**A, 230-250**

**AB, 220-229**

**B, 205-219**

**BC, 195-204**

**C, 175-194**

**CD, 167-174**

**D, 150-166**

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| **Seminar Learning Outcome** | **Benchmark** | **Novice** | **Apprentice** | **Proficient** |
| Examines the background, structures and effects of oppression, bias, prejudice, bigotry, or discrimination. | Shows minimal awareness of existing oppression, biases, prejudice, bigotry, or discrimination. | Demonstrates greater awareness of the existence of oppression, biases, prejudice, bigotry, or discrimination. | Discusses and reflects on the background, structures, or effects of oppression, bias, prejudice, bigotry, or discrimination. | Discusses in detail and reflects on the background, structures, or effects of oppression, bias, prejudice, bigotry, or discrimination. Discussion has great depth, insight, and clarity. |
| Demonstrates awareness of cultural diversity and its value. | Defines cultural diversity | Defines cultural diversity and begins to explain its value | Defines cultural diversity and fully explains its value. | Defines cultural diversity and fully explains its value. Describes action taken based on changed perspective |
| Reflects on development of servant-leader characteristics. | Names servant leadership traits but doesn’t personalize them. | Names servant leader traits and connects traits to themselves. | Considers taking action based on perspective informed by servant leadership traits, e.g., listening, awareness. | Explains their servant leadership action in terms of servant leadership traits. |
| Analyzes course concepts and personal awareness | Acknowledges some learning, but does not connect course concepts to self-assessment, and/or does so in a superficial manner. | Describes learning, but description lacks depth and analysis, e.g., presents probing issues, but doesn’t reflect on them in detail. | Begins to analyze own learning of course concepts and personal awareness, recognizing some questions, challenges, or obstacles faced in the process. | Fully analyzes own learning of course concepts and personal awareness, recognizing questions, challenges, or obstacles faced in the process. |
| Introduction | The opening paragraph is scanty or misleading. | Identifies central ideas but the opening paragraph may be abrupt or lack a clear forecasting or thesis statement. | In the opening paragraph, engages readers in central ideas and transitions to a clear thesis statement. | The opening paragraph is well-crafted, drawing readers in to consider the significance of central ideas and to lay out a course for the paper to follow. |
| Integrate course material | Points made about course material is vague and unsubstantiated; very little analysis present | References course concepts but the concepts may be presented inaccurately or further analysis is needed to explain the significance. | Analysis of course concepts is present and accurate but could be developed further; application of concepts to a literary text is fitting but could be strengthened through development | Through clear reasoning, the writer analyzes course concepts and applies them to a specific example—a literary text and other examples. |
| Organization and development of ideas | Sections lack focus; consistent lack of coherent organization | Each section includes topic sentences that generally connect to the overarching paper; paragraphs are generally well-organized although there may be gaps in the development of ideas. | Sections are generally clearly focused but may be in need of further development; paragraphs are well-organized. | Each section is clear and offers an identifiable well-phrased idea to be proved paragraph by paragraph; paragraphs are well-organized to create a coherent, carefully developed and supported essay. |
| Language style | Writing is mechanical and demonstrates no awareness of purpose to persuade; vocabulary is simplistic and/or inappropriate | Writing is generally academic in tone; writing demonstrates an awareness of the purpose to persuade; vocabulary may be simplistic or ineffective | Writing is academic in tone and demonstrates audience awareness; vocabulary is appropriate and usually effective. | Writing is academic in tone, demonstrating a clear sense of purpose and audience; vocabulary and phrasing are academically appropriate, persuasive, and sophisticated |
| Mechanics and MLA style | Frequent syntax, grammar, misspelling errors; lack of adherence to MLA guidelines undermines the work; inaccurate work cited page | Sentences are generally effective but may lack variety; syntax and grammar may be awkward in places; a few misspellings; adherence to MLA guidelines; accurate work cited page | Sentences are effective; syntax and grammar are careful and appropriate; minor misspellings; consistent adherence to MLA guidelines; accurate work cited page. | Essay includes a variety of sentences; effective syntax and grammar demonstrate a mastery of writing conventions and serve the author’s purpose; consistent adherence to MLA guidelines; accurate work cited page; absence of misspellings, punctuation errors. |