Criteria	Ratings					Pts
Information in Context Students evaluate information with an understanding of context. Students must identify sources primary and secondary sources. They must identify various types of disciplinary information and understand how they are produced and why they are valued.	**30 pts** **Full Marks** This project contains a variety of sources, including primary and secondary sources. The sources provide a thorough understanding of the issue or topic at hand.	**22.5 pts** **Good** This project mostly contains a variety of sources, including primary and secondary sources. The sources provide an understanding of the issue or topic at hand. The project may need a wider variety of sources.	**15 pts** **Improving** This project mostly contains a variety of sources, including primary and secondary sources. The sources provide an understanding of the issue or topic at hand. The project may need a wider variety of sources or to address a different angle of the topic at hand. Sources may be over-focused on one issue or narrow.	**7.5 pts** **Poor** This project attempts to provide variety of sources which offer an understanding of the issue or topic at hand. The project needs more sources or a deeper understanding of the issue. The sources are too narrowly focused, shallow, or otherwise problematic.	**0 pts** **Insufficient** This project fails to meet this criterion.	30 pts

Attribution	20 pts	15 pts	10 pts	5 pts	0 pts	
All sources (including images) are correctly attributed to their creators and are cited in an understandable format.	**Full Marks** All sources (including images) are correctly attributed to their creators and are cited in an understandable format. The chosen format is uniform throughout the project and is easy to understand, ensuring that the creators are given proper credit.	**Good** Most sources (including images) are correctly attributed to their creators and are cited in an understandable format. The chosen format is uniform throughout the project and is easy to understand, ensuring that the creators are given proper credit. There may be a few errors in citation format.	**Improving** Most sources (including images) are correctly attributed to their creators and are cited in an understandable format. The chosen format is uniform throughout the project and is easy to understand, ensuring that the creators are given proper credit. There may be a few errors in citation format. Some of the sources/images may be uncredited.	**Poor** Most sources (including images) are not correctly attributed to their creators and are cited in an understandable format. The chosen format is not uniform throughout the project or isn't easy to understand. Some sources are not credited.	**Insufficient** This project fails to meet this criterion.	20 pts

Authority is Constructed and Contextual They must identify sources that are 'authoritative' and in doing so must identify different kinds of authority and how it's created in different communities.	**30 pts** **Full Marks** This project includes sources that are appropriate for the project and have different kinds of authority. These sources are all high-quality and offer different kinds of information.	**22.5 pts** **Good** This project mostly includes sources that are appropriate for the project and have different kinds of authority. These sources are all high-quality and offer different kinds of information. A few of the sources may be lower-quality or not qualify as authoritative.	**15 pts** **Improving** This project mostly includes sources that are appropriate for the project and have different kinds of authority. These sources are all high-quality and offer different kinds of information. Some of the sources may be lower-quality or not qualify as authoritative.	**7.5 pts** **Poor** This project includes sources, but many are not appropriate for the project. The sources may be lower-quality, not qualify as authoritative, or be otherwise unsuitable for a project of this scope.	**0 pts** **Insufficient** This project fails to meet this criterion.	30 pts
User Experience: Visual Student is mindful of the audience and has created a project that is easy to use and accessible. It is visually pleasing and functional.	**15 pts** **Full Marks** The project is aesthetically pleasing. It is easy to navigate and all links and videos work.	**11.25 pts** **Good** The project is aesthetically pleasing. It is mostly easy to navigate and most of the links and videos work.	**7.5 pts** **Improving** The project may need some work aesthetically. It may have some issues with navigation and/or broken links.	**3.75 pts** **Poor** The project is confusing or hard to navigate. There are several broken links or other issues that prevent users from having a smooth experience.	**0 pts** **Insufficient** This project fails to meet this criterion.	15 pts

User Experience: Written	15 pts **Full Marks**	11.25 pts **Good**	7.5 pts **Improving**	3.75 pts **Poor**	0 pts **Insufficient**	
Student is mindful of the audience and has created a project that is easy to use and accessible. It is visually pleasing and functional and contains correct grammar, style, punctuation, etc.	The project is clearly written and communicates well. It is stylistically polished and contains no typos or errors in punctuation and grammar.	The project is mostly clearly written and communicates well. It may have a few errors in style, grammar, punctuation or some typos.	The project may need some work in terms of communication. It contains errors in style, grammar, punctuation or several typos.	The project is confusing and needs major work in terms of communication. It contains errors in style, grammar, punctuation and typos. This is not the quality of writing that should be included in a college-level project.	This project fails to meet this criterion.	15 pts
Feminist Analysis: Gender	30 pts **Full Marks**	22.5 pts **Good**	15 pts **Improving**	7.5 pts **Poor**	0 pts **Insufficient**	
Students will demonstrate the ability to conduct interdisciplinary feminist analysis. This project demonstrates that the student is an authority on this subject and comprehends the impact of gender on individuals' historical and contemporary agency, and how the ability to express agency has shaped people's lives.	This project demonstrates that the student is an authority on this subject and can conduct interdisciplinary feminist analysis. The project uses terms and knowledge from the course to correctly analyze ideas about gender. The author demonstrates that s/he understands the subject and has retained nearly all of the knowledge presented in class. S/he adds new insight to the subject not provided in	This project demonstrates that the student is an authority on this subject and can conduct interdisciplinary feminist analysis. The project uses terms and knowledge from the course to correctly analyze ideas about gender. The author competently addresses main question or issue, but does not add much new insight into the subject. That said, it is clear that the author has learned a great deal in class and	This project demonstrates that the student is learning to be an authority on this subject and attempting to conduct interdisciplinary feminist analysis. The project uses terms and knowledge from the course but may need more work to understand them correctly in regards to gender. Author addresses main question or issue, but does not add much new insight into the subject. The project may be general or	Author attempts to address main question or issue, but fails. The author has retained some information from the course, but does not fully understand its meaning or context and cannot clearly convey it to others. The student is not an authority on this subject and has failed to demonstrate an ability to	This project fails to meet this criterion.	30 pts

Feagnist Analysis: Intersectionality	30 pts Full Marks	22.5 pts Good	15 pts Improving	7.5 pts Poor	0 pts Insufficient	30 pts
Students will demonstrate the ability to conduct interdisciplinary feminist analysis. This project demonstrates that the student is an authority on this subject. The student examines and critiques ideological assumptions underlying social institutions and systems of representation, including but not limited to assumptions regarding gender, race,	This project demonstrates that the student is an authority on this subject and can conduct interdisciplinary feminist analysis. The project uses terms and knowledge from the course to correctly analyze ideas about intersectionality. The author demonstrates that s/he understands the subject and has retained nearly all of the knowledge presented in class. S/he adds new insight to the subject not provided in lectures	This project demonstrates that the student is an authority on this subject and can conduct interdisciplinary feminist analysis. The project uses terms and knowledge from the course to correctly analyze ideas about intersectionality. The author competently addresses main question or issue, but does not add much new insight into the subject. That said, it is clear that the author has learned a great deal in class and is able to	This project demonstrates that the student is learning to be an authority on this subject and attempting to conduct interdisciplinary feminist analysis. The project uses terms and knowledge from the course but may need more work to understand them correctly in regards to intersectionality. Author addresses main question or issue, but does not add much new insight into the subject. The project may be general or	Author attempts to address main question or issue, but fails. The author has retained some information from the course, but does not fully understand its meaning or context and cannot clearly convey it to others. The student is not an authority on this subject and has failed to demonstrate	This project fails to meet this criterion.	

Tailoring Information to Audiences Students will learn to tailor their information product to specific audiences. The project will be understandable and accessible to a general audience seeking to learn about this issue.	30 pts **Full Marks** This project provides a clear introduction to the topic and defines all important terms. The modules flow easily from one to another and it is clear why the project is organized in this manner. The student provides summaries, questions, or other guidance for the audience as th...	22.5 pts **Good** This project mostly provides a clear introduction to the topic and defines all important terms. There may be some minor issues with the following: module organization, guidance/summaries, etc.	15 pts **Improving** This project attempts to provide an introduction to the topic. There are some major issues with the following: defining all important terms, module organization, summaries/guidance, etc.	7.5 pts **Poor** The project is difficult to comprehend for a general audience and needs work and re-organization to be accessible.	0 pts **Insufficient** This project fails to meet this criterion.	30 pts