ENGL 1101 English Composition I (3-0-3) is a composition course that focuses on effective writing in a variety of contexts, with emphasis on exploration, analysis and argumentation, and also including introductory use of a variety of 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 1101 is designed to increase students’ ability to construct academic written essays. The course offers instruction in writing processes, collaborative writing strategies, methods of organization, research skills, discourse conventions of Standard Written English, rhetorical strategies, computer-based writing, and the production of expository academic essays. Readings consider issues of contemporary and cultural concern. In addition, some sections are part of the freshman experience.

This section of the course will focus on language and culture. Our readings and assignments emerge from this theme.

**Required textbooks for Fall 2015, Spring 2016, and Summer 2016. All sections of English 1101 and English 1102 use these books.**

**Required Texts**

These books are used for BOTH English 1101 and 1102, so please do not sell back your book at the end of English 1101. Your total cost for textbooks for both semesters is approximately $102, or $51.00 per semester. Please note that Dr. Lamb receives no royalties on these books; any royalties go to the first-year writing program and its students to enhance instruction.

Students are encouraged to use PriceLoch.com to comparison shop for textbooks.

Program Outcomes

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>
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<tbody>
<tr>
<td>Papers</td>
<td>3, 4, 5, 7</td>
</tr>
<tr>
<td>Final Exam</td>
<td>2, 3, 4, 5, 6, 7</td>
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<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>
<tr>
<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.

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. In-Class Writing Assignments, Classwork, and Quizzes 20% (200pts)
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. Midterm and Final Exam 20% (200 pts)
These exams are based on major competencies taught during the first and last half of the semester, such as rhetorical categories, readings from our textbook, and the RRR, and they may include additional readings assigned during weeks leading to the exam.

3. Papers 30% (300pts)
These academic essays include rhetorical analysis and interpretation of existing arguments as well as your own arguments.

4. Blog 20% (200pts)
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.

5. Presentation 10% (100pts)

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

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**. When you’re out, contact a classmate and come to the next class prepared to submit the work that is due that day.

2. **Submitting Papers**: 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.

5. **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.)

6. In-Class Use of Notebook Computers and Electronic Devices: Student notebook computers will be used regularly in this course. They will also be used to access course materials and communicate with your instructor. If the use of your computer for personal business becomes a distraction to me or the class, I will ask you to close/turn off your computer until further notice. We will use GAView to complete in-class writing assignment, quizzes and other classwork. The midterm and final are distributed by computer and must be submitted through GAView. If no provision has been made in advance and you do not have your computer during an exam, you will receive an F on the exam, quiz, or in-class writing assignment.

7. 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.

8. Office Hours/Contact Information: I encourage you to take full advantage of my office hours to get your questions answered about course content, course policies, and writing processes. In addition, you may email me to discuss specific questions you have about your writing. You should check your GAView email and course website daily for handouts, updates, and announcements. I’ll post an announcement in GAView or email your CSU email address if I must cancel class unexpectedly.

9. Attendance and Participation: Writing is a skill that requires practice through revision, editing, and collaboration. Talking about ideas with others—including class discussions—improves your writing as it helps hone, clarify, and create knowledge. Since we are working together to improve our own and others’ writing, you should expect to participate. This is not a lecture class. For these reasons, your attendance and thoughtful participation are crucial for your success. Thus, students who miss more than 20% of classes will probably fail the course (more than 9 classes for MWF; 7 for TR). In an online class, participating, being present, or showing up is measured in your engagement in discussion posts, your engagement with fellow classmates in group activities, and your submission of assignments (quizzes, in class writing, blogs). Therefore, if you miss more than 9 of these class activities or 5 activities before the midpoint, you should consider withdrawing. You should be present and
thoughtfully participating to receive credit for the class day. Accumulated absences result in points deducted from your final grade according to the following scale:

- 0-2 Absences = 0 points deducted
- 2-3 Absences = 50 points deducted
- 4-5 Absences = 100 points deducted
- 6 Absences = 150 points deducted
- 7 Absences = 200 points deducted
*Two tardys = 1 absence
*Being asked to close your computer (see use of computers above) will be treated as an absence.

Note: I follow the University Attendance Policy, which states “Students are expected to attend and participate in every class meeting. . . . The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.” Present or not, students are responsible for everything that goes on in class. Call a classmate to find out what you missed and come prepared.

Please discuss your options with me if you have extenuating circumstances, a severe illness, etc., that may prevent you from successfully completing the course. 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.

10. 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.

11. 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.

Additional Resources

Writers’ Studio (Room 224, Arts and Sciences, 678-466-4728)
I encourage 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. 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.

Operation Study

At Clayton State University, we expect and support high motivation and academic achievement. Look for Operation Study activities and programs this semester that are designed to enhance your academic success
such as study sessions, study breaks, workshops, and opportunities to earn Study Bucks (for use in the University Bookstore) and other items.

**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.

**Accommodations for Students with Language Needs**
In English 0999 we make every effort to make our course material accessible to diverse audiences, including multilingual students. However, if you have additional language concerns, Carol Glickman is the ESL Coordinator for Clayton State. She is trained in Teaching English to Speakers of Other Languages (TESOL). Please visit her office to discuss your experience as a bilingual student. She may be able to suggest helpful adjustment tips, study tips, and resources if you require them. Her office is located on the first floor of the Arts and Sciences building (G), and she may also be reached at carolglickman@clayton.edu.

**Schedule of Readings and Assignments**

_Please Note:_ Reading and writing assignments are due at the beginning of class on the day they are listed. I will administer _pop quizzes_ if I notice that more than a couple of students have not read or understood course texts. I may make changes to the syllabus to meet the class’s educational goals more effectively. Please keep abreast of these changes by recording them in your personal syllabus. If you miss class, you are still responsible for any change I announce in class, so consult a peer for what you missed.

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<thead>
<tr>
<th>Week</th>
<th>Theme/Reading</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Jan 12 and 14</td>
<td>Introduction to syllabus and D2L, <em>Writing Process Harbrace Essentials</em> 7-10</td>
<td><em>T: Introductions and Syllabus</em></td>
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<td></td>
<td><em>Harbrace Essentials_10-18 Connections 25 Lamb</em></td>
<td><em>R: In-class writing</em></td>
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<td><em>No Show Deadline</em></td>
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<tr>
<td>Jan 19 and 21</td>
<td><em>Connections</em> 93 Lamb <em>Harbrace Essentials</em> 2-6 Description of Bio Presentation</td>
<td><em>T: Portfolio Set-up</em></td>
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<tr>
<td></td>
<td></td>
<td><em>R: Blog Schedule</em></td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Reading Material</td>
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<td>Jan 26-28</td>
<td><strong>Reading Your World/The Rhetorical Approach</strong></td>
<td>Connections 56 Parrott, Connections 135 Tan, Harbrace Essentials pgs. 27-46, 50-56 (7b-7c), Sample RRR-Connections 106, Harbrace Essentials Fletcher 108</td>
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<tr>
<td>Feb 2 and 4</td>
<td><strong>Reading Your World/The Rhetorical Approach</strong></td>
<td>Connections 172 Elder and Tindell et al., Discussion: Analytical Paragraph</td>
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<td>Feb 9 and 11</td>
<td><strong>Defining What’s Around You - Concept Paper/Argument</strong></td>
<td><a href="http://www.clayton.edu/english/firstyearwriting/epportfolios">http://www.clayton.edu/english/firstyearwriting/epportfolios</a></td>
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<tr>
<td>Feb 16 and 18</td>
<td><strong>Defining What’s Around You - Concept Paper/Argument</strong></td>
<td>Connections 132 Allison, 131 Hendrickson, Discussion of Culture, Introduction of Concept Essay</td>
</tr>
<tr>
<td>Mar 1 and 3</td>
<td><strong>Writing Forms: Rhetorical and Literary Analysis</strong></td>
<td>R: Harbrace Essentials 58-72</td>
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<tr>
<td>Mar 8 and 10</td>
<td><strong>Spring Break</strong></td>
<td>Spring Break</td>
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</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 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 English 1101 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**

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](http://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 11:59am (Noon) of Week 6** each semester, which is:

Fall 2015: Sept. 25, 2015
Summer 2016: June 17, 2016
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 11:59pm before the last week of classes** each semester, which is:

Fall 2015: Nov. 20, 2015
Spring 2016: April 22, 2015
Summer 2016: July 12, 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>
<th>Score:</th>
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<tbody>
<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>Development 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>Organization 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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<tr>
<td>Style 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</td>
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<td><strong>Grammar, Format, and Mechanics</strong></td>
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<tr>
<td><strong>Paper format</strong></td>
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<td>Standard Written English (commas, s-v agr., sentence boundaries, etc.)</td>
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<tr>
<td>Spelling documentation format</td>
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<td>MLA (or other required) format</td>
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<td>Other:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure and precise word choice.</th>
<th>Inappropriate word choice.</th>
<th>Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format, grammar, spelling, and punctuation are correct; meet all assignment directions, and work expertly 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>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>
</tr>
</tbody>
</table>

**COMMENTS:**