

WLL STUDENT LEARNING OBJECTIVES for Graduate Students

1. Effective academic communication skills (oral & written):

Student demonstrates effective communication skills, oral and written, that are appropriate for academic purposes through the following channels/venues.

2. Research:

Ability to conduct, evaluate, and document research in accordance with the standards and practices of professional organizations

3. Advanced Knowledge:

Students show knowledge of a body of literary, linguistic and cultural production

4. Pedagogy:

MA students will acquire tools for development as effective and independent foreign language teachers including a) lesson planning, b) classroom techniques, and c) professional development

1. Effective academic communication skills (oral & written):

Student demonstrates effective communication skills, oral and written, that are appropriate for academic purposes through the following channels/venues.

Rubrics have been adapted from AAC&U Rubrics (Oral pp.21-22 and Written communication p. 31-32).

Written communication

“Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.”

Formats

Writing skills may be exhibited in the following formats: a master's thesis or an article-length research paper (25-35 pp) submitted for completion of the MA.

Rubric	Exceeds	Meets	Does not meet
Content of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses on all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose, and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates minimal (less than adequate) attention to context, audience, purpose, and to the assigned task(s) (e.g., expectation of only instructor or self as audience).

Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work. Student clearly can develop the content into her/his own argument.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work, although ideas may not be consistently connected.	Uses appropriate and relevant content to develop and explore ideas through some parts of the work or it is used to develop simple ideas only, often without connection so the content reads more like a list or blocks of data.
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important or appropriate conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.	Attempts to use a system for basic organization and presentation, but cannot consistently demonstrate skillful handling of those formal or informal conventions and thus further copy-editing by the advisor will be required before final submission.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing, <i>consistently meeting the needs of the student's argument.</i>	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing, <i>often meeting the needs of the student's argument and presentation.</i>	Demonstrates an attempt to use sources to support ideas in the writing but they may not be appropriate for the discipline or genre of the writing, or, student's choice of quotes or sources do not indicate the need within the paper.

Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that often impedes meaning because of errors in usage.
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Oral communication

“Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners’ attitudes, values, beliefs, or behaviors. It also includes participation in interactive and spontaneous oral communication consisting of responding to issues and questions based on adequate comprehension of and synthesis of information for the same purposes mentioned in the presentation.”

Format

Oral skills may be exhibited in the following formats: an oral presentation at a thesis defense meeting or in a culminating MA oral exam.

Rubric	Exceeds	Meets	Does not meet
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<p>Organization</p> <p>Organizational pattern includes: a specific introduction & a conclusion, sequenced material within the body, and transitions.</p>	<p>Organizational pattern is clearly and consistently observable and is very skillful and makes the content of the presentation cohesive; the trajectory of the presentation is always clear to the listener.</p>	<p>Organizational pattern is clearly observable within the presentation, although certain sequential choices might detract from audience member's ability to receive full thrust of the student's presentation.</p>	<p>Organizational pattern is intermittently or not at all observable within the presentation, often resulting in non-sequiturs or often requires the student to repeat or backtrack his/her ideas to get back to the point.</p>
<p>Language</p>	<p>Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.</p>	<p>Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.</p>	<p>Language choices are mundane, commonplace or unclear and partially or minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.</p>
<p>Delivery</p> <p>Delivery techniques include posture, gesture, eye contact, and vocal expressiveness.</p>	<p>Delivery techniques make the presentation compelling, and speaker appears polished and confident.</p>	<p>Delivery techniques make the presentation understandable and interesting, and speaker appears comfortable.</p>	<p>Delivery techniques detract from the understandability of the presentation. Speaker appears tentative or uncomfortable.</p>

Supporting Material	<p>A strong and relevant variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.</p>	<p>Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.</p>	<p>Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that partially or minimally supports the presentation or establishes the presenter's credibility/authority on the topic.</p>
Central Message	<p>Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported).</p>	<p>Central message is clear and consistent with the supporting material.</p>	<p>Central message is basically understandable but is not often repeated and is not memorable or not explicitly stated in the presentation.</p>

<p>QA/Intellectual Exchange of Ideas</p>	<p>Responses show precise understanding of and appreciation for theoretical significance of issues raised. Speaker's contributions are engaging and stimulating to increase knowledge and foster understanding among experts; specialized faculty can identify professionalism and collegiality traits one desires in such presentations in real-world settings.</p>	<p>Responses show general understanding of theoretical significance of issues raised. Speaker's contributions are appropriate and help increase knowledge and foster understanding among non-experts; student demonstrates collegiality with reviewers as well as general audience members.</p>	<p>Responses fail to address issues raised, show lack of appreciation for significance of issues. Speaker's contributions fail to help increase knowledge and foster understanding. Student demonstrates little collegiality with reviewers and audience.</p>
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2. Research:

Ability to conduct, evaluate, and document research in accordance with the standards and practices of professional organizations

The student presents an original project of inquiry contextualized by a survey of existing research gathered from academic sources and evaluated for relevance to the project; presents an original thesis that articulates a body of information through cogent interpretive arguments; supports all arguments with convincing evidence from primary or secondary sources; cites all evidence and source materials in accordance with MLA or APA professional style guides and follows the formatting standards of that style.

Assessment instrument: Final MA papers or thesis.

Rubric	Excellent	Satisfactory	Unsatisfactory
Originality: A clearly stated and novel thesis presented in a context of existing critical or linguistic research.	Thesis makes novel connections between or contributions to multiple disciplines or approaches.	A novel thesis well rooted in at least one discipline or approach	Thesis unclear, unoriginal, or not clearly related to an existing body of critical or linguistic research.
Relevance: Survey of literature demonstrates understanding of existing research related to the project.	The survey of literature demonstrates that the project articulates significant research from multiple fields or critical approaches.	The survey of literature demonstrates that the project is distinct and relevant within the discipline to which the project is related.	The survey of literature fails to evaluate significant existing research or to demonstrate the originality and relevance of the project.
Evidence: Primary and secondary sources are germane to the thesis and supporting arguments.	Arguments are supported by novel selection, synthesis, and analysis of primary and secondary evidence.	Arguments are supported by cogent selection, synthesis, and analysis of primary and secondary evidence.	Primary and secondary sources are insufficient or inappropriate to substantiate the arguments of the project.
Style: Work adheres to MLA or APA guidelines for citation of sources and format.	Source citation and format follow MLA or APA guidelines without error.	Source citation and format follow MLA or APA guidelines without any pattern of error or deviation.	Sources are not cited, are cited erroneously, or are cited without consistency; or format is inconsistent with MLA or APA guidelines.

**3. Advanced Knowledge:
Knowledge of a body of literary, linguistic and cultural production**

Students show familiarity with the literary tradition and how master works are embedded in cultural and social values or familiarity of previous linguistic and pedagogic research. Students also demonstrate acquisition of a body of literature relevant to the main argument or topic being addressed in their research papers or thesis.

Assessment instrument: MA Master Works Writing Exam, Research papers or Thesis.

Rubric	Excellent	Satisfactory	Unsatisfactory
Analysis: Perform close readings and informed cultural analyses.	Close reading is specific to the text analyzed and offers plenty of examples of its connection to context of cultural production	Close reading is specific to the text analyzed and offers some examples of its connection to context of cultural production	Close reading is not specific to the text analyzed
Tradition: Locate specific works or linguistic research within tradition of the field.	Analysis acknowledges and engages tradition where works are situated in terms of genre, chronology, local, national, or world traditions	Analysis acknowledges tradition where works are situated in terms of genre, chronology, local, national, or world traditions.	Analysis ignores tradition where works are situated in terms of genre, chronology, local, national, or world traditions
Literature Review: Literature review section shows adequate depth and breadth in the relevant research studies conducted in the past.	Lit Review section shows robust coverage (breadth and depth) of a body of research relevant to the topic.	Lit Review section shows basic coverage of a body of research relevant to the topic.	Lit Review section contains some body of relevant research but shows some gaps or contains irrelevant research.

4. Pedagogy:

MA students will acquire tools for development as effective and independent foreign language teachers including a) lesson planning, b) classroom techniques, and c) professional development

Assessment Instrument: projects and presentations in WLL 598 Methods of Teaching Foreign Languages.

Rubric	Exceeds	Meets	Does not meet
<p>Lesson Planning. Includes ability to:</p> <ul style="list-style-type: none"> ▪ incorporate a currently accepted teaching approach ▪ provide a range of skill getting and skill using activities ▪ provide activities that accommodate varied learning styles ▪ sequence phases of lesson appropriately ▪ provide appropriate timing ▪ provide transitions between lesson segments <p>Assessment instruments: lesson plans</p>	Includes all skills listed.	Includes 4 or 5 of skills listed.	Includes fewer than 4 of skills listed.
<p>Classroom Techniques. Knows how to:</p> <ul style="list-style-type: none"> ▪ create an atmosphere that encourages student participation and communication with instructor and other students ▪ provide effective directions for activities ▪ apply selective and judicious error correction ▪ provide patience and respect for students ▪ show respect for and inclusion of diverse learner backgrounds, cultures and perspectives ▪ pace activities effectively <p>Assessment instruments: lesson plans, teaching philosophy statement, in-class teaching demonstration</p>	Includes all skills listed.	Includes 4 or 5 of skills listed.	Includes fewer than 4 of skills listed.

<p>Professional Development. Demonstrates:</p> <ul style="list-style-type: none"> ▪ recognition of one's strengths and abilities ▪ awareness of one's limitations ▪ ability to seek assistance from others, for example, through discussions, observations ▪ awareness of professional organizations and services provided ▪ ability to improve pedagogical knowledge using professional literature and/or professional organizations ▪ active interest in improving teaching ability <p>Assessment instruments: in-class discussions, short papers, in-class reports, teaching philosophy statement, in-class teaching demonstration</p>	Includes all skills listed.	Includes 4 or 5 of skills listed.	Includes fewer than four of skills listed.
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