

EXPERIMENTAL RESEARCH METHODS

Research Skills				
<p>Research Skills: Modes/Methods</p>	<p>Insufficient evidence of rigorous attempts to extend or challenge the existing/traditional approaches to the project; methodology is unconvincing and/or not well tested, crafted or articulated; disorganized, haphazard or inadequate exploration of relevant alternative modes of enquiry; sources are improperly or inadequately undertaken; student did not pursue suggested sources.</p> <p style="text-align: center;">1</p>	<p>Some evidence of rigorous alternative research modes but range of appropriate sources (visual/pictorial analytic techniques, mapping or other modes of spatial/geographic analysis, photography, performance, experimental writing, etc) remains limited. Approaches are not well considered and are not integrated in project's development; do not assist in building the central idea. Student made some attempt to pursue new ways of working.</p> <p style="text-align: center;">2</p>	<p>Research modes span the spectrum of alternative as well as academic research modes available. Sources are effectively assessed and integrated into student's analysis; findings are well articulated. Student clearly recognizes and establishes the relevance and utility of the approach (or source). New or original methods of research are properly and intelligibly reconciled to the communication needs of the project's intended audience.</p> <p style="text-align: center;">3</p>	<p>Several kinds of alternative and traditional academic approaches and sources are used creatively and imaginatively; student's methodologies have not been effectively explored in this context before; research modes and sources are well integrated into student's analysis. Student thoroughly pursued all suggestions and potential areas of research.</p> <p style="text-align: center;">4</p>
<p>Research Skills: Significance & Contribution</p>	<p>Research methodologies are not sufficiently identified or explained; do not have the potential to contribute significantly to the field.</p> <p style="text-align: center;">1</p>	<p>Research methodologies are identified but are superficially or tangentially explored in relation to existing scholarship and critical literature on the topic. Have promise to contribute to the field but do not realize that potential or communicate their relevance.</p> <p style="text-align: center;">2</p>	<p>Research methodologies highlight a unique emphasis and distinguish the argument from those advanced in traditional approaches. Research approach clearly has potential to contribute to the field, but its significance is not yet fully developed.</p> <p style="text-align: center;">3</p>	<p>Exhibits originality and expertise in making new arguments based on primary and secondary modes of research. Research problem and approach contribute to the field in a meaningful way; their significance and relation to the field are well communicated.</p> <p style="text-align: center;">4</p>

TRADITIONAL/ONLINE

Research Skills				
Research Skills: Sources	Insufficient evidence of serious and rigorous research; sources' relevance to central idea is unconvincing and/or not well articulated; disorganized, haphazard or inadequate exploration of even basic sources; Sources are improperly or not cited; student did not pursue suggested sources. 1	Some evidence of rigorous research but range of appropriate sources (e.g. academic journals, monographs, critical literature, anthologized essays, dissertations, academic search engines like Google Scholar, libraries, archives, databases, etc) remains limited. Sources are not well examined and are not integrated; do not adequately assist in building the central idea. Student made some attempt to pursue additional sources. 2	Bibliography and notes feature primary and secondary sources across the spectrum of genres (journals, monographs, critical literature, anthologized essays, dissertations, academic search engines like Google Scholar, libraries, archives, databases, etc). Sources are effectively assessed and integrated into student's analysis. Student clearly recognizes and establishes the credibility of the source. 3	Sources are thoughtfully evaluated, integrated, and synthesized into student's analysis. A broad range or sources are used creatively and imaginatively. Sources required travel and/or hard work to collect; some sources have not been seriously explored in this context before. Student thoroughly pursued all suggestions and potential areas of research. 4
Research Skills: Significance & Contribution	Research problem not sufficiently identified or explained; does not have the potential to contribute significantly to the field. 1	Research problem is identified but is superficially or tangentially discussed in relation to existing scholarship and critical literature on the topic. Has promise to contribute to the field but does not realize that potential or explain its significance. 2	Highlights a unique emphasis and distinguishes the argument from those advanced in secondary literature and online sources. Research problem clearly has potential to contribute to the field, but its significance is not yet fully articulated. 3	Exhibits originality and expertise in making new arguments based on thoughtful and thorough primary and secondary research. Research problem contributes to the field in a meaningful way; its significance and relation to the field are well articulated. 4

Written and Verbal Communication				
Written Communication	Exhibits strength in none of the areas described*	Exhibits strength in several of the areas described*	Exhibits strength in most areas described*	Exhibits strength in all of the areas described*
	1	2	3	4
<p>*Thesis (strength, clarity, and originality)</p> <p>*Argumentation (sophistication of strategies, kinds of evidence marshaled)</p> <p>*Composition (prioritization of ideas, transitions, overall structure and flow of the essay, etc)</p> <p>*Style (polish, pacing, poetics)</p> <p>*Mechanics (grammar, punctuation, proofreading, footnoting, bibliographic coherence)</p> <p>*Effectiveness of the Intro and Conclusion</p>				
Written Communication— Drafts and Revisions	No significant revisions made between drafts, feedback not incorporated	Some revision evident between drafts, cursory application of feedback received. Too heavy a reliance on thesis instructor for editing.	Revisions evident between drafts, feedback incorporated mechanically but not fully explored by student. Student not fully able to advance their own manuscript without significant outside assistance.	Significant improvement made between submitted drafts; feedback incorporated and furthered by student's own initiative.
	1	2	3	4

Communication: Oral

Presentation Skills	Offers confused written or extemporaneous account; doesn't connect with audience; doesn't adequately employ or explain visuals; fails to respond cogently during Q&A. Has difficulty understanding feedback from committee members in reviews. 1	Reads paper occasionally making eye contact with audience; presentation is not always in sync with the visual material; has trouble focusing thoughts during Q&A. Has some difficulty understanding feedback from committee members in reviews. 2	Reads polished paper or refers to notes frequently making eye contact with audience; extemporizes aptly; integrates visuals effectively; answers questions satisfactorily during Q&A and demonstrates a good understanding of feedback from committee members in reviews. 3	Delivers presentation in a professional and well rehearsed manner; engages audience visually via eye contact and gesture; relies on well conceived visual material to make points; rises to challenges of the Q&A with confidence and engages productively with committee feedback. 4
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Methodology and Contextualization				
Historical Contextualization	No historical context provided. No evidence of knowledge of the relevant literature. 1	Provides minimal background information; cites a minimum of relevant scholarly sources. 2	Builds an argument within a historical (cultural, political social, economic) context; dialogues with some relevant scholars 3	Subject situated within a complex historical landscape. Demonstrates awareness of key scholarly positions and engages with them. 4
Historiographic Contextualization	no historical or art historical context provided; no evidence of knowledge of the relevant literature 1	provides minimal background information; cites a minimum of relevant scholarly sources 2	builds an argument or interpretation within both a historical framework; dialogues with some relevant scholars 3	situates subject within complex historical field; demonstrates awareness of key scholarly positions and engages with them. 4
Methods of Critical Analysis	No methodology identified. 1	Method not adapted or inconsistently applied. 2	Methodological framework sound; theory not thoroughly internalized. 3	Research method applied consistently and fully integrated into the argument. 4
Interdisciplinarity	Draws on resources from only one discipline. 1	Shows awareness of multiple disciplinary perspectives 2	Engages with practices, scholarship, and critical frameworks characterizing a range of disciplines 3	Productively and creatively explores the intersections and divergences of discourses produced within different disciplinary contexts. 4

Visual Literacy	visual material not considered, or used only as illustration, with little or no analysis 1	visual analysis rudimentary 2	interprets appropriately selected material in a persuasive manner 3	argues convincingly through use of aptly chosen examples; provides a fully elaborated analysis 4
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Professional Responsibility				
Understanding Ethics	Shows no awareness of ethical principles and problems 1	Recognizes ethical stakes of a given visual cultural event or cultural intervention 2	Factors ethical considerations into the analysis of visual culture and or the production of cultural discourse 3	Analyzes cultural problems in relation to ethical principles, formulates strategies and questions that demonstrate an awareness of ethical options and impacts 4
Understanding Cultural Diversity	demonstrates no awareness of how the topic relates to discourses of power and privilege or politics of cultural otherness 1	shows basic understanding of cultural power dynamics 2	discusses cultural power dynamics in relation to specific object/event/site/ project but does not address the broader implications of power differentials 3	offers a sophisticated analysis of the cultural power dynamics that produces the project/object/site/event and shapes the field of reception 4

<p>Understanding Cultural Diversity</p>	<p>demonstrates no awareness of how the topic relates to discourses of power and privilege or politics of cultural otherness</p> <p style="text-align: center;">1</p>	<p>shows basic understanding of cultural power dynamics</p> <p style="text-align: center;">2</p>	<p>discusses cultural power dynamics in relation to specific object/event/site/ project but does not address the broader implications of power differentials</p> <p style="text-align: center;">3</p>	<p>offers a sophisticated analysis of the cultural power dynamics that produces the project/object/site/event and shapes the field of reception</p> <p style="text-align: center;">4</p>
<p>Professional Development:</p> <p>(participates in the intellectual life of the community; respects deadlines for submitting proposals, abstracts, applications, etc; documentation practices)</p>	<p>no practice in the skills necessary to perform at a professional level</p> <p style="text-align: center;">1</p>	<p>identifies areas of professional development that require attention and takes advantage of opportunities to improve professional skills</p> <p style="text-align: center;">2</p>	<p>performs competently in the areas identified as critical to achieving professionalism</p> <p style="text-align: center;">3</p>	<p>takes initiatives to exercise professional skills outside of the classroom context, demonstrates prowess in the areas identified as critical to achieving professionalism</p> <p style="text-align: center;">4</p>
<p>Collaboration</p>	<p>does not grasp the relational or practical premises of working with collaborators</p> <p style="text-align: center;">1</p>	<p>attempts teamwork</p> <p style="text-align: center;">2</p>	<p>participates in a collaborative initiative and helps to bring it to fruition</p> <p style="text-align: center;">3</p>	<p>participates in a highly successful collaborative project; thinks critically about the implications of this mode of practice.</p> <p style="text-align: center;">4</p>

