

Mathematical, Information and Computer Sciences
DQP Pilot

Senior seminar learning outcomes:

This class is a capstone course for our majors. The learning outcomes are:

- Students will be able to apply their technical knowledge to solve problems.
- Students will communicate effectively orally.
- Students will communicate effectively in writing.

For this DQP pilot we will be assessing:

- Students will communicate effectively orally.
- Students will communicate effectively in writing.
- Students will demonstrate the ability to use information appropriately and effectively.
- Students will demonstrate their ability to think critically.

These assessments will be connected with AAC&U Value Rubrics in the relevant areas.

CSC481/ISS481/MTH481 Senior Seminar Spring 2013

Instructor:

Dr. Jeff McKinstry
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(619) 849-2269
office: RS 216

Office hours:

Monday: 11:00-11:50 a.m., 2:30-3:30 p.m.
Tuesday: 9:30 a.m.- 11:50 a.m.
Wednesday: 11:00-11:50 a.m., 2:30-3:30 p.m.
Thursday: 9:30 a.m.- 11:50 a.m.
Friday: 11:00-11:50 a.m.

Texts:

Forgetting Ourselves on Purpose: Vocation and the Ethics of Ambition by Brian Mahan
Living Your Heart's Desire: God's Call and Your Vocation by Gregory Clapper

Content:

This one-unit capstone course is a seminar in which students give lectures on topics of general interest in computer science, information systems and mathematics. Issues related to vocation are discussed. *Prerequisite: Senior standing or Junior standing if a December graduate*

Learning Outcomes:

This class is a capstone course for our majors. The learning outcomes are:

- Students will be able to apply their technical knowledge to solve problems.
- Students will communicate effectively orally and in writing.

Grading:

This class is graded pass/fail as determined by requirements described on the Student/Advisor Sign-off Sheet and this syllabus. You will be given a copy of this sheet to track your progress (the sheet is at the end of this syllabus). Note that there are 3 ways to fail. Lack of writing participation, missing ETS exam, poor grade on Oral or Written presentation.

ETS Exam:

The two hour ETS field exam will be given as a mid-term for the course. This exam covers a wide range of topics from your four years of course work. CS and IS majors will take the CS exam and Math majors will take the Math exam. Please note that the class will meet until 6:00 on February 25th, the day of the exam. If you do not take an exam, this is grounds for failing the class. Late exams may be taken only by prior arrangement or with a documented emergency. I must participate in the decision for you to miss the exam; this means that you need to phone me before missing the exam.

General Education Exam:

As per the assessment requirements of the school, a GE exam will be administered in an effort to determine how well our GE classes have met PLNUs objectives. The date is February 11th. Should you be absent on this date, you will likely be asked to take the exam at another time. Class will be from 4:00-5:30 on that day.

Written and Oral Report:

Near the start of the semester you will work with a faculty member in your major to select a topic for giving a written (min 9 pages including abstract, bibliography, and table of contents) and an oral (20 minutes) report.

This should be done using technology and terminology standard to your discipline. The reports will be scored by faculty using a rubric (which is attached to the end of this syllabus). Your topic must include things that you have learned outside of regular coursework.

You may report on your honors thesis, your service learning project, your internship, or a topic from your discipline that you want to learn more about. If the report is based on work done with a group, you must do your own unique presentation and report. The material must not overlap substantially with material presented by others in the class. It may be necessary to do additional work or to concentrate on different aspects of your project. Be sure to discuss this with your advisor before working on your report or presentation.

Writing About Vocation:

You will be given a weekly reading assignment from one of the two texts on vocation. Along with that reading you will be given a list of questions for reflection. Your responses to those comments are due at 11:00 p.m. on the Saturday night before the next class (see schedule for the readings). Inadequate participation in written assignments could lead to a failing grade.

Final:

We will meet at the final exam time for a “summative experience”. The final is MONDAY April 29th FROM 5:30 – 7:00 P.M. (the final involves dinner).

Mock Interviews and Resume Review:

Everyone in the class will be expected to schedule a mock interview and resume review through the Office of Strengths and Vocation (OSV) on March 26 or 27. Details will be handed out in class.

Attendance:

Attendance is expected at each class session. In the event of an absence you are responsible for the material covered in class and the assignments given that day.

Regular and punctual attendance at all classes in which a student is registered is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements to be met. There are no allowed or excused absences except when absences are necessitated by certain university-sponsored activities and are approved in writing by the Provost. Whenever the number of accumulated absences in a class, for any cause, exceeds ten percent of the total number of class meetings, the faculty member has the option of filing a written report to the Vice Provost for Academic Administration which may result in de-enrollment, pending any resolution of the excessive absences between the faculty member and the student...If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF (no grade). There are no refunds for courses where a de-enrollment was processed.” (see catalog for full text)

Class Enrollment:

It is the student’s responsibility to maintain his/her class schedule. Should the need arise to drop this course (personal emergencies, poor performance, etc.), the student has the responsibility to follow through (provided the drop date meets the stated calendar deadline established by the university), not the instructor. Simply ceasing to attend this course or failing to follow through to arrange for a change of registration (drop/add) may easily result in a grade of F on the official transcript.

Academic Accommodations:

While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, students requesting academic accommodations must file documentation with the Disability Resource Center (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student’s instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. This policy assists the university in its commitment to full compliance with Section 504 of the Rehabilitation Act of 1973, the

Americans with Disabilities (ADA) Act of 1990, and ADA Amendments Act of 2008, all of which prohibit discrimination against students with disabilities and guarantees all qualified students equal access to and benefits of PLNU programs and activities.

Students with learning disabilities who may need accommodations should discuss options with the instructor during the first two weeks of class.

Academic Honesty:

The Point Loma Nazarene University community holds the highest standards of honesty and integrity in all aspects of university life. Academic honesty and integrity are strong values among faculty and students alike. Any violation of the university's commitment is a serious affront to the very nature of Point Loma's mission and purpose.

Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Such acts include plagiarism, copying of class assignments, and copying or other fraudulent behavior on examinations. For more details on PLNU's policy go to: <http://www.pointloma.edu/experience/academics/catalogs/undergraduate-catalog/point-loma-education/academic-policies>

A student who is caught cheating on any item of work will receive a zero on that item and may receive an "F" for the semester. See the PLNU Catalog for a further explanation of the PLNU procedures for academic

Tentative Schedule Senior Seminar 2013

Week	Monday – Topic and assignment due	Saturday – Reading Assignment due by 11 PM
1	Jan 8 (Tuesday) Orientation – demo quick intro Vocation: Preface and Chapter 1	12 Reflections from Mahan Chapter 2
2	14 Vocation: Mahan Chapter 2 discussion Student introductions Report topic due (signed by advisor) Sign up for Mock Interviews	19
3	21 MLK Day	26 Reflections from Mahan Chapter 3
4	28 Vocation: Mahan Chapter 3 discussion Discuss resume/cover letter Bibliography determined Student introductions	Feb 2 Reflections from Mahan Chapter 4
5	Feb 4 Vocation: Mahan Chapter 4 discussion Resume editing Bring to class draft resume and cover letter	9
6	11 GE Test - class from 4-5:30 *****	16 Reflections from Mahan Chapter 5

	Paper outline, abstract, bibliography due	
7	18 Vocation: Mahan Chapter 5 discussion TBD	23
8	25 ETS test – class from 4-6 today *****	Mar 2
9	Mar 4 Spring Break – no class	9 Reflections from Clapper Chapter 1
10	11 Reyna Sund from OSV (4:10-4:30ish) on interviewing skills Vocation: Clapper Chapter 1 discussion Presentation dates determined Peer review of written report Paper and PPT drafts due to advisors 3/15	16 Reflections from Clapper Chapter 2
11	18 Vocation: Clapper Chapters 1 & 2 discussion Mock interviews this week with OSV	23 Reflections from Clapper Chapter 3
12	25 Vocation: Clapper Chapter 3 discussion 3 students present	30 Easter Break
13	Apr 1 Easter Break	6 Reflections from Clapper Chapter 4
14	8 Final paper due Vocation: Clapper Chapter 4 discussion 3 students present	13 Reflections from Clapper Chapter 5
15	15 Vocation: Clapper Chapter 5 discussion 3 students present	20 Reflections from Clapper Chapter 6
16	22 Vocation: Clapper Chapter 6 discussion 2 students present	27
17	29 Summative Experience 5:30-7:00 – includes dinner *****	4

Student/Advisor Sign-off Sheet

Due date	Actual Date	Item	Advisor Signature or in class
Jan 14	_____	Advisor contacted/ possible topics discussed	_____
Jan 28		Topic finalized, background material gathered	
Feb 11	_____	Abstract, bibliography, outline	_____
Mar 11	_____	Paper draft for peer review	_in class_____
Mar 18	_____	Paper and PPT Drafts to advisor	_____
Mar 25		PRESENTATIONS BEGIN	
April 8	_____	Final Written report	_in class_____
TBD Randomly		Final PowerPoint	_in class_____

Advisors will not sign off for an item unless it appears to them that the expected amount of time, as defined below, has been spent on each item

Background Reading/ abstract	10 hours
In-depth reading / outline prep	6 hours
1 st paper draft	5 hours
PowerPoint draft	4 hours
Paper/PPT revisions	3 hours

For each day that an assignment with either an advisor or in-class deadline is late, **one page will be added to the length of the written report.** For example, if the abstract is 2 days late, and the PowerPoint draft is 1 day late, you will have to write 3 extra pages.

Extra pages = _____

You will not pass if:

- You receive an average of less than 2.5 on either your written report or your oral report.

Oral Presentation Rubric Update (6/2/10)

Criteria	Outstanding	High Satisfactory	Low Satisfactory	Unsatisfactory
Command of background material	<input type="checkbox"/> Clearly knows material and key facts by memory <input type="checkbox"/> Expands on PPT slides <input type="checkbox"/> Content appropriate for audience	<input type="checkbox"/> Clearly knows key facts with a few memory slips <input type="checkbox"/> Some expansion on PPT slides <input type="checkbox"/> Partial audience adaptation of content	<input type="checkbox"/> Reads some information; knows some facts from memory <input type="checkbox"/> No expansion of PPT slide content <input type="checkbox"/> Little audience adaptation of content	<input type="checkbox"/> Reads sentences from slides <input type="checkbox"/> Dependent on notes <input type="checkbox"/> Lacks audience adaptation of content
Organization	<input type="checkbox"/> Clear and concise outline <input type="checkbox"/> Relevant graphics and key text items on slides <input type="checkbox"/> Presentation length is +/- 30 seconds of time limit	<input type="checkbox"/> Clear outline <input type="checkbox"/> Too much information on slides (not concise) <input type="checkbox"/> +/- 1 minute of time limit	<input type="checkbox"/> Some sense of outline <input type="checkbox"/> Too much detailed information on slides <input type="checkbox"/> +/- 1:30 of time limit	<input type="checkbox"/> No clear outline <input type="checkbox"/> Slides are in paragraphed; too much detailed information on one slide <input type="checkbox"/> +/- 2 minutes of time limit
Oral Presentation skills	<input type="checkbox"/> Clearly has practiced several times; smooth transitions <input type="checkbox"/> Engages audience in content more than one time (questions, examples, etc) <input type="checkbox"/> Free of disfluencies (ah, umh) <input type="checkbox"/> Is clearly heard in the room and makes an uses inflection for emphasis <input type="checkbox"/> Engaged audience through eye contact <input type="checkbox"/> Engaged audience through gestures	<input type="checkbox"/> Has practiced but transitions are not smooth <input type="checkbox"/> Engages audience at least twice in content <input type="checkbox"/> A few disfluencies (ah, umh, er) <input type="checkbox"/> Can be understood most of the time and uses some inflection <input type="checkbox"/> Some engagement of audience through eye contact <input type="checkbox"/> Some engagement of audience through gestures	<input type="checkbox"/> Has practiced presentation but cannot verbally make transitions between slides <input type="checkbox"/> Audience engagement at least once with content <input type="checkbox"/> Many disfluencies (ah, umh, er) <input type="checkbox"/> Can sometimes be understood and uses little inflection <input type="checkbox"/> Infrequent eye contact <input type="checkbox"/> Distracting gestures or mannerisms	<input type="checkbox"/> Clearly did not practice presentation; Does not anticipate content of next slide <input type="checkbox"/> No audience involvement <input type="checkbox"/> Disfluencies (ah, umh, er) detract from presentation <input type="checkbox"/> Can not be heard and/or speaks in a monotone <input type="checkbox"/> Little audience awareness or eye contact <input type="checkbox"/> Frequent distracting gestures or mannerisms
Use of Presentation Tools	<input type="checkbox"/> PPT background is matched to content, legible font, seamless transitions <input type="checkbox"/> Graphics imbedded and matched to topic, necessary hyperlinks work	<input type="checkbox"/> Appropriate PPT slide backgrounds, transitions & font <input type="checkbox"/> Most graphics imbedded and matched to topic, most necessary hyperlinks work	<input type="checkbox"/> Distracting PPT slide backgrounds and transitions, font hard to read <input type="checkbox"/> Some inappropriate graphics or use of PPT embellishments, necessary hyperlinks don't work	<input type="checkbox"/> No attention given to PPT slide backgrounds and transitions, font illegible <input type="checkbox"/> Distracting use of embellishments, graphics not connected to topic
Ability to field questions	<input type="checkbox"/> Able to answer questions clearly and without hesitation and prepared material to answer anticipated questions	<input type="checkbox"/> Can answer all questions with some hesitation	<input type="checkbox"/> Able to answer half of the questions with hesitation	<input type="checkbox"/> Unable to answer any questions

Written Presentation Rubric (6/2/10)

Criteria	Outstanding	High Satisfactory	Low Satisfactory	Unsatisfactory
Bibliography and supporting documents	<input type="checkbox"/> Multiple references from distinct reputable sources	<input type="checkbox"/> Most references from distinct reputable sources	<input type="checkbox"/> Some references from reputable sources	<input type="checkbox"/> No bibliography or all references from untrusted sites on the internet
	<input type="checkbox"/> References cited in the body of the document	<input type="checkbox"/> Some citation of references in the body of the document	<input type="checkbox"/> Limited citation of references in the body of the document	<input type="checkbox"/> No citation of references in the body of the document
Organization	<input type="checkbox"/> Conveys a central theme with all ideas connected, arrangement of ideas clearly related to topic	<input type="checkbox"/> Conveys a central idea or topic with some ideas connected to the topic	<input type="checkbox"/> Attempts to focus on an idea or topic with many ideas not connected to the topic	<input type="checkbox"/> Has little or no focus on central idea or topic
	<input type="checkbox"/> Clear introduction, body (with sections), and conclusion includes summary and closure	<input type="checkbox"/> Includes introduction, body and conclusion	<input type="checkbox"/> Introduction, body, conclusion detectable but not clear	<input type="checkbox"/> Introduction, body or conclusion absent
	<input type="checkbox"/> Includes both an abstract and table of contents	<input type="checkbox"/> Includes abstract and table of contents (one partial and one complete)	<input type="checkbox"/> Includes partial abstract and partial table of contents	<input type="checkbox"/> No abstract or table of contents
Grammar and spelling	<input type="checkbox"/> No use of first- person tense	<input type="checkbox"/> Few uses of the first-person tense	<input type="checkbox"/> Several uses of the first- person tense	<input type="checkbox"/> Written in first-person tense
	<input type="checkbox"/> No grammatical or spelling errors	<input type="checkbox"/> Few grammatical and spelling errors	<input type="checkbox"/> Some grammatical and spelling errors	<input type="checkbox"/> Many grammatical and spelling errors
Depth of information	<input type="checkbox"/> Appropriately synthesizes information from multiple distinct sources	<input type="checkbox"/> Synthesis of information from at least three distinct sources	<input type="checkbox"/> Synthesis of information from at least two distinct sources	<input type="checkbox"/> Summary reporting of information without synthesis
	<input type="checkbox"/> Draws conclusions and personal insights from synthesis	<input type="checkbox"/> At least two personal insights or conclusions stated	<input type="checkbox"/> At least one personal insight or conclusion stated	<input type="checkbox"/> No personal insights
	<input type="checkbox"/> Has the minimum number of pages including penalty pages; subject coverage is excellent	<input type="checkbox"/> Has the minimum number of pages including penalty pages; subject coverage is good	<input type="checkbox"/> Has the minimum number of pages including penalty pages; subject coverage is adequate	<input type="checkbox"/> Does not have the minimum number of pages including penalty pages
Clarity of writing	<input type="checkbox"/> Sentences flow	<input type="checkbox"/> Good sentence structure	<input type="checkbox"/> Occasional poor sentence structure	<input type="checkbox"/> Frequent poor sentence structure
	<input type="checkbox"/> Smooth transitions between paragraphs	<input type="checkbox"/> Adequate transitions between paragraphs	<input type="checkbox"/> Transitions between paragraphs unclear	<input type="checkbox"/> Lacked transitions between paragraphs
	<input type="checkbox"/> Any and all terms and acronyms are defined	<input type="checkbox"/> Most terms and acronyms are defined	<input type="checkbox"/> Some terms and acronyms are defined	<input type="checkbox"/> Many terms and acronyms are undefined
	<input type="checkbox"/> Provides evidence to support points	<input type="checkbox"/> Lacks support for some points	<input type="checkbox"/> Provides minimal support for points	<input type="checkbox"/> Ideas not supported

CSC481/ISS481/MTH481 Senior Seminar

Capstone Assignment

Spring 2013

Written and Oral Report:

Near the start of the semester you will work with a faculty member in your major to select a topic for giving a written (min 9 pages including abstract, bibliography, and table of contents) and an oral (20 minutes) report. This should be done using technology and terminology standard to your discipline. The reports will be scored by faculty using a rubric (which is attached to the end of this syllabus). Your topic must include things that you have learned outside of regular coursework.

You may report on your honors thesis, your service learning project, your internship, or a topic from your discipline that you want to learn more about. If the report is based on work done with a group, you must do your own unique presentation and report. The material must not overlap substantially with material presented by others in the class. It may be necessary to do additional work or to concentrate on different aspects of your project. Be sure to discuss this with your advisor before working on your report or presentation.

Student/Advisor Sign-off Sheet for Capstone Assignment Milestones

Due date	Actual Date	Item	Advisor Signature or in class
Jan 14	_____	Advisor contacted/ possible topics discussed	_____
Jan 28		Topic finalized, background material gathered	
Feb 11	_____	Abstract, bibliography, outline	_____
Mar 11	_____	Paper draft for peer review	_in class_____
Mar 18	_____	Paper and PPT Drafts to advisor	_____
Mar 25		PRESENTATIONS BEGIN	
April 8	_____	Final Written report	_in class_____
TBD Randomly		Final PowerPoint	_in class_____

Advisors will not sign off for an item unless it appears to them that the expected amount of time, as defined below, has been spent on each item

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In-depth reading / outline prep	6 hours
1 st paper draft	5 hours
PowerPoint draft	4 hours
Paper/PPT revisions	3 hours

For each day that an assignment with either an advisor or in-class deadline is late, **one page will be added to the length of the written report.** For example, if the abstract is 2 days late, and the PowerPoint draft is 1 day late, you will have to write 3 extra pages.

Senior Seminar DQP Scores for 2012-13

Oral Rubric	1	2	3	4	5	6	7	8	9	10	11	>=3	>=2.5	>=2
Organization	3.33	3.61	3.50	3.50	3.61	3.13	3.45	3.50	3.18	2.57	2.77			
Language	3.67	3.27	3.30	3.76	3.66	3.21	3.55	3.33	3.62	3.27	3.27			
Delivery	3.48	3.64	3.54	3.48	3.80	2.93	3.43	3.15	3.03	2.90	3.00			
Supporting Material	3.79	3.86	3.64	4.00	4.00	3.07	3.68	3.40	3.50	3.30	3.20			
Central Message	3.64	3.64	3.43	3.79	4.00	3.36	3.70	3.40	3.63	3.30	3.35			
Average	3.58	3.60	3.48	3.70	3.81	3.14	3.56	3.36	3.39	3.07	3.12	1.00	1	1

Written Rubric	1	2	3	4	5	6	7	8	9	10	11	>=3	>=2.5	>=2
Context and Purpose for Writing	4.00	4.00	4.00	4.00	4.00	4.00	3.00	3.00	4.00	3.00	3.00			
Content Development	4.00	4.00	4.00	4.00	4.00	4.00	2.63	3.38	3.75	2.13	3.00			
Genre and Disciplinary Conventions	4.00	4.00	4.00	4.00	4.00	4.00	3.50	4.00	3.00	3.50	3.25			
Sources and Evidence	4.00	4.00	4.00	4.00	4.00	4.00	2.50	4.00	3.25	3.75	2.75			
Control of Syntax and Mechanics	4.00	4.00	4.00	4.00	4.00	4.00	2.80	3.30	3.00	2.50	3.10			
Average	4.00	4.00	4.00	4.00	4.00	4.00	2.89	3.54	3.40	2.98	3.02	0.82	1	1

Critical Thinking	1	2	3	4	5	6	7	8	9	10	11	>=3	>=2.5	>=2
Explanation of issues	4.00	4.00	4.00	4.00	4.00	4.00	3.00	3.00	4.00	2.50	4.00			
Evidence	4.00	4.00	4.00	4.00	4.00	4.00	2.50	3.00	3.00	2.50	2.50			
Influence of context and assumptions														
Student's position (perspective, thesis/hypothesis)														
Conclusions and related outcomes (implications and consequences)	4.00	4.00	4.00	4.00	4.00	4.00	2.50	3.00	3.00	2.50	2.50			
Average	4.00	4.00	4.00	4.00	4.00	4.00	2.67	3.00	3.33	2.50	3.00	0.82	1	1

Information Literacy	1	2	3	4	5	6	7	8	9	10	11	>=3	>=2.5	>=2
Determine the Extent of Information Needed	4.00	4.00	4.00	4.00	4.00	4.00	3.00	3.50	3.50	3.00	2.50			
Access the Needed Information	4.00	4.00	4.00	4.00	4.00	4.00	3.50	3.50	3.00	3.00	2.00			
Evaluate Information and its Sources-Critically														
Use Information Effectively to Accomplish a Specific Purpose	4.00	4.00	4.00	4.00	4.00	4.00	3.00	3.00	3.00	3.00	1.50			
Access and Use Information Ethically and Legally	4.00	4.00	4.00	4.00	4.00	4.00	3.50	3.00	3.50	2.50	1.50			
Average	4.00	4.00	4.00	4.00	4.00	4.00	3.25	3.25	3.25	2.88	1.88	0.82	0.909091	0.909091

Specialized Knowledge	1	2	3	4	5	6	7	8	9	10	11	>=3	>=2.5	>=2
Defines and properly uses principle terms in the field	4.00	4.00	4.00	4.00	4.00	4.00	3.50	3.00	3.50	2.50	1.50			
Demonstrates fluency in the use of tools and technology in the field.	3.79	3.93	3.79	3.93	4.00	3.46	3.02	3.14	3.28	2.53	3.23			
Constructs a final project in the field.	4.00	4.00	4.00	4.00	4.00	4.00	2.67	3.33	3.67	2.17	3.17			
Average	3.93	3.98	3.93	3.98	4.00	3.82	3.06	3.16	3.48	2.40	2.63	0.82	0.909091	1

MICS Critical Thinking Rubric (2/6/13)

Adapted from the AAC&U Value Rubric – gray sections not being used

	Capstone – 4	Milestone -3	Milestone - 2	Benchmark -1
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

MICS Information Literacy Rubric (2/6/13)

Adapted from the AAC&U Value Rubric – gray sections not being used

	Capstone - 4	Milestone - 3	Milestone - 2	Benchmark - 1
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Access the Needed Information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate Information and its Sources Critically	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Access and Use Information Ethically and Legally	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

MICS Oral Presentation Rubric Update (5/2/12)

Criteria	Outstanding	High Satisfactory	Low Satisfactory	Unsatisfactory
Command of background material	<input type="checkbox"/> Clearly knows material and key facts by memory <input type="checkbox"/> Expands on PPT slides <input type="checkbox"/> Content appropriate for audience	<input type="checkbox"/> Clearly knows key facts with a few memory slips <input type="checkbox"/> Some expansion on PPT slides <input type="checkbox"/> Partial audience adaptation of content	<input type="checkbox"/> Reads some information; knows some facts from memory <input type="checkbox"/> No expansion of PPT slide content <input type="checkbox"/> Little audience adaptation of content	<input type="checkbox"/> Reads sentences from slides <input type="checkbox"/> Dependent on notes <input type="checkbox"/> Lacks audience adaptation of content
Organization	<input type="checkbox"/> Clear and concise outline <input type="checkbox"/> Relevant graphics and key text items on slides <input type="checkbox"/> Presentation length is +/- 30 seconds of time limit	<input type="checkbox"/> Clear outline <input type="checkbox"/> Too much information on slides (not concise) <input type="checkbox"/> +/- 1 minute of time limit	<input type="checkbox"/> Some sense of outline <input type="checkbox"/> Too much detailed information on slides <input type="checkbox"/> +/- 1:30 of time limit	<input type="checkbox"/> No clear outline <input type="checkbox"/> Slides are in paragraphed; too much detailed information on one slide <input type="checkbox"/> +/- 2 minutes of time limit
Oral Presentation skills	<input type="checkbox"/> Clearly has practiced several times; smooth transitions <input type="checkbox"/> Engages audience in content multiple time and engagement is well connected to talk (questions, examples, etc) <input type="checkbox"/> Free of disfluencies (ah, umh) <input type="checkbox"/> Is clearly heard in the room and uses inflection for emphasis <input type="checkbox"/> Engaged audience through eye contact <input type="checkbox"/> Engaged audience through gestures	<input type="checkbox"/> Has practiced but transitions are not smooth <input type="checkbox"/> Engages audience at least twice in content (questions, examples, etc.) <input type="checkbox"/> A few disfluencies (ah, umh, er) <input type="checkbox"/> Can be understood most of the time and uses some inflection <input type="checkbox"/> Some engagement of audience through eye contact <input type="checkbox"/> Some engagement of audience through gestures	<input type="checkbox"/> Has practiced presentation but cannot verbally make transitions between slides <input type="checkbox"/> Audience engagement at least once with content (questions, examples, etc.) <input type="checkbox"/> Many disfluencies (ah, umh, er) <input type="checkbox"/> Can sometimes be understood and uses little inflection <input type="checkbox"/> Infrequent eye contact <input type="checkbox"/> Distracting gestures or mannerisms	<input type="checkbox"/> Clearly did not practice presentation; Does not anticipate content of next slide <input type="checkbox"/> No audience involvement <input type="checkbox"/> Disfluencies (ah, umh, er) detract from presentation <input type="checkbox"/> Can not be heard and/or speaks in a monotone <input type="checkbox"/> Little audience awareness or eye contact <input type="checkbox"/> Frequent distracting gestures or mannerisms
Use of Presentation Tools	<input type="checkbox"/> PPT background is matched to content, legible font, seamless transitions <input type="checkbox"/> Graphics imbedded and matched to topic, necessary hyperlinks work	<input type="checkbox"/> Appropriate PPT slide backgrounds, transitions & font <input type="checkbox"/> Most graphics imbedded and matched to topic, most necessary hyperlinks work	<input type="checkbox"/> Distracting PPT slide backgrounds and transitions, font hard to read <input type="checkbox"/> Some inappropriate graphics or use of PPT embellishments, necessary hyperlinks don't work	<input type="checkbox"/> No attention given to PPT slide backgrounds and transitions, font illegible <input type="checkbox"/> Distracting use of embellishments, graphics not connected to topic
Ability to field questions	<input type="checkbox"/> Able to answer questions clearly and without hesitation and prepared material to answer anticipated questions	<input type="checkbox"/> Can answer all questions with some hesitation	<input type="checkbox"/> Able to answer half of the questions with hesitation	<input type="checkbox"/> Unable to answer any questions

Mapping to AAC&U from MICS Rubric

Create a score for each AAC&U category based on score in each MICS item

AAC&U Category	MICS Rubric Item
Organization	Clear and concise outline Relevant graphics and key text items on slides Presentation length is +/- 30 seconds of time limit PPT background is matched to content, legible font, seamless transitions
Language	Engages audience in content multiple time and engagement is well connected to talk (questions, examples, etc) Expands on PPT slides Content appropriate for audience
Delivery	Clearly has practiced several times; smooth transitions Free of disfluencies Is clearly heard in the room and uses inflection for emphasis Engaged audience through eye contact Engaged audience through gestures
Supporting Material	Graphics imbedded and matched to topic, necessary hyperlinks work Relevant graphics and key text items on slides
Central Message	Clearly knows material and key facts by memory Clear and concise outline

MICS Written Presentation Rubric (5/2/12)

Criteria	Outstanding	High Satisfactory	Low Satisfactory	Unsatisfactory
Bibliography and supporting documents	<input type="checkbox"/> Multiple references from distinct reputable sources <input type="checkbox"/> References cited in the body of the document	<input type="checkbox"/> Most references from distinct reputable sources <input type="checkbox"/> Some citation of references in the body of the document	<input type="checkbox"/> Some references from reputable sources <input type="checkbox"/> Limited citation of references in the body of the document	<input type="checkbox"/> No bibliography or all references from untrusted sites on the internet <input type="checkbox"/> No citation of references in the body of the document
Organization	<input type="checkbox"/> Conveys a central theme with all ideas connected, arrangement of ideas clearly related to topic <input type="checkbox"/> Clear introduction, body (with sections), and conclusion includes summary and closure <input type="checkbox"/> Includes both an abstract and table of contents	<input type="checkbox"/> Conveys a central idea or topic with some ideas connected to the topic <input type="checkbox"/> Includes introduction, body and conclusion <input type="checkbox"/> Includes abstract and table of contents (one partial and one complete)	<input type="checkbox"/> Attempts to focus on an idea or topic with many ideas not connected to the topic <input type="checkbox"/> Introduction, body, conclusion detectable but not clear <input type="checkbox"/> Includes partial abstract and partial table of contents	<input type="checkbox"/> Has little or no focus on central idea or topic <input type="checkbox"/> Introduction, body or conclusion absent <input type="checkbox"/> No abstract or table of contents
Grammar and spelling	<input type="checkbox"/> No use of first- person tense <input type="checkbox"/> No grammatical or spelling errors	<input type="checkbox"/> Few uses of the first-person tense <input type="checkbox"/> Few grammatical and spelling errors	<input type="checkbox"/> Several uses of the first- person tense <input type="checkbox"/> Some grammatical and spelling errors	<input type="checkbox"/> Written in first-person tense <input type="checkbox"/> Many grammatical and spelling errors
Depth of information	<input type="checkbox"/> Appropriately synthesizes information from multiple distinct sources <input type="checkbox"/> Draws conclusions and personal insights from synthesis <input type="checkbox"/> Has the minimum number of pages including penalty pages; subject coverage is excellent	<input type="checkbox"/> Synthesis of information from at least three distinct sources <input type="checkbox"/> At least two personal insights or conclusions stated <input type="checkbox"/> Has the minimum number of pages including penalty pages; subject coverage is good	<input type="checkbox"/> Synthesis of information from at least two distinct sources <input type="checkbox"/> At least one personal insight or conclusion stated <input type="checkbox"/> Has the minimum number of pages including penalty pages; subject coverage is adequate	<input type="checkbox"/> Summary reporting of information without synthesis <input type="checkbox"/> No personal insights <input type="checkbox"/> Does not have the minimum number of pages including penalty pages
Clarity of writing	<input type="checkbox"/> Sentences flow <input type="checkbox"/> Smooth transitions between paragraphs <input type="checkbox"/> Any and all terms and acronyms are defined <input type="checkbox"/> Provides evidence to support points	<input type="checkbox"/> Good sentence structure <input type="checkbox"/> Adequate transitions between paragraphs <input type="checkbox"/> Most terms and acronyms are defined <input type="checkbox"/> Lacks support for some points	<input type="checkbox"/> Occasional poor sentence structure <input type="checkbox"/> Transitions between paragraphs unclear <input type="checkbox"/> Some terms and acronyms are defined <input type="checkbox"/> Provides minimal support for points	<input type="checkbox"/> Frequent poor sentence structure <input type="checkbox"/> Lacked transitions between paragraphs <input type="checkbox"/> Many terms and acronyms are undefined <input type="checkbox"/> Ideas not supported

Mapping to AAC&U from MICS Rubric

Create a score for each AAC&U category based on score in each MICS item

AAC&U Category	MICS Rubric Item
Context and Purpose for Writing	Conveys a central theme with all ideas connected, arrangement of ideas clearly related to topic
Content Development	Appropriately synthesizes information from multiple distinct sources Draws conclusions and personal insights from synthesis Provides evidence to support points
Genre and Disciplinary Conventions	Clear introduction, body (with sections), and conclusion includes summary and closure Includes both an abstract and a table of contents
Sources and Evidence	Multiple references from distinct reputable sources References cited in the body of the document
Control of Syntax and Mechanics	Uses no first-person tense No grammatical or spelling errors Sentences flow Smooth transitions between paragraphs Any and all terms and acronyms are defined