

## Intermediate Composition (IC) Rubrics

<b>Outcome #1:</b> Learn how to develop appropriate, relevant, and compelling primary research that responds to a text's audience, context, and purpose within a professional discourse community.						
	6	5	4	3	2	1
	Excellent	Good		Limited		No
Relates awareness of primary research methods	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

<b>Outcome #2:</b> Synthesize primary and secondary research in order to develop ideas and compose written arguments and/or analyses that respond to issues in a professional discourse community.						
	6	5	4	3	2	1
	Excellent	Good		Limited		No
Use research to develop ideas and/or written arguments	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

<b>Outcome #3:</b> Investigate, analyze, and compose texts for professional discourse communities as related to a concentration of study (i.e., a student's major).						
	6	5	4	3	2	1
	Excellent	Good		Limited		No
Investigate professional discourse communities	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

**Rubric for Outcome #4:** Develop and adjust reading strategies to analyze and evaluate genres within and beyond the student's discipline and profession, including their associated professional discourse community, audience(s), rhetorical situations, purposes, and strategies.

	6	5	4	3	2	1
	Excellent	Good		Limited		No
Apply reading strategies to analyze and/or evaluate genres within a Professional Discourse Community	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

**Outcome #5:** Compose written texts that respond to the expectations of audiences inside and outside of students' professional discourse community in terms of content, claims, evidence, organization, format, style, rhetorical situation, persuasive strategies, and language effects.

	6	5	4	3	2	1
	Excellent	Good		Limited		No
Compose written texts that respond to the expectations within a professional discourse community	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

**Outcome #6:** Develop an awareness of how written genre conventions are social, and how genre and professional discourse communities change and shape each other over time.

	6	5	4	3	2	1
	Excellent	Good		Limited		No
Relate awareness of the social basis for genres	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

**Outcome #7:** Use reflective writing and metacognition as part of the planning, monitoring, and evaluation of one's research and writing processes.

	6	5	4	3	2	1
	Excellent	Good		Limited		No
Use reflective writing and metacognition to plan, monitor, and/or evaluate one's research and writing processes	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>