

Learning Outcome	Performance Criteria: Researching Privacy				
	5 = Highly effective: bring unexpected verve and insight to the assignment	4 = Good: demonstrate an authentic commitment to the task	3 = Satisfactory: complete the assignment as directed	2 = Partially satisfactory: Complete parts of the assignment	1 = Unsatisfactory: Does not do the assignment as directed
<p>Rhetorical Knowledge Evaluate sources in the context of the research questions</p>	Uses a full complement of evaluative criteria--focusing on the sources' potential contributions to answering the research question, and also according to pertinent decontextualized, generic criteria	Evaluates sources on a full complement of decontextualized, generic criteria and also considers them in the context of the research questions	Evaluates sources on a full complement of decontextualized, generic criteria	Evaluates some sources on some decontextualized, generic criteria	Does not evaluate sources, or does so lightly and only on the basis of unnamed, unidentified, or invalid criteria
<p>Rhetorical Knowledge Consider authors' positions in relation to audiences</p>	Demonstrates an understanding of how the source derives from and represents a conversation between its author and its original audience; explains possible differences between the author's initial audience and the present reader	Demonstrates a partial grasp of how the source derives from and represents a conversation between its author and its original audience; offers some explanation of possible differences between the author's initial audience and the present reader	Acknowledges but does not demonstrate that the source derives from and represents a conversation between its author and its original audience; acknowledges the possibility of differences between the author's initial audience and the present reader but does not explore them	Acknowledges only indirectly that the source derives from and represents a conversation between its author and its original audience; acknowledges only indirectly the possibility of differences between the author's initial audience and the present reader but does not explore them	Does not account for the author's relationship with her audiences
<p>Rhetorical Knowledge Understand the role of genres, sources, styles, and media in communicating with particular audiences and for specific purposes</p>	Takes audience and purpose into account when choosing genres, sources, styles, and media; makes appropriate choices; demonstrates an understanding that audience, purpose, and the rhetorical scene are never stable, never fully within an author's full control	Takes audience and purpose into account when choosing genres, sources, styles, and media; makes appropriate choices	Takes audience and purpose into account when choosing genres, sources, styles, and media	Tries, with some success, to account for audience and purpose when choosing genres, sources, styles, and media	Ignores audience and purpose when choosing genres, sources, styles, and media
<p>Rhetorical Knowledge Understand the ways in which digital media shape all stages of the</p>	Draws on multiple media in invention; explores the constraints and possibilities of a range of digital composing	Draws on some media in invention; explores the constraints and possibilities of some digital composing	Recognizes the possibilities for drawing on multiple media in invention; uses some digital composing	Makes only a little use of multiple media in invention; sticks with one composing platform; draws on few if any some	Works inflexibly in an already-established comfort zone for invention, composing, revising, and

research and writing process--invention, composing, revision, delivery	platforms; draws on digital tools available for revising text; formats and delivers text appropriate to the medium being used	platforms; draws on some digital tools available for revising text; formats and delivers text appropriate to the medium being used	platforms; draws on some digital tools available for revising text	digital tools available for revising text	delivering
Rhetorical Knowledge Understand how the effects of digital media vary according to audience, genre, context, and purpose	Demonstrates an understanding of how the effects of digital media vary according to audience, genre, context, and purpose; makes appropriate choices; demonstrates an understanding that audience, genre, context, and purpose are never stable, never fully within an author's full control	Demonstrates an understanding of how the effects of digital media vary according to audience, genre, context, and purpose; makes appropriate choices	Demonstrates some understanding of how the effects of digital media vary according to audience, genre, context, and purpose; makes mostly appropriate choices	Demonstrates little understanding of how the effects of digital media vary according to audience, genre, context, and purpose; makes some inappropriate choices	Demonstrates no understanding of how the effects of digital media vary according to audience, genre, context, and purpose; makes mostly inappropriate choices
Rhetorical Knowledge Practice and produce analysis as a central component of researched writing	Uses analysis throughout the research process, including the choice of search methods; framing the research questions; the evaluation of sources; reading sources; recognizing connections, disjunctions, and conversations across sources; and setting a revising agenda	Uses analysis often in the research process	Sometimes uses analysis in the research process	Seldom uses analysis in the research process	Does not use analysis in the research process
Rhetorical Knowledge Practice and produce argument as a central componen] of researched writing	Makes provisional judgments about complex material; clarifies but does not oversimplify complex material. Demonstrates an open mind to new	Makes some provisional judgments about complex material; brings some clarity to complex material with perhaps some	Endeavors to make provisional judgments about complex material; strives to clarify but may sometimes oversimplify	Endeavors to make provisional judgments about complex material; tends to oversimplify rather than clarify complex material.	Establishes little or no connection between evidence and thesis. Oversimplifies complex material; ignores new or discordant

	<p>or discordant viewpoints. Demonstrates a willingness to revise the thesis based on the actual evidence. Chooses sources according to how fully they illuminate the issues, not according to whether they support an already-articulated thesis.</p>	<p>oversimplification. Demonstrates some receptivity to new or discordant viewpoints. Demonstrates some willingness to revise the thesis based on the actual evidence. Chooses sources according to how fully they illuminate the issues, not just whether they support an already-articulated thesis.</p>	<p>complex material. Endeavors to be receptive to new or discordant viewpoints. Endeavors to revise the thesis based on the actual evidence. Chooses sources according to how fully they illuminate the issues, not just whether they support an already-articulated thesis.</p>	<p>Dismisses new or discordant viewpoints. Endeavors to revise the thesis based on the actual evidence. Chooses sources according to how fully they illuminate the issues, not just whether they support an already-articulated thesis.</p>	<p>viewpoints. Chooses sources according to how short and simple they are, not how they illuminate the issues.</p>
<p>Rhetorical Knowledge Practice and produce synthesis as a central component of researched writing</p>	<p>Synthesizes sources throughout the research project, bringing them into conversation with each other and with the developing thesis; organizes synthesis conceptually rather than through chained summaries.</p>	<p>Synthesizes sources, endeavoring to bring them into conversation with each other and with the developing thesis; organizes synthesis conceptually more than through chained summaries.</p>	<p>Synthesizes sources, showing their similarities and differences and indicating how they contribute to the developing thesis; organizes synthesis through chained summaries with strong transitions.</p>	<p>Engages in some synthesis of sources, showing how they contribute to the developing thesis; organizes synthesis through chained summaries linked with some transitional language.</p>	<p>Does not show how sources contribute to the developing thesis; offers chained summaries of sources with little or no transitional language.</p>
<p>Rhetorical Knowledge Use summary to incorporate the research of others into one's own text</p>	<p>Uses summary as a major way of incorporating source texts into one's own paper; uses summary to communicate the thesis and evidence of a source to an audience; provides information needed by the audience to comprehend the summary. The summary compresses the source and expresses its ideas in fresh language, except for the necessary use of keywords.</p>	<p>Usually uses summary to communicate the thesis and evidence of a source to an audience; provides most of the information needed by the audience to comprehend the summary; uses summary as a way of incorporating source texts into one's own paper. The summary compresses the source and expresses its ideas in fresh language, except for the necessary use of keywords.</p>	<p>Sometimes uses summary to communicate the thesis and evidence of a source to an audience; provides some of the information needed by the audience to comprehend the summary; occasionally uses summary as a way of incorporating source texts into one's own paper. The summary compresses the source and expresses its ideas in mostly fresh language, except for the necessary use of keywords.</p>	<p>Sometimes uses summary to communicate the thesis of a source to an audience; provides little of the information needed by the audience to comprehend the summary; seldom uses summary as a way of incorporating source texts into one's own paper. The summary compresses the source but contains multiple instances of patchwriting.</p>	<p>Does not use summary as a way of incorporating source texts into one's own paper; or the summary patchwrites extensively.</p>

<p>Rhetorical Knowledge Use paraphrase to incorporate the research of others into one's own text</p>	<p>Accurately restates key passages from the source; uses fresh language; brings clarity and insight to the source; makes clear to the audience where the paraphrase begins and ends.</p>	<p>Accurately restates key passages from the source; uses fresh language; makes clear to the audience where the paraphrase begins and ends.</p>	<p>Restates passages from the source with a high degree of accuracy; uses mostly fresh language; endeavors to make clear to the audience where the paraphrase begins and ends.</p>	<p>Restates passages from the source with a low degree of accuracy; contains multiple instances of patchwriting; does not always make clear to the audience where the paraphrase begins and ends.</p>	<p>Restates passages from the source with a high degree of inaccuracy; patchwrites extensively; seldom makes clear to the audience where the paraphrase begins and ends.</p>
<p>Rhetorical Knowledge Use quotation to incorporate the research of others into one's own text</p>	<p>Chooses quotations that illustrate, enliven, emphasize, or substantiate claims made in one's own text; integrates the quotation smoothly into one's own text; uses brackets to indicate additions to the source and ellipses to indicate deletions; makes clear who is speaking and why the quotation was chosen; signals the nature and argument of the source when the audience might not have that information; uses quotation sparingly, except when the language of the source is being intensively analyzed</p>	<p>Chooses quotations that illustrate, enliven, emphasize, or substantiate claims made in one's own text; integrates the quotation smoothly into one's own text; uses brackets to indicate additions to the source and ellipses to indicate deletions; makes clear who is speaking and why the quotation was chosen; uses quotation sparingly, except when the language of the source is being intensively analyzed</p>	<p>Usually integrates the quotation smoothly into one's own text; uses brackets to indicate additions to the source and ellipses to indicate deletions; usually makes clear who is speaking and why the quotation was chosen; does not allow quotation to overpower one's own text</p>	<p>Usually integrates the quotation smoothly into one's own text; uses brackets to indicate additions to the source and ellipses to indicate deletions; provides no rationale for the choice of quotations; uses quotation heavily or as the sole means of interacting with sources</p>	<p>Does not integrate the quotation into one's own text; uses quotation heavily or as the sole means of interacting with sources; may make copying errors in the quotation; may allow quotation to overpower one's own text</p>
<p>Rhetorical Knowledge Produce texts that demonstrate a nuanced understanding of and an ethical relationship with source texts and research participants</p>	<p>Always makes clear the context and argument of the source; treats sources respectfully, even when disagreeing with them; incorporates counterevidence into one's own argument, while</p>	<p>Endeavors to make clear the context and argument of the source; treats sources respectfully, even when disagreeing with them; incorporates counterevidence into one's own argument;</p>	<p>Does not distort the argument of the source; does not use out-of-context quotations in a way that might mislead the audience about the source's argument or intentions; refrains from</p>	<p>Endeavors to represent the argument of the source fairly; does not always contextualize quotations, so that the audience might be misled about the source's argument or intentions; may</p>	<p>Uses made-up evidence; uses source material without acknowledging that use to the audience; distorts the argument of the source; ignores counterevidence; does not conduct interviews fairly,</p>

	<p>indicating the reasons for disagreement; conducts interviews fairly; avoids manipulation and bias in observations; protects the rights of research participants; does not choose images that might exploit the audience's emotions</p>	<p>conducts interviews fairly; avoids manipulation and bias in observations; protects the rights of research participants; does not choose images that might exploit the audience's emotions</p>	<p>flaming sources; acknowledges counterevidence; conducts interviews fairly; avoids manipulation and bias in observations; protects the rights of research participants; does not choose images that might exploit the audience's emotions</p>	<p>succumb to flaming sources; may not always acknowledge counterevidence; may not always succeed in conducting interviews fairly, avoiding manipulation and bias in observations, or protecting the rights of research participants; may choose images that might exploit the audience's emotions</p>	<p>avoid manipulation and bias in observations, or protect the rights of research participants; or chooses images for the purpose of exploiting the audience's emotions</p>
<p>Rhetorical Knowledge Use revision and editing strategies for prose style</p>	<p>Deploys style as a series of choices that a writer makes while taking audience, purpose, genre, and medium into account; takes issues of style seriously without overshadowing other important issues in revising and editing; draws on readers' advice, handbook guidance, as well as one's own "ear," to make stylistic decisions; considers source texts as possible stylistic models or treasure chests.</p>	<p>Endeavors to deploy style as a series of choices that a writer makes while taking audience, purpose, genre, and medium into account; endeavors to take issues of style seriously without allowing them to overshadow other important issues in revising and editing; draws to some extent on readers' advice and handbook guidance, as well as one's own "ear," to make stylistic decisions; makes some use of source texts as possible stylistic models or treasure chests.</p>	<p>Demonstrates a recognition that style is a series of choices that a writer makes while taking audience, purpose, genre, and medium into account; takes issues of style seriously; draws to some extent on readers' advice or handbook guidance to make stylistic decisions.</p>	<p>Occasionally demonstrates a recognition that style is a series of choices that a writer makes; takes up issues of style, but only lightly; endeavors to draw on readers' advice or handbook guidance to make stylistic decisions.</p>	<p>Demonstrates little or no recognition that style is a series of choices that a writer makes; takes issues of style lightly or allows stylistic considerations to overshadow other important issues in revising and editing; does not draw on readers' advice or handbook guidance to make stylistic decisions.</p>
<p>Critical Thinking, Reading, and Writing Develop research questions that engage the complexities (social, political, ideological, economic, historical) of and current debates about that topic</p>	<p>While the early research may necessarily focus on gathering basic information, the research project is focused on answering articulated research questions; these questions strive to understand the social, political, ideological, economic, or</p>	<p>While the early research may necessarily focus on gathering basic information, the research project endeavors to answer articulated research questions; these questions incorporate specific attention to social, political, ideological, economic, or</p>	<p>The research project toggles between gathering basic information and answering articulated research questions; these questions incorporate specific attention to social, political, ideological, economic, or historical implications of the</p>	<p>The research project stays focused on gathering basic information but does endeavor to answer articulated research questions; these questions endeavor to incorporate specific attention to social, political, ideological, economic, or</p>	<p>The research project stays focused on gathering basic information; if research questions are framed, they are not specifically pursued in the research process and they incorporate little if any attention to social, political, ideological, economic, or</p>

	historical implications of the topic; the search for, evaluation of, and synthesis of sources is driven by these research questions; the writer is always alert to revising questions during the research process to accommodate new perspectives encountered during research	historical implications of the topic; the search for, evaluation of, and synthesis of sources is driven by these research questions; the writer is open to revising questions during the research process to accommodate new perspectives encountered during research	topic; the search for, evaluation of, and synthesis of sources endeavors to answer these research questions; the writer tends to stick with research questions as they were initially framed, rather than revising to accommodate new perspectives encountered during research	historical implications of the topic; the search for, evaluation of, and synthesis of sources connects only lightly, if at all, with these research questions; the writer sticks inflexibly with research questions as they were initially framed	historical implications of the topic; the search for, evaluation of, and synthesis of sources does not connect with these research questions; the writer sticks inflexibly with research questions as they were initially framed
<p>Critical Thinking, Reading, and Writing</p> <p>Recognize points of congruence and difference among texts</p>	Deliberately searches for and reveals the overt and implicit conversations between texts; uses those conversations to pursue the research questions	Recognizes and acknowledges overt and implicit conversations between texts; uses those conversations to pursue the research questions	Recognizes and acknowledges some conversations between texts; endeavors, mostly successfully, to connect those conversations to the research questions	Endeavors to find and acknowledges conversations between texts; makes little or no connection of those conversations to the research questions	Ignores points of congruence and difference among texts
<p>Critical Thinking, Reading, and Writing</p> <p>Establish a genuine dialogue with others' ideas and demonstrate how the dialogue with sources has broadened and enhanced one's own thinking about the issue</p>	Deliberately searches for and reveals the overt and implicit conversations between source texts, for the purpose of entering those conversations and contributing to them; uses the conversations to pursue the research questions	Recognizes overt and implicit conversations between source texts for the purpose, entering and contributing to those conversations; uses the conversations to pursue the research questions	Engages in conversations with individual source texts; uses those conversations to pursue the research questions	Engages in conversations with individual source texts	Does not engage in conversations with source texts
<p>Critical Thinking, Reading, and Writing</p> <p>Practice and produce summary as a central component of researched writing</p>	Works with extensive, complex sources; summarizes their major claims and evidence; incorporates summary into one's own researched text as a way of conveying the argument of the source to one's audience or as a way of conveying the context in which a quotation appeared in its source.	Works with extensive, complex sources and summarizes most of the major claims and evidence; incorporates summary into one's own researched text as a way of conveying the argument of the source to one's audience or as a way of conveying the context in which a quotation appeared in its source.	Summarizes most of the major claims of source texts with few inaccuracies; compresses the source text; incorporates summary into one's own researched text.	Summarizes some of the major claims of some source texts, perhaps with some inaccuracies; incorporates summary into one's own researched text.	Does not incorporate summary into one's own researched text.

<p>Processes Use multiple research strategies, including primary research, and develop extensive knowledge of library databases in order to identify sources appropriate to the research questions</p>	<p>Evaluates a variety of library databases to determine the most appropriate for the research at hand; recognizes keyword exploration and development as a complex, usually extensive task; conducts primary research (such as interviews, surveys, observations, and archival research) to develop new data that will shed light on the research questions</p>	<p>Evaluates library databases to determine the most appropriate for the research at hand; applies a variety of keyword searches; conducts primary research (such as interviews, surveys, observations, and archival research) to develop new data that will aid in an understanding of the research questions</p>	<p>Uses multiple library databases; applies a variety of keyword searches; conducts primary research (such as interviews, surveys, observations, and archival research) intended to develop new data to answer the research questions</p>	<p>Uses library databases; conducts multiple keyword searches; designs primary research (such as interviews, surveys, observations, and archival research) connected to the research questions</p>	<p>Finds whatever can be found with a single database; conducts attenuated keyword searching; designs primary research (such as interviews, surveys, observations, and archival research) of questionable utility in answering the research questions</p>
<p>Processes Use revision and editing strategies for organization</p>	<p>When revising the draft, explores a variety of possible organizational schemes, considering each in terms of audience, context, purpose, and genre; seeks advice in making a decision</p>	<p>Revises the draft to establish an organizational scheme appropriate to audience, context, purpose, and genre; seeks advice in making a decision</p>	<p>Revises the draft to establish an organizational scheme appropriate to audience, context, purpose, and genre</p>	<p>Revises the draft to apply an organizational scheme chosen for how easily the writer can deploy it; this may be a generic boilerplate such as the five-paragraph theme</p>	<p>Does not revise the draft for organization</p>
<p>Knowledge of Conventions Provide textual evidence of where, how, and why sources are being used</p>	<p>Uses signal phrases, parenthetical references, and transitional phrasing that makes clear who is speaking; provides these cues whenever quotation, paraphrase, or summary occurs; establishes, either explicitly or implicitly, how the source use contributes to one's own claim-building; explains, usually explicitly, what value and authority the writer attaches to the source, its author, or its publisher</p>	<p>Uses signal phrases, parenthetical references, and transitional phrasing that makes clear who is speaking; provides these cues whenever quotation, paraphrase, or summary occurs; establishes, either explicitly or implicitly, how the source use contributes to one's own claim-building</p>	<p>Uses signal phrases, parenthetical references, and transitional phrasing that makes clear who is speaking; provides these cues whenever quotation, paraphrase, or summary occurs</p>	<p>Uses signal phrases, parenthetical references, and transitional phrasing that makes clear who is speaking, but provides these cues only when quotation occurs</p>	<p>Cites sources</p>

Knowledge of Conventions

Use revision and editing strategies for technical control

Recognizes the integral role that technical control (appropriate grammar, punctuation, and mechanics) plays in establishing the writer's credibility and thus the veracity of the text; recognizes that technical control is established primarily in late-draft revisions; systematically consults others (tutors, peers, reference works, instructor) in conducting careful editing of the draft before it is finalized

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Occasionally consults others (tutors, peers, reference works, instructor) in editing of the draft before it is finalized

Does not revise for technical control
