General Education - Literature Breadth Rubric and SLO

Literary study explores how writers from a vast array of cultural traditions have used the creative resources of language - in fiction, poetry, drama, and non-fiction prose - to explore the entire range of human experience. The practice of reading literary texts exercises the imagination, cultivates a capacity for understanding ambiguity and complexity, and instills a sensitivity to the diversities of human existence. Literary study builds skills of analytical and interpretive argument, helping students become creative and critical writers.

1. Analyzes issues and rhetorical strategies used in influential works of literature.
2. Recognizes the literary and stylistic devices, contextualities, and literal and figurative uses of language.
3. Articulates how genre generates literary criticisms and theories, shapes meanings, and regulates form and structure.
4. Analyzes texts with an awareness and curiosity of other perspectives.
5. Engages with ideas through the use of quotations, paraphrases, and summaries. Documents and cites sources correctly.
6. Verbalizes analysis in oral communication; discusses cogently and listens thoughtfully and respectfully to others’ ideas; and prepares, organizes, and delivers engaging oral presentations.

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|  | Advanced | Proficient | Satisfactory | Unsatisfactory |
| Issues and rhetorical strategies | Analyzes issues and rhetorical strategies of a given writer’s work and provides insightful comments related to the work of other writers. | Explains the significance of issues and rhetorical strategies of a given writer’s work and provides comments related to the work of other writers. | Identifies some of the issues and rhetorical strategies of a given writer’s work and offers some comments related to the work of other writers. | Barely or inaccurately identifies the issues and rhetorical strategies of a given writer’s work and makes little to no reference to any work of other writers. |
| Stylistic devices, contextualities, and language | Analyzes knowledge of literary and stylistic devices, the use of contextualities, literal, and figurative language, and the varying complexities that shape meaning and understanding of a text. | Demonstrates literary and stylistic devices, the use of contextualities, literal, and figurative language, and the complexities that shape meaning and understanding of a text. | Defines the literary and stylistic devices, identifies language, and refers to the meaning of a text. | Inaccurately defines the devices and use of languages that shape a text’s meaning. |
| Form, structure, and meaning | Articulates objectively how genre generates literary criticisms and theories, shapes meanings, and regulates a text’s form and structure. | Explains how genre generates literary criticisms and theories, shapes meanings, and regulates a text’s form and structure. | Identifies some aspects of how genre generates literary criticisms and theories, shapes meanings, and regulates a text’s form and structure. | Evidence of little to no understanding of how genre generates literary criticisms and theories, shapes meanings, and regulates a text’s form and structure. |
| Textual analysis | Analyzes a text thoroughly by using multiple, contrasting, and diverse viewpoints toward postulating an original and engaging perspective. | Analyzes a text by using multiple, contrasting, and diverse viewpoints toward postulating a perspective. | Analyzes a text by comparing and contrasting a minimal selection of texts and a predictable perspective. | Inadequately analyzes a single text that advances no perspective or an unoriginal one. |
| Engagement with ideas, documentation, and citation | Analyzes multiple ideas through the effective use of quotations, paraphrases, and summaries. Coherently explains their relevance to the main idea. Documents and cites sources correctly. | Analyzes ideas through the effective use of quotations, paraphrases, and summaries. Coherently explains their relevance to the main idea. Documents and cites sources correctly. | Analyzes some ideas through the effective use of quotations, paraphrases, and summaries. Explains their relevance to the main idea. Documents and cites sources correctly. | Inadequate analysis of a main through the effective use of quotations, paraphrases, and summaries. Little coherence and relevance is made. Documentation and citation are missing or inconsistent or inaccurate. |
| Oral communication | Actively participates by stating opinions clearly, concisely, and respectfully. Offers comprehensive and insightful observations while being accommodating of dissenting viewpoints. Listens attentively to and interacts cogently and thoughtfully with peers. Presentation is organized and appropriately structured, highly effective, and thoroughly engaging. | Participates by stating opinions clearly, concisely, and respectfully. Offers comprehensive and insightful observations. Listens attentively to and interacts thoughtfully with peers. Presentation is organized and appropriately structured, effective, and engaging. | States opinions clearly, concisely, and respectfully. Listens attentively to and interacts thoughtfully with peers. Presentation meets expectations. | States opinions irrespective of relevance or importance. Inattentive to peers. Presentation fails to meet requirements and expectations and is incoherent and incomplete. |