THE COLLEGE OF WOOSTER
Women's, Gender, and Sexuality Studies Independent Study
Evaluation & Curricular Assessment

Student _____Date _____

I.S. Title _____

_____

Advisers _____ _____

I.S. Final Grade: Honors / Good / Satisfactory / No Credit

*The rubric below is designed with two purposes in mind. First, it is intended to give students a sense of both the strengths and weaknesses of their I.S. projects. It is important to note, however, that the criteria are not weighed equally and this list is not exhaustive; I.S. grades are determined in consultation with, but not exclusively from this rubric (for instance, a student need not receive all "excellents" to be considered for an Honors, nor would a student who received more "goods" than say "averages" and "poors" automatically receive an I. S. grade of Good). As noted in the I.S. Handbook, the student will also receive a narrative evaluation of their work. The second purpose of this form is for Curricular Assessment. Questions that are designated with an * are based on the learning goals of the WGSS Program and will be used to review our curriculum.*

I. CONTENT

*1. The topic is relevant and significant in the field of women's, gender, and/or sexuality studies (WGSS).

……..
Unacceptable Poor Average Good Excellent

*2. The paper clearly articulates how the project is a feminist inquiry.

……..
Unacceptable Poor Average Good Excellent

*3. The paper clearly is interdisciplinary, drawing from two or more fields of study.

……..
Unacceptable Poor Average Good Excellent

*4. The paper shows the student's ability to formulate and support a feminist research question and project.

……..
Unacceptable Poor Average Good Excellent

*5. The paper both raises and discusses salient WGSS issues, concepts, and/or controversies.

……..
Unacceptable Poor Average Good Excellent

*6. The paper connects among personal reflection, lived experiences, WGSS research and theory, and feminist activism.

……..

Unacceptable Poor Average Good Excellent

*7. The paper is analytical and/or exploratory (not merely descriptive).

……..

Unacceptable Poor Average Good Excellent

*8. The paper demonstrates an understanding of the intersection of gender and sexuality with race, class, nation, culture, religion, or other dimensions of difference.

……..

Unacceptable Poor Average Good Excellent

9. The paper demonstrates both the benefits and limitations of the research method chosen.

……..

Unacceptable Poor Average Good Excellent

II. SOURCES

*1. The student's research includes contemporary works in the field.

……..

Unacceptable Poor Average Good Excellent

*2. The student's research includes classic works in the field.

……..

Unacceptable Poor Average Good Excellent

3. The bibliography includes a variety of source materials appropriate to the topic. (i.e., primary and secondary sources, interviews, internet, newspapers, etc.)

……..

Unacceptable Poor Average Good Excellent

4. These source materials have been carefully studied and integrated into the whole of the paper.

……..

Unacceptable Poor Average Good Excellent

5. The student has credited his/her sources properly.

……..

Unacceptable Poor Average Good Excellent

III. FORM

1. There is a Table of Contents and an orderly structure of chapters and headings.

……..

Unacceptable Poor Average Good Excellent

2. There is an Introduction which contextualizes the purpose, plan, and scope of the paper with a WGSS perspective.

……..

Unacceptable Poor Average Good Excellent

3. The transitions between individual chapters and sections are clear and effective.

……..

Unacceptable Poor Average Good Excellent

4. The results of the study are brought together into a conclusion or concluding chapter.

……..

Unacceptable Poor Average Good Excellent

5. The foot/endnotes and bibliography are in the proper form and consistent throughout.

……..

Unacceptable Poor Average Good Excellent

6. This paper contains no typographic errors.

……..

Unacceptable Poor Average Good Excellent

7. Sentence structure, sentence variety, grammar, punctuation, and spelling are presented appropriately for the project.

……..

Unacceptable Poor Average Good Excellent

IV. PROCESS

1. To your knowledge, the student has shown independent initiative in choosing the topic, searching out sources, and developing a position or theses.

……..

Unacceptable Poor Average Good Excellent

2. The student came prepared to scheduled weekly appointments.

……..

Unacceptable Poor Average Good Excellent

3. The student met and consulted with both advisers, individually, at multiple points during the research process.

……..

Unacceptable Poor Average Good Excellent

V. ORAL EXAM

1. The student prepared and presented thoughtful answers to those questions that the examiners submitted to him/her prior to the oral exam.

……..

Unacceptable Poor Average Good Excellent

2. The student clearly and comprehensively articulated his/her answers to the examiners' other questions during the exam.

……..

Unacceptable Poor Average Good Excellent

3. The student engaged in a mature, formal scholarly discussion about her/his work.

……..

Unacceptable Poor Average Good Excellent

4. The student demonstrated that her/his learning experience in this project goes substantially beyond the final product.

……..

Unacceptable Poor Average Good Excellent