

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

Course COPU 4017 Introduction to the Media
Professors Ramaris Albert Trinidad and Rafael Gracia Machuca
 Assessment Coordinator: Héctor Aponte Alequín

Rubric

	Criteria	Beggining (1-2)	In Progress (3-4)	Good (5-6)	Excellent (7-8)	Learning outcome
	Characterization of the source in the electronic medium	It does not show evidence of having identified the characteristics of the source in the electronic medium.	Identify some of the characteristics of the source in the electronic medium.	Identifies most of the characteristics of the source in the electronic medium.	Identify all the characteristics of the source in the electronic medium.	Information Literacy
	Consideration of the media in the Puerto Rican and Caribbean context Author: Dr. Héctor Aponte Alequín edition: Ramaris doctors Albert Trinidad and Rafael Gracia Machuca	It does not show evidence of data management on the origin and development of the media, in general, as well as its emergence and evolution in Puerto Rico.	It hardly manages data on the origin and development of the media, in general, as well as its emergence and evolution in Puerto Rico.	It partially handles some data on the origin and development of the media, in general, as well as their emergence and evolution in Puerto Rico.	Properly manages a variety of data on the origin and development of the media, in general, as well as its emergence and evolution in Puerto Rico.	Appreciation, Culture and Commitment to the ideals of the Puerto Rican society, Caribbean and International context

<p>Participation of the media in the development of the peoples</p> <p>Author: Dr. Héctor Aponte Alequín edition: Ramaris doctors Albert Trinidad and Rafael Gracia Machuca</p>	<p>It does not show evidence that it analyzes the participation of the media in the social, political and cultural development of the peoples. It does not present examples or presents very few.</p>	<p>It hardly analyzes the participation of the media in the social, political and cultural development of the peoples. Present examples that are not specific or relevant.</p>	<p>It partially analyzes the participation of the media in the social, political and cultural development of the peoples. Present only some specific and pertinent examples.</p>	<p>It adequately analyzes the participation of the media in the social, political and cultural development of the peoples. It presents many specific and pertinent examples.</p>	<p>Appreciation, Culture and Commitment to the ideals of the Puerto Rican society, Caribbean and International context.</p>
<p>Clarity - Written information is free of incomplete or proforma sentences without clear reference and has no instances of ambiguity. The information is relevant and detailed. Ideas and arguments are organized coherently. The transitions are logical.</p>	<p>The written information contains five or more errors.</p>	<p>The information written contains enough errors. (4 = 3 errors, 3 = 4 errors).</p>	<p>The information written contains few errors. (6 = 1 error, 5 = 2 errors).</p>	<p>The information written does not contain errors. (8 = 0 error).</p>	<p>Effective Communication Skills (Comunicación Efectiva)</p>
<p>Integration of theories and conceptual frameworks-</p> <p>Criterion credit: Dr. 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</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</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</p>	<p>The student adequately integrates (in his essay or special project) the theories and conceptual frameworks</p>	<p>Critical Thinking</p>

		the basis for looking at a problem from a particular perspective or to explain the different approaches (theoretical or methodological) to a affair.	a particular perspective or to explain the different approaches (theoretical or methodological) to an issue.	problem from a particular perspective or to explain different approaches (theoretical or methodological) to an issue.	studied in class, which served as the basis for looking at a problem from a particular perspective or to explain the different approaches (theoretical or methodological) to an issue.	
<p>Growth in the complexity of the analysis</p> <p>Author: Dr. Mario Roche Morales Edition: Dr. Héctor Aponte Alequín</p>	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	Ongoing (Lifelong) Learning	

				the ability to communicate them effectively (through the spoken word or the written one).	
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