

Fitchburg State University General Education Program: Literary Inquiry and Analysis Rubric

Goal: Fitchburg State University students will engage with and answer questions associated with diverse literary texts in relation to historical periods, themes, genres, and/or critical theories using literary analysis, critical evaluation, and theoretical interpretations.

	Internalizing	Refining	Developing	Emerging
Close Reading of Literary Texts: Understand how to do close reading of literary texts, sensitive to both the denotative and connotative aspects of literary diction	Consistently sensitive to both the denotative and connotative aspects of literary diction	Mostly sensitive to both the denotative and connotative aspects of literary diction	Sometimes sensitive to the denotative or connotative aspects of literary diction	Rarely sensitive to the denotative or connotative aspects of literary diction
Language & Imagery: Understand the use of descriptive and figurative language, and the dimensions and functions of imagery and prosody	Consistently demonstrates understanding of descriptive and figurative language, and the dimensions and functions of imagery and prosody	Mostly demonstrates understanding of descriptive and figurative language, and the dimensions and functions of imagery and prosody	Sometimes demonstrates understanding of descriptive and figurative language, and the dimensions and functions of imagery and prosody	Rarely demonstrates understanding of descriptive and figurative language, and the dimensions and functions of imagery and prosody
Literary Terminology and Conventions: Foster familiarity with the terminology and the conventions of literary analysis	Consistently demonstrates familiarity and application of literary terminology	Mostly demonstrates familiarity and application of literary terminology	Sometimes demonstrates familiarity and application of literary terminology	Rarely demonstrates familiarity and application of literary terminology

Cultural & Historical Contexts: Account for the role of context(s) in the production, reception, and transmission of literary and cultural texts (across periods, histories, geographic or national spaces, and cultural differences)	Consistently demonstrates understanding of role of context(s) in the production, reception, and transmission of literary and cultural texts across periods, histories, geographic or national spaces, and cultural differences.	Mostly accounts for the role of context(s) in the production, reception, and transmission of literary and cultural texts across periods, histories, geographic or national spaces, and cultural differences.	Sometimes accounts for the role of context(s) in the production, reception, and transmission of literary and cultural texts across periods, histories, geographic or national spaces, and cultural differences.	Rarely demonstrates awareness of the role of context(s) in the production, reception, and transmission of literary and cultural texts across periods, histories, geographic or national spaces, and cultural differences.
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Understanding the Rubric

The rubric focuses on four criteria:

1. **Close Reading of Literary Texts:** Understand how to do close reading of literary texts, sensitive to both the denotative and connotative aspects of literary diction.
2. **Language & Imagery:** Understand the use of descriptive and figurative language, and the dimensions and functions of imagery and prosody.
3. **Literary Terminology and Conventions:** Foster familiarity with the terminology and the conventions of literary analysis.
4. **Cultural & Historical Contexts:** Account for the role of context(s) in the production, reception, and transmission of literary and cultural texts (across periods, histories, geographic or national spaces, and cultural differences).

The rubric has four levels of performance with a consistent distinguishing term in each criterion.

Performance Level	Distinguishing Term	Explanation: The student artifact is . . .
Internalizing	Consistently	nearly perfect in meeting the criteria (~100%).
Refining	Mostly	above average in meeting the criteria (~75%).
Developing	Sometimes	average in meeting the criteria (~50%).
Emerging	Rarely	in the early stages of meeting the criteria (25% or less)