

**Outcomes Assessment Chart for Spring 2007
Core Curriculum**

Objective: Critical Thinking

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Course name and number The Global Spanish-Speaking Community (CC 20.04)

Semester and year SPRING 2007 E-mail dcampos@brooklyn.cuny.edu

Specific Objective: evaluate, critique and respond to ideas on culture and identity implied by texts from various disciplines and genres

Assignment Short essay based on class readings in response to a specific question

Assessment Category	Rubric	Tally of papers in each category; fill in <i>AFTER</i> assignment is assessed.
Better than good enough	(1) The student states a clear thesis that addresses the question directly. (2) The student presents a clear argument supporting the main thesis: (a) The premises do serve to support the conclusion [thesis] either deductively or inductively; (b) the premises to support the conclusion are clearly stated; (c) good reasons are provided to support the premises.	7 Total
Good enough	(1) The student states a clear thesis that addresses the question directly. (2) The student presents a clear argument supporting the main thesis, where the premises do serve to support the conclusion either deductively or inductively. However, the premises to support the conclusion are sometimes unclear or convoluted, and/or good reasons are not provided to support the premises.	3 Total:
Not good enough	(1) The thesis is unclear. Or (2) even if the thesis is clear, the argument is not well structured deductively or inductively and the premises are unclear or not well supported.	5 Total: