

## General Education Curriculum: Basic Composition (BC) Rubric

The Basic Composition (BC) rubric was developed through consultation with BC instructors, students, and the General Education Oversight Committee at Wayne State University (WSU). The rubric was modeled after VALUE rubrics created by the Association of American Colleges and Universities (AAC&U). The rubric articulates fundamental criteria for each learning outcome required for BC under the General Education program. It contains performance descriptors demonstrating progressively higher levels of learnedness. The rubric is intended for evaluating and discussing student learning within the General Education curriculum, not for grading and not for evaluation of instructors.

BC is a Competency Requirement of the General Education program at WSU. The overall goal of the competency courses is to “ensure that students develop and demonstrate early in their academic careers fundamental skills in the following areas that underlie and make possible the acquisition of knowledge.” (See the [Academic Bulletin](#).)

BC has [four program learning outcomes](#). After successful completion of the BC requirement, each student will be able to:

- (1) Describe the arguments, purpose, context, and audience in college level texts.
- (2) Integrate credible, relevant sources in ethical ways.
- (3) Employ the conventions of a genre.
- (4) Explain their own writing choices and process.

## Glossary for Terms and Concepts Used in the Rubric

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

- **Credible sources** – academic and non-academic sources that can be trusted, created by a recognized expert based on evidence and free from error
- **Ethical use of sources** - crediting writers for their work by appropriately citing sources following the university’s expectations for academic integrity
- **Genre** - categories of compositions that have similar form, style, or subject matter (e.g., academic writing, journalism, technical reports, plays, poetry, science fiction, social media posts, advertising)
- **Genre conventions** - elements or features common to a genre (e.g., A common form in academic writing is a structure that includes a thesis, supporting evidence, and a conclusion; uses objective, formal language; and addresses a scholarly topic.)
- **Text** - message composed by an author, defined here in a general sense to include texts that are written, oral, and visual
- **Relevant sources** – sources that are pertinent to a topic

### How to Use the Rubric

- Instructors teaching BC courses select one or more assignments that elicit the BC learning outcomes at the “Meets expectations” level or higher.
- Instructors use the rubric to score their students’ work on the 4-point rubric scale. The scores are separate from students’ course grades.
  - Details for reporting the results for your course(s) are provided on the GEOC website.
- The rubric scale is implicational: A “Meets expectations” score indicates that the student has met the criteria for “Partially meets expectations” AND “Meets expectations”. An “Exceeds expectations” score indicates that the student has met the criteria for “Partially meets expectations”, “Meets expectations”, AND “Exceeds expectations”.
  - If a student did not submit part or all of the selected assignment(s), instructors should note "Student did not complete assignment" instead of one of the above scores for each relevant learning outcome.

### General Education Curriculum: Basic Composition (BC) Rubric

Learning Outcomes (The student...)	Exceeds expectations	Meets expectations	Partially meets expectations	Does not meet expectations
LO1: Describes the arguments, purpose, context, and audience in college level texts.	Analyzes the effectiveness of arguments, purposes, contexts, and audiences in college level texts.	Describes the arguments, purposes, contexts, and audiences in college level texts.	Identifies arguments, purposes, contexts, and audiences in college level texts.	Does not identify arguments, purposes, contexts, and audiences in college level texts.
LO2: Integrates credible, relevant sources in ethical ways.	Integrates credible, relevant sources in ethical ways that enhance/support the student’s purpose for writing.	Integrates credible, relevant sources in ethical ways.	Identifies credible, relevant sources in ethical ways.	Does not identify credible, relevant sources in ethical ways.
LO3: Employs the conventions of a genre.	Employs most conventions of a genre.	Employs some conventions of a genre.	Employs few conventions of a genre.	Does not employ the conventions of a genre.
LO4: Explains one’s own writing choices and process.	Analyzes the effectiveness of one’s own writing choices and process.	Explains one’s own writing choices and process.	Identifies one’s own writing choices and process.	Does not identify one’s own writing choices and process.

Source: Appropriated and modified from the VALUE rubrics developed by the Association of American Colleges and Universities (AAC&U). Provisionally accepted by GEOC in Fall 2021.