English 1102
Dr. Cantice Greene
Online

Contact Information
Office: Arts and Sciences 110-G
Phone: 678-466-4739
Office Hours: TR 6:30-8:00pm and by appointment
Online Office Hours: MW 2:00-3:00pm via WebEx and by appointment
Email: Through email tool in D2L (find my name on the list)

ENGL 1102 English Composition II (3-0-3) is a composition course that develops writing skills beyond the levels of proficiently required by English 1101, emphasizing interpretation and evaluation, and incorporating a variety of more advanced research skills. The student must achieve a grade of C or better in ENGL 1102 in order to graduate. Prerequisite: Grade of C or higher in English 1101 or ENG 111, or ENG 101.

Clayton State’s Emphasis:
At Clayton State, English 1102 teaches argumentative writing and writing with sources. Instruction covers a variety of argument types and styles, research methods, and techniques for writing with sources. To this end, English 1102 also focuses on critical reading, interpretation, and evaluation of texts drawn from a wide variety of sources. In this course, you’ll learn how to summarize, paraphrase, evaluate, and synthesize sources for argumentative papers.

Required textbooks for Fall 2015, Spring 2016, and Summer 2016 are below. All sections of English 1101 and English 1102:


Other Required Materials
- Costs for printing and photocopying multiple copies of drafts of papers
- A CSU student email account that you check daily for changes, handouts, and announcements; a laptop computer (with the CSU standard software package installed). For further information on CSU’s Official Notebook Computer Policy, please go to http://itpchoice.clayton.edu/policy.htm.
- Daily, reliable Internet access for GAView
**Computer Skills Prerequisites**

- Ability to use the Windows operating system
- Ability to use Microsoft Word word processing
- Ability to use Camtasia (Students must obtain download from the Hub)
- Ability to send and receive email using Outlook or Outlook Express
- Ability to attach and retrieve attached files via email
- Ability to use a web browser.

**Portfolio Requirement**

Students are also required to create and post a FYW webpage in English 1101 and to submit an electronic portfolio on this website in order to pass English 1102. See the First-Year Writing website (clayton.edu/firstyearwriting) and your instructor for further information. Webpages due: end week 6 in 1101 and 1102; Portfolios due: end week 15 in 1102.

**Course Work**

1. **Discussions 10%**
   These include in-class and out-of-class writing assignments that practice skills we discuss in class, respond to assigned readings, and serve as invention strategies for papers.

2. **Quizzes 10%**
   Quizzes are based on readings from our course textbook and/or handouts that will be provided for you on the course website.

3. **Midterm 10%**
   This exam measures your ability to use peer review techniques to give substantive remarks that, if followed, could significantly improve a paper.

4. **Papers 10%**
   These papers include the major academic essay with sources and the Reflection Essay (Essay on Writing). The points for the essay on writing are applied to Portfolio Completion below.

5. **Presentations 20%**
   This includes your bio presentation and your presentation of your portfolio. You will use presentation software (Camtasia) to record and post the presentations.

6. **In class writing or Blog 20%**
   These written commentaries are responses to your assigned readings. To be counted, they must be posted to your blog site at the beginning of class on the day they are due.

7. **Portfolio Completion* 20%**

*You must complete the portfolio to pass the class.*

I use a 10-point grading scale: 90-100=A; 80-89=B; 70-79=C; 60-69=D; below 60=F.

**Assignments and FYW Program Outcomes**
Outcome 1: Students read a variety of genres critically to identify and evaluate texts’ rhetorical situation and features.

Outcome 2: Students will understand and analyze various elements of argumentation and types of argument (such as appeals, types of claims, classic, Rogerian, Toulmin, etc.)

Outcome 3: Students will apply principles of argumentation in writing and develop effective arguments.

Outcome 4: Students will effectively synthesize a variety of sources to create effective arguments.

Outcome 5: Students effectively write with sources using the appropriate format.

Outcome 6: Students will learn to locate source material both in the library and online, read and evaluate the material, and use it effectively in arguments.

Outcome 7: Students will produce coherent, organized, effective, readable academic writing for a variety of rhetorical situations, both print and digital.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay on Writing</td>
<td>3, 4, 7</td>
</tr>
<tr>
<td>Film Review</td>
<td>2, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td>RRR</td>
<td>1, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td>Blog</td>
<td>2, 3, 5, 6, 7</td>
</tr>
<tr>
<td>Discussions</td>
<td>3</td>
</tr>
<tr>
<td>Presentation</td>
<td>1, 7</td>
</tr>
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<td>Readings</td>
<td>1, 2, 6</td>
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<tr>
<td>Quizzes</td>
<td>1, 2</td>
</tr>
<tr>
<td>Midterm</td>
<td>1</td>
</tr>
</tbody>
</table>

*Note that the outcomes above are abbreviated. For a full display of outcomes please see the FYW Program Outcomes expanded document in the Start Here folder of our course website.

Course Policies
Students must abide by policies in the Clayton State University Student Handbook, and the Basic Undergraduate Student Responsibilities.

1. Late work: Contact me in advance of the assignment due date if you will need to turn in an assignment late. Contact by email must be acknowledged through a reply from me. I will not accept late assignments from students who have not contacted me before the due date. Do not assume that an extension will automatically be granted. I will handle these inquiries on a case-by-case basis. If you turn in work late, I may not be able to return it in time for my feedback to help you on the next assignment. Bearing this in mind, I accept late work within one week of its being due with a letter-grade-a-day penalty. Post late work in the Late Work Folder in D2L. I will not be able to offer feedback on late work, but you will receive credit for completing the assignment. When you’re out, contact a classmate to see what you
missed and make arrangements to complete the work that is due that day. **The final exam/final assignment may not be submitted late.**

2. **Submitting Papers**: Submit papers through the dropbox in D2L. Do not submit papers through email. This course emphasizes the development of your ideas in various stages of the writing process. We will have a workshop for each of the major writing assignments. Final papers, drafts for peer review, and all out-of-class writing should be typed on a word processor, double-spaced with 1-inch margins and font, and follow MLA guidelines. Always keep a copy of any paper you submit so you can re-submit if a paper is lost; it’s a good habit to develop for future classes. Late papers will receive a letter grade deduction for each day late. The final paper of the semester must be submitted on time.

3. **Academic Misconduct**: All students will follow the “Student Code of Conduct” section of the online Student Handbook, available at <http://a-s.clayton.edu/langlit/L&L%20Plagiarism%20Policy.htm>. Plagiarism is a form of academic dishonesty in which you present another’s ideas as your own. Plagiarizing means you thwart your own education and forego your responsibilities as a writer. Furthermore, you violate the ethical, academic standards of the academic community. These standards include the value of research and informed argument, open and honest debate and sharing of ideas, critical thinking about evidence, the careful presentation of research, and acknowledgment of the sources of ideas. We will devote class time to learning how to incorporate others’ ideas honestly and effectively. In addition, your papers will be submitted to Turnitin.com, an online plagiarism detection site. Students who violate these policies in this course will receive a range of academic and disciplinary penalties; see the last page of this syllabus for definitions and consequences.

4. **Work from Other Classes**: It is an act of academic misconduct to submit the same work to more than one professor. I use the term “multiple submissions” to categorize papers that have been or will be submitted in other classes for academic credit. Resubmitting work that you have completed for another class or at another school is an act of academic dishonesty. **Resubmitted papers will receive a grade of an F and may result in me reporting the act to the appropriate college counsel on academic misconduct.** To determine whether a source or idea from previous work is appropriate for an assignment in 1101, discuss it with me before using it.

4. **Grading**: Grades reflect my best and fairest judgment of the overall quality of your paper, taking into account how well it fulfills the assignment and its purpose; how focused and organized it is; how effectively it uses evidence; how effectively it communicates with its audience; to what extent it engages its reader’s imagination and understanding; and how easily it can be read and comprehended (reading ease is affected by factors such as unity and coherence, grammatical correctness, and the physical appearance of the manuscript). For further information, see my explanation below.

•**Letter grades:** To earn a grade of “average” (a “C”), your essay must fulfill all the requirements of the assignment, present an organized, fairly well-developed purpose that reflects awareness of the terms of our discussion. If I have difficulty discerning the presence of an argument/purpose, or if careless style or lack of organization significantly impede my ability to discern your argument/purpose (even if the argument/purpose itself is good), your grade will be lower than a “C.” A well-presented, well-reasoned, and insightful paper, with few grammatical or stylistic errors, will earn a “B” while a paper of exceptional excellence in its reasoning, handling of evidence, and presentation will earn an “A.” An “A” paper examines the issue at hand in all its complexity and effectively fulfills its purpose through careful organization as well as stylistic appeal.

•**Revision:** Revision is an integral part of the writing process and an essential part of improving one’s writing. To that end, multiple drafts of papers that show substantial revision are required. However, once
a paper has been graded, it may not be revised for an improved grade. Although class participation and collaboration improve your writing and are habits I hope you will develop, they are graded as classwork and not part of your final paper grade. As such, your paper grade reflects your final written product rather than your effort.

• Midterm Grades: Please keep up with your progress in class by recording grades you receive. (I’m happy to help you with averaging these during office hours). I will provide you a midterm average based on your graded work to date the week of the midpoint (the deadline for withdrawal without academic penalty.)

4. Malfunctioning Computers and Electronic Devices: Please contact the Hub immediately if your computer stops working. You may also check with the library to see if a loner computer is available. Do everything you can to resolve the issue. Extended problems with computers and/or internet connections will not receive special consideration. Since this is an online class, having a computer problem could result in your inability to continue in the course, so decide whether a withdrawal is appropriate based on how many assignments you have missed. It is up to you to resolve a computer or internet connection problem.

5. Office Hours/Contact Information: One of the most valuable ways to improve your writing is through sustained, personal attention to your work. I offer this attention during office hours or by appointment. In addition, you may email me to discuss specific questions you have about your writing. You should check your CSU student email account and D2L daily for handouts, updates, and announcements; I’ll post an announcement in D2L or email your CSU email address if I must cancel class unexpectedly.

6. Attendance and Participation: In an online class, your attendance and participation is based on your submission of course work. If you visit the course pages, but turn in no work, you will receive no credit. Students must also attend the one Face-to-Face meeting on campus to be considered present in the course. Those who do not attend will be considered NO SHOWS of the course and will be administratively dropped from the class roll..

Extended Illness, Family-related problems
Please make me aware of extenuating circumstances that affect your performance. Discuss your options with me if you have extenuating circumstances, such as a severe illness, etc., that may prevent you from successfully completing the course. I may not be able to offer you an option to successfully complete the course, but talk to me just in case there is something we can work out.

The university’s weather-closing policy is available at <http://about.clayton.edu/weather.htm>. Closings are posted on the website and most major media.

7. Disruption of the Learning Environment: Behavior that disrupts the teaching and learning processes during class activities will not be tolerated, and a disruptive student may be dismissed from the course and may receive a grade of WF. Please see <http://a-s.Clayton.edu/DisruptiveClassroomBehavior.htm> for a full explanation.

Writers’ Studio (Room 224, Arts and Sciences, 678-466-4728)
I encourage all students to seek additional personal instruction and tutoring at the Writing Studio, located in Room 224 Arts and Sciences Bldg. You may also contact the Writer’s Studio online by visiting the website http://clayton.edu/writersstudio. There you will find a link to make an online appointment http://clayton.mywconline.com and you will need to complete a one-time registration. The staff can assist you with all stages of the writing process, from invention to organization to revising. The Writer's Studio is an option to use for peer review when you can not find a classmate to review your paper.
Typically the Studio needs 3-4 days notice (via appointment) to review papers submitted online. They may also do in-person peer reviews if you visit Room 224. They will not, however, edit your papers or correct all your grammatical mistakes. If you seek help with a specific grammatical quandary or troublesome stylistic tendency, they can show you strategies for overcoming these problems. The service is free; you may drop-in and wait for a tutor or sign up for a regular appointment. N.B.: You, not your tutor, are ultimately responsible for the quality and content of the papers you submit.

Accommodations for Students with Special Needs
Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center Room 255, phone 678-466-5445, or email: disabilityservices@mail.clayton.edu.

Schedule of Readings and Assignments
Please Note: Reading and writing assignments are due at the beginning of class on the day for which they are listed. I will make changes to the syllabus to meet the class’s educational goals more effectively. Please keep abreast of these changes by recording them below. If you miss class, you are still responsible for any change I announce, so consult a peer for what you missed.

English 1102 Spring 2016

<table>
<thead>
<tr>
<th>Week</th>
<th>Theme/Reading</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Jan 10-16</td>
<td><strong>Introduction to syllabus, D2L</strong></td>
<td><strong>D2L Quiz</strong></td>
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<tr>
<td><strong>Jan 16 &amp; 18 MLK Day</strong></td>
<td><strong>No Classes</strong></td>
<td><strong>Discussion: Introductions</strong></td>
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<tr>
<td>Jan 17-23</td>
<td><strong>Connections 19-23; Connections 25-28</strong></td>
<td><strong>Due: Reflection of 1101</strong></td>
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<tr>
<td><strong>JAN 19-FACE-TO-FACE MEETING in G221 6:30pm</strong></td>
<td><strong>Harbrace Essentials 2-6</strong></td>
<td><strong>Discussion: Map of Writing Concepts</strong></td>
</tr>
<tr>
<td>Jan 24-30</td>
<td><strong>Connections 29-34</strong></td>
<td><strong>Blog: Post paragraph summary of Reflective Essay about 1101 to blog</strong></td>
</tr>
<tr>
<td><strong>Bio</strong></td>
<td><strong>Harbrace Essentials 7-10; 92-93; 98-103</strong></td>
<td><strong>Quiz: Writing and Reading Rhetorically</strong></td>
</tr>
<tr>
<td>Jan 31-Feb 6</td>
<td><strong>Connections 59-68, Connections 141-149</strong></td>
<td><strong>Discussion: Thesis for Reflective Essay</strong></td>
</tr>
<tr>
<td><strong>Bio/Argument</strong></td>
<td></td>
<td><strong>Due: Peer Review of Reflective Essay</strong></td>
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<tr>
<td>Feb 7-13</td>
<td><strong>Connections 241-252</strong></td>
<td><strong>Blog: “Connecting to Scholarship” (Fletcher)</strong></td>
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<td><strong>Due: Bio Presentation</strong></td>
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<tr>
<td>Date</td>
<td>Description</td>
<td>Reading Material</td>
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<tr>
<td>Feb 14-20</td>
<td>Writing Forms: Rhetorical and Literary Analysis</td>
<td>Connections 49-58; Connections 224-231 Harbrace Essentials</td>
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<tr>
<td>Feb 28-Mar 5</td>
<td>Writing Forms: Rhetorical and Literary Analysis</td>
<td>Connections 280-287</td>
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<tr>
<td>Mar 6-12</td>
<td>SPRING BREAK</td>
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<tr>
<td>Mar 13-19</td>
<td>Writing Forms: Rhetorical and Literary Analysis</td>
<td>Connections 215-218 Harbrace Essentials 58-74</td>
</tr>
<tr>
<td>Mar 20-26</td>
<td>Revision: Re-seeing what you’ve written</td>
<td>Connections 221-223 Library Instruction (link) Harbrace Essentials 75-80</td>
</tr>
<tr>
<td>Mar 27-Apr 2</td>
<td>Revision: Re-seeing what you’ve written</td>
<td>Documentation, MLA Connections pg. 314 Harbrace Essentials 81-98</td>
</tr>
<tr>
<td>Apr 3-9</td>
<td>Portfolio: Presenting your best work</td>
<td>Portfolio Guidelines</td>
</tr>
<tr>
<td>Apr 10-16</td>
<td>Portfolio: Presenting your best work</td>
<td>Conferences</td>
</tr>
</tbody>
</table>
Guidelines for Writing From Sources and Consequences of Plagiarism

The following descriptions are designed to help explain plagiarism and its consequences to help you avoid it in your writing for this course. We will devote class time to learning and understanding how to use sources in your writing, how to research and take notes effectively, how to use and cite electronic resources, and how to get help from various writing aids and resources.

Problems in Writing-from-Sources:

Inaccurate Citation: Mechanics and Format: Students are expected to cite both written (print and electronic), oral, and visual sources consulted in papers and presentations. All borrowed ideas—both direct quotations and paraphrasing from another’s work—require accurate citation, and direct quotations require quotation marks. Students should learn and use correct format for block quotes, quotations, and in-text parenthetical documentation. Source material should be introduced fully, and all borrowed ideas should be cited; Works Cited pages should be formatted correctly. Drafts of papers with inaccurate citation, mechanical citation problems, and/or Works Cited inaccuracies will require mandatory revisions; final papers with these problems will receive a letter grade deduction.

Plagiarism in 1101/1102:

Insufficient Citation: Patchwriting and Derivative Papers: Students should fully introduce and cite borrowed material. Cutting and pasting passages from your source into your own paper without citation and turning in the paper as your own is plagiarism, as is directly quoting without using quotation marks. Undocumented paraphrasing is plagiarism: fully cite the source of your ideas. In addition, students are expected to paraphrase and summarize using their own stylistic features, not the source’s, to avoid patchwriting (also called stylistic plagiarism). If your summary is too close to the original in a draft, keep working to synthesize it fully. In addition, students are expected to develop their own framework for their papers rather than borrowing their source’s argument wholesale (even if acknowledged). Drafts with several examples of insufficient citation, papers that fail to develop original arguments, papers lacking a Works Cited page, or papers that exhibit patchwriting will earn a lowered grade and will require mandatory revision; final papers will receive an F for failure to meet the minimum requirements of papers in 1101/1102.
False Submissions, Ghostwriting, or Fraud: Students are expected to write their own original papers for each assignment, from development of ideas and research to revision. If students turn in final papers substantially written by someone else (i.e. acquired or bought through the Internet, an organization, friends, family members, or another student; most of the paper cut-and-pasted from sources without documentation, etc.), the student will receive an F for the course and face disciplinary action as per the CSU Office of Student Life/Judicial Affairs. If such a paper is submitted for a rough draft, the student will receive a 0 for the draft and be required to do a mandatory revision and/or new rough draft before submitting a final paper.

Multiple Submissions
The term “multiple submissions” categorizes papers that have been or will be submitted in other classes at CSU or any other school or for any other group, entity, or person for academic credit or other credit. Resubmitting this work is an act of academic dishonesty. To determine whether a source or an idea from previous work is appropriate for an assignment in our class, discuss it with me before using it.

If you have any doubt about whether or not you’re plagiarizing, talk with your professor before submitting your paper.
E-Portfolio Requirements
Students are expected to complete a writing portfolio and submit it in lieu of a final exam in English 1102. The writing portfolio should demonstrate the students’ best work, and all the papers should be revised, polished, and edited and saved in ONE FILE that is uploaded to the FYW site. The portfolio counts 20% of the final course average for 1102.

Include:
1. Writer’s Biography in the “About” section of website

Include a professional introduction of yourself as a writer, your goals for your education, and your major.
2. Reflective Essay as Introduction to Portfolio

An essay (1-2 pp.) that explains what you learned about writing in English1101 and 1102 and guides readers to the portfolio, its organization, why you chose the pieces, etc.
3. Rhetorical Reading Response from one of the Common Essays*

Follows the required format and demonstrates rhetorical reading skills.
4. 1 Artifact that demonstrates your writing process and revision

Include a 200-word explanation of your materials. This can be a brainstorming activity and resulting draft, thesis development and versions, a few revised paragraphs from early to later drafts, etc.
5. 1 Example of Peer Revision

Include a copy of a paper you peer reviewed, with the writer’s name marked out. This can be handwritten comments scanned as a PDF or using MS Word Review.
6. 1 Revised Paper from 1101** and
7. 1 Revised Paper from 1102

that demonstrate all of the following learning objectives:
✓ write papers with a clearly developed thesis and support (1101)
✓ create an arguable thesis statement and support it with appropriate evidence (1102)
✓ summarize, paraphrase, and quote sources effectively and appropriately to support claims (1102)
✓ write effective, organized, readable essays drawing on multiple sources, both print and digital (1102)
✓ use source material ethically and effectively in papers, including accurate paraphrase, summary, and direct quotations (1102)
✓ introduce borrowed material into papers using rhetorically effective verbs and signal phrases (1102)
✓ use the correct format for both short, in-text quotations and longer block quotations (1102)
✓ revise to produce readable, effective Standard Written English (SWE) (1101 and 1102)

*Common Essays are available at www.clayton.edu/firstyearwriting.
**Transfer students who didn’t take 1101 at CSU may revise and submit a paper from the equivalent course or include 2 papers from 1102.
Submitting Portfolios

English 1101
⇒ Students will create their FYW pages at https://apps.clayton.edu/eportfolio/login and draft of portfolios before Friday 11:59 pm of Week 6 each semester, which is:

Fall 2014: Sept. 19, 2014
Summer 2015: June 19, 2015
Instructors determine:
✓ If web page is created and uploaded correctly
✓ If student needs workshops and tutoring to enhance writing skills
⇒ Web page set-up counts as class work/daily grade and factors into mid-term grade

English 1102
⇒ Portfolio Due Friday 11:59 pm before the last week of classes each semester, which is:

Fall 2014: Nov. 21, 2014
Spring 2015: April 24, 2015
Summer 2015: July 17, 2015
⇒ Counts as 20% of Final Grade in English 1102. Students must pass the portfolio to pass English 1102.

Evaluation of Portfolios

- Portfolios will be read and scored by two first-year writing faculty during the last weeks of the semester. One will be the student’s 1102 professor and the other will be randomly assigned. Students must earn an average of 70 to pass 1102. If the grades vary substantially, a third rater will evaluate the portfolio.
- Students should consult the Rubric for Papers in FYW and the Critical Reading Rubric for revising papers to include (below).
- The e-portfolio will be scored holistically using the First-Year Writing E-Portfolio Rubric.

Evaluation data will be collected and saved in the Department of English for programmatic assessment and pedagogical improvement.

If you have questions, contact Dr. Mary R. Lamb, Department of English, 678-466-4706 or marylamb@clayton.edu. Technical questions should be directed to the HUB.
## Rubric for Papers in First-Year Writing

<table>
<thead>
<tr>
<th>Invention of Content</th>
<th>High Proficiency (20-18 points)</th>
<th>Good Proficiency (17-16)</th>
<th>Minimal Proficiency (15-14)</th>
<th>Non-proficiency (13-0)</th>
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<tr>
<td><strong>topic,</strong> thesis (stated or implied) focus purpose audience Other:</td>
<td>Ideas are clear, insightful, thought-provoking, and focused; consistently support the topic, thesis, and audience for the paper.</td>
<td>Ideas are clear and focused to support the topic and a clearly-developed central idea, but are not consistently insightful or thought-provoking.</td>
<td>Ideas are clear but conventional or general and support the topic, thesis, and audience for the paper.</td>
<td>Ideas are unclear or clichéd and demonstrate a lack of focus in support of the topic or a central idea, which may be vague or missing.</td>
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<td><strong>Development</strong> evidence (details, examples, etc.) proof or rhetorical appeals (ethos, logos, pathos) Other:</td>
<td>Development is illustrative, with abundant details and examples that arouse audience interest and provide relevant, concrete, specific, and insightful evidence with effective appeals.</td>
<td>Development is adequate, but may lack depth, with details and examples that arouse audience interest and provide relevant, concrete, specific evidence with effective appeals.</td>
<td>Development is sufficient but general, providing adequate but perhaps not interesting details, examples, and evidence; few, ineffective, or fallacious logical, ethical, or emotional appeals.</td>
<td>Development is insufficient, providing scarce or inappropriate details, evidence, and examples that may include logical, ethical, or emotional fallacies or unsupported claims.</td>
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<td><strong>Organization</strong> structure coherence unity topic sentences transitions Other:</td>
<td>Organization is coherent, unified, and effective in support of the paper’s purpose and consistently demonstrates effective and appropriate rhetorical transitions between ideas and paragraphs.</td>
<td>Organization is coherent, unified, and effective in support of the paper’s purpose and usually demonstrates effective and appropriate rhetorical transitions between ideas and paragraphs.</td>
<td>Organization is coherent and unified overall in support of the essay’s purpose, but is ineffective at times and may demonstrate abrupt or weak transitions between ideas or paragraphs.</td>
<td>Organization is confused and fragmented in support of the essay’s purpose and demonstrates a lack of structure or coherence that negatively affects readability.</td>
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<td><strong>Style</strong> sentence structure word choice tone voice verb tense purposeful punctuation Other:</td>
<td>Style is confident, readable, and rhetorically effective in tone, incorporating varied sentence structure and effective word choice.</td>
<td>Style is readable and rhetorically effective in tone, incorporating varied sentence structure and effective word choice.</td>
<td>Style is readable, but unremarkable in tone, sometimes including a lack of sentence variety and ineffective word choice.</td>
<td>Style is incoherent or inappropriate in tone, including a lack of sentence variety and ineffective or ineffective or</td>
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### Score:

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<td>Organization is coherent, unified, and effective in support of the paper’s purpose and usually demonstrates effective and appropriate rhetorical transitions between ideas and paragraphs.</td>
<td>Organization is coherent and unified overall in support of the essay’s purpose, but is ineffective at times and may demonstrate abrupt or weak transitions between ideas or paragraphs.</td>
<td>Organization is confused and fragmented in support of the essay’s purpose and demonstrates a lack of structure or coherence that negatively affects readability.</td>
</tr>
<tr>
<td><strong>Style</strong> sentence structure word choice tone voice verb tense purposeful punctuation Other:</td>
<td>Style is confident, readable, and rhetorically effective in tone, incorporating varied sentence structure and effective word choice.</td>
<td>Style is readable and rhetorically effective in tone, incorporating varied sentence structure and effective word choice.</td>
<td>Style is readable, but unremarkable in tone, sometimes including a lack of sentence variety and ineffective word choice.</td>
<td>Style is incoherent or inappropriate in tone, including a lack of sentence variety and ineffective or ineffective or</td>
</tr>
</tbody>
</table>

### Score:
<table>
<thead>
<tr>
<th>Grammar, Format, and Mechanics</th>
<th>Structure and precise word choice.</th>
<th>Inappropriate word choice.</th>
<th>COMMENTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>paper format</td>
<td>Format, grammar, spelling, and punctuation are correct; meet all assignment directions, and work expertly to support the essay’s purpose.</td>
<td>Format faulty, does not meet sufficient aspects of the assignment direction, and does not support the essay’s purpose. Numerous distracting errors in grammar, spelling, and punctuation.</td>
<td>Score:</td>
</tr>
<tr>
<td>Standard Written English (commas, s-v agr., sentence boundaries, etc.)</td>
<td>Format, grammar, spelling, and punctuation are correct and meet all assignment directions, and work generally to support the essay’s purpose.</td>
<td>Format is mostly correct and meets critical aspects of assignment directions. Some distracting errors in grammar, spelling, and punctuation.</td>
<td></td>
</tr>
<tr>
<td>spelling documentation format</td>
<td>MLA (or other required) format Other:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>