

**UNIVERSITY OF PUERTO RICO  
CAMPUS RÍO PIEDRAS  
COMMUNICATION SCHOOL  
Undergraduate Program**

**Course ESIN 4008 Theories of Significance and Culture**

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Evaluation coordinator: Héctor Aponte Alequín

**Rubric**

	<b>Criteria</b>	<b>Beginning (1-2)</b>	<b>In Progress (3-4)</b>	<b>Good (5-6)</b>	<b>Excellent (7-8)</b>	<b>Learning outcome</b>
1	<p><b>Integration of theories and conceptual frameworks-</b></p> <p>Crédito del criterio: doctor Mario Roche Morales</p>	<p>The student does not demonstrate having integrated (in his essay or special project) the theories and conceptual frameworks studied in class, which served as the basis for looking at a problem from a particular perspective or to explain the different approaches</p>	<p>The student hardly integrates (in his essay or special project) the theories and conceptual frameworks studied in class, which served as the basis to look at a problem from a particular perspective or to explain the different approaches (theoretical or</p>	<p>The student partially integrates (in his essay or special project) the theories and conceptual frameworks studied in class, which served as the basis to look at a problem from a particular perspective or to explain different approaches (theoretical or</p>	<p>The student adequately integrates (in his essay or special project) the theories and conceptual frameworks studied in class, which served as the basis for looking at a problem from a</p>	<p>Knowledge Integration</p>

		(theoretical or methodological) to a affair.	methodological) to an issue.	methodological) to an issue.	particular perspective or to explain the different approaches (theoretical or methodological) to an issue.	
2	<b>Critical analysis - Analyze use and present information / evidence (textually or otherwise) appropriately</b>	The student does not demonstrate having analyzed, used or presented information / evidence (textual or otherwise) to support your ideas. It does not provide the information or evidence necessary to support your points. It does not show that you have searched, selected or critically evaluated the information. The presentation of ideas and evidence is not logical.	The student barely manages to analyze, use and present the information / evidence (textual or other) to support his ideas. There is a great lack of information or evidence to support your points. It shows that the search, selection and evaluation of information are simplistic, inadequate or not related to ideas.	The student partially analyzes, uses and presents the information / evidence (textual or otherwise) to support their ideas. It provides part of the information or evidence to support your points. In general, it shows having searched, selected and critically evaluated the information.	The student analyzes, uses and presents the information/evidence (textually or otherwise) appropriately to support your ideas. It shows that you have searched, selected and critically evaluated the information. There are no significant omissions. It presents ideas and evidence that correspond	Critical Thinking

					to each other. Presents adequately the ideas obtained from the sources of information without falsifying them.	
3	<b>Argumentation or own opinion</b>	There is no evidence of having analyzed the subjects of the authors; it does not indicate the points of convergence and divergence, and does not propose new alternatives on the studied subjects.	The student analyzes the subjects of the authors; points out points of convergence, although not of divergence (or vice versa); and does not propose new alternatives on the studied topics.	The student partially analyzes the topics addressed by the authors; points out some points of convergence and divergence; and proposes some own alternatives.	The student shows a broad analysis on the topics addressed by the authors; points out points of convergence and divergence; and proposes its own alternatives on the studied topics.	Critical Thinking
4	<b>Conclusion or Summary - Draw conclusions that correspond to the arguments that have been developed and to the evidences that have been presented</b>	The student does not show that it has drawn conclusions that correspond to the arguments that have been developed and to the evidence that has been presented.	The student does not show that it has drawn conclusions that correspond to the arguments that have been developed and to the evidence that has been presented.	The student partially elaborates conclusions that correspond to the arguments that have been developed and to the evidences that have been presented.	The student produces clear and adequate conclusions that correspond to the arguments that have been developed and	Critical Thinking

					the evidence presented.	
5	<b>Growth in the complexity of the analysis</b>  Autor: doctor Mario Roche Morales Edition: doctor Héctor Aponte Alequín	When compared to trials or special projects evaluated before, it does not show growth -or shows minimal growth- in the complexity of the analysis, in its skills to interweave conceptual models with specific problems and in the ability to communicate them effectively (through the spoken word or the written one)	When compared with trials or special projects evaluated before, it barely shows growth in the complexity of the analysis, in its skills to interweave conceptual models with specific problems and in the ability to communicate them effectively (through the spoken or written word).	When compared with special essays or projects evaluated before, it partially demonstrates some growth in the complexity of the analysis, in its skills to interweave conceptual models with specific problems and in the ability to communicate them effectively (through the spoken or written word).	When compared to trials or special projects evaluated before, it demonstrates, to a large extent, a remarkable growth in the complexity of the analysis, in its skills to interweave conceptual models with specific problems and in the ability to communicate them effectively (through the spoken word or the written one).	Ongoing (Lifelong) Learning
6	<b>Compliance with team tasks</b>	The student does not present evidence of having fulfilled, with	The student presents questionable evidence of having fulfilled, with	The student presents more or less reliable evidence of having	The student presents reliable evidence of	Teamwork

	Autor: doctor Mario Roche Morales Edition: doctor Héctor Aponte Alequín	sense of responsibility and respect to his classmates, with the tasks entrusted to him by his work team.	some sense of responsibility and respect for his classmates, with the tasks entrusted to him by his work team.	fulfilled, with some sense of responsibility and respect for his classmates, with the tasks entrusted to him by his work team.	having complied, with a high sense of responsibility and respect for his classmates, with the tasks entrusted to him by his work team.	
<b>7</b>	Attitude -The person is willing to collaborate with their peers (as) without being asked; communicates using a professional vocabulary (does not use vulgar or offensive words); and solve unexpected situations. (Adaptation of the criteria established by Dr. Wanda Reyes)	At all times met all criteria.	On one or two occasions it did not meet any of the criteria. .	On three or four occasions he did not meet any of the criteria.	On five or more occasions he did not meet any of the criteria.	Teamwork
<b>8</b>	Quality of work - The quality of work meets the objectives of the project. The student followed instructions and looked for ways to exceed expectations. The work that	Meets some criteria, but there are six or more errors.	It meets the criteria, but there could be four to five errors.	It meets all the criteria, but there could be two or three errors.	It meets all the criteria, but there could be an error.	Ongoing (Lifelong) Learning

	the student does does not need corrections.					
<b>9</b>	<b>Quotations and references of authors</b>	The student does not make references to sources of information. Does not include references at the end of the text.	The student mentions some references, but does not quote them adequately in the text. Does not include references at the end according to the APA style.	The student mentions some references, but does not quote them adequately in the text. Include the references at the end according to the APA style.	The student makes correct use of the references in the text according to the APA style. Include the references at the end of the text in an appropriate manner.	Information Literacy