



English 1101-90 (20018)

Spring 2016

Dr. Jennifer Parrott

Contact Information

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Course Description (1101):

ENGL 1101 English Composition I (3-0-3) 3 semester credit hours. A composition course focusing on skills required for 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. Prerequisites: Learning Support students who are required to take ENGL 0099 and/or READ 0099 must exit the requirement(s) before they can enroll in this course. For all students, a grade of C or better (or K) is required in ENGL 1101 prior to enrollment in ENGL1102. Grades of D in ENGL 1101 will not count toward graduation in any degree program.

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.

Program Outcomes

General Education Outcome:

Students will write effective expository and argumentative essays that consider purpose and audience.

Course Outcomes

Outcome 1: Writing Process

Students will understand and engage in writing as a process.

Related Objectives

- consider audience and conduct audience analysis
- use effective annotation of essays and note-taking strategies

- engage in brainstorming, outlining, and drafting strategies
- write multiple drafts
- revise, edit, and proofread drafts
- evaluate their writing processes

Outcome 2: Collaboration

Students will engage in the collaborative, social aspects of writing.

Related Objectives

- effectively engage in group writing and projects
- respond constructively to peers' papers
- critique their own and others' work in written and oral formats
- seek and use feedback from instructors and writing tutors
- engage in writing-to-learn activities

Outcome 3: Purpose/Audience Awareness

Students will write clearly for a specified audience and purpose.

Related Objectives

- read a variety of texts and analyze their rhetorical situations (i.e. context, audience, and aims)
- write papers with a clearly developed thesis and support designed to appeal to various audiences and contexts
- read for various purposes

Outcome 4: Rhetorical Strategies

Students will read and write a variety of nonfiction expository and argumentative genres.

Related Objectives

- summarize, analyze, respond to, and evaluate print and digital texts
- compare and contrast various genres, including essays (academic and popular), literature reviews, annotated bibliographies, proposals, blogs, websites, and reports
- identify and use various methods of developing paragraphs
- identify and use various organizational strategies
- distinguish types of evidence used in essays (i.e. anecdotes, logical reasoning, studies, reports, statistics, interviews, academic or popular essays, etc.)
- recognize fact, opinion, inference, and bias in texts

Outcome 5: Discourse Conventions and Effective Style

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

Related Objectives

- understand the conventions of common academic writing (such as reading responses, blogs, listservs, message boards, academic arguments, rhetorical analyses, synthesis essays, and reviews)
- analyze discourse conventions in professional and civic contexts
- select evidence appropriate to the context to develop a claim and support
- organize papers effectively

- practice grammatical revision to produce readable, effective Standard Written English (SWE)

Outcome 6: Citation Formats

Students will learn basic citation formatting in academic writing.

Related Objectives

- understand that different disciplines use different style manuals
- understand the difference between in-text quotations, block quotations, and proper formatting for each
- use MLA to format papers and cite information
- summarize, paraphrase, and quote sources accurately to support claims

Outcome 7: Writing Aids and Technologies

Students will effectively use writing aids, such as handbooks, dictionaries, online aids and resources, and tutors to research ideas and improve their writing.

Related Objectives

- provide constructive feedback on others' writing
- name and use one writing handbook and OWL
- name and use an authoritative online or print dictionary
- solicit constructive feedback from tutors in the Writers' Studio
- use word processing software to effectively draft, revise, and edit papers
- use online databases to search for scholarly and popular articles
- use the Clayton State library resources to locate sources for papers

Required Texts

For Both 1101 and 1102:

Required Texts

Lamb, Mary R., ed. *Connections: Guide to First-Year Writing @ Clayton State University*. 5th ed. Southlake, TX: Fountainhead Press, 2015. ISBN 978-1-68036-032-5. Approx. \$52.00. Available only through CSU University Bookstore.

Glenn, Cheryl and Loretta Gray. *Harbrace Essentials with Resources for Writing in the Disciplines*. 2nd ed. With Mindtap 2-semester access code. Cengage, 2015. ISBN 978-130-581-5353. Approx. \$50.70 in The Loch Shop.

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.

Other Required Materials

- 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 D2L

Computer Skills Prerequisites

- Ability to use the Windows operating system
- Ability to use Microsoft Word
- 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.

Desire2Learn (Online Classroom):

On-line activity will take place in Desire2Learn, the virtual classroom for the course. You can gain access to Desire2Learn by signing on to the SWAN portal and selecting “D2L” on the top right side. If you experience any difficulties in Desire2Learn, please email or call The HUB at TheHub@mail.clayton.edu or (678) 466-HELP. You will need to provide the date and time of the problem, your SWAN username, the name of the course that you are attempting to access, and your instructor’s name.

If you have problems with the system, you should contact the HUB immediately. I cannot solve technical problems, but the people at the HUB can. If a technical issue with D2L is causing a problem with a deadline, email me and let me know what’s happening. You should also include your ticket number from the HUB so I know that you’ve contacted them and that they are working on the issue.

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. Students must pass the portfolio with an average of 70 to pass 1102; the portfolio grade counts 20% of the course average in 1102. See the First-Year Writing website (clayton.edu/firstyearwriting) and your instructor for further information. Webpages due: end of week 6 in 1101 and 1102; Portfolios due: end of week 15 in 1102.

Course Work

1. Daily work and participation	35%
• Discussion board posts	15%
• Aplia	10%
• Daily Assignments	10%
2. Major Assignments	65%
• Rhetorical Reading Responses	15%
• Essay #1	20%
• Essay #2	20%
• Presentation	10%

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:** Late work is bad for both of us; it reinforces poor time management strategies and makes it impossible for me to give sustained, careful feedback of your work. Furthermore, if you submit work late, I may not be able to return it in time for my feedback to help you on the next assignment.

However, You can submit **final drafts** (not first drafts) up to 7 days late, for a 10% deduction per day. Please plan ahead in order to complete assignments on time.

Participation cannot be “made up” because it requires your active engagement with others’ ideas. Once the unit is over, you can no longer post in that discussion board and earn credit for doing so.

Please note that personal technical issues are not valid excuses for late work; the exceptions are if D2L is down or if the Internet is down for the entire area due to a storm. Consequently, it is extremely important to back up all of your work to a USB drive or online storage (Google docs, Dropbox.com, or Onedrive) so that you can access it from another computer if you experience a problem with your personal computer or Internet connection. Create a backup plan for accessing the Internet in case you have service problems—this could be the CSU library, a public library, coffee shop, or a family/friend’s home.

2. **Submitting assignments:** This course emphasizes the development of your ideas in various stages of the writing process. We will have peer review for each of the major writing assignments, which will be conducted via D2L. Final papers, drafts for peer review, and all out-of-class writing should be typed using MS Word, double-spaced with 1-inch margins and 12 point Times New Roman font, and follow MLA guidelines. **All work must be submitted to D2L. I do not accept emailed or faxed papers for final submission.** Always keep a copy of any work submit so you can re-submit if there is a technical issue. All major assignments, including the portfolio, must be completed to pass the course. The final project of the semester must be submitted on time.

3. **Academic Misconduct:** All students will follow the “Academic Conduct Regulations” section of the online Student Handbook (<http://www.clayton.edu/Portals/46/docs/student-handbook.pdf>). 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 and in D2L. 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. **Essay 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 the First-Year Writing rubric included in this syllabus.

•**Essay 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 checking your grades in D2L. (I'm happy to discuss 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.)

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, both face-to-face, M/W 2:30-3:30 PM, and online, T 3:00-5:00 PM, or by appointment. During face-to-face office hours, you can drop by my office or call me on my office phone. During online office hours, please email me or contact me via Skype. Additionally, you may email me to discuss specific questions you have about your writing; I will respond to email Monday-Friday 9a.m.-5p.m. You may email me outside of these times, but you may have to wait for a response. **Please note that chats and emails in D2L are not considered official channels of communication for this course, so you should contact me at JenniferParrott@clayton.edu with questions or concerns.**

Email is the fastest way to get a response. You may contact me via phone, but I will receive and respond to emails much faster; I recommend calling only in an emergency. You should check your CSU student email account and the news feed in our D2L course daily for updates and announcements.

7. **Participation and Classwork, 3-3-3:** Writing is a skill that requires practice through revisions, tutoring, 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 are required to answer 3 discussion questions in each unit**; answers should be at least 200 words and engage with the question in a thoughtful way.

Additionally, you must reply to at least 3 of your classmates' answers for each unit. Your replies should be at least 50 words and should do more than simply agree with the original

answer. Ask provocative questions, politely disagree, make additional insights, point us to appropriate examples or resources relevant to the topic, etc.

Finally, you must post on at least 3 separate days over the course of each two-week unit. I recommend answering 1 discussion question and replying to one classmate on each of 3 days, but you can space your six required posts out however you like, as long as you post on at least 3 separate days. You are always welcome to post more frequently, and I encourage you to respond to, or at least read all replies to your answers to the discussion questions. Most importantly, do NOT wait until the last few days of a unit to post. In order to have a productive discussion, we should be posting consistently throughout each unit. Make it a habit to post on the first day of each unit to get the conversation started.

All posts in the classroom should be carefully proofread: spelling, grammar, and punctuation count.

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

8. 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 the Student Handbook (<http://www.clayton.edu/Portals/46/docs/student-handbook.pdf>) for a full explanation. According to the Student Code of Conduct, behavior which disrupts the teaching–learning process during class activities will not be tolerated.

- More serious examples include belligerent, abusive, profane, and/or threatening language and/or behavior.
- A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class.
- A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal.

If found in violation, a student may be administratively withdrawn and may receive a grade of WF.

Writers' Studio 224 (Arts and Sciences Bldg. 224, Web:

<http://www.clayton.edu/writersstudio/home>; Email: ws224@clayton.edu; 678-466-4728)

I encourage students to seek additional personal instruction and tutoring at the Writers' Studio, located in Room 224 Arts and Sciences Bldg. They offer face-to-face and online tutoring as well as workshops. 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. Note.: 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.

Schedule of Readings and Assignments

Please Note: Reading and writing assignments are due on the day for which they are listed. I will make changes to the syllabus to meet the class's educational goals more effectively, so this schedule is only a draft. **Please follow the schedule in our D2L classroom. Assignments and due dates are listed for each two-week unit in the Content section of the classroom. I will post updates and changes in the Newsfeed on the home page of the course, so please check that section daily.**

1101-90 Spring 2016

Connecting to Your Experience

Week 1: Jan. 11-15

Introductions and Syllabus

Connections Chapters 1-4; *Harbrace* W1

Introduction to MindTap and Aplia

Week 2: Jan. 18-Jan. 22

Jan. 18: Martin Luther King, Jr. Holiday

Connections Chapter 11 Reading and Writing Connections

Harbrace W2 and W5

Discuss Paper 1; Discuss Rhetorical Reading Responses

Aplia Exercises

No Show Deadline Jan. 21, 2016

Week 3: Jan. 25-29

Connections Ch. 12, Introduction

Connections Ch. 12 "Manicuring the Self"

Harbrace S26 and 27; L29

Week 4: Feb. 1-5

Connections Ch. 12 Allison

Connections RR Practice: Allison

Week 5: Feb. 8-12

Connecting to Others' Experience: Writing to Inform and Explain

Connections Ch. 13 Introduction

Connections Ch. 13 Baldwin

Harbrace and Aplia Exercises

Week 6: Feb. 15-19

Connections Ch. 13 Gibbs

Harbrace W3 and W7

Discuss ePortfolios and website set-up

Feb. 19: FYW ePortfolio Website Due

Week 7: Feb. 22-26

Connections Ch. 5-6 Peer Review and Ch. 8: Formatting Papers

Peer Review Paper 1

Paper 1 Due

Week 8: Feb. 29-Mar. 4

Discuss Paper 2 assignment

Friday, Mar. 4 Midpoint

Mar. 7-11 Spring Break

Week 9: Mar. 14-18

Connections Ch. 13 Galileo Sources: Best Phones and Best Phone Plans and "The Use and Abuse of Cell Phones"

Harbrace R8 and 9

Aplia: Research and Sources

Week 10: Mar. 21-25

Connections Ch. 13: Elder, "College Students' Cell Phone Use" (RR Due);

Connections Ch. 13 Batiste, Gibbs, McPherson

Harbrace 11 and 12

Week 11: Mar. 28-April 1

Research activities for Paper 2

Harbrace D13

Week 12: April 4-8

Paper 2 Peer Review

Paper 2 Due

Connecting with Texts: Writing a Literary Argument

Week 13: April 11-15

Connections Ch. 14 Introduction and Discuss Paper 3 assignment
Harbrace W5; WID40

Week 14: April 18-22

Connections Ch. 14 Parrott and Ritter
Connections Ch. 14 McPherson
Peer Review Paper 3

Week 15 April 25-29

Presentation/**Paper 3 Due**

Week 16: May 2-3 (last class)

Last Class: Tues., May 3

Reflective essay for 1101

Guidelines for Writing From Sources and Consequences of Plagiarism

**First-Year Writing @ Clayton State University
Plagiarism Policy**

Academic Misconduct: All students will follow the [Student Code of Conduct](#). 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 below for definitions and consequences.

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 minor Works Cited inaccuracies will require mandatory revisions; final papers with these problems will receive a letter grade deduction.

Plagiarism:

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 a 0 for the assignment for failure to meet the minimum requirements of papers in 1101/1102, and students will face disciplinary action as per the CSU Office of Student Affairs and [Community Standards](#).

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. Plagiarized papers include papers written by someone else (i.e. acquired or bought through the Internet, an organization, friends, family members, or another student); papers in which much of the material is cut-and-pasted from sources without correct documentation; and papers submitted by the student for another course/assignment. 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. If students turn in such papers as final papers, the student will receive an F for the course and face disciplinary action as per the CSU Office of Student Affairs and [Community Standards](#).

Please note: Your paper submission is the version that counts, and you are responsible for making sure this is the correct version. Review your electronic and hard copies carefully.

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** 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 11:59pm of Week 6** each semester, which is:

Spring 2016: Feb. 20, 2015

Summer 2016: 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

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 First-Year Writing

**High Proficiency
(20-18 points)**

**Good Proficiency
(17-16)**

**Minimal Proficiency
(15-14)**

**Non-proficiency
(13-0)**

Content and Purpose topic thesis (stated or implied) focus purpose audience Other:	Ideas are clear, insightful, thought-provoking, and focused; consistently support the topic, thesis, and audience for the paper.	Ideas are clear and focused to support the topic and a clearly-developed central idea, but are not consistently insightful or thought-provoking.	Ideas are clear but conventional or general and support the topic, thesis, and audience for the paper.	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.	Score:
Development evidence details and examples proof or rhetorical appeals (ethos, logos, pathos) sources and proof Other:	Development is illustrative, with abundant details and examples that arouse audience interest and provide relevant, concrete, specific, and insightful evidence with effective appeals.	Development is adequate, but may lack depth, with details and examples that arouse audience interest and provide relevant, concrete, specific evidence with effective appeals.	Development is sufficient but general, providing adequate but perhaps not interesting details, examples, and evidence; few, ineffective, or fallacious logical, ethical, or emotional appeals.	Development is insufficient, providing scarce or inappropriate details, evidence, and examples that may include logical, ethical, or emotional fallacies or unsupported claims.	Score:
Organization structure coherence unity topic sentences transitions Other:	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.	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.	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.	Organization is confused and fragmented in support of the essay's purpose and demonstrates a lack of structure or coherence that negatively affects readability.	Score:
Style and Format sentence structure word choice tone source integration verb tense purposeful punctuation MLA format and documentation style Other:	Style is confident, readable, and rhetorically effective in tone, incorporating varied sentence structure and precise word choice. Sources integrated effectively. Follows MLA format and conventions of academic discourse.	Style is readable and rhetorically effective in tone, incorporating varied sentence structure and effective word choice. Some sources lack effective integration. Some minor mistakes in MLA format and conventions of academic discourse.	Style is readable, but unremarkable in tone, sometimes including a lack of sentence variety and ineffective word choice. Many sources lack effective integration. Major mistakes in MLA format and conventions of academic discourse.	Style is incoherent or inappropriate in tone, including a lack of sentence variety and ineffective or inappropriate word choice. Ineffective source integration; does not follow MLA format.	Score:
Grammar and Mechanics paper format Standard Written English (commas, s-v agr., sentence boundaries, etc.) spelling Other:	Grammar, spelling, and punctuation are correct; meet all assignment directions; SWE works expertly to support the essay's purpose.	Grammar, spelling, and punctuation are correct and meet all assignment directions; SWE works generally to support the essay's purpose.	Mostly SWE and meets critical aspects of assignment directions. Some distracting errors in grammar, spelling, and punctuation.	Paper 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.	Score:

COMMENTS: