



# Policy on WI & LIT Courses



*Approved by the Task Force on WI and LIT Requirements*

*Sept. 21, 2020*

*[minor revisions: Oct. 17, 2020]*

Our task force was established to consider the future of the *Writing Intensive* (WI) and *Broad-Based Literature* (LIT) requirements. There was a consensus among task force members that the WI and LIT requirements should remain vital parts of our students' *Rowan Experience* (along with Rowan Seminar).

Over several meetings, however, we identified the following problems related to these requirements:

- Rowan lacks a clear plan for how the WI and LIT requirements contribute to the education of our students, and anecdotal evidence suggests that there are not much in the way of consistent standards for these courses across departments and colleges.
- There are no clear guidelines on what sort of teaching should be happening in a WI or LIT course. The existing WI guidelines need to be updated and expanded, and there do not seem to be any extant LIT guidelines.
- For WI courses, we are concerned that there is often not enough actual teaching of writing going on. It is not enough just to give students writing assignments. Rather, writing instruction needs to be built into these courses.
- There is no WI or LIT-specific assessment occurring for these courses, and thus little evidence of what students are learning in them that relates specifically to the WI or LIT requirements.

To address these concerns, the Task Force recommends that the Senate approve the following policies:

- new guidelines for proposals for WI and LIT courses;
- a new plan for assessing WI and LIT courses (coordinated with Rowan Core assessment);
- an updated curricular process for approving courses with the WI or LIT designation (consistent with the above guidelines and assessment plan);
- more resources for faculty development in writing instruction.

These policies are explained in more detail below.

# 1. Course Guidelines

Below are new guidelines for departments and instructors offering WI and LIT courses. These guidelines also serve as criteria for the review of proposals to add a WI or LIT designation to a course. (For details on the review process, see [section 2](#) below.)

## 1a. WI Guidelines

Courses designated as Writing Intensive (WI) should adhere to the following guidelines.

- The teaching of writing should be a central focus of the course.
  - Writing assignments must comprise a significant portion (at least 40%) of the overall course grade.
  - To allow for this focus on writing instruction, it is vital that the current cap of 22 students for WI courses be strictly enforced. We strongly recommend that WI classes have fewer than 22 students. (Some specific courses already have smaller caps.)
- Instructors should teach the discipline-specific writing conventions and practices for the course subject. (E.g., a WI biology course might focus on writing lab reports, or a WI political science course might include a policy analysis as a key assignment.)
- Instructors should also follow general best practices in the teaching of writing:
  - Course time should be dedicated to the teaching of writing (and this should be indicated on the syllabus).
  - Instructors should employ scaffolded or process-based writing instruction. (E.g., thesis workshops, outlining and annotated bibliography assignments, graded drafts, peer review, etc.)
  - For courses that use collaborative writing assignments, it must be clear how each student in the group will contribute substantively to the project—and will be individually evaluated for their contribution.
- Instructors should assign writing projects that are fully integrated into the course content and appropriate for the subject. In general, however, Rowan is open to a broad range of writing forms and genres, including, but not limited to, the following:
  - scholarly discourse within a given discipline;
  - reflective writing meant to deepen learning and engagement with course content;
  - researched presentations delivered to an audience;
  - the production of websites and various forms of technical and professional writing.
- Departments should have a clear plan for how to teach writing in the course (consistent with the above guidelines)—and a plan for assessing student writing in the course. (See [sections 2](#) and [3](#) below.)
- Departments should be committed to hiring and training instructors who can carry out this course plan.
  - Instructors should be familiar with the genre conventions of the writing being assigned—and capable of providing strong examples of writing in these genres.
  - Instructors should be prepared (based, for example, on their past experiences or participation in professional development opportunities) to teach writing effectively and consistently with the department's course plan. (See [section 4](#) on Professional Development below.)

## 1b. Broad-Based Literature (LIT) Course Guidelines

Courses designated as Broad-Based Literature (LIT) should adhere to the following guidelines.

- The reading of literature should be a central focus of the course.
  - “Literature” here refers to imaginative and creative texts, rather than works that are mainly informational. Literature encompasses a wide variety of genres (novels, short stories, poems, plays, screenplays, autobiographies, memoirs, songs, etc.), as well as cultural, historical and philosophical documents (letters, histories, essays, sermons, ethnographies, proclamations, etc.)
  - The course should be reading-intensive. Although the exact amount of reading might vary by genre and subject, students should be expected to do significant amounts of reading in preparation for class sessions.
- Instructors should adopt a text-centered approach to teaching that emphasizes literary analysis (interpretation and evidence-driven argumentation).
- Instructors should have students engage critically and reflectively with literary texts in a manner appropriate to the course subject. Although the precise nature of this engagement cannot be defined in advance, some examples are:
  - attending to the ways literature relates to or represents race, ethnicity, gender, sexual identification, class, disability, culture, history, philosophy, religion, psychology, sociology, science, visual and performing arts, etc.;
  - exploring how and why language and literature—and the stories we tell about ourselves and others—define individuals, groups, regions, nations, etc.;
  - recognizing how literature provides access to—and offers diverse perspectives on—specific cultural and historical moments;
  - addressing how literature reveals the concerns, beliefs, and events of the past, and how these continue to influence and/or inform us in the present;
  - demonstrating how literature shapes historical and cultural events, social experiences, and systems of belief;
  - considering how works by traditionally underrepresented writers allow readers to reflect upon and engage with ideas and experiences that may differ from their own;
  - reflecting on how a reader’s interactions with a literary text help create meaning;
  - examining the craft, technique, and changing technologies of writing.
- Departments should have a written plan for how to teach literature in the course (consistent with the above guidelines)—and a plan for assessing student writing in the course. (See sections 2 and 3 below.)
- Departments should be committed to hiring and training instructors who can carry out this course plan.

## 2. Review Process

The task force recommends that the process for reviewing proposed new WI and LIT courses mirror the process developed for proposing new Rowan Core Courses.

### *2a. Adding a WI or LIT designation*

Departments seeking to add a WI or LIT designation to either a new or existing course must prepare an assessment plan (see [section 3](#) below) that follows the approved template and includes the following components:

- A detailed plan for assessing at least one of the Rowan Core outcomes approved for the WI or LIT designation. For LIT courses, this plan must include the actual assignments or questions that will be used for assessment in all sections of the course. For WI courses, the proposal can include the actual writing project used in all sections, or it can describe how the course assignments, though potentially different for each faculty, will be used to assess at least one WI outcome using the standard rubrics.
- WI assessment plans must begin with an explanation of how writing will be taught as a significant portion of the content of the course—in accordance with the guidelines above in 1a. This explanation will serve as a guide to faculty who teach the course, and it will play a more prominent role in the Committee's review if a plan does not include a specific writing project used in all sections of the course (as discussed above).
- LIT plans must begin with a brief explanation of how the close reading of texts in their discipline plays a significant role in the content of the course—in accordance with the guidelines above in 1b.
- If the course is already in Rowan Core (or is proposing to add a Rowan Core designation as well), the plan should also include the Rowan Core assessments.

In addition to the assessment plan, proposals to add the WI or LIT designation must request a consultation letter from the chair of the appropriate department: Writing Arts for WI courses, and English for LIT. Proposals must also include a syllabus showing how WI or LIT content will typically be included in the course.

### *2b. Status of Existing WI and LIT Courses*

Courses that already have a WI or LIT designation are expected to meet the new requirements outlined above in 2a. Departments will be notified when the new WI and LIT guidelines are approved, and they will then be given time to prepare their plan for the course. (A specific deadline will be provided by the LARC Committee.) The LARC Committee will work closely with departments to help them develop plans for their courses that meet the new standards. However, if departments decline to submit a proposal, or if the proposal is ultimately not approved by the LARC Committee, the WI or LIT designation will be removed from that course. Departments that are unwilling to prepare a proposal for an existing WI or LIT course in their major should consider replacing this course in their programs with one or more WI or LIT courses offered by other departments (in consultation with those departments).

### *2c. Revising a Course with an Approved WI or LIT Designation*

Departments that wish to modify a previously approved WI or LIT assessment plan will submit a revised plan to the Learning Assessment and Rowan Core (LARC) Committee. The plan must include all of the components listed above in 2a. A sample syllabus, showing how the WI or LIT content will typically be included in the course, is strongly recommended, but consultation letters are not necessary.

### 3. Assessment of WI and LIT Courses

The Task Force is proposing a plan for WI and LIT assessment that aims to achieve a reasonable balance between two opposing constraints:

- It is important to assess WI and LIT courses, as this will give us a better sense of what students are learning related to the two requirements—and will help ensure that courses are being taught consistently with the approved standards.
- But we do not want this assessment to be overly burdensome for faculty, especially given that many WI and LIT courses will also be doing other assessment (e.g., for a Rowan Core literacy).

To simplify this process, WI and LIT assessment will take advantage of the infrastructure and processes already developed for Rowan Core. Assessment plans for WI and LIT courses will follow the same structure as the Rowan Core assessment plans. WI and LIT assessment data will be submitted and maintained using the same software already used for Rowan Core and program assessment. As with Rowan Core, faculty will be able to view WI and LIT assessment data in the University dashboards.

#### *3a. WI and LIT Assessment Requirements*

Every semester, each section of a WI or LIT course will assess at least one Rowan Core outcome related to that designation. Like Rowan Core, the assessment will be based on work in the course that counts toward the students' grades.

WI courses will assess one of the following outcomes from the Rowan Core *Communicative* Literacy:

- *Context, Audience and Purpose*: Students can communicate in ways that are sensitive to context, audience and purpose.
- *Conventions*: Students can navigate the conventions of various communities, genres, media and modes.
- *Analysis and Critique*: Students can employ analytical and critical skills in their own communications and in their evaluation of others' communications.

LIT courses will assess the following outcome from the Rowan Core *Humanistic* Literacy:

- *Analysis*: Students can analyze (e.g., perform close readings of) texts and other artifacts.

Note: Because WI assessment will involve major writing projects, the assessment developed by the department could have a significant impact on how individual faculty teach the course. In [Appendix 1](#), we discuss some options for addressing this issue.

#### *3b. Recommendations for WI and LIT Courses that are also in Rowan Core*

For those WI or LIT courses that also satisfy a Rowan Core literacy requirement, we urge departments to do what they can to reduce the assessment burden for instructors. Whenever possible, we recommend that they develop assignments that can do double-duty: being used for both Rowan Core and WI / LIT assessment. For instance, a WI and Global literacy course might create an essay assignment with some rubric dimensions linked to a Global outcome, and other rubric dimensions linked to one of the Communicative outcomes designated for WI use. Just by entering the scores for this one assignment, faculty would be completing both the Global literacy and WI assessments. (See the sample assessment plan in [Appendix 2](#) for an example of this approach.)

All approved assessments (Rowan Core, WI and LIT) should be included together, for ease of use, in a single course assessment plan. Departments using the course for program assessment are encouraged to include this in the course plan as well.

#### 4. Faculty Professional Development for Writing Intensive Courses

Many of the instructors currently teaching WI courses have little or no specific training in writing pedagogy. The task force calls for Rowan to devote additional resources to faculty development in this area. In particular, we recommend the following:

- Develop resources on the teaching of writing (under the guidance of the Writing Arts department, the Writing Center and the Faculty Center);
- Regularly run workshops on writing instruction (under the same guidance);
- Hire a full-time faculty member in Writing Arts, perhaps in coordination with the Faculty Center, with a focus on faculty professional development and writing across the curriculum. (This hire should also serve on the LARC Committee.)

## Appendices

### *Appendix 1: Options for WI Assessment*

Assessment for WI courses should involve a major, multi-stage writing project. Because every instructor teaching the course will do the same assessment, this requirement could potentially constrain how they teach the course. Here are two options for dealing with this issue.

#### COMMON WRITING PROJECT

In some courses, it might make sense for every instructor to use the same writing project for assessment—either because there are not very many sections or because the course is fairly standardized in terms of content. For this option, departments would include the specific assignment in the course assessment plan, along with a rubric for the assignment that aligns with one of the WI-approved outcomes. An example of this approach is provided in the sample assessment plan in [Appendix 2](#) (see the fourth alignment on page one of the sample document, along with the detailed writing project description on p. 5).

#### GENERIC PROJECT AND ASSESSMENT RUBRIC

In other courses, it may not be feasible to use the same writing project in every section of the course. Here, departments would instead provide a general description of the project (e.g., a term paper of a certain length, meeting certain general requirements). The project would then be assessed using a generic rubric based on one of the three WI-approved outcomes. Here are these three generic rubrics.

**Rubric #1: *Context, Audience and Purpose*:** Students can communicate in ways that are sensitive to context, audience and purpose.

	Proficient	Intermediate	Basic	Developmental
Audience	The writer’s choices reveal a comprehensive understanding of their audience’s knowledge, preferences, assumptions and dispositions.	The writer’s choices reveal an incomplete understanding of their audience’s knowledge, preferences, assumptions and dispositions.	The writer’s choices reveal a flawed understanding of their audience’s knowledge, preferences, assumptions and dispositions.	It is not clear the writer made choices with respect to their audience.
Purpose	The purpose of the text is clear and thoroughly executed throughout the text.	The purpose of the text is clear but inconsistently executed in the text.	The purpose of the text is indistinct.	There is no discernible purpose of the text.
Context	The text works well within the broader context of the discipline or genre.	There is some contextual dissonance between the text and the discipline or genre.	The text does not work within the broader context of the discipline or genre.	There is no discernible context in which the text would work.

Rubric #2: *Conventions*: Students can navigate the conventions of various communities, genres, media and modes.

	Proficient	Intermediate	Basic	Developmental
Appropriate Conventions	The writer follows conventions that are appropriate for the community, genre, media and mode.	The writer inconsistently follows conventions that are appropriate for the community, genre, media and mode	The writer follows conventions that are inappropriate for the community, genre, media and mode.	The writer follows conventions very inconsistently with no discernable rationale.
Effective Use of Conventions	The writer's use of conventions (possibly including artful departure from those conventions) contributes to the text's effectiveness.	The writer's inconsistent or weak use of conventions fails to contribute to the text's effectiveness.	The writer's use of conventions subverts the text's effectiveness.	The writer uses conventions very inconsistently with no discernable rationale.

Rubric #3: *Analysis and Critique*: Students can employ analytical and critical skills in their own communications and in their evaluation of others' communications.

	Proficient	Intermediate	Basic	Developmental
Analysis	The writer's analysis successfully clarifies something that is otherwise challenging to comprehend.	The writer's analysis somewhat clarifies something that is otherwise challenging to comprehend.	The writer attempts to clarify something that is otherwise challenging to comprehend.	There is no evidence that the writer is attempting to clarify something that is challenging to comprehend.
Critique	The writer's critique is insightful and well argued.	There are aspects of the writer's critique that are insightful and well argued	The writer's critique is simplistic or insufficiently argued.	There is no evidence of a critique.

*Appendix 2: Sample Assessment Plan*

Below is a sample assessment plan for a made-up Writing Intensive course. It models how Writing Intensive assessment might be coordinated with Rowan Core assessment.



Double-click to edit Header.  
(Text repeats on later pages.)

# Course Assessment Plan for OSCI 63370 *History of Early Modern Occultism*

List course number on the 1<sup>st</sup> line.  
Include the full, official course title on the 2<sup>nd</sup> line.

List all affiliated course numbers that use this plan (cross-listed, honors versions, etc.).

## Course Information

Course Number: OSCI 63370  
Course Title: History of Early Modern Occultism  
Affiliated Courses: HONR 43309 Honors History of Early Modern Occultism  
  
Course Credits: 3 sh  
Rowan Core Literacy: Humanistic  
Rowan Experience: WI

## Department Information

Department: Occult Sciences  
Course Manager: Helena Blavatsky  
• email: [occdoc@rowan.edu](mailto:occdoc@rowan.edu)  
Faculty Liaison: Aleister Crowley  
• email: [crowleya@rowan.edu](mailto:crowleya@rowan.edu)

Course Manager is responsible for designing and maintaining the content of the assessment plan. Provide name & email address.

If the course is also doing WI or LIT assessment, indicate this here. (Policy on WI & LIT assessment is pending.)

The Faculty Liaison is responsible for ensuring that instructors are prepared to do the approved assessment for this course. This can be the same person as the Course Manager—or someone else.

## Aligned Course Objectives & Core Outcomes (With Assessment Methods)

Course assessment plans are organized by alignments. Each has 3 parts: (1) a course objective; (2) a Rowan Core outcome that is aligned to the course objective; and (3) a specific plan for assessing the chosen Rowan Core outcome. The LARC Committee reviews the three parts of the alignment as a whole.

• **First Alignment**  
Course Objective Name: Core Concepts of Occultism  
Course Obj. Description: Students can explain key concepts and esoteric theories developed by occultists in the early modern period.  
Rowan Core Outcome: Humanistic: Historical Knowledge – Students can identify and explain developments in human history and thought.  
Assessment Summary: Multiple-choice questions, Block A or B; Exam short essay question E1  
Assessment Status: Active for Rowan Core assessment

For the course objective, provide a short name (for easy reference) and then a full, one-sentence description (as you wish it to appear on the syllabus).

• **Second Alignment**  
Course Objective Name: Applying Occult Theory Historically  
Course Obj. Description: Students can apply contemporary occult theory to understand the work of early modern practitioners.  
Rowan Core Outcome: Humanistic: Theory – Students can apply theoretical approaches to their understanding of human experience.  
Assessment Summary: Exam short essay questions E2 and E3  
Assessment Status: Active for Rowan Core assessment

Choose one of the Rowan Core outcomes, using the exact wording at the LARC Committee website. Indicate the Literacy as well (in this case, “Humanistic”).

Indicate the alignment’s assessment status. In this example, the assessment is being actively used for Rowan Core assessment.

• **Third Alignment**  
Course Objective Name: Primary Sources Research  
Course Obj. Description: Students can do research on primary sources in early modern occultism.  
Rowan Core Outcome: Humanistic: Research – Students can find, organize and synthesize information in support of their research goals.  
Assessment Summary: Occult Pamphlet Project (“research” and “synthesis” rubric dimensions)  
Assessment Status: Active for Rowan Core assessment

Provide a brief summary of the assessment, saving the details for below.

This alignment is active for Writing Intensive assessment. If some sections of the course (or some affiliated course numbers) are not Writing Intensive, this alignment would not be used for them.

• **Fourth Alignment**  
Course Objective Name: Become a Better Writer  
Course Obj. Description: Students can develop as a writer by completing a multi-stage writing project.  
Rowan Core Outcome: Communicative: Context, Audience and Purpose – Students can communicate in ways that are sensitive to context, audience and purpose.  
Assessment Summary: Occult Pamphlet Project (“writing context” and “pamphlet design” rubric dimensions)  
Assessment Status: Active for all Writing Intensive sections

Course Assessment Plan for OSCI 63370  
*History of Early Modern Occultism*

• *Fifth Alignment*

Course Objective Name: Self-Reflection

Course Obj. Description: Students can recognize how early modern occultism informs their own occult practices.

Rowan Core Outcome: Global: Self-Reflection – Students can reflect critically on their own perspectives and cultural experiences.

Assessment Summary: Reflective Paper

Assessment Status: Active for Program assessment

• *Sixth Alignment*

Course Objective Name: Core Concepts of Occultism

Course Obj. Description: Students can explain key concepts and esoteric theories developed by occultists in the modern period.

Rowan Core Outcome: Humanistic: Analysis – Students can analyze (e.g., perform close readings of) texts and other artifacts.

Assessment Summary: Research Paper

Assessment Status: Inactive (not currently being assessed, but approved for Rowan Core)

This alignment is being actively used for Program assessment.

This alignment is approved, but is not currently being assessed. It may return to active status at a later date.

# Course Assessment Plan for OSCI 63370

## History of Early Modern Occultism

### Detailed Assessment Methods

#### Multiple Choice Questions

**Application:** Multiple choice questions are used for the First Alignment. These questions are divided into two blocks: A (1-5) and B (6-10). In a given semester, all instructors will give one block of questions (either A or B), where this block is chosen by the Faculty Liaison ahead of time. We will periodically rotate between the two blocks of questions. We are currently using Block A.

**Instructions:** Questions in the active block should be given to students in a closed-book exam during the second half of the course.

#### • Multiple Choice Questions: Block A (Active)

1. Which of the following was not considered an occult science in the 16<sup>th</sup> Century?  
(a) Astrology (c) Natural magic  
(b) Alchemy (d) Hermeneutics
2. Which of the following was mistakenly considered an occult quality in the middle ages?  
(a) Optic refraction (c) Spontaneous generation  
(b) Magnetism (d) Spontaneous combustion
3. Which of the following early modern scientists also endorsed occult practices?  
(a) Carl Linnaeus (c) Galileo Galilei  
(b) Robert Hooke (d) Isaac Newton
4. What early modern worldview do occultists continue to oppose?  
(a) Revolution (c) Disenchantment  
(b) Reformation (d) Enlightenment
5. Which author coined the term "occultism"?  
(a) Jean-Baptiste Richard de Randonvilliers (c) Tycho de Brahe  
(b) Georg Wilhelm Friedrich Hegel (d) Andrew Lloyd Webber

#### • Multiple Choice Questions: Block B (Inactive)

6. Which 19<sup>th</sup> Century movement transformed and reinvigorated occultism?  
(a) Theosophy (c) Cryptology  
(b) Phrenology (d) Panpsychism
7. Which early modern western philosopher was most stubbornly opposed to occultism?  
(a) Hobbes (c) Hume  
(b) Descartes (d) Kant
8. Which secret society played a prominent role in the 19<sup>th</sup> Century reactions against secularism?  
(a) The Golden Road to Unlimited Devotion (c) The Piper at the Gates of Dawn  
(b) The Enigma of the Hour (d) The Hermetic Order of the Golden Dawn
9. Which legendary "master" played a prominent role in late 19<sup>th</sup> Century occultist developments?  
(a) Koot Hoomi (c) Bartholomew Cubbins  
(b) Carlos Castaneda (d) Lúthien Tinúviel
10. Which 18<sup>th</sup> Century Swedish occultist provided detailed reports of their encounters in the spiritual realm?  
(a) Björn Borg (c) Ingrid Bergman  
(b) Emanuel Swedenborg (d) Lars Kuprik Bäckman

Under Application, indicate how the assignment or questions will be used for assessment purposes.

Under Instructions, provide any additional details to ensure consistent assessment across all sections.

Use a name for each section that refers clearly back to the Assessment Summary in the alignments (above).

Remember: the questions and assignments included in this course assessment plan must be assigned as graded work in the course. Choose assignments or questions that will work for all instructors and in all sections of the course.

## Course Assessment Plan for OSCI 63370

### *History of Early Modern Occultism*

#### Exam Short Essay Questions

*Application:* E1 used for the First Alignment; E2 and E3 used for the Second Alignment.

*Instructions:* Each essay should be given to students in a closed-book final exam. Each essay response should be approximately two paragraphs in length.

- *Exam Question E1*

Briefly define Edward Kelley's concept of a "shew stone" and explain the role such objects played in 16 and 17<sup>th</sup> Century occultist practices.

Student responses should be graded using the following rubric:

Category	Inadequate	Adequate	Good	Excellent	Application
Definition	Definition is inaccurate	Definition is accurate but incomplete	Definition is accurate and complete	Definition is accurate, complete and nuanced	Used for 1 <sup>st</sup> Alignment
Explanation	Explanation is inaccurate or lacks enough detail to be sufficient	Explanation is accurate but incomplete	Explanation is accurate and complete	Explanation is accurate, complete, and shows a deep understanding	Used for 1 <sup>st</sup> Alignment

- *Exam Question E2*

Using relevant contemporary occultist sources, explain the extraordinary power of John Dee's notorious *Monas Hieroglyphica* (depicted on the right—please don't stare!)

Student responses will be assessed using the following rubric:

Category	Inadequate	Adequate	Good	Excellent	Application
Explanation	Explanation is inaccurate or lacks enough detail to be sufficient	Explanation is accurate but incomplete	Explanation is accurate and complete	Explanation is accurate, complete, and shows a deep understanding	Used for 2 <sup>nd</sup> Alignment



- *Exam Question E3*

Using contemporary occultism, explain why the anonymous author of the *Lesser Key of Solomon* was safely able to summon spirits despite their extraordinary lack of precautions. Be sure to refer to specific details of the practices developed in this work.

Student responses will be assessed using the following rubric:

Category	Inadequate	Adequate	Good	Excellent	Application
Explanation	Explanation is inaccurate or lacks enough detail to be sufficient	Explanation is accurate but incomplete	Explanation is accurate and complete	Explanation is accurate, complete, and shows a deep understanding	Used for 2 <sup>nd</sup> Alignment

For questions or assignments being assessed with a rubric, use multiple dimensions (rows) to assess distinct aspects of student responses. Use whatever rating levels (columns) are appropriate for this assessment. (You do not have to stick with the four (from Inadequate to Excellent) listed here. But be sure to include detailed rubric descriptions (e.g., what counts as an excellent explanation) – this makes consistent assessment across sections easier.

The last column of the rubric indicates which alignment this dimension is being applied to (in this case, the 2<sup>nd</sup> Alignment).

Course Assessment Plan for OSCI 63370  
*History of Early Modern Occultism*

Occult Pamphlet Project

*Application: Used for the Third alignment (Rowan Core) and the Fourth alignment (WI).*  
*Instructions: This project should be assigned sometime during the second half of the course. Because different rubric dimensions are being used for different parts of the Rowan Core assessment, it is vital that instructors keep track of these individual rubric dimension scores.*

This is a multi-stage writing project. The goal is to create a period-appropriate pamphlet aiming to convince early modern citizens to join your chosen occult practice. In the first phase, students do primary and secondary research on the early modern occult pamphlet tradition. Based on this research, they will prepare an **annotated bibliography**, which will be assessed using the following rubric:

Category	Inadequate	Needs Improvement	Adequate	Good	Excellent	Application
Choice of sources	There are either no sources or the sources included would not be persuasive to a early modern audience	Few sources would be persuasive to a early modern audience	Sources are adequately numerous and sufficiently persuasive to a early modern audience	Sources are both numerous and appropriately persuasive for an early modern audience	Sources are expertly selected and highly persuasive to an early modern audience	Used for 3rd Alignment
Synthesis of Information	Information is either insufficient or incoherent	Information is sufficient but is not well integrated	Information is sufficient and coherent	Information is sufficient and forms a persuasive argument	Information is curated and delivered well to present a highly persuasive argument	Used for 3rd Alignment
Use of Citations	Most citations are missing, inaccurate, or incorrectly formatted	Some citations are missing, inaccurate, or incorrectly formatted	Few citations are missing, inaccurate, or incorrectly formatted	All citations are present, accurate, and most are formatted correctly	All citations are present, accurate, and formatted correctly	Used for program assessment

In the second phase, students will create their own historically-accurate occult pamphlet. They will submit an initial draft, which will then be discussed in student peer review sessions. The revised, **final pamphlet** will be assessed using the following rubric:

Category	Inadequate	Needs Improvement	Adequate	Good	Excellent	Application
Pamphlet Design	An early modern citizen in debtors prison with only this pamphlet to read wouldn't pick it up	An early modern citizen in debtors prison with only this to read might skim it	An early modern citizen in debtors prison with only this to read would do so. Once.	An early modern citizen in debtors prison with only this to read would do so regularly	An early modern citizen in debtors prison with only this to read would treat it like a talisman	Used for 4 <sup>th</sup> Alignment
Historical Accuracy	Content and language contain many historical inaccuracies	Content and language contain some historical inaccuracies	Content and language contain few historical inaccuracies	Content and language contain no historical inaccuracies	Content and language is indistinguishable from the period	Used for 3 <sup>rd</sup> Alignment
Writing Context	Writing is offensive to intended audience	Writing is not persuasive but not offensive	Writing is minimally persuasive	Writing is somewhat persuasive	Writing is persuasive to intended audience	Used for 4 <sup>th</sup> Alignment

Notice: this Pamphlet project is being used for multiple assessment purposes. Certain dimensions of the *Annotated Bibliography* rubric are used for Rowan Core and Program assessment. Likewise, certain dimensions of the *Final Pamphlet* rubric are used for Rowan Core and Writing-Intensive assessment. Using a single assignment for two or more assessment purposes in this way can decrease the burden for faculty.

## Course Assessment Plan for OSCI 63370

### *History of Early Modern Occultism*

#### Reflective Paper

*Application: Used for the Fifth alignment (program assessment).*

*Instructions: This assignment should be given to students at or very near the end of the semester.*

Students will write a short paper (approx. 3-5 double-spaced pages) reflecting on how their reading and discussion of early modern occultism has impacted their own esoteric practices. This paper will be assessed using the following rubric:

Category	Inadequate	Adequate	Good	Excellent	Application
Thoughtfulness of Reflections	Shows no awareness of the inner path to occult knowledge	Has gazed down the inner path but whether out of awe or indifference has not proceeded	Has spent time walking the inner path	Has made the journey of the inner path a Life's work	Used for 5 <sup>th</sup> Alignment
Writing Quality	Writing is unintentionally convoluted or abstruse	Writing is somewhat clear	Writing is clear	Writing is clear or successfully convoluted or abstruse	Used for grade, not program assessment

#### Research Paper (inactive)

*Application: Not currently being assessed; would be used for the Sixth alignment.*

*Instructions: This assignment should be given to students in the second half of the course.*

Students will write a detailed research paper (approx.. 10 pages) on a prominent work of early modern occultism (e.g., Giordano Bruno's 1584 *Expulsion of the Triumphant Beast*). The paper can be interpretive or evaluative in its focus, but it should have a clear, well-defended thesis.) The paper will be assessed using the following rubric:

Category	Inadequate	Needs Improvement	Adequate	Good	Excellent	Application
Thesis	Thesis is not discernable	Thesis is lacking in clarity, definition, ambition, or defensibility	Thesis is somewhat lacking in clarity, definition, ambition, or defensibility	Thesis is clear and well-defined though marginally ambitious or defensible	Thesis is clear and well-defined while being ambitious but defensible	Used for 6 <sup>th</sup> Alignment
Interpretation	Interpretation is missing	Interpretation is lacking or too clever by half	Interpretation has only minor flaws	Interpretation is sound	Interpretation is insightful	Used for 6 <sup>th</sup> Alignment
Use of Citations	Most citations are missing, inaccurate, or incorrectly formatted	Some citations are missing, inaccurate, or incorrectly formatted	Few citations are missing, inaccurate, or incorrectly formatted	All citations are present, accurate, and most are formatted correctly	All citations are present, accurate, and formatted correctly	Used for grade, but not assessment
Writing Quality	Writing is unintentionally convoluted or abstruse	Writing is mostly unclear	Writing is somewhat clear	Writing is clear	Writing is clear or successfully convoluted or abstruse	Used for grade, but not assessment

This Research Paper is not currently being used for assessment. It remains listed here to indicate that it has been approved for future use by the LARC committee. This allows departments to rotate assessments over time if they wish to do so.