

# MLA Assignment

## The Body of the Paper

You are to practice formatting a paper in MLA style. At SLCC, we require no formal cover sheet, unless specified by the professor. For the first page,

1. Set your margins for 1" at the left, top, and bottom. You should use "Portrait" for the layout. Headers should be set to ½" at both top and bottom. (Note: if you print in the library, you may have to set the bottom margin to 0.8 in order to have a 1" bottom margin.)
2. Set line spacing to double space (2.0), with no extra spacing before or after paragraphs.
3. Set your font to "Times New Roman." Use 12 as the font size.
4. In the header, make sure the right tab is even with the right margin (1"). At the right tab, type your last name, one space, and then insert the page number (which may look like a page with # printed on it). This will place your name and page number at the top of each page.

Now you are ready to begin your paper. On the first line, type your own name and mailbox number and hit "Enter." Now type Professor Perrey as the instructor's name. Under this, type English Composition I GEN 110. On the line under that, type the date, in this format: 15 January 2010.

On the next line, type your title: Finding God's Blessing through Alzheimer's Disease.

Now you are ready to type the first paragraph of your paper. Type it, remembering to indent the first line ½ inch. The tab should be set automatically to do this.

The disease process begins slowly in your early twenties. Quietly, without your knowledge, plaques and tangles slowly invade your brain tissue. One by one, neurons become inflamed and then die. But you are young and your brain is otherwise healthy, so there are no external signs. You marry, raise your children, and excel at your job. Then, in your late fifties, you begin to notice that you don't learn new tasks as easily as you once did; you blame it on growing older. Your family is puzzled by your repetition of questions, but they chalk it up to stress. Your emotions become unstable and small things anger you, but you are under so much pressure now, aren't you? Then one day you drive to the grocery store for a gallon of milk, and there is a detour. Suddenly, you are unable to figure out how to get home. The truth can no longer be ignored—you have Alzheimer's.

Now, on to the second paragraph. Hit enter then tab once to indent the second paragraph, and type: **Is there hope? Perhaps. Sousa says this:**

This will be followed by a block quote. Quotations more than 4 typed lines long must be inserted in block format. This quote will be indented 1” from the left margin. You may either change the margin of this portion of the paper or use the indent button to format this part. Block quotes are double-spaced. Here is the block quote for you to type:

Conventional wisdom has been that neurons were the only body cells that never regenerate. However, researchers have discovered that the adult human brain does generate neurons in at least one site—the hippocampus. This discovery raises the question of whether neurons regenerate in other parts of the brain and, if so, if it might be possible to stimulate them to repair and heal damaged brains, especially for the growing number of people with Alzheimer’s disease. Research into Alzheimer’s disease is exploring ways to stop the deadly mechanisms that trigger the destruction of neurons. (Sousa, 22-23)

Notice the parenthetical reference after the quote, and also note that the block quote does not require quotation marks.

You have completed page 1. Now click the “insert” menu at the top of the screen, and insert a page break. (“insert”-“break”-“page break”). If you have completed this part of the assignment correctly, you should have exactly filled page 1. If you have spilled over onto page 2, check your margins and be sure to set spaces before and after paragraphs to 0.

## **The Works Cited Page**

The Works Cited page contains the publication information for each work that you cited within the paper. For each work, you must determine what *kind* of work it is, and what *medium* was used in its publication. Kinds of works include books, websites, interviews, articles in journals, newspapers, etc. Publication media include print, recording, and web. Determining the type of resource tells you how to format the Works Cited entry, and makes using the MLA book and website much easier.

### *Formatting and Procedure:*

1. Center the title “Works Cited” at the top of the page. Do not underline it, do not put it in quotation marks, do not put it in bold type, and capitalize only the letters “w” and “c.”
2. Arrange the items in the Works Cited list alphabetically by the last name of the author. If no author is given for a work, list it according to its title, excluding articles (the, a, an).
3. Be sure the first line of each entry touches the left-hand margin. Subsequent lines are indented one-half inch. To do this, click the “hanging indent” (the upward-pointing triangle in the ruler above the paper) and move it to the right 5 spaces. This will automatically begin the second line of each entry ½ inch in.
4. Double-space the entire list. Do not quadruple-space between entries.
5. Punctuate items in the list carefully. Don’t forget the period at the end of each entry. Use the MLA handbook or your MLA handout to find the appropriate entry for each type of literature.

6. Names of newspaper articles, magazine articles, short stories, short poems, essays in a collection of essays, episodes in a television series, names of chapters, individual selections on a music CD, etc. should be between quotation marks.
7. Names of books, movies, magazines, journals, newspapers, television series, CD's, etc. should be underlined or italicized. Underlining is usually preferred, since it is more readable.

*Entries:*

For this part of your assignment, refer either to the MLA Handbook, the MLA handout from The Hundred, or use <http://owl.english.purdue.edu/owl/resource/557/06/> . For your paper, you consulted the following sources, which are not in the format in which they will appear in your paper:

- A book called The 36-Hour Day by Nancy L. Mace and Peter V. Rabins. It was published The Johns Hopkins University Press in Baltimore, Maryland. It was copyrighted in 1991.
- A book called Last Light: Staying True Through the Darkness of Alzheimer's by Harold Burchett. This book was published by Navpress in Colorado Springs in 2002.
- You interviewed Tom McGee on August 15, 2007.
- In The World Book Encyclopedia, published in 1989, you looked up "Alzheimer's Disease". The article was written by Leonard L. Heston.
- Proverbs 23:22, The New International Version, published by Zondervan in Grand Rapids, Michigan, in 1984.
- "Stages of Alzheimer's" which you found on the Alzheimer's Association's website. It was copyrighted in 2007, and you accessed the information on Aug. 17, 2007, at this URL: [http://www.alz.org/alzheimers\\_disease\\_stages\\_of\\_alzheimers.asp](http://www.alz.org/alzheimers_disease_stages_of_alzheimers.asp)

When you have finished your Works Cited page, save the document and print it.

Name \_\_\_\_\_

## MLA Practice

	<b>Points Possible</b>	<b>Your Points</b>
1-inch margins	1	
All double spacing	1	
12-point, Times New Roman font	1	
Last name in header	1	
Space before page number	1	
Header at right margin	1	
Heading correct: Student name	1	
Professor's name	1	
Course name	1	
Date in proper form	1	
Title Centered	1	
Title capitalized correctly	1	
Paragraphs indented ½"	1	
Block quote indented correctly—2 inches from left edge of paper	1	
Parenthetical reference after the period of block quote, no period after	1	
Works Cited title correct	1	
Entries in alphabetical order	3	
2 <sup>nd</sup> line of multi-line entries indented	1	
Entries in correct form	6	
<b>Total points</b>	<b>26</b>	

# Blogs

As a ministry professional, you will need to engage in several writing tasks, and most of them will be needed weekly. In order to practice these tasks, you will contribute to a class blog, <http://writtenchurch.wordpress.com>. To contribute, you will email your assigned portion as a Word attachment to [aperrey@slcconline.edu](mailto:aperrey@slcconline.edu) no later than 5:00 p.m. on the due date. Your blog entry may or may not appear in that week's blog, depending on the quality of your writing and the space available.

**Audience:** anyone on the internet, but particularly SLCC students, faculty, and staff. Your tone should be appropriate for a ministry professional.

## Assignment specifics:

*Letters:* Letters should be written in business letter format, with block paragraphs. Remember to include both your address (which you would omit if you had letterhead stationery) and the recipient's address. See the sample letter in this packet.

Letters should not exceed 1 page, single spaced. Most letters will not be printed in the blog; if they are, names may be changed, and just an excerpt may be published.

- A thank you letter
- A letter of apology
- A letter of condolence

*Communion meditation:* This writing should lead the reader into the contemplation of the significance of communion. Most meditations include scripture, but may also include personal anecdotes. You may acknowledge the time of year or current events. For inspiration, look at the meditations in the weekly issue of The Lookout in the library. Please maintain a 500 word limit. If you use scripture, you must write out the scripture you are using.

*Offering meditation:* This writing should give devotional thoughts about giving to the Lord's work. Like the communion meditation, the offering meditation may contain anecdotes as well as scripture. Limit: 300 words.

*Pastoral prayer:* Write a prayer appropriate for congregational use. Except for public officials (the President and members of the government), no one is to be mentioned by name. You may refer to current events. Limit: 300 words

*Newsletter article:* Prepare an article appropriate for inclusion in the church newsletter. This article may be serious or entertaining, and may include short quotations from other works (which you will cite in proper MLA format). Your article may reference the time of the year, incidents around campus (no names) or current events. This article should be interesting to read. Limit: 500 words

1360 Grandview Drive  
Florissant, MO 63033  
December 4, 2008

Mr. Joe Disciple  
1360 Grandview Drive  
Florissant, MO 63033

Dear Mr. Disciple:

This is my business letter. Business letters use at least 2-inch top margins to accommodate letterhead stationery. The number of spaces between your own address and the recipient's address varies. You want your letter to look centered top-to-bottom, so longer letters require less space between the two addresses. Side margins are flexible, but not more than 1½ inches. Please note that my own address is at the top, and your address is below. I have used only single spacing within the letter, with double spacing between sections and paragraphs. Paragraphs usually begin flush with the left margin with no indents. Also notice that the date in a business letter uses the American date format, with no abbreviations.

Business letters should be concise. The first paragraph may contain a brief greeting and then the main point. Other paragraphs may justify the importance of the main point or add details and background. The closing paragraph may restate the main point and/or request some type of action, depending on the purpose of the letter. While business letters may be any length, they usually are only 3-4 paragraphs long and fit nicely on one page.

The closing begins at the left margin and a double space after the last line of the letter. Capitalize only the first word of the closing (Sincerely yours) and is followed by a comma. Leave 2 double spaces (4 single spaces) after the closing to leave room for your signature, then type your name. If you have any enclosures with the letter, indicate this by typing Enclosures one line below the signature. **Don't forget to sign your letter before you mail it!**

Sincerely,

Professor Alice K. Perrey

## Cover Sheet for Written Assignments

The cover sheet for your essays should include two parts:

1. **A paragraph or two evaluating your learning.** This paragraph might include descriptions of what you did well, what you will change for the next assignment, changes you made to the current assignment through the revising process, or what you learned as a result of the assignment. Be sure to credit anyone who helped you during the writing process.
2. **A statement of academic honesty.** You may use this one:

I certify that this is entirely my own work. In those instances in which I have used other people's material, such as written sources on the internet or published in books, articles, or other formats, I have accurately and fully credited the authors of those sources.

Signed \_\_\_\_\_ Date \_\_\_\_\_

Your cover sheet will not be complete unless you sign the statement of academic honesty.

## Summary Assignment

For this assignment, you should select an article from one of the following periodicals in the SLCC Library:

- *Biblical Archaeology Review*
- *American History*
- *New American*
- *New Republic*

The article you select should be at least 4 pages of printed text, but it should be on a subject you find interesting.

Photocopy the article, and read it carefully. Write one-sentence summaries in the margins, and highlight information you wish to include in your summary.

Write a summary of the article. Your summary should be between 1½ and 2½ pages long.

### What you will turn in:

- the grading rubric
- a cover sheet, with your assessment of your learning on this assignment
- your summary, in MLA format. You will not need a Works Cited page unless you refer to another work outside of your source article.
- any rough drafts
- the photocopy of the article

## Article Summary

Summary Elements	F	D	C	B	A
<b>Main ideas</b> are well-written and in the student's own words.	14 points	16 points	19 points	22 points	25 points
<b>Details</b> are well-chosen and support the main ideas.	14 points	16 points	19 points	22 points	25 points
<b>Length</b> is between 1½ and 2½ pages.	5 points	6 points	7 points	8 points	10 points
<b>Mechanics</b> (spelling, grammar, and punctuation) are excellent, with complete sentences of varied length, no spelling errors, and appropriate punctuation.	12 points	13 points	15 points	18 points	20 points
<b>Format</b> conforms to MLA standards	5 points	6 points	7 points	8 points	10 points
<b>Assignment packet</b> is complete, with no assigned elements missing.	5 points	6 points	7 points	8 points	10 points
<b>Total score</b>					



Name\_\_\_\_\_

Box\_\_\_\_\_

Assignment\_\_\_\_\_

Due\_\_\_\_\_

**Essay Rubric**

		<b>F</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>
<b>Content</b>	The paper accomplishes its purpose, conforms to the assignment, and addresses the target readers. It contains an effective point of view and a personal tone and perspective.	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
	Thesis statement is specific, opinion-based, and provable. The thesis is appropriate to the assignment, and guides the structure of the paper. Evidence is adequate to prove the thesis, and uses accurate, reliable, and effective sources, and uses a variety of summaries, paraphrases, and quotations.	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
	The paper exhibits a logical progression of thought with clear transitions between ideas. The ideas are organized around appropriate paragraph pattern (narration, description, comparison/contrast, definition, examples, cause/effect, and classification/division) to advance the thesis.	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Style</b>	Paragraphs have one main idea per paragraph, related to the thesis. They are logically arranged, and contain sufficient details to support the topic sentence/main idea, and have smooth transitions	<b>9</b>	<b>10</b>	<b>11</b>	<b>13</b>	<b>15</b>
	Sentences are varied in length and structure, and word choice is appropriate, concise, and specific.	<b>9</b>	<b>10</b>	<b>11</b>	<b>13</b>	<b>15</b>
<b>Mechanics</b>	Grammar, punctuation, and spelling are correct.	<b>15</b>	<b>16</b>	<b>18</b>	<b>22</b>	<b>25</b>
<b>Format</b>	Paper uses correct MLA format, including a Works Cited page when necessary. Sources are documented according to MLA format.	<b>9</b>	<b>10</b>	<b>11</b>	<b>13</b>	<b>15</b>
<b>Bonus</b>	The paper was turned in with these elements: <ul style="list-style-type: none"> <li>• cover sheet</li> <li>• prewriting</li> <li>• rough draft, peer edited in class</li> <li>• final draft</li> </ul>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

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<b>Format</b>	Paper uses correct MLA format, including a Works Cited page when necessary. Sources are documented according to MLA format.	<b>9</b>	<b>10</b>	<b>11</b>	<b>13</b>	<b>15</b>
<b>Bonus</b>	The paper was turned in with these elements: <ul style="list-style-type: none"> <li>• cover sheet</li> <li>• prewriting</li> <li>• rough draft, peer edited in class</li> <li>• final draft</li> </ul>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

Score\_\_\_\_\_

Name\_\_\_\_\_

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Assignment\_\_\_\_\_

Due\_\_\_\_\_

**Essay Rubric**

		<b>F</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>
<b>Content</b>	The paper accomplishes its purpose, conforms to the assignment, and addresses the target readers. It contains an effective point of view and a personal tone and perspective.	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
	Thesis statement is specific, opinion-based, and provable. The thesis is appropriate to the assignment, and guides the structure of the paper. Evidence is adequate to prove the thesis, and uses accurate, reliable, and effective sources, and uses a variety of summaries, paraphrases, and quotations.	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
	The paper exhibits a logical progression of thought with clear transitions between ideas. The ideas are organized around appropriate paragraph pattern (narration, description, comparison/contrast, definition, examples, cause/effect, and classification/division) to advance the thesis.	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Style</b>	Paragraphs have one main idea per paragraph, related to the thesis. They are logically arranged, and contain sufficient details to support the topic sentence/main idea, and have smooth transitions	<b>9</b>	<b>10</b>	<b>11</b>	<b>13</b>	<b>15</b>
	Sentences are varied in length and structure, and word choice is appropriate, concise, and specific.	<b>9</b>	<b>10</b>	<b>11</b>	<b>13</b>	<b>15</b>
<b>Mechanics</b>	Grammar, punctuation, and spelling are correct.	<b>15</b>	<b>16</b>	<b>18</b>	<b>22</b>	<b>25</b>
<b>Format</b>	Paper uses correct MLA format, including a Works Cited page when necessary. Sources are documented according to MLA format.	<b>9</b>	<b>10</b>	<b>11</b>	<b>13</b>	<b>15</b>
<b>Bonus</b>	The paper was turned in with these elements: <ul style="list-style-type: none"> <li>• cover sheet</li> <li>• prewriting</li> <li>• rough draft, peer edited in class</li> <li>• final draft</li> </ul>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

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Score\_\_\_\_\_



Name\_\_\_\_\_ Peer Editor\_\_\_\_\_

### Peer Evaluation

1. What is the thesis of the paper?\_\_\_\_\_

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2. On a scale of 1 (not effective) to 5 (very effective), rate the introduction.\_\_\_\_\_

3. What is the author's purpose?\_\_\_\_\_

4. Has the author organized the essay effectively? ☐ yes ☐ no

5. Can you follow the ideas easily? ☐ yes ☐ no Your comments:\_\_\_\_\_

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6. How effective are the details? (Do they support the main idea of the paragraph and the thesis of the essay? Has the author used transitions to connect ideas?)\_\_\_\_\_

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7. On a scale of 1 (not effective) to 5 (very effective), rate the conclusion.\_\_\_\_\_

8. What is the best part of the essay?\_\_\_\_\_

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9. What are your suggestions to make the essay better?\_\_\_\_\_

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## Biblical Argument

Reflect upon the firm beliefs you have about your faith and defend your perspective in a persuasive essay that uses the Bible and other sources as support for your view.

**Length:** 1500 words, 5 page minimum, 7 page maximum; at least 3 sources

**Format:** MLA, including a Works Cited page

### Specific Requirements:

1. Cover sheet
2. All prewriting.
3. An outline, containing your thesis statement. Your paper must follow your outline, so make your outline detailed.
4. Rough drafts (2) with peer edits
5. Final draft, including the Works Cited page, containing at least 3 sources, including the Bible. The Bible is your primary source. Other sources may be books, print journals, online journals, other online sources, or interviews. Sources used must be cited parenthetically within the paper.
6. Grading rubric

**Rationale:** This paper is the culmination of all the skills learned in Comp. I. As such, it fulfills one of the Student Learning Objectives of Saint Louis Christian College, to be a capable and reliable communicator of the Bible. This paper is also in partial fulfillment of General Education Objective 1, which demands that you will demonstrate effective communication and can use a variety of research and documentation techniques.

**Your task:** You will select a position that can be supported scripturally. You will be attempting to persuade a reader to adopt a certain point of view. Your argument must contain sound reasoning and provide solid evidence using facts and evidence gleaned from your source materials. You must use scripture to prove your point, and your paper will not be accepted without scriptural support for your argument.

### Planning Your Argument:

1. Choose your issue and take your position. Note—this may take some preliminary library research to find an appropriate topic that can be covered in the space you have.
  - a. Choose one of the following biblical issues and where you stand on it.
    - i. Lying is/is not ever morally permissible.
    - ii. Christian women must have long hair. (Or, Christian women do not have to have long hair.)
    - iii. It is/is not right to eat in restaurants that have shrines to Buddha.
    - iv. Pets will/will not be in heaven.
    - v. Christians should not/may celebrate Halloween.

- vi. Christians may/may not date non-Christians.
    - vii. Christians may/may not view R-rated movies.
    - viii. Christians may/may not drink alcoholic beverages.
  - b. What are the premises your conclusion will be based on?
  - c. Is your logic sound?
  - d. What is your biblical support?
- 2. Analyze your argument.
  - a. State your proposition in a declarative sentence.
  - b. State your premises. Every premise **must** be supported by a biblical text reference.
    - i. Define your terms and list your support as declarative sentences.
    - ii. What are the arguments for the opposing view? Opposing views should be addressed in your paper.
  - c. State the logical conclusion based on the logical flow of each premise.
- 3. Research your topic.
  - a. Look online—*Google* is a good resource to begin.
  - b. Use biblical tools—*Strong's Concordance* can help you find scriptures. So will topical Bibles or a subject search on sites like biblegateway.com.
  - c. Use a *Thompson Chain-Reference Bible* and follow the topic through scripture.
  - d. Find library books on the topic.
  - e. Take notes as you read.
- 4. Structure your argument in a working outline.
  - a. Write out your argument as a multi-pronged academic thesis statement.
  - b. Decide how you will present the topic logically. Include the opposing viewpoint and your refutation of it.
  - c. Define your terms.
  - d. Consider your evidence. What evidence supports your point of view best? Which evidence is weak?
  - e. Note where you will use each piece of evidence, especially quotes.
  - f. Write some transitional sentences to get from one part of the paper to the next.

Name \_\_\_\_\_

## GEN 115, English Composition I

### Biblical Argument Grading Rubric

	<b>F</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>
<b>Thesis Statement:</b> Clear, focused, and guides the direction of the paper.	Unacceptable <b>0 points</b>	Minimal <b>2 points</b>	Adequate <b>3 points</b>	Proficient <b>4 points</b>	Exceptional <b>5 points</b>
<b>Outline:</b> Logical organization, leading to the conclusion; paper follows the outline.	Unacceptable <b>0 points</b>	Minimal <b>2 points</b>	Adequate <b>3 points</b>	Proficient <b>4 points</b>	Exceptional <b>5 points</b>
<b>Cover Sheet, Outline, Rough draft, and peer edit</b>	Not included <b>0 points</b>	Minimal <b>2 points</b>	Adequate <b>3 points</b>	Good <b>4 points</b>	Exceptional <b>5 points</b>
<b>3 required sources</b>	No sources <b>0 points</b>		1 source <b>3 points</b>	2 sources <b>4 points</b>	All sources used <b>5 points</b>
<b>Skillful use of the Bible</b>	Unacceptable <b>0 points</b>	Minimal <b>7 points</b>	Adequate <b>8 points</b>	Proficient <b>9 points</b>	Exceptional <b>10 points</b>
<b>Introduction</b> <ul style="list-style-type: none"> <li>Leads the reader into the argument</li> <li>Contains the thesis</li> </ul>	Unacceptable <b>0 points</b>	Minimal <b>6 points</b>	Adequate <b>8 points</b>	Proficient <b>10 points</b>	Exceptional <b>12 points</b>
<b>Body Paragraphs</b> <ul style="list-style-type: none"> <li>Logical organization</li> <li>Appropriate use of sources</li> </ul>	Unacceptable <b>0 points</b>	Minimal <b>6 points</b>	Adequate <b>9 points</b>	Proficient <b>12 points</b>	Exceptional <b>15 points</b>
<b>Conclusion</b> <ul style="list-style-type: none"> <li>Restates the thesis</li> <li>Effective</li> </ul>	Unacceptable <b>0 points</b>	Minimal <b>7 points</b>	Adequate <b>9 points</b>	Proficient <b>11 points</b>	Exceptional <b>12 points</b>
<b>Style</b> Paragraphs exhibit coherence, unity, and a clear purpose; sentences are varied, with good use of parallelism and transitions between sentences and paragraphs; word choice is appropriate, concise, and specific.	Unacceptable <b>12 points</b>	Minimal <b>14 points</b>	Adequate <b>16 points</b>	Proficient <b>18 points</b>	Exceptional <b>20 points</b>
<b>Grammar/Punctuation/Mechanics</b>	Unacceptable <b>0 points</b>	Minimal <b>5 points</b>	Adequate <b>6 points</b>	Proficient <b>7 points</b>	Exceptional <b>8 points</b>
<b>Format</b> <ul style="list-style-type: none"> <li>Layout</li> <li>In-text documentation</li> </ul>	Unacceptable <b>0 points</b>		Adequate <b>1 point</b>	Proficient <b>2 points</b>	Exceptional <b>3 points</b>

Score \_\_\_\_\_