

# MSTC Final Experience: Comprehensive Exam

## Evaluation Rubric

Evaluation Criteria	Exemplary PASS 100-90%	Competent PASS 89-80%	Adequate FAIL 79-70%	Inadequate FAIL 69-0%
<b>Context of and Purpose for Writing</b>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task.	Demonstrates some awareness of context, audience, purpose, and the assigned task.	Demonstrates minimal attention to context, audience, purpose, and the assigned task.
<b>Argument</b>	Clearly defines the scope of the argument and formulates at least one focused and workable claim	Defines the scope of the argument and formulates a claim, but needs some clarifications and minor refinement	Attempts to define the scope of the argument and/or formulate a claim	Fails to define the scope of the argument and/or formulate a claim
<b>Content Development</b>	Synthesizes in-depth information from relevant sources representing various points of view/approaches.	Presents in-depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing limited points of view/approaches.	Presents information from irrelevant sources representing limited points of view/approaches.
<b>Analysis</b>	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/or is unrelated to focus.
<b>Sources and Evidence</b>	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
<b>Citation Style</b>	Demonstrates accurate use of a discipline appropriate citation style.	Demonstrates mostly accurate use of discipline appropriate citation style, but contains minor errors.	Fails to use a discipline appropriate citation style.	Does not use citations.
<b>Visual Design and Formatting</b>	Demonstrates detailed attention to and successful execution of a wide range of document design conventions particular to a specific writing task including visual design and formatting.	Demonstrates consistent use of important document design conventions particular to a specific discipline and/or writing tasks, including visual design and formatting.	Follows some expectations appropriate to a specific discipline and writing tasks for basic visual design and formatting.	Attempts to use a consistent system for basic presentation.
<b>Control of Syntax and Mechanics</b>	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Adapted from: Association of American Colleges and Universities. *Value Rubrics*. 10 Apr. 2010 <<http://www.aacu.org/value/rubrics/inde>>.

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## MSTC Reading List

This list contains obligatory sources for each specialty area.

NOTE: Most of the listed books are available through the UHD library. The Graduate Director can provide you with several sample exam questions and a sample response.

### **Area 1: History of Rhetoric and Rhetorical Theory:**

- Foss, Sonja. *Rhetorical Criticism: Exploration and Practice*. 4<sup>th</sup> ed. Long Grove, IL: Waveland, 2008.
- Foss, Sonja, Foss, Karen, and Trapp, Robert. *Contemporary Perspectives on Rhetoric*. 30th Ed. Prospect Heights, Illinois: Waveland P, 2014.
- Herrick, James A. *The History and Theory of Rhetoric: An Introduction*. 5<sup>th</sup> Edition. Boston: Pearson, 2013.
- The Rhetorical Tradition*. Ed. Patricia Bizzell and Bruce Herzberg. 2<sup>nd</sup> ed. Boston: St. Martin's, 2001. (Required sections: Plato's *Gorgias*, Plato's *Phaedrus*, Aristotle's *Rhetoric*, Augustine's *On Christian Doctrine*, Kenneth Burke's *A Grammar of Motives* and *A Rhetoric of Motives*, Chaim Perelman and Lucie Obrechts-Tyteca's *The New Rhetoric*)

### **Area 2: Foundations of Technical Communication:**

- Central Works in Technical Communication*. Eds. Johndan Johnson-Eilola and Stuart A. Selber. New York, NY: Oxford University Press, 2004.
- Johnson, Robert. *User-Centered Technology*. Albany, NY: State University of New York Press, 1998.
- Professional Writing and Rhetoric: Readings from the Field*. Ed. Tim Peeples. New York: Longman, 2003.
- Research in Technical Communication*. Eds. Laura Gurak and Mary Lay. Wesport, Connecticut; London: Praeger, 2002.
- Three Keys to the Past. The History of Technical Communication*. Eds. Teresa Kynell and Michael G. Moran. Stamford: Ablex, 1999.

### **Area 3. Specialty Area**

NOTE: Choose one from the list below. Previous editions of the listed books are also acceptable.

#### **Digital Media Theory and Practice:**

- Bolter, Jay David. *Writing Space: Computers, Hypertext, and the Remediation of Print*. 2<sup>nd</sup> ed. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers, 2001.
- Carroll, Brian. *Writing for Digital Media*. London: Routledge, 2010.
- Dennis, Everette, and Melvin DeFleur. *Understanding Media in the Digital Age*. Upper Saddle River, NJ: Pearson, 2010.
- Gentle, Ann. *Conversations and Community: The Social Web for Documentation*. Laguna Hills, CA: XML Press, 2012.
- McDougall, Julian. *Media Studies: The Basics*. London: Routledge, 2012.

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## ***Intercultural Communication:***

- Communicating Race, Ethnicity, and Identity in Technical Communication*. Eds. Miriam F. Williams & Octavio Pimentel. Amityville, NY: Baywood, 2014.
- Culture, Communication, and Cyberspace: Rethinking Technical Communication for International Online Environments*. Eds. Kirk St. Amant and Phillip. Sapienza. Amityville, NY: Baywood Publishing Company, 2011.
- Hofstede, Geert, and Gert Jan Hofstede. *Cultures and Organizations: Software of the Mind*. 3rd ed. New York: McGraw-Hill, 2010.
- Hoft, Nancy L. *International Technical Communication. How to Export Information about High Technology*. New York: Wiley, 1995.
- Kolh, John. *The Global English Style Guide: Writing Clear, Translatable Documentation for a Global Market*. Cary, NC.: SAS Institute Inc., 2008. Print.
- Negotiating Cultural Encounters: Narrating Intercultural Engineering and Technical Communication*. Eds. Han Yu and Gerald Savage. New York: Wiley, 2013.

## ***Visual Rhetoric and Document Design:***

- Evans, Poppy, and Mark Thomas. *Exploring the Elements of Design: An Introduction to the Essential Principles, Elements & Concepts of Visual Communication*. 2nd ed. Clifton Park, NY: Thomson Delmar Learning, 2008.
- Kimball, Miles, and Ann R. Hawkins. *Document Design: A Guide for Technical Communicators*. Boston: Bedford/St. Martin's, 2007.
- Kostelnick, Charles, and David Roberts. *Designing Visual Language: Strategies for Professional Communications*. 2nd ed. Boston, MA: Longman, 2011.
- Rose, Gillian. *Visual Methodologies: An Introduction to the Interpretation of Visual Materials*. New York: Sage, 2006.
- Schriver, Karen A. *Dynamics in Document Design*. New York: Wiley, 1997.
- Williams, Robin. *The Non-designer's Design Book: Design and Typographic Principles for the Visual Novice*. 3rd ed. Berkeley, CA: Peachpit Press, 2008.

## ***Instructional Design:***

- Anderson, Lorin W, David R. Krathwohl, and Benjamin S. Bloom. *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman, 2001. Print.
- Bloom, Benjamin S, George F. Madaus, and J T. Hastings. *Evaluation to Improve Learning*. New York: McGraw-Hill, 1981. Print.
- Bloom, Benjamin S. *Taxonomy of Educational Objectives: The Classification of Educational Goals*. New York: D. McKay Co, 1974. Print.
- Trends and Issues in Instructional Design and Technology*. Eds. Robert Reiser and John Dempsey. 3rd ed. Upper Saddle River, NJ: Pearson Education, 2012.
- Wilson, Diann, and Ellen Smilanich. *The Other Blended Learning: A Classroom-Centered Approach*. San Francisco, CA: John Wiley & Sons, 2005.

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## ***Scientific Communication:***

Lang, Thomas. *How to Write, Publish, and Present in the Health Sciences: A Guide for Physicians and Laboratory Researchers*. Philadelphia, PA: American College of Physicians, 2009.

Longo, Bernadette. *Spurious Coin: A History of Science, Management, and Technical Writing*. Albany: SUNY, 2000.

Lundgren, Regina, and Andrea H. McMakin. *Risk Communication: A Handbook for Communicating Environmental, Safety, and Health Risks*. 5<sup>th</sup> ed. New York: Wiley-IEEE Press; 2013.

Penrose, Ann, and Steven Katz. *Writing in the Sciences*. 3rd ed. New York: Pearson, 2010.

Winsor, Dorothy. *Writing Power: Communication in an Engineering Center*. Albany, NY: State University of New York Press, 2003.

Wright, Kevin, et. al. *Health Communication in the 21st Century*. New York: Wiley-Blackwell, 2013.