LANG1403 Fall 2023
Assessment descriptors for the Writing Assignment 2 (W2): Academic Blog Writing

Competency Level	Assessed CAfLs:		
	Written language (WL)	**Coherence (CO)**	**Synthesis (SY)**
Exceptional	• uses a wide range of grammar and vocabulary in a very highly accurate and effective manner almost all the time; only minor slips occur • uses a sophisticated and nuanced language style and tone for the specific academic audience, context and purpose all the time	• skillfully organizes ideas with logical, focused, varied, and balanced development at both: text and paragraph levels • skillfully uses paragraphing; all paragraphs have very clear central ideas and transitions between them are handled in a novel, professional and academic manner • uses cohesive devices skillfully, hence making the communication flow naturally and audience-friendly throughout	• selects appropriate sources all the time • reports, summarizes, analyzes and evaluates high-quality information from the appropriate sources in a deep and sophisticated way for specific audience /content/purpose • provides with and integrates sound evidence-based arguments insightfully and thoughtfully in own ideas • demonstrates an exceptional understanding of the information and sources, highlighting the significance and drawing novel conclusions. • cites and references sources in an accurate style consistently
Exceptional/ Advanced	• uses a wide range of grammar and vocabulary in a very highly accurate and effective manner almost all the time; though occasional minor slips or errors occur • uses an effective language style and tone for the specific academic audience, context and purpose almost all the time	• effectively organizes ideas with logical (systematic, easy-to-follow), focused development at both: text and paragraph levels • effectively uses paragraphing; all paragraphs have clear central ideas and transitions between them are handled in a nuanced and sophisticated manner • uses cohesive devices highly effectively making the communication flow effortlessly for the audience throughout	• selects appropriate sources all the time • reports, summarizes, analyzes and evaluates high-quality information from the appropriate sources very effectively for specific audience /content/purpose • provides with and integrate relevant evidence-based arguments very effectively into own ideas • demonstrates a very good understanding of the information and sources, identifying the significance and drawing sophisticated conclusions • cites and references sources in an accurate style consistently
Advanced	• uses a wide range of grammar and vocabulary in a highly accurate and effective manner almost all the time. Infrequent errors may occur but do	• effectively organizes ideas with logical, focused development at both: text and paragraph levels • effectively uses paragraphing; most	• selects appropriate sources all the time • reports, summarizes, analyzes and evaluates high-quality information from the appropriate sources clearly and effectively for specific audience /content/purpose

	not affect the clarity of the writing or impede comprehensibility • uses an effective language style and tone for the specific academic audience, context and purpose almost all the time	paragraphs have clear central ideas and transitions between them are handled effectively • uses cohesive devices effectively making the communication flow easily for the audience	• provides with and integrates relevant evidence-based arguments effectively into own ideas • demonstrates a good understanding of the information and sources, identifying the significance and drawing sophisticated conclusions • cites and references sources in an accurate style consistently
Advanced/ Competent	• uses va wide range of grammar and vocabulary accurately and appropriately for most of the time. Infrequent errors may occur but do not affect the clarity of the writing or impede comprehensibility • uses an appropriate language style and tone for the specific academic audience, context and purpose for most of the time	• appropriately organizes ideas in general • appropriately uses paragraphing; most paragraphs are unified and transitions between them are handled appropriately • uses a range of connectives accurately with almost no effort required by the audience to follow the writing	• selects appropriate sources • reports, summarizes, analyses and evaluates information from the selected sources accurately and appropriately for the audience/context/purpose • uses and integrates information and sources clearly and appropriately into own ideas • demonstrates an accurate understanding of the information and sources. • cites and references sources in an accurate style consistently most of the time

Assessment descriptors for the Writing Assignment 2 (W2): Academic Blog Writing

Advanced/ Competent	• uses a wide range of grammar and vocabulary accurately and appropriately for most of the time. Infrequent errors may occur but do not affect the clarity of the writing or impede comprehensibility • uses an appropriate language style and tone for the specific academic audience, context and purpose for most of the time	• appropriately organizes ideas in general • appropriately uses paragraphing; most paragraphs are unified and transitions between them are handled appropriately • uses a range of connectives accurately with almost no effort required by the audience to follow the writing	• selects appropriate sources • reports, summarizes, analyses and evaluates information from the selected sources accurately and appropriately for the audience/context/purpose • uses and integrates information and sources clearly and appropriately into own ideas • demonstrates an accurate understanding of the information and sources. • cites and references sources in an accurate style consistently most of the time
Competent	• uses a range of grammar and vocabulary quite appropriately and accurately on the whole. A few noticeable errors may occur that require interpretation but the overall comprehensibility is not impeded • uses a somewhat appropriate language style and tone for the specific academic audience, context and purpose most of the time	• appropriately organizes ideas most of the time • appropriately uses paragraphing; most paragraphs are unified • uses a range of connectives accurately, though sometimes ideas may be connected clumsily or unnaturally making the flow of the writing awkward at times	• selects appropriate sources mostly • reports, summarizes, analyses and evaluates information from the selected sources accurately and appropriately for the audience/context/purpose in general • uses and integrates information and sources mostly accurately and appropriately into own ideas, though some of the integration may be problematic, e.g., copying in a paraphrase. • demonstrates an accurate understanding of the information and sources, perhaps with one or two minor exceptions. • cites and references in an accurate style most of the time, though there may be one or two noticeable inaccuracies, e.g., missing entry of a source in references, etc.
Competent/ Emerging	• uses a limited range of grammar and vocabulary somewhat appropriately and accurately on the whole. There are noticeable errors that require interpretation • uses a somewhat appropriate language style and tone for the specific academic audience, context and purpose	• organizes ideas somewhat appropriately, but there may be some coherence or logic issues • somewhat appropriately uses paragraphing; though some paragraphs may not be unified • uses a range of connectives somewhat accurately, though the connection	• selects somewhat appropriate sources • reports, summarizes, analyses and evaluates information from the selected sources somewhat accurately and appropriately for the audience/context/purpose • shows an attempt to use and integrate information and sources clearly and appropriately into own ideas, though immediate clarity is not achieved

		between some ideas may not be immediately clear and require interpretation by the audience	• demonstrates a somewhat accurate understanding of the information and sources, perhaps with one or two minor exceptions. • cites and references in a somewhat accurate style though there are noticeable problems, e.g., missing entry of some sources references, using inconsistent style in some places, names mixed up, etc.
Emerging	• uses a limited range of grammar and vocabulary somewhat appropriately and accurately on the whole. There are frequent errors, excessive repetition, and a lack of precision which requires interpretation • uses a rather inappropriate or awkward language style and tone for the specific academic audience, context and purpose	• organizes ideas somewhat appropriately, but there are noticeable coherence or logic issues • somewhat appropriately uses paragraphing; though some paragraphs are not unified and may cause confusion • somewhat accurately uses a range of connectives; though the connection between some ideas may not be clear and may cause confusion	• selects somewhat appropriate sources • reports, summarizes, analyses and evaluates information from the selected sources somewhat accurately and appropriately, but only superficially, for the audience/context/purpose • shows an attempt to use and integrate information and sources clearly and appropriately into own ideas, though not successful • demonstrates a somewhat accurate understanding of the information and sources, but shows a misunderstanding of some instances. • cites and references in a somewhat accurate style though there are frequent and major problems, e.g., including only URLs of sources, little attempt to use an acceptable citation style, not all the sources are documented, etc.
Entering	• uses a limited range of grammar and vocabulary with frequent and repeated errors that require interpretation • uses an inappropriate or awkward language style and tone for the specific academic audience, context and purpose. This impedes comprehensibility	• Ideas are organized clumsily that causes a lot of confusion • paragraphing is not used, even when required • connection between ideas is unclear	• selects rather inappropriate sources • reports, summarizes, analyses and evaluates information from the selected sources in a very limited and superficial manner • uses and integrates information and sources into own ideas clumsily which causes a lot of confusion • demonstrates a limited understanding of the information and sources, but shows a misunderstanding of some instances. • cites and references in an inaccurate style and manner, e.g. plagiarism, missing references.

Points to note

a) **Late penalties:** Late submissions will be marked down by 1 competency level across all assessed CAfLs for the assessments. Assessments submitted later than 48 hours after the deadline will score zero.

b) **Under/over length assignments:** It is acceptable to submit assignments within the allowed buffer of the time/word limit without penalty. Outside the allowed buffer, shorter assignments will be marked down by 1 competency level across all assessed CAfLs, and longer assignments and those with an overlength will be assessed up to the allowed buffer only. Word limit does not include the end-of-text reference list.

c) **Plagiarism:**

- Assignments with unacceptable and intentional plagiarism will score zero. Paraphrasing, summarizing, referencing and synthesizing skills are taught through the course. You are expected to apply these to help you avoid plagiarism. Plagiarism includes copying expressions directly from any sources (e.g., from another student, from a video, or from an article, etc.), overusing a source in a way that does not show any of your own analysis of the point, using ideas from sources without referencing them, or using a source as a template without showing your own organization.

- Any use of GenAI is required to be declared. Dishonest use of GenAI for assignments will be considered violation of academic integrity.

d) **Referencing:** APA referencing is expected as part of the synthesis (SY) criteria. Citations in a form of a hyperlink or in text are accepted. A reference list is required.

e) **Task completion:** Assignments that are noticeably off-topic or incomplete will be marked down by 1 competency level across all assessed CAfLs for the assignment.

f) **Be proactive and responsible:** it is your responsibility to communicate to your instructor – in advance of the deadline – any problems or special circumstances which require special consideration.