you want to upload and select it by double-clicking on it or by clicking on it once and choosing OPEN in the dialog box.

11. Click the "UPLOAD" button, and then scroll to the bottom of the page and click "OK."

12. Click on the "SUBMIT ASSESSMENT" link at the bottom of the page to submit the page to your instructor.

13. **Select your professor**, and then click "OK."

14. You should see a message verifying that your artifact was submitted successfully.

CONGRATULATIONS! You have successfully uploaded and submitted an ePortfolio artifact for assessment. If you have further questions about the steps of this process, please contact the ePortfolio Help Line at (918) 495-7356 or eportfolio@oru.edu.

English Literature Major Overview

Outcome	Rubric for Assessment	Description	Assessor
Outcome 1: Integrating Faith and Learning	1: Faith and Learning	**Artifact**—Christian Worldview essay from ENG 311 British Literature I	Course instructor (Dr. Mark Hall)
Outcome 2: Applying Literary Theory and Critical Thinking	2: Literary Theory and Critical Thinking	**Artifact**—Critical Analysis essay from ENG 323 American Literature I	Course instructor (Dr. Joann Allen)
Outcome 3: Understanding Multicultural Perspectives	3: Multicultural Perspectives	**Artifact**—Cultural Perspective essay from ENG 310 World Literature	Course instructor (Dr. William Epperson)
Outcome 4: Mastering Research and Information Technology	4: Research and Information Technology	**Artifact**—Review of literature & annotated bibliography from ENG 498 Senior Paper Research	Course instructor (Dr. Joann Allen)
Outcome 5: Writing Correct and Effective Academic Papers	5: Correct and Effective Academic Papers	**Artifact**—Senior paper from ENG 499 Senior Paper Composition	Course instructor (Dr. Joann Allen)
Outcome 6: Being Prepared for the Workplace	6a: Resume 6b: Job Search 6c: Mock Interview	**Artifact**—Resume, job search, and mock interview from LANG 300 Career Preparation Seminar	Course instructor (LANG 300 Teacher)

English Literature Major

Outcome 1—*Integrating Faith and Learning*

Rubric 1 *Faith and Learning*		Outcome	Rubric for Assessment	Description	Assessor
		Outcome 1—Integrating Faith and Learning	Rubric 1—Faith and Learning	Artifact—Christian Worldview essay from ENG 311 British Lit. I	Course instructor (Dr. Mark Hall)
Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Demonstration of knowledge of student's personal faith	Successfully integrates one's faith into the learning experience	Moderately integrates one's faith into the learning experience	Occasionally integrates one's faith into the learning experience	Unsuccessfully integrates one's faith into the learning experience	Does not attempt to integrate one's faith into the learning experience
Demonstration of concepts that explore the Christian faith and constitute a Christian Worldview	Uses multiple examples of concepts that explore the Christian faith and constitute a Christian worldview	Uses several examples of concepts that explore the Christian faith and constitute a Christian worldview	Uses a few examples of concepts that explore the Christian faith and constitute a Christian worldview	Does not successfully use examples of concepts that explore the Christian faith and constitute a Christian worldview	Does not try to use examples of concepts that explore the Christian faith and constitute a Christian worldview

English Literature Major

Outcome 2—*Applying Literary Theory and Critical Thinking*

Rubric 2 Literary Theory and Critical Thinking	Outcome	Rubric for Assessment	Description	Assessor
	Outcome 2—Applying Literary Theory and Critical Thinking	**Rubric 2**—Literary Theory and Critical Thinking	**Artifact**—Critical Analysis essay from ENG 323 American Lit. I	Course instructor (Dr. Joann Allen)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Ethical and appropriate use of information	Paraphrases, summarizes, and quotes sources correctly to avoid plagiarism; integrates sources fully and appropriately with no errors	Paraphrases, summarizes, and quotes sources correctly to avoid plagiarism; integrates sources appropriately with only a few minor errors	Paraphrases, summarizes, and quotes sources correctly to avoid plagiarism; with some relatively minor errors	Paraphrases, summarizes, and quotes sources incorrectly; shows no evidence of integration	Does not try to paraphrase, summarize, or quote sources
Evaluation of information	Demonstrates excellence in evaluating information in terms of criteria such as relevance, accuracy, and authority	Demonstrates proficiency in evaluating information in terms of criteria such as relevance, accuracy, and authority	Demonstrates an adequate ability to evaluate information in terms of criteria such as relevance, accuracy, and authority	Demonstrates an inadequate ability to evaluate information in terms of criteria such as relevance, accuracy, and authority	Does not try to evaluate information
Correct use of grammar and mechanics	Uses grammar and mechanics with no errors	Uses grammar and mechanics with few minor errors	Uses grammar and mechanics with some minor errors	Uses grammar and mechanics with excessive minor or a few major errors	Does not try to follow rules of grammar and mechanics; makes major errors
Presentation of information through writing style (creativity, clarity, and diction)	Demonstrates excellence in the effective and creative application and presentation of information	Demonstrates proficiency in the effective and creative application and presentation of information	Demonstrates an adequate ability to effectively and creatively apply and present information	Demonstrates an inadequate ability to effectively and creatively apply and present information	Does not present or apply information

English Literature Major

Outcome 3—*Understanding Multicultural Perspectives*

Rubric 3 Multicultural Perspectives		Outcome	Rubric for Assessment	Description	Assessor
		Outcome 3—Understanding Multicultural Perspectives	Rubric 3—Multicultural Perspectives	**Artifact**—Cultural Perspective essay from ENG 310 World Literature	Course instructor (Dr. William Epperson)
Criteria	**Exemplary**	**Competent**	**Acceptable**	**Unacceptable**	**Not Attempted**
Identification of specific cultural differences and similarities	Demonstrates ability to identify multiple cultural differences and similarities on multiple levels of society	Demonstrates ability to identify several cultural differences and similarities on several levels of society	Demonstrates ability to identify a few cultural differences and similarities on few levels of society	Does not successfully identify cultural differences and similarities on multiple levels of society	Does not try to identify cultural differences and similarities on multiple levels of society
Identification of differences in worldview	Demonstrates ability to relate numerous specific cultural differences to a more general worldview	Demonstrates ability to relate several specific cultural differences to a more general worldview	Demonstrates ability to relate few cultural differences to a more general worldview	Does not relate cultural differences to a more general worldview	Does not try to identify differences in worldview
Recognition and respect of value of other cultures	Consistently, recognizes and respects value of diverse cultures and social institutions	Frequently, recognizes and respects value of diverse cultures and social institutions	Usually, recognizes and respects value of diverse cultures and social institutions	Does not recognize and respect value of diverse cultures and social institutions	Does not try to recognize and respect value of diverse cultures and social institutions

English Literature Major

Outcome 4—*Mastering Research and Information Technology*

Rubric 4 *Research and Information Technology*		Outcome	Rubric for Assessment	Description	Assessor
		Outcome 4—Mastering Research and Information Technology	Rubric 4—Research and Information Technology	Artifact—Review of literature and annotated bibliography from ENG 498 Senior Paper Research	Course instructor (Dr. Joann Allen)
Criteria	**Exemplary**	**Competent**	**Acceptable**	**Unacceptable**	**Not Attempted**
Use of library resources and information technology	Demonstrates excellence in the use of library resources and information technology	Demonstrates proficiency in the use of library resources and information technology	Demonstrates an adequate ability to use library resources and information technology	Inadequately demonstrates an ability to use library resources and information technology	Does not try to use library resources or information technology
Ability to integrate technology and assigned tasks	Demonstrates excellence in integrating technology and assigned tasks	Demonstrates above average ability to integrate technology and assigned tasks	Demonstrates adequate ability to integrate technology and assigned tasks	Inadequately demonstrates an ability to integrate of technology and assigned tasks	Does not attempt to integrate technology and assigned tasks
Ability to organize content in classification/division mode	Demonstrates excellence in classifying sources into logical groupings	Demonstrates above average ability in classifying sources into logical groupings	Demonstrates adequate ability in classifying sources into logical groupings	Inadequately demonstrates an ability to classify sources into logical groupings	Does not attempt to classify sources into logical groupings
Ability to evaluate research sources for "completeness" (quantity) and appropriateness (quality)	Demonstrates excellence in evaluating research sources	Demonstrates above average ability in evaluating research sources	Demonstrates adequate ability in evaluating research sources	Demonstrates an inadequate ability to evaluate research sources	Does not attempt to evaluate research sources

English Literature Major

Outcome 5— *Writing Correct and Effective Academic Papers*

Rubric 5 *Correct and Effective Academic Papers*		Outcome	Rubric for Assessment	Description	Assessor
		Outcome 5—Correct and Effective Academic Papers	**Rubric 5**—Correct and Effective Academic Papers	**Artifact**—Senior paper from ENG 499 Senior Paper Composition	Course instructor (Dr. Joann Allen)
Criteria	**Exemplary**	**Competent**	**Acceptable**	**Unacceptable**	**Not Attempted**
Ethical and appropriate use of information	Paraphrases, summarizes, and quotes sources correctly to avoid plagiarism; integrates sources fully and appropriately with no errors	Paraphrases, summarizes, and quotes sources correctly to avoid plagiarism; integrates sources appropriately with only a few minor errors	Paraphrases, summarizes, and quotes sources correctly to avoid plagiarism; with some relatively minor errors	Paraphrases, summarizes, and quotes sources incorrectly; shows no evidence of integration	Does not try to paraphrase, summarize, or quote sources
Evaluation of information	Demonstrates excellence in evaluating information in terms of criteria such as relevance, accuracy, and authority	Demonstrates proficiency in evaluating information in terms of criteria such as relevance, accuracy, and authority	Demonstrates an adequate ability to evaluate information in terms of criteria such as relevance, accuracy, and authority	Demonstrates an inadequate ability to evaluate information in terms of criteria such as relevance, accuracy, and authority	Does not try to evaluate information
Correct use of grammar and mechanics	Uses grammar and mechanics with no errors	Uses grammar and mechanics with few minor errors	Uses grammar and mechanics with some minor errors	Uses grammar and mechanics with excessive minor or a few major errors	Does not try to follow rules of grammar and mechanics; makes major errors
Presentation of information through writing style (creativity, clarity, and diction)	Demonstrates excellence in the effective and creative application and presentation of information	Demonstrates proficiency in the effective and creative application and presentation of information	Demonstrates an adequate ability to effectively and creatively apply and present information	Demonstrates an inadequate ability to effectively and creatively apply and present information	Does not present or apply information

English Literature Major

Outcome 6: *Being Prepared for the Workplace*

<table>
<tr>
<td rowspan="2" colspan="2">Rubric 6a
Resume</td>
<td>Outcome</td>
<td>Rubric for Assessment</td>
<td>Artifact Description</td>
<td>Assessor</td>
</tr>
<tr>
<td>Outcome 6—Being Prepared for the Workplace</td>
<td>Rubric 6a—Resume</td>
<td>Artifact—Resume from LANG 300 Career Preparation Seminar</td>
<td>Course instructor (LANG 300 Teacher)</td>
</tr>
<tr>
<td>Criteria</td>
<td>Exemplary</td>
<td>Competent</td>
<td>Acceptable</td>
<td>Unacceptable</td>
<td>Not Attempted</td>
</tr>
<tr>
<td>Correctness</td>
<td>Uses correct (error free) format, punctuation, spelling, and style appropriate for a professional resume throughout the resume</td>
<td>Uses correct format, punctuation, spelling, and style appropriate for a professional resume throughout the resume with no major errors and only a few minor errors</td>
<td>Generally uses correct format, punctuation, spelling, and style appropriate for a professional resume through most of the resume with no more than 1 moderate error and only a few minor errors</td>
<td>Makes both major and/or minor errors in format, punctuation, spelling, and style that would render the resume unacceptable in the workplace</td>
<td>Does not attempt</td>
</tr>
<tr>
<td>Content</td>
<td>Consistently uses appropriate and professional content throughout the entire resume</td>
<td>Uses appropriate and professional content through most of the resume</td>
<td>Uses appropriate and professional content throughout the resume</td>
<td>Makes both major and/or minor errors in content that would render the resume unacceptable in the workplace</td>
<td>Does not attempt</td>
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English Literature Major

Outcome 6: *Being Prepared for the Workplace*

Rubric 6b *Job Search*		Outcome	Rubric for Assessment	Artifact Description	Assessor
		Outcome 6—Being Prepared for the Workplace	**Rubric 6b**—Job Search	**Artifact**—Job search from LANG 300 Career Preparation Seminar	Course instructor (LANG 300 Teacher)
Criteria	**Exemplary**	**Competent**	**Acceptable**	**Unacceptable**	**Not Attempted**
Thoroughness	Compiles a comprehensive list of potential careers appropriate for a student's skills, education, and interests	Compiles a good list of potential careers, paying attention to the student's skills, education, and interests	Compiles a short list of potential careers, while somewhat paying attention to the student's skills, education, and interests	Compiles a meager list and/or a list that is not compatible with the student's skills, education, and interests	Does not attempt
Analysis	Provides a thorough written or oral analysis of the job search results, being very attentive to the positives and negatives of each career.	Provides a good written or oral analysis of the job search results, being attentive to the positives and negatives of each career.	Provides a limited but adequate written or oral analysis of the job search results, being somewhat attentive to the positives and negatives of each career.	Provides only a cursory or shallow analysis (written or oral) of the job search results or only a summary (not analysis) of the job search results.	Does not attempt

English Literature Major
Outcome 6: *Being Prepared for the Workplace*

Rubric 6c *Mock Interview*		Outcome	Rubric for Assessment	Artifact Description	Assessor
		Outcome 6—Being Prepared for the Workplace	**Rubric 6c**—Mock Interview	**Artifact**—Mock interview from LANG 300 Career Preparation Seminar	Course instructor (LANG 300 Teacher)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Research	Researches a potential place of employment and develops 9-10 **appropriate** comments/questions that could be used in a job interview with that particular place of employment.	Researches a potential place of employment and develops 7-8 **appropriate** comments/ questions that could be used in a job interview with that particular place of employment.	Researches a potential place of employment and develops 5-6 **appropriate** comments/questions that could be used in a job interview with that particular place of employment.	Researches a potential place of employment and develops fewer than 5 **appropriate** comments/questions that could be used in a job interview with that particular place of employment.	Does not attempt
Appearance and Presence	Dresses and acts very professionally and appropriately. Speaks up and clearly shows confidence and maturity throughout the interview. Is not timid, shy, nor bragging.	Dresses and acts professionally and appropriately for the most part. Speaks up and generally shows confidence and maturity. Is not timid, shy, nor bragging.	Dresses and acts informally yet appropriately enough for an interview. Shows confidence or maturity to some extent. Is not timid, shy, nor bragging.	Does not dress and/or act professionally enough for a job interview. Lacks sufficient confidence and maturity in a job interview situation.	Does not attempt
Interview Questions and Answers	Speaks knowledgeably about his or her qualifications, asks thoughtful questions, and makes intelligent comments/responses consistently.	Speaks knowledgeably about his or her qualifications, asks appropriate questions, and makes good comments/ responses through most of the interview.	Can speak about his or her qualifications, gives minimal answers, and may ask questions.	Doesn't always answer the questions asked, doesn't volunteer information, and doesn't ask any questions.	Does not attempt

English Education Major Overview

Outcome	Rubric for Assessment	Description	Assessor
Outcome 1: Integrating Faith and Learning	1: Faith and Learning	**Artifact**—Christian Worldview essay from ENG 311 British Literature I	Course instructor (Dr. Mark Hall)
Outcome 2: Mastering Linguistic Theory, Application, & Critical Thinking	2: Linguistic Theory, Application, and Critical Thinking	**Artifact**—Semester project from WRT 304 Structure of Modern Language	Course instructor (Dr. Linda Gray)
Outcome 3: Understanding Multicultural Perspectives	3: Multicultural Perspectives	**Artifact**—Cultural Perspective essay from ENG 310 World Literature	Course instructor (Dr. William Epperson)
Outcome 4: Mastering Research and Information Technology	4: Research and Information Technology	**Artifact**—Review of literature & annotated bibliography from ENG 498 Senior Paper Research	Course instructor (Dr. Joann Allen)
Outcome 5: Writing Correct and Effective Academic Papers	5: Correct and Effective Academic Papers	**Artifact**—Senior paper from ENG 499 Senior Paper Composition	Course instructor (Dr. Joann Allen)
Outcome 6: Demonstrating Pedagogical Knowledge	6: Pedagogy and Lesson Plans	**Artifact**—Lesson plans from ENG 470 Teaching English	Course instructor (Laura Krohn)

English Education Major

Outcome 1—*Integrating Faith and Learning*

Rubric 1 Faith and Learning		Outcome	Rubric for Assessment	Description	Assessor
		Outcome 1—Integrating Faith and Learning	**Rubric 1**—Faith and Learning	**Artifact**—Christian Worldview essay from ENG 311 British Lit. I	Course instructor (Dr. Mark Hall)
Criteria	**Exemplary**	**Competent**	**Acceptable**	**Unacceptable**	**Not Attempted**
Demonstration of knowledge of student's personal faith	Successfully integrates one's faith into the learning experience	Moderately integrates one's faith into the learning experience	Occasionally integrates one's faith into the learning experience	Unsuccessfully integrates one's faith into the learning experience	Does not attempt to integrate one's faith into the learning experience
Demonstration of concepts that explore the Christian faith and constitute a Christian Worldview	Uses multiple examples of concepts that explore the Christian faith and constitute a Christian worldview	Uses several examples of concepts that explore the Christian faith and constitute a Christian worldview	Uses a few examples of concepts that explore the Christian faith and constitute a Christian worldview	Does not successfully use examples of concepts that explore the Christian faith and constitute a Christian worldview	Does not try to use examples of concepts that explore the Christian faith and constitute a Christian worldview

English Education Major

Outcome 2—*Mastering Linguistic Theory, Application, and Critical Thinking*

Rubric 2 *Linguistic Theory, Application, and Critical Thinking*		Outcome	Rubric for Assessment	Description	Assessor
		Outcome 2— Mastering Linguistic Theory, Application, and Critical Thinking	**Rubric 2—** Linguistic Theory, Application, and Critical Thinking	**Artifact—** Semester project from WRT 304 Structure of Modern English	Course instructor (Dr. Linda Gray)
Criteria	**Exemplary**	**Competent**	**Acceptable**	**Unacceptable**	**Not Attempted**
Ability to think critically	Demonstrates exceptional ability to think beyond the obvious	Demonstrates ability to think beyond the obvious	Demonstrates ability to understand topic	Does not demonstrate ability to think critically	Does not try to think critically
Ability to analyze linguistic structures	Demonstrates ability to correctly analyze linguistic structures logically	Demonstrates ability to correctly analyze most linguistic structures logically	Demonstrates ability to analyze basic linguistic structures logically	Does not analyze linguistic structures logically	Does not try to analyze linguistic structures
Ability to synthesize a variety of information	Synthesizes a broad variety of information smoothly into one unified text	Synthesizes a variety of information into one unified text	Assembles a variety of information	Does not synthesize information correctly	Does not attempt synthesis
Ability to evaluate information critically	Evaluates complex information using critical analysis	Evaluates most information using critical analysis	Evaluates only basic information uncritically	Does not evaluate information correctly	Does not try to evaluate information

English Education Major

Outcome 3—*Understanding Multicultural Perspectives*

Rubric 3 Multicultural Perspectives		Outcome	Rubric for Assessment	Description	Assessor
		Outcome 3—Understanding Multicultural Perspectives	Rubric 3—Multicultural Perspectives	Artifact—Cultural Perspective essay from ENG 310 World Literature	Course instructor (Dr. William Epperson)
Criteria	**Exemplary**	**Competent**	**Acceptable**	**Unacceptable**	**Not Attempted**
Identification of specific cultural differences and similarities	Demonstrates ability to identify multiple cultural differences and similarities on multiple levels of society	Demonstrates ability to identify several cultural differences and similarities on several levels of society	Demonstrates ability to identify a few cultural differences and similarities on few levels of society	Does not successfully identify cultural differences and similarities on multiple levels of society	Does not try to identify cultural differences and similarities on multiple levels of society
Identification of differences in worldview	Demonstrates ability to relate numerous specific cultural differences to a more general worldview	Demonstrates ability to relate several specific cultural differences to a more general worldview	Demonstrates ability to relate few cultural differences to a more general worldview	Does not relate cultural differences to a more general worldview	Does not try to identify differences in worldview
Recognition and respect of value of other cultures	Consistently recognizes and respects value of diverse cultures and social institutions	Frequently recognizes and respects value of diverse cultures and social institutions	Usually recognizes and respects value of diverse cultures and social institutions	Does not recognize and respect value of diverse cultures and social institutions	Does not try to recognize and respect value of diverse cultures and social institutions

English Education Major

Outcome 4— *Mastering Research and Information Technology*

Rubric 4 Research and Information Technology		Outcome	Rubric for Assessment	Description	Assessor
		Outcome 4—Mastering Research and Information Technology	Rubric 4—Research and Information Technology	Artifact—Review of literature and annotated bibliography from ENG 498 Senior Paper Research	Course instructor (Dr. Joann Allen)
Criteria	**Exemplary**	**Competent**	**Acceptable**	**Unacceptable**	**Not Attempted**
Use of library resources and information technology	Demonstrates excellence in the use of library resources and information technology	Demonstrates proficiency in the use of library resources and information technology	Demonstrates an adequate ability to use library resources and information technology	Inadequately demonstrates an ability to use library resources and information technology	Does not try to use library resources or information technology
Ability to integrate technology and assigned tasks	Demonstrates excellence in integrating technology and assigned tasks	Demonstrates above average ability to integrate technology and assigned tasks	Demonstrates adequate ability to integrate technology and assigned tasks	Inadequately demonstrates an ability to integrate technology and assigned tasks	Does not attempt to integrate technology and assigned tasks
Ability to organize content in classification/division mode	Demonstrates excellence in classifying sources into logical groupings	Demonstrates above average ability in classifying sources into logical groupings	Demonstrates adequate ability in classifying sources into logical groupings	Inadequately demonstrates an ability to classify sources into logical groupings	Does not attempt to classify sources into logical groupings
Ability to evaluate research sources for "completeness" (quantity) and appropriateness (quality)	Demonstrates excellence in evaluating research sources	Demonstrates above average ability in evaluating research sources	Demonstrates adequate ability in evaluating research sources	Demonstrates an inadequate ability to evaluate research sources	Does not attempt to evaluate research sources

English Education Major

Outcome 5— *Writing Correct and Effective Academic Papers*

Rubric 5 Correct and Effective Academic Papers	Outcome	Rubric for Assessment	Description	Assessor
	Outcome 5—Writing Correct and Effective Academic Papers	Rubric 5—Correct and Effective Academic Papers	Artifact—Senior paper from ENG 499 Senior Paper Composition	Course instructor (Dr. Joann Allen)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Ethical and appropriate use of information	Paraphrases, summarizes, and quotes sources correctly to avoid plagiarism; integrates sources fully and appropriately with no errors	Paraphrases, summarizes, and quotes sources correctly to avoid plagiarism; integrates sources appropriately with only a few minor errors	Paraphrases, summarizes, and quotes sources correctly to avoid plagiarism; with some relatively minor errors	Paraphrases, summarizes, and quotes sources incorrectly; shows no evidence of integration	Does not try to paraphrase, summarize, or quote sources
Evaluation of information	Demonstrates excellence in evaluating information in terms of criteria such as relevance, accuracy, and authority	Demonstrates proficiency in evaluating information in terms of criteria such as relevance, accuracy, and authority	Demonstrates an adequate ability to evaluate information in terms of criteria such as relevance, accuracy, and authority	Demonstrates an inadequate ability to evaluate information in terms of criteria such as relevance, accuracy, and authority	Does not try to evaluate information
Correct use of grammar and mechanics	Uses grammar and mechanics with no errors	Uses grammar and mechanics with few minor errors	Uses grammar and mechanics with some minor errors	Uses grammar and mechanics with excessive minor or a few major errors	Does not try to follow rules of grammar and mechanics; makes major errors
Presentation of information through writing style (creativity, clarity, and diction)	Demonstrates excellence in the effective and creative application and presentation of information	Demonstrates proficiency in the effective and creative application and presentation of information	Demonstrates an adequate ability to effectively and creatively apply and present information	Demonstrates an inadequate ability to effectively and creatively apply and present information	Does not present or apply information

English Education Major

Outcome 6—*Demonstrating Pedagogical Knowledge*

Rubric 6 *Pedagogy and Lesson Plans*		Outcome	Rubric for Assessment	Description	Assessor
		Outcome 6—Demonstrating Pedagogical Knowledge	Rubric 6—Pedagogy and Lesson Plans	**Artifact**—Lesson Plans from ENG 470 Teaching English	Course instructor (Laura Krohn)
Criteria	**Exemplary**	**Competent**	**Acceptable**	**Unacceptable**	**Not Attempted**
Knowledge of—and skills in—designing lesson plans to reach all students	Thorough, thoughtful, and detailed lesson plans that design, implement, and assess instruction for all students in reading, writing, speaking, listening, and thinking.	Thorough lesson plans that design, implement, and assess instruction for all students in reading, writing, speaking, listening, and thinking.	Complete lesson plans that design, implement, and assess instruction for all students in reading, writing, speaking, listening, and thinking.	Incomplete lesson plans or lesson plans that do not meet the needs of all students	Does not attempt to design lesson plans to address the subject matter or students
Knowledge and implementation of current research in teaching language arts	Thoughtfully selects and/or creates instructional materials consistent with current research in teaching language arts. Actively researches current thinking in curricula and teaching resources.	Thoughtfully selects and/or creates instructional materials consistent with current research in teaching language arts.	Selects instructional materials consistent with research in teaching language arts.	Selects instructional materials that are not consistent with current research in teaching language arts.	Does not attempt to select instructional materials consistent with research in teaching language arts.

French Major Overview

Outcome	Rubric for Assessment	Artifact Description	Assessor
Outcome 1: Communicating One's Faith	1: Testimony	**Artifact**—Written testimony/essay from FRE 302 French Composition	Course instructor (Dr. Stephanie Coker)
Outcome 2: Conversing with Others in a Foreign Language	2: Spontaneous Conversation or Interview	**Artifact**—Conversation/Interview assignment from FRE 301 French Phonetics and Conversation	Course instructor (Dr. Stephanie Coker)
Outcome 3: Demonstrating Global and Historical Competency	3: Global and Historical Competency	**Artifact**—Presentation from FRE 204 Intermediate French II	Course instructor (Dr. Stephanie Coker)
Outcome 4: Serving Others	4: Service Learning or Extracurricular Activities	**Artifact**—Activities from the rubric for Outcome 4	Advisor (Dr. Stephanie Coker)
Outcome 5: Demonstrating Reading and Writing Skills	5: Reading and Writing	**Artifact**—Academic essay from any French literature course	Course instructor (Dr. Stephanie Coker)
Outcome 6: Being Prepared for the Workplace	6a: Resume 6b: Job Search 6c: Mock Interview	**Artifact**—Resume, job search, and mock interview from LANG 300 Career Preparation Seminar	Course instructor (LANG 300 Teacher)

French Major

Outcome 1: Communicating One's Faith

Rubric 1 *Testimony*	Outcome	Rubric for Assessment	Artifact Description	Assessor
	Outcome 1—Communicating One's Faith *(Ability to share his or her testimony in written form)*	**Rubric 1**—Testimony	**Artifact**—Written testimony/ essay from FRE 302 French Composition	Course instructor (Dr. Stephanie Coker)
Criteria	**Exemplary**	**Competent**	**Acceptable**	**Unacceptable**	**Not Attempted**
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Compre-hensibility	Uses complex language to convey experience clearly	Uses simple language that expresses the message	Uses language that is comprehensible but the message is unclear in places	Incomprehensible	Does not attempt
Organization	Writes well organized sentences and paragraphs using appropriate transitions words	Generally writes in organized manner with appropriate use of sequencing most of the time.	Shows some organization but may lack adequate transitions	Shows little or no organization	Does not attempt to organize the paper
Grammar and Spelling	Makes no major errors and infrequent minor errors	Makes few major errors and infrequent minor errors	Makes occasional major and minor errors	Makes multiple errors that render it unintelligible	Does not attempt to produce correct grammar and/or spelling

French Major

Outcome 2: *Conversing with Others in a Foreign Language*

Rubric 2 *Spontaneous Conversation or Interview*	Outcome	Rubric for Assessment	Artifact Description	Assessor
	Outcome 2—Conversing with Others in a Foreign Language *(Ability to create unique shared meaning with others through communication in a foreign language)*	**Rubric 2**—Spontaneous Conversation or Interview	**Artifact**—Conversation/ Interview assignment from FRE 301 French Phonetics and Conversation	Course instructor (Dr. Stephanie Coker)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Comprehension skills	Can understand creatively sustaining a cohesive, coherent interaction	Can understand and sustain a cohesive, coherent interaction	Has some difficulty understanding, selecting, and arranging expressions to achieve a coherent interaction	Displays a very limited understanding of the interaction Has difficulty making a coherent contribution	Not attempted
Grammatical skills	Can understand, use, and elaborate on vocabulary and a variety of grammatical structures	Displays understanding of, and can use vocabulary and grammatical structures with little elaboration	Displays understanding of basic vocabulary and grammar, but not enough to sustain the interaction beyond a fairly basic level	Displays very limited understanding of tasks, and ability to use accurately vocabulary, grammar, and skills associated with the interaction	Does not attempt
Socio-linguistic skills	Displays and interprets such stylistic features as politeness and formality appropriately, accurately, and where possible, creatively	Displays and interprets such stylistic features as politeness and formality, appropriately and accurately	Displays a basic understanding of the norms and expectations for behavior, but has difficulty putting that understanding into action. Displays and interprets limited stylistic features as politeness and formality	Displays limited understanding of the norms and expectations for behavior needed to contribute to the interaction Does not displays and interpret such stylistic features as politeness and formality	Does not attempt
Length	Creates and/or answers 10 questions	Creates and/or answers (8-9) questions	Creates and/or answers (6-7) questions	Creates and/or answers (5 or fewer) questions	Does not attempt

French Major

Outcome 3: *Demonstrating Global and Historical Competency*

Rubric 3 *Global and Historical Competency*		Outcome	Rubric for Assessment	Artifact Description	Assessor
		Outcome 3—Demonstrating Global and Historical Competency *(Awareness, sensitivity, and respect for the history, beliefs, social forms, language, and traits of different ethnic, religious, or social groups)*	Rubric 3—Global and Historical Competency	Artifact—Presentation from FRE 204 Intermediate French II	Course instructor (Dr. Stephanie Coker)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Knowledge of cultural and historical diversity	Describes and can detail multiple, cultural and historical components or traditions from a culture outside a student's ethnic or national origin	Describes multiple cultural and historical components or traditions from a culture outside a student's ethnic or national origin	Describes some major cultural and historical components or traditions from a culture outside a student's ethnic or national origin	Describes only one cultural and historical components or traditions from a culture outside a student's ethnic or national origin. (Shows limited research)	Does not display any knowledge of cultural and/or historical diversity
Oral Presentation	Nearly error-free presentation. Has sentences with minimal errors that flow naturally	Has sentences with minimal errors that do not hinder comprehension	May have several which may distract the listener but do not hinder comprehension	Has many major errors and sentences are unintelligible	Does not give an oral presentation

French Major
Outcome 4: *Serving Others*

Rubric 4 *Service Learning or Extracurricular Activities*		Outcome	Rubric for Assessment	Artifact Description	Assessor
		Outcome 4—Serving Others *(Effecting change through leadership by communicating in a foreign language)*	**Rubric 4**—Service Learning or Extracurricular Activities	**Artifact**—Activities from the rubric for Outcome 4	Advisor (Dr. Stephanie Coker)
Criteria	**Exemplary**	**Competent**	**Acceptable**	**Unacceptable**	**Not Attempted**
Active Participation in the larger community	Completes any one of the following: • Serves as a language club officer, • Actively serves on a committee, • Goes on a mission trip to an area where the target language is spoken OR Completes at least 4 of the following activities (including a 1-page reflection paper for each activity) from at least 2 categories: • Participates in a language club activity, • Participates in a faculty-approved activity in the target language • Actively participates in	Completes 3 of the following activities (including a 1-page reflection paper for each activity) from at least 2 categories: • Participates in a language club activity, • Participates in a faculty-approved activity in the target language • Actively participates in an ORU cafeteria conversation table • Attends a church service in the target language & turns in a church service bulletin, • Attends a community event in the target language, • serves as an interpreter, • leads praise and worship in the target language	Completes 2 of the following activities (including a 1-page reflection paper for each activity) from at least 2 categories: • Participates in a language club activity, • Participates in a faculty-approved activity in the target language • Actively participates in an ORU cafeteria conversation table • Attends a church service in the target language & turns in a church service bulletin, • Attends a community event in the target language,	Completes 1 of the following activities (including a 1-page reflection paper for each activity) from at least 2 categories: • Participates in a language club activity, • Participates in a faculty-approved activity in the target language • Actively participates in an ORU cafeteria conversation table • Attends a church service in the target language & turns in a church service bulletin, • Attends a community even in	Does not complete any extracurricular activities • Participates in a language club activity, • Participates in a faculty-approved activity in the target language • Actively participates in an ORU cafeteria conversation table • Attends a church service in the target language & turns in a church service bulletin, • Attends a community event in the target language, • Serves as an

	an ORU cafeteria conversation table • Attends a church service in the target language & turns in a church service bulletin, • Attends a community event in the target language, • Serves as an interpreter, • Leads praise and worship in the target language		• Serves as an interpreter, • Leads praise and worship in the target language	the target language, • Serves as an interpreter, • Leads praise and worship in the target language	interpreter, • Leads praise and worship in the target language

French Major
Outcome 5: Demonstrating Reading and Writing Skills

Rubric 5 Reading and Writing		Outcome	Rubric for Assessment	Artifact Description	Assessor
		Outcome 5—Demonstrating Reading and Writing Skills	Rubric 5—Reading and Writing Skills	Artifact—Academic essay from any French literature course	Course instructor (Dr. Stephanie Coker)
Criteria	**Exemplary**	**Competent**	**Acceptable**	**Unacceptable**	**Not Attempted**
Content	Covers thoroughly Supports theme with significant well-balanced documentation	Covers competently Supports theme with balanced documentation	Covers adequately Supports with documentation but sources are not balanced	Covers inadequately Does not have balanced sources	Not attempted
Stylistics	Has cohesion of ideas Has smooth, logical & relevant transitions Draws appropriate and inventive conclusions supported by evidence	Has cohesion of ideas Has smooth and logical transitions with some relevance Draws appropriate conclusions, but not inventive nor supported by evidence	Has cohesion of ideas Has smooth and logical transitions (rarely with relevance) Draws appropriate conclusions without evidence	Lacks cohesion of ideas No transitions Draws inappropriate conclusions	Not attempted
Grammar and syntax	Has error-free final draft Has a rough draft with minor and infrequent grammatical and mechanical errors demonstrates superior language skills (near native fluency)	Has a final draft with minimal errors Has a rough draft with some grammatical and mechanical errors, but errors do not confuse reader Demonstrates above average language proficiency	Has a final draft with numerous errors Has a rough draft with grammatical and mechanical errors that may confuse reader Demonstrates average language proficiency	Has a final draft with critical errors Has a rough draft with many grammatical and mechanical errors which cause confusion to the reader Demonstrates below average language proficiency	Not attempted
Format/ Organization	Follows proper MLA style as well as target language stylistics	Follows proper MLA style as well as target language stylistics usually	Follows proper MLA style rarely	Does not follow proper MLA style	Not attempted

French Major
Outcome 6: *Being Prepared for the Workplace*

Rubric 6a *Resume*		Outcome	Rubric for Assessment	Artifact Description	Assessor
		Outcome 6—Being Prepared for the Workplace	**Rubric 6a**—Resume	**Artifact**—Resume from LANG 300 Career Preparation Seminar	Course instructor

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Correctness	Uses correct (error free) format, punctuation, spelling, and style appropriate for a professional resume throughout the resume	Uses correct format, punctuation, spelling, and style appropriate for a professional resume throughout the resume with no major errors and only a few minor errors	Generally uses correct format, punctuation, spelling, and style appropriate for a professional resume through most of the resume with no more than 1 moderate error and only a few minor errors	Makes both major and/or minor errors in format, punctuation, spelling, and style that would render the resume unacceptable in the workplace	Does not attempt
Content	Consistently uses appropriate and professional content throughout the entire resume	Uses appropriate and professional content through most of the resume	Uses appropriate and professional content throughout the resume	Makes both major and/or minor errors in content that would render the resume unacceptable in the workplace	Does not attempt

French Major
Outcome 6: Being Prepared for the Workplace

Rubric 6b Job Search		Outcome	Rubric for Assessment	Artifact Description	Assessor
		Outcome 6—Being Prepared for the Workplace	**Rubric 6b**—Job Search	**Artifact**—Job search from LANG 300 Career Preparation Seminar	Course instructor
Criteria	**Exemplary**	**Competent**	**Acceptable**	**Unacceptable**	**Not Attempted**
Thorough-ness	Compiles a comprehensive list of potential careers appropriate for a student's skills, education, and interests	Compiles a good list of potential careers, paying attention to the student's skills, education, and interests	Compiles a short list of potential careers, while somewhat paying attention to the student's skills, education, and interests	compiles a meager list and/or a list that is not compatible with the student's skills, education, and interests	Does not attempt
Analysis	Provides a thorough written or oral analysis of the job search results, being very attentive to the positives and negatives of each career.	Provides a good written or oral analysis of the job search results, being attentive to the positives and negatives of each career.	Provides a limited but adequate written or oral analysis of the job search results, being somewhat attentive to the positives and negatives of each career.	Provides only a cursory or shallow analysis (written or oral) of the job search results or only a summary (not analysis) of the job search results.	Does not attempt

French Major

Outcome 6: *Being Prepared for the Workplace*

Rubric 6c *Mock Interview*		Outcome	Rubric for Assessment	Artifact Description	Assessor
		Outcome 6—Being Prepared for the Workplace	**Rubric**—Mock Interview	**Artifact**—Mock interview from LANG 300 Career Preparation Seminar	Course instructor
Criteria	**Exemplary**	**Competent**	**Acceptable**	**Unacceptable**	**Not Attempted**
Research	Researches a potential place of employment and develops 9-10 **appropriate** comments/questions that could be used in a job interview with that particular place of employment.	Researches a potential place of employment and develops 7-8 **appropriate** comments/ questions that could be used in a job interview with that particular place of employment.	Researches a potential place of employment and develops 5-6 **appropriate** comments/questions that could be used in a job interview with that particular place of employment.	Researches a potential place of employment and develops fewer than 5 **appropriate** comments/question s that could be used in a job interview with that particular place of employment.	Does not attempt
Appearance and Presence	Dresses and acts very professionally and appropriately. Speaks up and clearly shows confidence and maturity throughout the interview. Is not timid, shy, nor bragging.	Dresses and acts professionally and appropriately for the most part. Speaks up and generally shows confidence and maturity. Is not timid, shy, nor bragging.	Dresses and acts informally yet appropriately enough for an interview. Shows confidence or maturity to some extent. Is not timid, shy, nor bragging.	Does not dress and/or act professionally enough for a job interview. Lacks sufficient confidence and maturity in a job interview situation.	Does not attempt
Interview Questions and Answers	Speaks knowledgeably about his or her qualifications, asks thoughtful questions, and makes intelligent comments/responses consistently.	Speaks knowledgeably about his or her qualifications, asks appropriate questions, and makes good comments/ responses through most of the interview.	Can speak about his or her qualifications, gives minimal answers, and may ask questions.	Doesn't always answer the questions asked, doesn't volunteer information, and doesn't ask any questions.	Does not attempt

Spanish Major Overview

Outcome	Rubric for Assessment	Artifact Description	Assessor
Outcome 1: Communicating One's Faith	1: Testimony	**Artifact**—Written testimony/essay from SPA 302 Spanish Composition	Course instructor (Dr. Michael Fulton)
Outcome 2: Conversing with Others in a Foreign Language	2: Spontaneous Conversation or Interview	**Artifact**—Conversation/Interview assignment from SPA 301 Spanish Phonetics and Conversation	Course instructor (Dr. Michael Fulton)
Outcome 3: Demonstrating Global and Historical Competency	3: Global and Historical Competency	**Artifact**—Presentation from SPA 204 Intermediate Spanish II	Course instructor (Dr. Michael Fulton)
Outcome 4: Serving Others	4: Service Learning or Extracurricular Activities	**Artifact**—Activities from the rubric for Outcome 4	Advisor (Dr. Michael Fulton)
Outcome 5: Demonstrating Reading and Writing Skills	5: Reading and Writing	**Artifact**—Academic essay from any Spanish literature course	Course instructor (Dr. Michael Fulton)
Outcome 6: Being Prepared for the Workplace	6a: Resume 6b: Job Search 6c: Mock Interview	**Artifact**—Resume, job search, and mock interview from LANG 300 Career Preparation Seminar	Course instructor

Spanish Major
Outcome 1: *Communicating One's Faith*

Rubric 1 *Testimony*	Outcome	Rubric for Assessment	Artifact Description	Assessor
	Outcome 1—Communicating One's Faith *(Ability to share his or her testimony in written form)*	**Rubric 1**—Testimony	**Artifact**—Written testimony/essay from SPA 302 Spanish Composition	Course instructor (Dr. Michael Fulton)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Compre-hensibility	Uses complex language to convey experience clearly	Uses simple language that expresses the message	Uses language that is comprehensible but the message is unclear in places	Incomprehensible	Does not attempt
Organization	Writes well organized sentences and paragraphs using appropriate transition words	Generally writes in organized manner with appropriate use of sequencing most of the time.	Shows some organization but may lack adequate transitions	Shows little or no organization	Does not attempt to organize the paper
Grammar and Spelling	Makes no major errors and infrequent minor errors	Makes few major errors and infrequent minor errors	Makes occasional major and minor errors	Makes multiple errors that render it unintelligible	Does not attempt to produce correct grammar and/or spelling

Spanish Major
Outcome 2: *Conversing with Others in a Foreign Language*

Rubric 2 Spontaneous Conversation or Interview	Outcome	Rubric for Assessment	Artifact Description	Assessor
	Outcome 2—Conversing with Others in a Foreign Language *(Ability to create unique shared meaning with others through communication in a foreign language)*	**Rubric**—Spontaneous Conversation or Interview	**Artifact**—Conversation/ Interview assignment from SPA 301 Spanish Phonetics and Conversation	Course instructor (Dr. Michael Fulton)
Criteria	**Exemplary**	**Competent**	**Acceptable**	**Unacceptable**	**Not Attempted**
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Comprehen-sion skills	Can understand creatively sustaining a cohesive, coherent interaction	Can understand and sustain a cohesive, coherent interaction	Has some difficulty understanding, selecting, and arranging expressions to achieve a coherent interaction	Displays a very limited understanding of the interaction Has difficulty making a coherent contribution	Not attempted
Grammatical skills	Can understand, use, and elaborate on vocabulary and a variety of grammatical structures	Displays understanding of, and can use vocabulary and grammatical structures with little elaboration	Displays understanding of basic vocabulary and grammar, but not enough to sustain the interaction beyond a fairly basic level	Displays very limited understanding of tasks, and ability to use accurately vocabulary, grammar, and skills associated with the interaction	Does not attempt
Socio-linguistic skills	Displays and interprets such stylistic features as politeness and formality appropriately, accurately, and where possible, creatively	Displays and interprets such stylistic features as politeness and formality, appropriately and accurately	Displays a basic understanding of the norms and expectations for behavior, but has difficulty putting that understanding into action. Displays and interprets limited stylistic features as politeness and formality	Displays limited understanding of the norms and expectations for behavior needed to contribute to the interaction Does not displays and interpret such stylistic features as politeness and formality	Does not attempt
Length	Creates and/or answers 10 questions	Creates and/or answers (8-9) questions	Creates and/or answers (6-7) questions	Creates and/or answers (5 or fewer) questions	Does not attempt

Spanish Major

Outcome 3: Demonstrating Global and Historical Competency

Rubric 3 Global and Historical Competency	Outcome	Rubric for Assessment	Artifact Description	Assessor
	Outcome 3—Demonstrating Global and Historical Competency *(Awareness, sensitivity, and respect for the history, beliefs, social forms, language, and traits of different ethnic, religious, or social groups)*	**Rubric 3**—Global and Historical Competency	**Artifact**—Presentation from SPA 204 Intermediate Spanish II	Course instructor (Dr. Michael Fulton)
Criteria	**Exemplary**	**Competent**	**Acceptable**	**Unacceptable**	**Not Attempted**
Knowledge of cultural and historical diversity	Describes and can detail multiple, cultural and historical components or traditions from a culture outside a student's ethnic or national origin	Describes multiple cultural and historical components or traditions from a culture outside a student's ethnic or national origin	Describes some major cultural and historical components or traditions from a culture outside a student's ethnic or national origin	Describes only one cultural and historical components or traditions from a culture outside a student's ethnic or national origin. (Shows limited research)	Does not display any knowledge of cultural and/or historical diversity
Oral Presentation	Nearly error-free presentation. Has sentences with minimal errors that flow naturally	Has sentences with minimal errors that do not hinder comprehension	May have several which may distract the listener but do not hinder comprehension	Has many major errors and sentences are unintelligible	Does not give an oral presentation

Spanish Major

Outcome 4: *Serving Others*

Rubric 4 *Service Learning or Extracurricular Activities*		Outcome	Rubric for Assessment	Artifact Description	Assessor
		Outcome 4—Serving Others *(Effecting change through leadership by communicating in a foreign language)*	**Rubric 4**—Service Learning or Extracurricular Activities	**Artifact**—Activities from the rubric for Outcome 4	Course instructor (Dr. Michael Fulton)
Criteria	**Exemplary**	**Competent**	**Acceptable**	**Unacceptable**	**Not Attempted**
Active Participation in the larger community	Completes any one of the following: • Serves as a language club officer, • Actively serves on a committee, • Goes on a mission trip to an area where the target language is spoken OR Completes at least 4 of the following activities (including a 1-page reflection paper for each activity) from at least 2 categories: • Participates in a language club activity, • Participates in a faculty-approved activity in the target language • Actively participates in	Completes 3 of the following activities (including a 1-page reflection paper for each activity) from at least 2 categories: • Participates in a language club activity, • Participates in a faculty-approved activity in the target language • Actively participates in an ORU cafeteria conversation table • Attends a church service in the target language & turns in a church service bulletin, • Attends a community event in the target language, • serves as an interpreter, • leads praise and worship in the target language	Completes 2 of the following activities (including a 1-page reflection paper for each activity) from at least 2 categories: • Participates in a language club activity, • Participates in a faculty-approved activity in the target language • Actively participates in an ORU cafeteria conversation table • Attends a church service in the target language & turns in a church service bulletin, • Attends a community event in the target language,	Completes 1 of the following activities (including a 1-page reflection paper for each activity) from at least 2 categories: • Participates in a language club activity, • Participates in a faculty-approved activity in the target language • Actively participates in an ORU cafeteria conversation table • Attends a church service in the target language & turns in a church service bulletin, • Attends a community even in	Does not complete any extracurricular activities • Participates in a language club activity, • Participates in a faculty-approved activity in the target language • Actively participates in an ORU cafeteria conversation table • Attends a church service in the target language & turns in a church service bulletin, • Attends a community event in the target language, • Serves as an

	an ORU cafeteria conversation table • Attends a church service in the target language & turns in a church service bulletin, • Attends a community event in the target language, • Serves as an interpreter, • Leads praise and worship in the target language		• Serves as an interpreter, • Leads praise and worship in the target language	the target language, • Serves as an interpreter, • Leads praise and worship in the target language	interpreter, • Leads praise and worship in the target language

Spanish Major
Outcome 5: Demonstrating Reading and Writing Skills

Rubric 5 Reading and Writing	Outcome	Rubric for Assessment	Artifact Description	Assessor
	Outcome 5—Demonstrating Reading and Writing Skills	**Rubric 5**—Reading and Writing	**Artifact**—Academic essay from any Spanish literature course	Course instructor (Dr. Michael Fulton)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Content	Covers thoroughly Supports theme with significant well-balanced documentation	Covers competently Supports theme with balanced documentation	Covers adequately Supports with documentation but sources are not balanced	Covers inadequately Does not have balanced sources	Not attempted
Stylistics	Has cohesion of ideas Has smooth, logical & relevant transitions Draws appropriate and inventive conclusions supported by evidence	Has cohesion of ideas Has smooth and logical transitions with some relevance Draws appropriate conclusions, but not inventive nor supported by evidence	Has cohesion of ideas Has smooth and logical transitions (rarely with relevance) Draws appropriate conclusions without evidence	Lacks cohesion of ideas No transitions Draws inappropriate conclusions	Not attempted
Grammar and syntax	Has error-free final draft Has a rough draft with minor and infrequent grammatical and mechanical errors demonstrates superior language skills (near native fluency)	Has a final draft with minimal errors Has a rough draft with some grammatical and mechanical errors, but errors do not confuse reader Demonstrates above average language proficiency	Has a final draft with numerous errors Has a rough draft with grammatical and mechanical errors that may confuse reader Demonstrates average language proficiency	Has a final draft with critical errors Has a rough draft with many grammatical and mechanical errors which cause confusion to the reader Demonstrates below average language proficiency	Not attempted
Format/ Organization	Follows proper MLA style as well as target language stylistics	Follows proper MLA style as well as target language stylistics usually	Follows proper MLA style rarely	Does not follow proper MLA style	Not attempted

Spanish Major
Outcome 6: *Being Prepared for the Workplace*

<table>
<tr><td rowspan="2" colspan="2"><i>Rubric 6a</i>
<i>Resume</i></td><td>Outcome</td><td>Rubric for Assessment</td><td>Artifact Description</td><td>Assessor</td></tr>
<tr><td>Outcome 6—Being Prepared for the Workplace</td><td>Rubric 6a—Resume</td><td>Artifact—Resume from LANG 300 Career Preparation Seminar</td><td>Course instructor</td></tr>
<tr><td>Criteria</td><td>Exemplary</td><td>Competent</td><td>Acceptable</td><td>Unacceptable</td><td>Not Attempted</td></tr>
<tr><td>Correctness</td><td>uses correct (error free) format, punctuation, spelling, and style appropriate for a professional resume throughout the resume</td><td>uses correct format, punctuation, spelling, and style appropriate for a professional resume throughout the resume with no major errors and only a few minor errors</td><td>generally uses correct format, punctuation, spelling, and style appropriate for a professional resume through most of the resume with no more than 1 moderate error and only a few minor errors</td><td>makes both major and/or minor errors in format, punctuation, spelling, and style that would render the resume unacceptable in the workplace</td><td>Does not attempt</td></tr>
<tr><td>Content</td><td>consistently uses appropriate and professional content throughout the entire resume</td><td>uses appropriate and professional content through most of the resume</td><td>uses appropriate and professional content throughout the resume</td><td>makes both major and/or minor errors in content that would render the resume unacceptable in the workplace</td><td>Does not attempt</td></tr>
</table>

Spanish Major
Outcome 6: *Being Prepared for the Workplace*

Rubric 6b *Job Search*	Outcome	Rubric for Assessment	Artifact Description	Assessor
	Outcome 6—Being Prepared for the Workplace	**Rubric 6b**—Job Search	**Artifact**—Job search from LANG 300 Career Preparation Seminar	Course instructor

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Thorough-ness	Compiles a comprehensive list of potential careers appropriate for a student's skills, education, and interests	Compiles a good list of potential careers, paying attention to the student's skills, education, and interests	Compiles a short list of potential careers, while somewhat paying attention to the student's skills, education, and interests	compiles a meager list and/or a list that is not compatible with the student's skills, education, and interests	Does not attempt
Analysis	Provides a thorough written or oral analysis of the job search results, being very attentive to the positives and negatives of each career.	Provides a good written or oral analysis of the job search results, being attentive to the positives and negatives of each career.	Provides a limited but adequate written or oral analysis of the job search results, being somewhat attentive to the positives and negatives of each career.	Provides only a cursory or shallow analysis (written or oral) of the job search results or only a summary (not analysis) of the job search results.	Does not attempt

Spanish Major
Outcome 6: *Being Prepared for the Workplace*

Rubric 6c *Mock Interview*		Outcome	Rubric for Assessment	Artifact Description	Assessor
		Outcome 6—Being Prepared for the Workplace	**Rubric 6c**—Mock Interview	**Artifact**—Mock interview from LANG 300 Career Preparation Seminar	Course instructor
Criteria	**Exemplary**	**Competent**	**Acceptable**	**Unacceptable**	**Not Attempted**
Research	Researches a potential place of employment and develops 9-10 **appropriate** comments/questions that could be used in a job interview with that particular place of employment.	Researches a potential place of employment and develops 7-8 **appropriate** comments/ questions that could be used in a job interview with that particular place of employment.	Researches a potential place of employment and develops 5-6 **appropriate** comments/questions that could be used in a job interview with that particular place of employment.	Researches a potential place of employment and develops fewer than 5 **appropriate** comments/questions that could be used in a job interview with that particular place of employment.	Does not attempt
Appearance and Presence	Dresses and acts very professionally and appropriately. Speaks up and clearly shows confidence and maturity throughout the interview. Is not timid, shy, nor bragging.	Dresses and acts professionally and appropriately for the most part. Speaks up and generally shows confidence and maturity. Is not timid, shy, nor bragging.	Dresses and acts informally yet appropriately enough for an interview. Shows confidence or maturity to some extent. Is not timid, shy, nor bragging.	Does not dress and/or act professionally enough for a job interview. Lacks sufficient confidence and maturity in a job interview situation.	Does not attempt
Interview Questions and Answers	Speaks knowledgeably about his or her qualifications, asks thoughtful questions, and makes intelligent comments/responses consistently.	Speaks knowledgeably about his or her qualifications, asks appropriate questions, and makes good comments/ responses through most of the interview.	Can speak about his or her qualifications, gives minimal answers, and may ask questions.	Doesn't always answer the questions asked, doesn't volunteer information, and doesn't ask any questions.	Does not attempt

Modern Foreign Language Major Overview

Outcome	Rubric for Assessment	Artifact Description	Assessor
Outcome 1: Communicating One's Faith	1: Testimony	**Artifact**—Written testimony/essay from FRE 302 French Composition or SPA 302 Spanish Composition	Course instructor
Outcome 2: Conversing with Others in a Foreign Language	2: Spontaneous Conversation or Interview	**Artifact**—Conversation/Interview assignment from FRE 301 French Phonetics and Conversation or SPA 301 Spanish Phonetics and Conversation	Course instructor
Outcome 3: Demonstrating Global and Historical Competency	3: Global and Historical Competency	**Artifact**—Presentation from FRE 204 Intermediate French II or SPA 204 Intermediate Spanish II	Course instructor
Outcome 4: Serving Others	4: Service Learning or Extracurricular Activities	**Artifact**—Activities from the rubric for Outcome 4	Advisor
Outcome 5: Demonstrating Reading and Writing Skills	5: Reading and Writing	**Artifact**—Academic essay from any French or Spanish literature course	Course instructor
Outcome 6: Applying Pedagogical Knowledge	6: Pedagogy and Lesson Plans	**Artifact**—Lesson plans from LANG 470 Teaching English	Course instructor (David Farnsworth)

Modern Foreign Language Education Major
Outcome 1: Communicating One's Faith

Rubric 1 *Testimony*		Outcome	Rubric for Assessment	Artifact Description	Assessor
		Outcome 1—Communicating One's Faith *(Ability to share his or her testimony in written form)*	**Rubric 1**—Testimony	**Artifact**—Written testimony/ essay from FRE/SPA 302 Composition	Course instructor
Criteria	**Exemplary**	**Competent**	**Acceptable**	**Unacceptable**	**Not Attempted**
Compre-hensibility	Uses complex language to convey experience clearly	Uses simple language that expresses the message	Uses language that is comprehensible but the message is unclear in places	Incomprehensible	Does not attempt
Organization	Writes well organized sentences and paragraphs using appropriate transitions words	Generally writes in organized manner with appropriate use of sequencing most of the time.	Shows some organization but may lack adequate transitions	Shows little or no organization	Does not attempt to organize the paper
Grammar and Spelling	Makes no major errors and infrequent minor errors	Makes few major errors and infrequent minor errors	Makes occasional major and minor errors	Makes multiple errors that render it unintelligible	Does not attempt to produce correct grammar and/or spelling

Modern Foreign Language Education Major
Outcome 2: Conversing with Others in a Foreign Language

Rubric 2 *Spontaneous Conversation or Interview*		**Outcome**	**Rubric for Assessment**	**Artifact Description**	**Assessor**
		Outcome 2—Conversing with Others in a Foreign Language *(Ability to create unique shared meaning with others through communication in a foreign language)*	**Rubric 2**—Spontaneous Conversation or Interview	**Artifact**—Conversation/ Interview assignment from FRE/SPA 301 Phonetics and Conversation	Course instructor
Criteria	**Exemplary**	**Competent**	**Acceptable**	**Unacceptable**	**Not Attempted**
Comprehension skills	Can understand creatively sustaining a cohesive, coherent interaction	Can understand and sustain a cohesive, coherent interaction	Has some difficulty understanding, selecting, and arranging expressions to achieve a coherent interaction	Displays a very limited understanding of the interaction Has difficulty making a coherent contribution	Not attempted
Grammatical skills	Can understand, use, and elaborate on vocabulary and a variety of grammatical structures	Displays understanding of, and can use vocabulary and grammatical structures with little elaboration	Displays understanding of basic vocabulary and grammar, but not enough to sustain the interaction beyond a fairly basic level	Displays very limited understanding of tasks, and ability to use accurately vocabulary, grammar, and skills associated with the interaction	Does not attempt
Socio-linguistic skills	Displays and interprets such stylistic features as politeness and formality appropriately, accurately, and where possible, creatively	Displays and interprets such stylistic features as politeness and formality, appropriately and accurately	Displays a basic understanding of the norms and expectations for behavior, but has difficulty putting that understanding into action. Displays and interprets limited stylistic features as politeness and formality	Displays limited understanding of the norms and expectations for behavior needed to contribute to the interaction Does not displays and interpret such stylistic features as politeness and formality	Does not attempt
Length	Creates and/or answers 10 questions	Creates and/or answers (8-9) questions	Creates and/or answers (6-7) questions	Creates and/or answers (5 or fewer) questions	Does not attempt

Modern Foreign Language Education Major
Outcome 3: *Demonstrating Global and Historical Competency*

Rubric 3 *Global and Historical Competency*	Outcome	Rubric for Assessment	Artifact Description	Assessor
	Outcome 3—Demonstrating Global and Historical Competency *(Awareness, sensitivity, and respect for the history, beliefs, social forms, language, and traits of different ethnic, religious, or social groups)*	**Rubric 3**—Global and Historical Competency	**Artifact**—Presentation from FRE 204 Intermediate II or SPA 204 Intermediate Spanish II	Course instructor
Criteria	**Exemplary**	**Competent**	**Acceptable**	**Unacceptable**	**Not Attempted**
Knowledge of cultural and historical diversity	Describes and can detail multiple, cultural and historical components or traditions from a culture outside a student's ethnic or national origin	Describes multiple cultural and historical components or traditions from a culture outside a student's ethnic or national origin	Describes some major cultural and historical components or traditions from a culture outside a student's ethnic or national origin	Describes only one cultural and historical components or traditions from a culture outside a student's ethnic or national origin. (Shows limited research)	Does not display any knowledge of cultural and/or historical diversity
Oral Presentation	Nearly error-free presentation. Has sentences with minimal errors that flow naturally	Has sentences with minimal errors that do not hinder comprehension	May have several which may distract the listener but do not hinder comprehension	Has many major errors and sentences are unintelligible	Does not give an oral presentation

Modern Foreign Language Education Major
Outcome 4: Serving Others

Rubric 4 *Service Learning or Extracurricular Activities*		Outcome	Rubric for Assessment	Artifact Description	Assessor
		Outcome 4—Serving Others *(Effecting change through leadership by communicating in a foreign language)*	**Rubric 4**—Service Learning or Extracurricular Activities	**Artifact**—Activities from the rubric for Outcome 4	Advisor

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Active Participation in the larger community	Completes any one of the following: • Serves as a language club officer, • Actively serves on a committee, • Goes on a mission trip to an area where the target language is spoken OR Completes at least 4 of the following activities (including a 1-page reflection paper for each activity) from at least 2 categories: • Participates in a language club activity, • Participates in a faculty-approved activity in the target language • Actively participates in an ORU cafeteria conversation table • Attends a church service in the target language & turns in a church service bulletin, • Attends a community	Completes 3 of the following activities (including a 1-page reflection paper for each activity) from at least 2 categories: • Participates in a language club activity, • Participates in a faculty-approved activity in the target language • Actively participates in an ORU cafeteria conversation table • Attends a church service in the target language & turns in a church service bulletin, • Attends a community event in the target language, • serves as an interpreter, • leads praise and worship in the target language	Completes 2 of the following activities (including a 1-page reflection paper for each activity) from at least 2 categories: • Participates in a language club activity, • Participates in a faculty-approved activity in the target language • Actively participates in an ORU cafeteria conversation table • Attends a church service in the target language & turns in a church service bulletin, • Attends a community event in the target language, • Serves as an interpreter, • Leads praise and worship in the target language	Completes 1 of the following activities (including a 1-page reflection paper for each activity) from at least 2 categories: • Participates in a language club activity, • Participates in a faculty-approved activity in the target language • Actively participates in an ORU cafeteria conversation table • Attends a church service in the target language & turns in a church service bulletin, • Attends a community even in the target language, • Serves as an interpreter, • Leads praise and worship in the	Does not complete any extracurricular activities • Participates in a language club activity, • Participates in a faculty-approved activity in the target language • Actively participates in an ORU cafeteria conversation table • Attends a church service in the target language & turns in a church service bulletin, • Attends a community event in the target language, • Serves as an interpreter, • Leads praise and worship in the target language

	event in the target language, • Serves as an interpreter, • Leads praise and worship in the target language			target language	

Modern Foreign Language Education Major

Outcome 5: Demonstrating Reading and Writing Skills

Rubric 5 *Reading and Writing*		Outcome	Rubric for Assessment	Artifact Description	Assessor
		Outcome 5—Demonstrating Reading and Writing Skills	Rubric 5—Reading and Writing	Artifact—Academic essay from any French or Spanish literature course	Course instructor

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Content	Covers thoroughly Supports theme with significant well-balanced documentation	Covers competently Supports theme with balanced documentation	Covers adequately Supports with documentation but sources are not balanced	Covers inadequately Does not have balanced sources	Not attempted
Stylistics	Has cohesion of ideas Has smooth, logical & relevant transitions Draws appropriate and inventive conclusions supported by evidence	Has cohesion of ideas Has smooth and logical transitions with some relevance Draws appropriate conclusions, but not inventive nor supported by evidence	Has cohesion of ideas Has smooth and logical transitions (rarely with relevance) Draws appropriate conclusions without evidence	Lacks cohesion of ideas No transitions Draws inappropriate conclusions	Not attempted
Grammar and syntax	Has error-free final draft Has a rough draft with minor and infrequent grammatical and mechanical errors demonstrates superior language skills (near native fluency)	Has a final draft with minimal errors Has a rough draft with some grammatical and mechanical errors, but errors do not confuse reader Demonstrates above average language proficiency	Has a final draft with numerous errors Has a rough draft with grammatical and mechanical errors that may confuse reader Demonstrates average language proficiency	Has a final draft with critical errors Has a rough draft with many grammatical and mechanical errors which cause confusion to the reader Demonstrates below average language proficiency	Not attempted
Format/ Organization	Follows proper MLA style as well as target language stylistics	Follows proper MLA style as well as target language stylistics usually	Follows proper MLA style rarely	Does not follow proper MLA style	Not attempted

Modern Foreign Language Education Major

Outcome 6—Applying Pedagogical Knowledge

Rubric 6 *Pedagogy and Lesson Plans*		Outcome	Rubric for Assessment	Description	Assessor
		Outcome 6—Demonstrating Pedagogical Knowledge	**Rubric 6**—Pedagogy and Lesson Plans	**Artifact**—Lesson Plans from LANG 470 Teaching Language	Course instructor (David Farnsworth)
Criteria	**Exemplary**	**Competent**	**Acceptable**	**Unacceptable**	**Not Attempted**
Knowledge of—and skills in—designing lesson plans to reach all students	Thorough, thoughtful, and detailed lesson plans that design, implement, and assess instruction for all students in reading, writing, speaking, and listening skills in a foreign language.	Thorough lesson plans that design, implement, and assess instruction for all students in reading, writing, speaking, and listening, in a foreign language.	Complete lesson plans that design, implement, and assess instruction for all students in reading, writing, speaking, and listening, in a foreign language.	Incomplete lesson plans or lesson plans that do not meet the needs of all students	Does not attempt to design lesson plans to address the subject matter or students
Knowledge and implementation of current research in teaching a foreign language	Thoughtfully selects and/or creates instructional materials consistent with current research in teaching a foreign language. Actively researches current thinking in curricula and teaching resources.	Thoughtfully selects and/or creates instructional materials consistent with current research in teaching a foreign language.	Selects instructional materials consistent with research in teaching a foreign language.	Selects instructional materials that are not consistent with current research in teaching a foreign language.	Does not attempt to select instructional materials consistent with research in teaching a foreign language.

Writing Major Overview

Outcome	Rubric for Assessment	Artifact Description	Assessor
Outcome 1: Integrating Faith and Learning	1: Faith and Learning	**Artifact**—Christian Aesthetics essay from WRT 201 Introduction to Writing	Course instructor (Dr. William Epperson)
Outcome 2: Mastering Linguistic Theory, Application, and Critical Thinking	2: Linguistic Theory, Application, and Critical Thinking	**Artifact**—Semester project from WRT 304 Structure of Modern English	Course instructor (Dr. Linda Gray)
Outcome 3: Mastering Literary Writing	3: Creative Writing Portfolio	**Artifact**—Creative writing portfolio from WRT 331 Literary Writing. Portfolio contains essays, poems, and fiction writing.	Course instructor (Keith Gogan)
Outcome 4: Mastering Technical Writing	4: Form, Content, and Style in Technical Writing	**Artifact**—Technical writing portfolio from WRT 336 Technical Writing II. Portfolio contains a Web article, Website, progress report, and formal report, plus proof of ability to read and write HTML code.	Course instructor (Dr. Linda Gray)
Outcome 5: Writing Correct and Effective Academic Papers	5: Correct and Effective Academic Papers	**Artifact**—Senior paper from ENG or WRT 499 Senior Paper Composition	Course instructor (Dr. Joann Allen or Dr. Linda Gray)
Outcome 6: Being Prepared for the Workplace	6a: Resume 6b: Job Search 6c: Mock Interview	**Artifact**—Resume, job search, and mock interview from LANG 300 Career Preparation Seminar	Course instructor

Writing Major

Outcome 1—*Integrating Faith and Learning*

Rubric 1 *Faith and Learning*		Outcome	Rubric for Assessment	Description	Assessor
		Outcome 1—Integrating Faith and Learning	Rubric 1—Faith and Learning	Artifact— Christian Aesthetics essay from WRT 201 Introduction to Writing	Course instructor (Dr. William Epperson)
Criteria	**Exemplary**	**Competent**	**Acceptable**	**Unacceptable**	**Not Attempted**
Demonstration of knowledge of student's personal faith	Successfully integrates one's faith into the learning experience	Moderately integrates one's faith into the learning experience	Occasionally integrates one's faith into the learning experience	Unsuccessfully integrates one's faith into the learning experience	Does not attempt to integrate one's faith into the learning experience
Demonstration of concepts that explore the Christian faith and constitute a Christian Worldview	Uses multiple examples of concepts that explore the Christian faith and constitute a Christian worldview	Uses several examples of concepts that explore the Christian faith and constitute a Christian worldview	Uses a few examples of concepts that explore the Christian faith and constitute a Christian worldview	Does not successfully use examples of concepts that explore the Christian faith and constitute a Christian worldview	Does not try to use examples of concepts that explore the Christian faith and constitute a Christian worldview

Writing Major

Outcome 2—*Mastering Linguistic Theory, Application, and Critical Thinking*

Rubric 2 *Linguistic Theory, Application, and Critical Thinking*		**Outcome**	**Rubric for Assessment**	**Description**	**Assessor**
		Outcome 2—Linguistic Theory, Application, and Critical Thinking	Rubric 2—Linguistic Theory, Application, and Critical Thinking	**Artifact**—Semester project from WRT 304 Structure of Modern English	Course instructor (Dr. Linda Gray)
Criteria	**Exemplary**	**Competent**	**Acceptable**	**Unacceptable**	**Not Attempted**
Ability to think critically	Demonstrates exceptional ability to think beyond the obvious	Demonstrates ability to think beyond the obvious	Demonstrates ability to understand topic	Does not demonstrate ability to think critically	Does not try to think critically
Ability to analyze linguistic structures	Demonstrates ability to correctly analyze linguistic structures logically	Demonstrates ability to correctly analyze most linguistic structures logically	Demonstrates ability to analyze basic linguistic structures logically	Does not analyze linguistic structures logically	Does not try to analyze linguistic structures
Ability to synthesize a variety of information	Synthesizes a broad variety of information smoothly into one unified text	Synthesizes a variety of information into one unified text	Assembles a variety of information	Does not synthesize information correctly	Does not attempt synthesis
Ability to evaluate information critically	Evaluates complex information using critical analysis	Evaluates most information using critical analysis	Evaluates only basic information uncritically	Does not evaluate information correctly	Does not try to evaluate information

Writing Major

Outcome 3— *Mastering Literary Writing*

Rubric 3 *Creative Writing Portfolio*		Outcome	Rubric for Assessment	Description	Assessor
		Outcome 3—Mastering literary writing	**Rubric 3**—Creative writing portfolio	**Artifact**—Creative writing portfolio from WRT 331 Literary Writing. Portfolio contains essays, poems, and fiction writing.	Course instructor (Keith Gogan)
Criteria	**Exemplary**	**Competent**	**Acceptable**	**Unacceptable**	**Not Attempted**
Ability to write with clarity and skill	Displays exceptional clarity and skill	Displays good clarity and skill	Displays some clarity and skill	Displays only one or two examples of clarity and skill	Does not attempt to display clarity and skill
Ability to write original works, avoiding formulaic writing	Incorporates excellent originality and avoids formulaic writing	Displays a good amount of originality	Displays some originality	Displays only one or two examples of originality but relies on overuse of formulaic writing	Does not attempt originality
Ability to employ various literary devices	Displays excellent use of literary devices	Displays good use of literary devices	Displays fair use of literary devices	Uses only one or two examples of literary devices	Does not attempt to use literary devices

Writing Major

Outcome 4— *Mastering Technical Writing Documents*

Rubric 4 *Form, Content, and Style in Technical Writing*		Outcome	Rubric for Assessment	Artifact Description	Assessor
		Outcome 4— Mastering technical writing documents	**Rubric 4—**Form, Content, and Style in Technical Writing	**Artifact—**Portfolio of technical writing documents from WRT 336 Technical Writing II	Course instructor (Dr. Linda Gray)
Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Ability to read and use HTML Code	Demonstrates ability to read and use HTML code with no significant errors	Demonstrates ability to read and use HTML code with only a few moderate errors	Demonstrates ability to read and use HTML code with some comprehension but has errors	Does not read or use HTML code without with significant errors	Does not try to acquire skills in HTML coding
Ability to Write articles for the Web	Demonstrates excellence in both content and format when writing Web articles	Demonstrates ability to write typical Web articles with no major errors in content and/or format	Demonstrates ability to write typical Web articles although with some errors in content and format	Does not demonstrate adequate skills in writing typical Web articles	Does not try to acquire skills in writing for the Web
Ability to build a Website using proper format and content	Demonstrates excellence in both content and format when building a Website	Demonstrates ability to build a Website with no major errors in content and/or format	Demonstrates ability to build a Website although with some errors in content and/or format	Does not demonstrate adequate skills in building a Website	Does not try to acquire skills in building a Website
Ability to Write Progress Reports	Demonstrates excellence in both content and format when writing a progress report	Demonstrates ability to write progress reports with no major errors in content and/or format	Demonstrates ability to write a progress report although with some errors in content and/or format	Does not demonstrate adequate skills in writing a progress report	Does not try to acquire skills in writing progress reports
Ability to Write Formal Reports	Demonstrates excellence in both content and format when writing a formal report	Demonstrates ability to write typical Web articles with no major errors in content and/or format	Demonstrates ability to write formal report although with some errors in content and/or format	Does not demonstrate adequate skills in writing a formal report	Does not try to acquire skills in writing formal reports

Writing Major

Outcome 5—*Writing Correct and Effective Academic Papers*

Rubric 5 *Correct and Effective Academic Papers*		Outcome	Rubric for Assessment	Description	Assessor
		Outcome 5—Writing Correct and Effective Academic Papers	**Rubric 5**—Correct and Effective Academic Papers	**Artifact**—Senior paper from ENG or WRT 499 Senior Paper Composition	Course instructor (Dr. Joann Allen or Dr. Linda Gray)
Criteria	**Exemplary**	**Competent**	**Acceptable**	**Unacceptable**	**Not Attempted**
Ethical and appropriate use of information	Paraphrases, summarizes, and quotes sources correctly to avoid plagiarism; integrates sources fully and appropriately with no errors	Paraphrases, summarizes, and quotes sources correctly to avoid plagiarism; integrates sources appropriately with only a few minor errors	Paraphrases, summarizes, and quotes sources correctly to avoid plagiarism; with some relatively minor errors	Paraphrases, summarizes, and quotes sources incorrectly; shows no evidence of integration	Does not try to paraphrase, summarize, or quote sources
Evaluation of information	Demonstrates excellence in evaluating information in terms of criteria such as relevance, accuracy, and authority	Demonstrates proficiency in evaluating information in terms of criteria such as relevance, accuracy, and authority	Demonstrates an adequate ability to evaluate information in terms of criteria such as relevance, accuracy, and authority	Demonstrates an inadequate ability to evaluate information in terms of criteria such as relevance, accuracy, and authority	Does not try to evaluate information
Correct use of grammar and mechanics	Uses grammar and mechanics with no errors	Uses grammar and mechanics with few minor errors	Uses grammar and mechanics with some minor errors	Uses grammar and mechanics with excessive minor or a few major errors	Does not try to follow rules of grammar and mechanics; makes major errors
Presentation of information through writing style (creativity, clarity, and diction)	Demonstrates excellence in the effective and creative application and presentation of information	Demonstrates proficiency in the effective and creative application and presentation of information	Demonstrates an adequate ability to effectively and creatively apply and present information	Demonstrates an inadequate ability to effectively and creatively apply and present information	Does not present or apply information

Writing Major
Outcome 6—Being Prepared for the Workplace

Rubric 6a *Resume*		Outcome	Rubric for Assessment	Artifact Description	Assessor
		Outcome 6—Being Prepared for the Workplace	**Rubric 6a**—Resume	**Artifact**—Resume from LANG 300 Career Preparation Seminar	Course instructor

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Correctness	Uses correct (error free) format, punctuation, spelling, and style appropriate for a professional resume throughout the resume	Uses correct format, punctuation, spelling, and style appropriate for a professional resume throughout the resume with no major errors and only a few minor errors	Generally uses correct format, punctuation, spelling, and style appropriate for a professional resume through most of the resume with no more than 1 moderate error and only a few minor errors	Makes both major and/or minor errors in format, punctuation, spelling, and style that would render the resume unacceptable in the workplace	Does not attempt
Content	Consistently uses appropriate and professional content throughout the entire resume	Uses appropriate and professional content through most of the resume	Uses appropriate and professional content throughout the resume	Makes both major and/or minor errors in content that would render the resume unacceptable in the workplace	Does not attempt

Writing Major
Outcome 6— *Being Prepared for the Workplace*

Rubric 6b *Job Search*		Outcome	Rubric for Assessment	Artifact Description	Assessor
		Outcome 6—Being Prepared for the Workplace	**Rubric 6b**—Job Search	**Artifact**—Job search and analysis from LANG 300 Career Preparation Seminar	Course instructor
Criteria	**Exemplary**	**Competent**	**Acceptable**	**Unacceptable**	**Not Attempted**
Thorough-ness	Compiles a comprehensive list of potential careers appropriate for a student's skills, education, and interests	Compiles a good list of potential careers, paying attention to the student's skills, education, and interests	Compiles a short list of potential careers, while somewhat paying attention to the student's skills, education, and interests	compiles a meager list and/or a list that is not compatible with the student's skills, education, and interests	Does not attempt
Analysis	Provides a thorough written or oral analysis of the job search results, being very attentive to the positives and negatives of each career.	Provides a good written or oral analysis of the job search results, being attentive to the positives and negatives of each career.	Provides a limited but adequate written or oral analysis of the job search results, being somewhat attentive to the positives and negatives of each career.	Provides only a cursory or shallow analysis (written or oral) of the job search results or only a summary (not analysis) of the job search results.	Does not attempt

Writing Major
Outcome 6— Being Prepared for the Workplace

Rubric 6c *Mock Interview*		Outcome	Rubric for Assessment	Artifact Description	Assessor
		Outcome 6—Being Prepared for the Workplace	**Rubric 6c**—Mock Interview	**Artifact**—Mock interview from LANG 300 Career Preparation Seminar	Course instructor

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Research	Researches a potential place of employment and develops 9-10 **appropriate** comments/questions that could be used in a job interview with that particular place of employment.	Researches a potential place of employment and develops 7-8 **appropriate** comments/ questions that could be used in a job interview with that particular place of employment.	Researches a potential place of employment and develops 5-6 **appropriate** comments/questions that could be used in a job interview with that particular place of employment.	Researches a potential place of employment and develops fewer than 5 **appropriate** comments/questions that could be used in a job interview with that particular place of employment.	Does not attempt
Appearance and Presence	Dresses and acts very professionally and appropriately. Speaks up and clearly shows confidence and maturity throughout the interview. Is not timid, shy, nor bragging.	Dresses and acts professionally and appropriately for the most part. Speaks up and generally shows confidence and maturity. Is not timid, shy, nor bragging.	Dresses and acts informally yet appropriately enough for an interview. Shows confidence or maturity to some extent. Is not timid, shy, nor bragging.	Does not dress and/or act professionally enough for a job interview. Lacks sufficient confidence and maturity in a job interview situation.	Does not attempt
Interview Questions and Answers	Speaks knowledgeably about his or her qualifications, asks thoughtful questions, and makes intelligent comments/responses consistently.	Speaks knowledgeably about his or her qualifications, asks appropriate questions, and makes good comments/ responses through most of the interview.	Can speak about his or her qualifications, gives minimal answers, and may ask questions.	Doesn't always answer the questions asked, doesn't volunteer information, and doesn't ask any questions.	Does not attempt