

Priscilla Kincannon: SA #2 Feedback

Here are some benchmarks or goals that you should keep in mind as you create your Source Analyses. I will use these as I provide feedback and evaluation. I'm looking not only at how you perform on any one individual Source Analysis, but also how you demonstrate growth in this area across the semester.

Criterion	Novice Level	Competent Level	Proficient Level
Source ID	Does not fully cite or identify the source. Makes no connections between the source and community partner.	Fully identifies the source, but does not use an established bibliographic citation style, for example, MLA or APA. Makes connections between the source and community partner.	Fully identifies the source and uses (without error) established citation style. Makes connections between the source and community partner.
Context	Analysis is missing information about the creator, the time of creation, its intended audience, or its format.	Analysis contains some or all of a discussion about the creator, time of creation, intended audience and format, but some areas are incomplete or inaccurate.	All of the context pieces are present, and they are discussed in full.
Summary	Analysis is missing some or most of the important facts about the source's content. As a rule of thumb: A good summary is about 25% of the length of the original source.	Analysis contains most of the important facts about the source's content, but some areas are incomplete or inaccurate. A good summary is about 25% of the length of the original source.	All of the important facts about the source content are covered. A good summary is about 25% of the length of the original source.
Analysis	Analysis is missing the argument contained in the source. Analysis contains only some of the main takeaways of the source. A good analysis may be longer than a summary.	Analysis contains most or all of the argument or main takeaways, but some of this is still missing or inaccurate. A good analysis may be longer than a summary.	Analysis contains all of the main takeaways, and these are fully developed. A good analysis may be longer than a summary.
Grammar/Style	Several grammatical errors, over-use of "passive voice", lack of clarity or specificity in presentation.	Few grammatical errors or over-use of "passive voice", a better sense of clarity and specificity in presentation.	No (or virtually no) grammatical errors. Presentation is clear, precise, and specific to the assignment.
Formatting & Presentation	Does not make use of a bibliographic formatting style in source ID and overall presentation has serious or repeated issues.	Makes use of a bibliographic formatting style in source ID and the overall presentation is neat and organized, with only a couple of issues.	Makes full and accurate use of a bibliographic formatting style in source ID and the overall presentation is neat and organized.

Comments on Source Analysis #2: Priscilla, I see this second attempt as still firmly in the “novice” category of the SA rubric. I’m still looking for you to expand these more than what you have done. It looks like you are honing in on a particular problem or case study in Remington-Doucette’s larger chapter, rather than summarizing and analyzing the larger points. Here is a tip for big readings like this: If there is a guide to chapter sections or a small table of contents (as we can see on p. 121), these are the organization points that will carry through the chapter. Notice that the first major section is about what a system is, how to identify a system, and what the main features of that system are. Then, the future sections refer to different ways of analyzing problems that can impact these systems. The author provides many case study type examples throughout the chapter. Those are very helpful—they are illustrations or examples to further bolster her larger topic.

In a Source Analysis, you should put your primary focus/attention on the larger goals of the piece of reading as a whole, and then consider these case studies as supporting evidence.

I will once again give you the option of revising this after we discuss the reading together as a group on Thursday.