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 	

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	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

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Advanced/	uses a wide range of grammar and vocabulary accurately and	appropriately organizes ideas in general	selects appropriate sources
Competent	appropriately for most of the time. Infrequent errors may occur but do not affect the clarity of the writing or impede comprehensibility	appropriately uses paragraphing; most paragraphs are unified and transitions between them are handled appropriately	 reports, summarizes, analyses and evaluates information from the selected sources accurately and appropriately for the audience/context/purpose
	uses an appropriate language style and tone for the specific academic	uses a range of connectives accurately with almost no effort required by the audience to follow the writing	uses and integrates information and sources clearly and appropriately into own ideas
	audience, context and purpose for most of the time	addience to follow the writing	 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	appropriately organizes ideas most of the time	selects appropriate sources mostly
	accurately on the whole. A few noticeable errors may occur that require interpretation but the overall comprehensibility is not impeded	appropriately uses paragraphing; most paragraphs are unified	 reports, summarizes, analyses and evaluates information from the selected sources accurately and appropriately for the audience/context/purpose in general
	uses a somewhat appropriate language style and tone for the specific academic audience, context and purpose most of the time	uses a range of connectives accurately, though sometimes ideas may be connected clumsily or unnaturally making the flow of the writing awkward at times	 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.
	the time		 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	organizes ideas somewhat appropriately, but there may be some coherence or logic	selects somewhat appropriate sources
- Liner ging	and accurately on the whole. There are noticeable errors that require	issues	reports, summarizes, analyses and evaluates information from the selected sources somewhat accurately and appropriately some selected sources are to be selected.
	interpretation	 somewhat appropriately uses paragraphing; though some paragraphs 	for the audience/context/purpose
	uses a somewhat appropriate language style and tone for the specific academic audience, context and purpose	may not be unified uses a range of connectives somewhat	 shows an attempt to use and integrate information and sources clearly and appropriately into own ideas, though immediate clarity is not achieved
	addictive, content and purpose	accurately, though the connection	darry is not defined a

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		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.

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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 GenAl is required to be declared. Dishonest use of GenAl 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.