

FIRST YEAR WRITING

EPIC



English: Pathways of Integrated Curricula

TRAINING MANUAL

TABLE OF CONTENTS

1101/1102 Policies and Guidelines.....	pg. 1
Pre/Post-Test for 1101.....	pg. 6
Essay 1: Summary/Response Paper.....	pg. 7
Guidelines.....	pg. 8
Sample Assignment Framework.....	pg. 9
Rubric.....	pg. 11
Essay 2: Critique Paper.....	pg. 13
Guidelines.....	pg. 14
Sample Assignment Framework.....	pg. 15
Rubric.....	pg. 17
Essay 3: Argumentative Synthesis.....	pg. 19
Guidelines.....	pg. 20
Sample Assignment Framework.....	pg. 21
Rubric.....	pg. 23
Revision Checklist (Interactive).....	pg. 25
Metacognitive Reflections Framework for Revisions.....	pg. 26
Multimodal Project Goals, Guidelines, and Rubric.....	pg. 27



Department of English
& Philosophy

1101/1102 POLICIES AND GUIDELINES

EPIC Common Policies for 1101 and 1102

ENGL 1101: Composition course focusing on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis and argumentation, and also including introductory use of a variety of research skills.

Learning Outcomes (Revised Spring of 2018):

- To identify and employ a variety of rhetorical modes and techniques of persuasion and acquire reasonable mastery of conventions of college-level prose writing.
- To develop and apply critical thinking skills in effective expository, analytical, and argumentative writing and to gain facility with the entire writing process from invention through revision.
- To develop organizational strategies, incorporate and document additional textual materials to strengthen and support argument.

1101 Policies

Text Selections:

- Reading selections for 1101 should be non-fiction and represent a diverse range of genres (ads, *NYT* articles, opinion pieces, pod casts, etc.) that explore a variety of issues.
- At least 75% of the readings for EPIC sections should be appropriate to the Pack's theme with at least one common text among sections.
- Readings on the fundamentals of effective reading and writing—active reading, claims, grounds, warrants, logical fallacies, grammar, mechanics, etc.—should be incorporated throughout.
- A few poems or a short story may be incorporated in the final phase of the semester, should the instructor choose, as long as the majority of the reading for the term is non-fiction per the parameters noted above. Please note that novels and full collections of short fiction/poetry are not appropriate for ENGL 1101.

Book Orders: Please get book orders to your pack leaders by mid-June. Pack leaders will review them and provide any necessary feedback, which may include revision requests. Final book orders must be approved by pack leaders before being submitted to Jonette Larrew. The Associate Director of First Year Writing will also be reviewing the book orders and will assume the approval role fully after the two year implementation phase.

Assigned Reading:

- No more than 30 pages of reading should be assigned each week, with no more than 300 pages of reading assigned over the course of the semester.
- Remember to include the common text when calculating your reading maximum.
- Also, if you incorporate a documentary, remember to calculate the visual equivalency as part of the reading maximum.

1101/1102 Policies and Guidelines

EPIC Assignment Trajectory: Assignments should be structured to move up Bloom's revised taxonomy as students acquire the skills necessary to produce coherent, organized, readable prose for a variety of rhetorical situations. (For detailed information on Bloom's taxonomy see <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>)

Trajectory:

- Summary/Response.
- Critique (of an argument in a text).
- Argumentative Synthesis (making an argument of their own, using material from source texts).
- Multimodal Assignment (introductory level).

Sample assignment sheets are provided for reference and guidance. While it is not yet required, it is recommended that each instructor follow the assignment templates provided, including headers and expectations, to provide consistency for students.

FYI—It is strongly recommended that you have your first major essay graded and returned to the students by the end of week 6 or 7. Remember that all students must have received a major grade *before* the withdrawal date.

Revisions: Students are allowed to revise at least one essay *after* that essay has been graded, and that revision should

- be accompanied by a metacognitive reflection (see sample in packet).
- replace the original grade, if better.

Common Assessment Practices:

- Students need to complete a brief Pre/Post-test measuring same skill set in each section. (See separate guidelines for this common assessment.)
- Common data spreadsheet of pre/post-test data, essay grades, and revision grades will be kept and submitted to pack leaders at the end of the term. (All data should be numerical—95 instead of an A—in the document.)
- Students participate in a qualitative self-reflection of the EPIC curricula.

Syllabi: Please submit fall ENGL 1101 syllabi to your pack leaders by August 3rd for review. They will provide any necessary revision requests. Once approved by pack leaders, syllabi should be submitted to the Associate Director of First Year Writing for final review/approval.

Connective Curricula

As you begin to plan for the movement from 1101 to 1102, the goal is for students to come to see these classes as a coherent design and as a program that aids them in their respective discipline-specific fields. This approach means:

- Consistent, pack specific themes across the courses.
 - Consistent, common vocabulary (lexicon), and knowledge set across instructors.
 - Recursive pedagogical design that repeats and deepens the writing skill set to promote learning and retention of material while advancing their analytical skills.
-

ENGL 1102: A composition course that develops writing skills beyond the levels of proficiency required by ENGL 1101 that emphasizes interpretation and evaluation, and that incorporates a variety of more advanced research methods.

Course Outcomes (Revised Spring 2018):

- To extend the skills of effective expository, analytical, and argumentative writing established in English 1101 and to comprehend principles important to constructing analysis-based essays.
- To apply critical thinking skills to analyze, synthesize, and evaluate information and ideas from diverse oral, written, and/or visual sources.
- To conduct research, develop organizational strategies, and compose documents using the academic conventions of English and to include both primary and secondary sources.

Statement on Research:

For 1102, research requirements should be in service of developing students' critical dispositions toward varied and sometimes conflicting types of information and helping them better understand that they are both consumers *and producers* of information. Privileging and requiring only one kind of source (for example, the scholarly, peer reviewed article) can both undermine this desired critical disposition and elevate the research process to a level that is beyond some students' critical reading and writing levels in 1102.

Students developing information literacy motivate themselves to seek authoritative sources (recognizing that various communities recognize authority differently), learn to assess content with a skeptical stance, have a self-awareness of their own biases and worldviews, and understand that maintaining these attitudes requires continual self-evaluation.

An understanding of these concepts encourages students to critically examine *all evidence* - from short blog posts to newspaper op-eds to level appropriate scholarly publications - and to ask relevant questions about context, stance, and relevance for the current information need. (Adapted from "Framework for Information Literacy for Higher Education.")

1102 Policies

Text Selections:

- Reading selections for 1102 should be primarily non-fiction and represent a diverse range of genres that explore a variety of issues.
- At least 75% of the readings for EPIC sections should be appropriate to the Pack's theme with at least one common text among sections.
- Readings on the fundamentals of the reading/writing process should be incorporated throughout.
- While 1102 may include some literature, should an instructor choose, that amount may not exceed one-third of the reading assigned.

1101/1102 Policies and Guidelines

Book Orders: Please get book orders to your pack leaders by October 1. Pack leaders will review them and provide any necessary feedback, which may include revision requests. Final book orders must be approved by pack leaders before being submitted to Jonette Larrew. The Associate Director of First Year Writing will also be reviewing the book orders and will assume the approval role fully after the two year implementation phase.

Assigned Reading:

- No more than 40 pages of reading should be assigned each week, with no more than 500 pages assigned over the course of the semester.
- Sections should incorporate at least one *student-driven/collaborative learning* unit. For example, this could be a themed unit they have selected and voted on as a class (or in assigned teams), or it may take the form of a service learning project, etc.

EPIC Assignment Trajectory: The assignments in 1102 should be structured to move up Bloom's revised taxonomy as students continue to build, deepen, and cement the skills necessary to produce coherent, organized, readable prose for a variety of rhetorical situations. As with 1101, significant coverage should be given to argumentation—claims, grounds, warrants—and the course should repeat and deepen the elements of the writing trajectory, but within the stated goals of 1102. (For detailed information on Bloom's taxonomy see <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>)

Trajectory:

- Summary/Response.
- Critique (of an argument in a text).
- Argumentative Synthesis (making an argument of their own, using material from source texts).
- Multimodal Assignment (intermediate level).

Sample assignment sheets for 1102 will be provided in fall 2018 for reference and guidance. While it is not yet required, it is recommended that each instructor follow the assignment templates, once available, including headers and expectations, to provide consistency for students.

FYI—It is strongly recommended that you have your first major essay graded and returned to the students by the end of week 6 or 7. Remember that all students must have received a major grade *before* the withdrawal date.

Revisions: Students are allowed to revise at least one essay *after* that essay has been graded, and that revision should

- be accompanied by a metacognitive reflection (see sample in packet).
- replace the original grade, if better.

Common Assessment Practices:

- Common data spreadsheet of essay grades and revision grades will be kept and submitted to pack leaders at the end of the term. (All data should be numerical—95 instead of an A—in the document.)
- Students participate in a qualitative self-reflection of the EPIC curricula.

Syllabi: Please submit spring ENGL 1102 syllabi to your pack leaders by January 3rd for review. Leaders will provide any necessary revision requests. Once approved by pack leaders, syllabi should be submitted to the Associate Director of First Year Writing for final review/approval.

Rubrics

The essay rubrics are now tables that build upon each other and layout the percentages each category contributes to the overall grade. You will note that

- the y axis lists the skills measured in each row with the x axis denoting the grade categories for those skills.
- the skills unique to each essay appear first in each rubric, and those content skills comprise 50% of the essay grade.
- the rubrics all share the last four rows, which measure the writing skills as 50% of the essay grade. Those percentages are as follows: format/basic requirements (10%), organization and development (20%), and style, grammar, and syntax (20%).
- some rows contain two measured skills. It is possible, for example, for a student to score an “A” for an effective organizational structure and sophisticated frame but receive a “B” for body paragraph development.

Given the vast variety of possible multimodal assignments, the rubric for those projects is designed to

- measure five common categories.
 - be flexible and adaptable across project types.
 - allow for holistic assessment.
-

PRE/POST-TEST FOR 1101

EPIC Sample Pre-test and Post-test Guidelines for 1101¹

The goal of this assessment is to a) provide instructors with a better understanding of student writing abilities to help guide writing instructions in each section; and b) to assess student growth in base skills sets across the term. Aggregate data for each EPIC section will be provided to Pack leaders at the end of each term.

Each instructor may design her/his own pre and post-tests that follow these parameters:

1. These writing assessments should respond to a *short* text via *brief* prompts that students are able to complete in a single class period.
2. Students should be asked to write two paragraphs: one that summarizes the text and one that makes an argument about the text.
3. Texts of similar difficulty should be selected for the pre and post-test.
4. The pre-test should be given the week following drop/add with the post-test falling approximately in the last week of the semester.

Paragraph One: Summarize the text (5-7 sentences).

- *Possible prompt for argumentative text:* What are the main ideas? How are those main ideas supported?
- *Possible prompt for case study:* Objectively describe the two sides of the ethical dilemma.
- *Possible prompt for visual:* What is the dominant emotion of the primary figure in the picture? How do you know this?

Paragraph Two: Present an argument about the text (7-9 sentences).

- *Possible prompts for argumentative text:*
Is this a valid argument? Why or why not? OR
Present and defend a solution to the problem outlined in the article. OR
What is the biggest problem with the position the article takes? Why?
- *Possible prompts for case study:*
Present and defend a solution to the ethical dilemma. OR
Present and defend a solution that both parties would likely agree to.
- *Possible prompts for visual:*
What is at stake in this visual? Why might the designer have made these choices? OR
What facts might the picture/ad be obscuring? Why do these facts matter?

Scoring:

- Instructors should holistically grade each assessment, assigning two scores: one to the summary paragraph and one to the argumentative paragraph. [FYI—While student grammar and mechanic performance should inform instruction, the pre/post-test scoring should assess just the two skills targeted (summary/argument).]
- These scores should be entered into the cumulative data collection spreadsheet.
- The pre/post-test assessment scores are not factored into the student's grade for 1101.

¹ Developed initially by B. Parks.

**ESSAY 1:
SUMMARY/RESPONSE PAPER**

ESSAY 1 GUIDELINES

EPIC ENGLISH 1101

Essay 1: Summary and Response

Assignment Guidelines

Length: 2-3 pages minimum (500-1000 words)

Purpose:

The writer will demonstrate the ability to accurately summarize a source text and develop an original argument directly in response to that author's argument. Specifically, the writer will practice critical reading skills, in-depth summary, presenting a clear and precise argument in the thesis statement, supporting the thesis with effective paragraphs, and incorporating sources with proper citation.

Goals:

- The writer will provide a detailed, accurate summary of the main ideas, claims, and overall argument of a text in original language (quotes should be MINIMAL and used only to highlight key terms or phrases that cannot be summarized or paraphrased in different words).
- The writer will demonstrate satisfactory critical reading skills and understanding of the source.
- The writer will present a thesis statement that offers a critical, engaged reader's response to the argument outlined in the summary.
- The writer will develop and sustain an argument in support of the thesis through effective body paragraphs (driven by a clear claim/topic sentence with supporting analysis and discussion of evidence from the text).
- The writer will present an argument and summary that is entirely original. (No outside or additional research/sources to be used beyond the original summarized text.)
- The writer will incorporate discussion of source through a variety of methods (summary, paraphrase, and quotations).
- The writer will follow MLA format and reference primary source through both a works cited page and in-text citations.

ESSAY 1: SAMPLE ASSIGNMENT FRAMEWORK

EPIC ENGL 1101 (Sample Assignment)

Essay 1: Summary and Response Paper

ENGL 1101, Laura McKee

Length: 2-3 pages minimum (500-1000 words)

Due Dates:

Rough Draft: x/x/x (Bring a typed, hard copy of complete draft to class.)

Final Draft: x/x/x (Hard copy of final draft + workshopped rough draft & worksheet, stapled together; an electronic copy of your final draft should also be uploaded to Course Den by due date.)

Purpose:

In this assignment, you will develop an original argument directly in response to the argument of another writer. Specifically, you will practice critical reading skills, presenting a clear and precise argument in your thesis statement, supporting your thesis with effective paragraphs, and incorporating sources (by quoting, summarizing, and paraphrasing) in MLA format (through in-text citations and works cited page).

Description:

So far this semester, we've discussed articles and essays that explore the relationship of science and technology to the body, as well as one's sense of identity and purpose. For this essay, you'll respond to the main argument of ONE of these articles (Robert M. Sapolsky's "Superhumanity," Emily Anthes' "The Race to Create Cyborg Insects," Madeleine Stix's "This Cyborg Wants to Hack Your Body," or Jesmyn Ward's "Cracking the Code.")

Summary and Introduction:

In the introductory paragraph, you will present a summary (5-7 sentences) of the author's **main argument and key points** (you don't need to give examples from the chapter; you'll do this in the body of the paper). **Ideally, your summary should be between 5-7 sentences** and should be written **entirely in your own words**, followed by an in-text citation. Remember, the argument isn't simply what the article is "about," but rather what the writer is trying to **actively persuade you to think or feel about** a particular issue or subject. As we've discussed at length, sometimes, the argument is explicit, but often it is implied. Be sure to review your class notes and journal entries as you prepare.

Thesis Statement:

Building from the "Three Ways to Respond" chapter in *They Say/I Say*, your thesis will need to present a **specific argument that critically and intellectually responds to the writer's main argument you've summarized in the intro.**, using one of the template prompts from the following categories:

Essay 1: Sample Assignment Framework

1. “Disagree—and Explain Why” (58-60)
2. “Agree—But With a Difference” (61-63)
3. “Agree and Disagree Simultaneously” (64-66)

As we discussed in class, keep in mind that the templates are not “Mad Libs” or strict formulas. Use them as a way to brainstorm a basic structure for your argument, but feel free to adapt as needed in order to maintain **logic, clarity, and correct grammar** in your writing.

Supporting Argument/Body:

Next, you will “prove” and support your thesis throughout the body of your essay (3-5 body paragraphs). Each body paragraph should include a clear topic sentence and supporting examples from the article (as well as your own experience/knowledge when clearly relevant). **Note: approximately 2/3 of your argument should directly respond to key ideas/examples from the chapter. No more than 1/3 of the essay should rely on personal experience.** Though you are primarily responding to ONE chapter, you are welcome to include supporting evidence from other sections of the book if you find them helpful in “proving” your thesis statement.

Conclusion

Re-emphasize and expand upon your own argument. Reflect on why this topic is important beyond the scope of your own essay. Why should your reader care? What is at stake? In other words, leave your reader with a sense of the larger issues relevant to your topic.

MLA Format

Be sure to use the Purdue OWL website in formatting both your in-text citations and works cited page. Be sure to cite every reference to your source, including any material summarized or paraphrased.

No outside research, please. Your essay should be an original response to the essay of your choice.

***Grading Rubric posted in Course Den.**

ESSAY 1: RUBRIC

Essay 1: Summary/Response

FYW Program, Dept. of English, University of West Georgia

Category/Grade	A	B	C	D	F	Assessment
Summary & Critical Reading (25%)	<p>Neutrally and accurately synthesizes the main ideas and argument of text, along with key supporting claims, in original language.</p> <p>Demonstrates deep intellectual engagement with and understanding of material.</p>	<p>Accurately summarizes main argument in original language, may overlook one or two key supporting points.</p> <p>Demonstrates engagement with and solid understanding of material.</p>	<p>Accurately summarizes the main argument in original language though summary may be overly general, vague or overlook key supporting claims.</p> <p>Demonstrates surface level engagement with material and limited, if accurate, understanding.</p>	<p>Captures some of the main ideas, though missing a summary of the larger argument. Most in original language.</p> <p>Little engagement with text and/or partial understanding of material. May interject opinion rather than neutrally summarizing the author's ideas.</p>	<p>Mainly quotes from or relies too heavily on original wording and/or inaccurately represents the author's argument and/or summary focuses on personal opinion rather than neutrally presenting the text.</p> <p>Demonstrates little to no engagement with the text and/or inaccurate understanding.</p>	
Response/Thesis (25%)	<p>The thesis demonstrates insightful engagement with and a clear, detailed, compelling argument in response to the text, regarding its effectiveness or significance.</p>	<p>The thesis demonstrates engagement with text and a clear compelling argument in response to the text, regarding its effectiveness or significance, though may be lacking in specificity or detail.</p>	<p>The thesis clearly responds to text, though argument may be vague or lacking in critical engagement.</p>	<p>The thesis lacks clarity or a clear argument/engagement with text.</p>	<p>No discernable thesis. Little to no evidence of engagement with or understanding of the text.</p>	

Essay 1: Rubric

<p>Organization & Development (20%)</p>	<p>Provides an effective organizational structure that includes sophisticated introductory and conclusion paragraphs.</p> <p>All body paragraphs include well-developed summary and critique with strong topic sentences, effective sequencing of ideas and smooth transitions.</p>	<p>Provides an organizational structure that includes an effective introduction and conclusion.</p> <p>Body paragraphs include well-developed summary and critique with effective topic sentences, sequencing of ideas and transitions, though some development may be needed.</p>	<p>Includes an introduction and conclusion, though some development may be needed.</p> <p>Body paragraphs include summary and critique, most containing recognizable topic sentences. Sequencing of ideas and transitions may be illogical or lacking at times.</p>	<p>Includes an introduction and conclusion, yet they contain ambiguities or irrelevant information.</p> <p>Body paragraphs include summary and critique, but sequencing of ideas is illogical or hard to follow. Ineffective transitions.</p>	<p>The essay lacks an organizational strategy on both the paragraph and sentence levels.</p>	
<p>Style, Grammar & Syntax (20%)</p>	<p>Tone is rhetorically effective, and ideas are clearly articulated using precise word choice and varied sentence structures.</p> <p>Grammar, spelling, and punctuation are conventionally appropriate with very few errors, none of which interferes with coherence.</p>	<p>Tone is rhetorically effective, and ideas are clearly articulated using precise word choice and varied sentence structures, though some sentences may include minor phrasing or word choice issues.</p> <p>Contains no distracting patterns of grammar, spelling and punctuation errors.</p>	<p>The essay has no pervasive pattern of sentence-level incoherence, but tone is inconsistent, sometimes lacking sentence variety and effective word choice.</p> <p>Includes some distracting, but not serious, problems in grammar, spelling and punctuation.</p>	<p>The essay contains patterns of sentence-level incoherence and lacks sentence variety and effective word choice.</p> <p>Includes many distracting errors in grammar, spelling, and punctuation.</p>	<p>Serious sentence-level incoherence, no sentence variety and ineffective word choice.</p> <p>Grammar, spelling, and punctuation errors obstruct meaning.</p>	
<p>Format & Basic Requirements (10%)</p>	<p>Adheres to <i>all</i> assignment requirements regarding MLA formatting, length, and topic.</p>	<p>Adheres to assignment requirements concerning length and topic with very few MLA formatting issues.</p>	<p>Mostly adheres to assignment requirements concerning length and topic with few MLA formatting issues.</p>	<p>Fails to adhere to essay length or topic requirements and includes consistent MLA formatting issues.</p>	<p>Fails to adhere to all assignment requirements, the prompt, and/or includes plagiarism.</p>	

**ESSAY 2:
CRITIQUE PAPER**

ESSAY 2: GUIDELINES

EPIC ENGLISH 1101

Essay 2: Critique

Assignment Guidelines

Length: 3 pages minimum (1000-1200 words)

Purpose:

The writer will demonstrate the ability to accurately summarize, critique, and evaluate a source text. Specifically, the critique paper asks a writer to make an informed value judgment in which she/he deems a source text effective or ineffective, persuasive or unpersuasive, via established criteria and standards, such as rhetorical appeals (i.e., ethos, pathos, and logos), argumentation principles (e.g., logical fallacies, claims, evidence, and analysis), and writing conventions (e.g., organization and style), among others.

Goals:

- The writer will demonstrate aptitude at summarizing the words, ideas, and rhetorical and compositional choices of others in a clear, concise, and accurate manner.
- The writer will demonstrate aptitude at critiquing, or otherwise making an argumentative assessment about, the words, ideas, and rhetorical and compositional choices of others with reference to and explanation of specific textual evidence.
- The writer will demonstrate an understanding of grammatical and stylistic conventions in writing through use of standard grammar, varied syntax, context-appropriate tone, and otherwise readable prose.
- The writer will demonstrate an understanding of the organizational conventions that characterize academic writing through the inclusion of identifiable introduction and conclusion paragraphs, as well as content paragraphs containing clear claims, evidence, and explanation/analysis.
- The writer will demonstrate an awareness of manuscript, citation, and documentation conventions in academic and professional writing through accurate adherence to MLA style guidelines.

ESSAY 2: SAMPLE ASSIGNMENT FRAMEWORK

EPIC ENGL 1101 (Sample Assignment)

Essay 2: Critique

ENGL 1101, Black/Morin

Length: 3 pages minimum (1000-1200 words)

Due Dates:

Rough Draft Due: x/x/x (Bring a typed, hard copy of complete draft to class.)

Final Draft Due: x/x/x (Hard copy of final draft + workshopped rough draft & worksheet stapled together. An electronic version of your final draft should also be uploaded to the appropriate Course Den dropbox by the due date. Failure to submit the paper on or before will result in the grade penalties for late and missing papers described on the syllabus.)

Purpose:

In the critique paper, as we have discussed, you must **critique, evaluate**, and otherwise **assess** what you have read, and you must refer to established criteria and standards such as rhetorical appeals (i.e., ethos, pathos, and logos), argumentation principles (e.g., logical fallacies, claims, evidence, and analysis), and writing conventions (e.g., organization and style), among other things, to do so. Remember: the critique paper is not a response paper. Indeed, while the response paper asked you to articulate and to defend a response to a source text, the critique paper asks you to refer to the above criteria and standards to make a value judgment in which you deem a source text effective or ineffective, persuasive or unpersuasive, and so forth. Please consult the relevant course materials should you need to review the qualities that make an effective critique paper.

Description:

For this essay, choose ONE of the assigned articles (Ettlinger’s “Where Does Polysorbate 60 Come From, Daddy?,” Pollan’s “Nutritionism,” McWilliams’ “The Green Monster: Could Frankenfoods Be Good for the Environment?,” or Lionette’s “Mass Production of Food Is Ruining Our Health”). Then, critique the text by (1) articulating clear, arguable, and—most important—identifiable **claims** in which you evaluate the text; (2) providing **evidence**, specific examples of specific criteria, to support such claims; and (3) composing **analysis** in which you explain how you perceive the provided evidence supporting the articulated claims.

Introduction:

The introduction should achieve three objectives: (1) it should **introduce** the text being critiqued, including both its title and its author, if applicable; (2) it should **summarize** both what the text says and how the text says it in a clear, concise, and accurate manner; and (3) it should conclude with an **argumentative thesis statement** that articulates a critique/assessment of the text with reference to specific rhetorical, compositional, argumentative, stylistic, organizational, (etc.), choices.

Essay 2: Sample Assignment Framework

Thesis Statement:

Your thesis should present a clear and concise argumentative statement that evaluates the *effectiveness* or *persuasiveness* of the source text based on its use of rhetorical appeals (logos, pathos, or ethos), argumentation principles (logical fallacies, claims, and evidence) and/or writing conventions (organization and style). Remember, your thesis should *not* be presented as a response to the text's main points (e.g., agreeing or disagreeing with the text's ideas) but should make a value judgement about the text (e.g., why the text is effective or persuasive).

Supporting Argument/Body:

Each content paragraph should likewise include three components: (1) **a topic sentence**, (2) **evidence**, and (3) **analysis**. Each **topic sentence** should make an argumentative claim that further specifies the assessment of the source text articulated in the thesis statement, and as such should evaluate a particular rhetorical, compositional, organizational, stylistic, logical, (etc.), choice made in that text. **Evidence**, meanwhile, will take the form of quotations or of paraphrases, from the source text, that support and/or illustrate the claim made in the topic sentence, and the **analysis** will explain how each piece of evidence supports, illustrates, and otherwise “proves” the argued evaluation.

Conclusion:

The conclusion, in general, has just two objectives: (1) it should restate the thesis statement *in other words*, and (2) it should summarize, in a few sentences, the overall argument made in the essay.

MLA Format:

The paper should follow current MLA style guidelines. Be sure to include in-text citations for direct quotations and paraphrases from your source as well as a Works Cited page. NOTE: The Purdue OWL website is an excellent resource for MLA guidelines, including formatting in-text citations and your Works Cited page.

No outside research for this essay. This should be *your* evaluation of the source text.

***The grading rubric for this essay is available on Course Den.**

ESSAY 2: RUBRIC

Essay 2: Critique

FYW Program, Dept. of English, University of West Georgia

Category/ Grade	A	B	C	D	F	Assessment
Critique/ Thesis (30%)	<p>The thesis offers an insightful evaluation of the text that clearly identifies the strengths/weaknesses in the author's argument.</p> <p>The body effectively evaluates the accuracy, logic, and credibility of the author's claims and provides specific evidence from the text to support the evaluation.</p>	<p>The thesis offers an evaluation of the text that clearly identifies the strengths/weaknesses in the argument, though it may lack some sophistication.</p> <p>The body effectively evaluates the accuracy, logic, and credibility of the author's claims but more depth or evidential support may be needed.</p>	<p>The thesis evaluates the text's strengths/weakness but may lack clarity or depth.</p> <p>The body evaluates the accuracy, logic, and credibility of the author's claims, but evaluation is general at times, only providing adequate evidence in some places.</p>	<p>The thesis lacks clarity or a critical lens.</p> <p>The body is overly general and lacks critical depth due to inadequate support.</p>	<p>No discernable thesis related to the prompt.</p> <p>Little to no evidence of critique in the body of the paper.</p>	
Summary (20%)	<p>Summary provides a brief, unbiased, and sophisticated restatement of the text without oversimplification of ideas.</p> <p>Summary demonstrates a clear understanding of the text.</p> <p>Uses summary/paraphrase effectively as evidential support for the critique. Proper in-text citations used when needed.</p>	<p>Summary provides a brief, unbiased, and effective restatement of the text, though some ideas may be over-simplified.</p> <p>Uses summary/paraphrase as evidential support for the critique, though may lack some sophistication. Proper in-text citations used when needed.</p>	<p>Summary is largely objective and concise, but may include occasional bias, miscomprehension, and/or oversimplification of ideas.</p> <p>Uses summary/paraphrase for evidential support, though more evidence and development may be needed. Minimal problems with in-text citations.</p>	<p>Summary rests primarily on opinion and/or demonstrates miscomprehension of the text's ideas and/or ideas are consistently oversimplified.</p> <p>Essay lacks effective use of summary/paraphrase for evidential support and/or lacks in-text citations.</p>	<p>Summary of the assigned essay is either not present or significantly under-developed, highlighting pervasive patterns of miscomprehension, bias, and over-simplification.</p>	

Essay 2: Rubric

<p>Organization & Development (20%)</p>	<p>Provides an effective organizational structure that includes sophisticated introductory and conclusion paragraphs. All body paragraphs include well-developed summary and critique with strong topic sentences, effective sequencing of ideas and smooth transitions.</p>	<p>Provides an organizational structure that includes an effective introduction and conclusion. Body paragraphs include well-developed summary and critique with effective topic sentences, sequencing of ideas and transitions, though some development may be needed.</p>	<p>Includes an introduction and conclusion, though some development may be needed. Body paragraphs include well-developed summary and critique, most containing recognizable topic sentences. Sequencing of ideas and transitions may be illogical or lacking at times.</p>	<p>Includes an introduction and conclusion, yet they contain ambiguities or irrelevant information. Body paragraphs include summary and critique, but sequencing of ideas is illogical or hard to follow. Ineffective transitions.</p>	<p>The essay lacks an organizational strategy on both the paragraph and sentence levels.</p>	
<p>Style, Grammar & Syntax (20%):</p>	<p>Tone is rhetorically effective, and ideas are clearly articulated using precise word choice and varied sentence structures. Grammar, spelling, and punctuation are conventionally appropriate with very few errors, none of which interferes with coherence.</p>	<p>Tone is rhetorically effective, and ideas are clearly articulated using precise word choice and varied sentence structures, though some sentences may include minor phrasing or word choice issues. Contains no distracting patterns of grammar, spelling and punctuation errors.</p>	<p>The essay has no pervasive pattern of sentence-level incoherence, but tone is inconsistent, sometimes lacking sentence variety and effective word choice. Includes some distracting, but not serious, problems in grammar, spelling and punctuation.</p>	<p>The essay contains patterns of sentence-level incoherence and lacks sentence variety and effective word choice. Includes many distracting errors in grammar, spelling, and punctuation.</p>	<p>Serious sentence-level incoherence, no sentence variety and ineffective word choice. Grammar, spelling, and punctuation errors obstruct meaning.</p>	
<p>Format & Basic Requirements (10%):</p>	<p>Adheres to <i>all</i> assignment requirements regarding MLA formatting, length, and topic.</p>	<p>Adheres to assignment requirements concerning length and topic with very few MLA formatting issues.</p>	<p>Mostly adheres to assignment requirements concerning length and topic with few MLA formatting issues.</p>	<p>Fails to adhere to essay length or topic requirements and includes consistent MLA formatting issues.</p>	<p>Fails to adhere to all assignment requirements, the prompt, and/or includes plagiarism.</p>	

ESSAY 3: ARGUMENTATIVE SYNTHESIS

ESSAY 3: GUIDELINES

EPIC ENGLISH 1101

Essay 3: Argumentative Synthesis

Length: 3-4 pages minimum (1000-1200 words)

Purpose:

The writer will demonstrate the ability to synthesize multiple sources toward the development of an original argument. Specifically, the assignment asks writers to examine various texts and media on related topics, considering how these texts inform and interact with one another in conversation. Identifying a critical conversation, writers will then practice participating meaningfully in such conversations via informed critical response.

Goals:

- The writer will identify a critical conversation taking place across multiple texts/media.
- The writer will select appropriate sources for synthesis toward a larger claim.
- The writer will demonstrate satisfactory critical reading skills and comprehension of sources.
- The writer will provide detailed, accurate information from sources in the form of effective summary, paraphrase, and quotation.
- The writer will thoroughly and correctly document use of source material, following MLA format and referencing sources in a works cited page and in-text citations.
- The writer will present a thesis statement that offers a critical, engaged reader's analysis of the conversation represented by/in source material.
- The writer will develop and sustain an argument in support of the thesis through effective body paragraphs (driven by a clear claim/topic sentence with supporting analysis and discussion of evidence from the texts).
- The writer will present an argument that is entirely original (*no outside research or additional resources used beyond the synthesized course texts*) and participates in an ongoing critical conversation.

ESSAY 3: SAMPLE ASSIGNMENT FRAMEWORK

EPIC ENGL 1101 (Sample Assignment)

Essay 3: Argumentative Synthesis

ENGL 1101, Finck/Dycus

Length: 3-4 pages minimum (1000-1200 words)

Due Dates

Rough Draft: x/x/x (Bring typed, hard copy of complete draft to class.)

Final Draft: x/x/x (Submit final draft in the appropriate assignment folder in Course Den.)

Purpose

In this assignment, you will gain an understanding of how various texts and media on related topics inform and interact with one another in conversation. Additionally, the assignment invites *you* to join a critical conversation by using the analytical skills you gained from the first two essay assignments and synthesizing multiple sources toward an original argument.

Description

Select two course texts that offer parallel, opposing, or adjacent viewpoints on/representations of one of the topics we've discussed in relation to [course theme, unit topic, or primary text]. Then, develop your argument by using one text to "read" or interpret the other *or* by comparing and contrasting both texts' arguments toward an original argument about [theme/topic/text].

Below are some sample prompts to help you get started. You may use one of these, adapt one, or meet with me discuss an idea all your own.

- Prompt
- Prompt
- Prompt
- Prompt

Your objective is to formulate an argument using the texts you've selected as support for your claims. Remember that some of the paired texts from the course represent opposing perspectives, while others' stated or implied arguments/foci align or address different aspects of the same overarching issue. It will be up to you to determine how to use each text in relation to the other and with respect to your overall argument, but your essay must reflect both sources as part of a critical conversation.

Introducing the Conversation

In the introductory paragraph, you will present a brief overview of the critical conversation in which the two texts you've selected participate. You should begin by introducing the general topic and then narrow your focus by introducing and summarizing the main arguments of both texts. Finally, conclude your introduction with an *argumentative thesis statement* that articulates ONE of the following: (a) what readers gain by using one of your texts as a "lens" through which to "see" the other; or (b) what examining these two texts comparatively shows us that we might not otherwise have seen. Consider our reading from John Berger's *Ways of Seeing* as you frame your argument.

Essay 3: Sample Assignment Framework

Thesis Statement

Your thesis should articulate a specific argument that engages critically and intellectually with the texts you've presented in the intro. Remember, the argument isn't simply what these texts are "about," but rather what these writers, artists, filmmakers, etc. *in concert* motivate us to think about a particular issue or subject and where we might go from there. Build toward your thesis statement by adapting templates from *They Say, I Say* on "Introducing an Ongoing Debate" (25-28) and "Signaling Who Is Saying What" (71-73), but don't stop there. Take a side. Articulate your own stance. Offer your own interpretation or perspective, informed by your sources.

Supporting Argument/Body

Each content paragraph should include three components: (1) *a topic sentence*, (2) *evidence*, and (3) *analysis*. Each topic sentence should make its own argumentative claim that further specifies or demonstrates your reasoning for the overall claim you've made in your thesis statement. Evidence, meanwhile, will take the form of quotations or of paraphrases from the source texts that support or illustrate the claim made in the topic sentence. Your analysis will explain *how* each piece of evidence supports, illustrates, and otherwise proves your argument. No outside research is allowed. This essay should demonstrate your own ability to identify a critical conversation and to join it. Consistently analyze your source texts throughout, avoiding personal response or anecdotes, metadiscursive references to the assignment or your writing process, and heavy summary.

Conclusion

Re-emphasize and expand upon your own argument. Reflect on why this topic is important beyond the scope of your own essay. Why should your reader care? What is at stake? Reiterate the value of considering your source texts together. In other words, leave your reader with both a sense of the critical conversation reflected in your essay and a way to enter that conversation themselves.

MLA Format

Be sure to use the Purdue OWL website in formatting both your in-text citations and works cited page. Be sure to cite every reference to your source, including any material summarized or paraphrased.

Evaluation

See Grading Rubric for Essay 3 posted in Course Den.

ESSAY 3: RUBRIC

Essay 3: Argumentative Synthesis FYW Program, Dept. of English, University of West Georgia

Category/Grade	A	B	C	D	F	Assessment
Synthesis/ Analysis (25%)	Essay effectively synthesizes course texts, providing specific evidence from the texts to support the argument and join the conversation.	Essay effectively synthesizes course texts, providing evidence from the texts to support the argument, but remains hesitant to join the conversation.	Essay synthesizes course texts, but analysis is general and evidence may be vague; contributes little to the conversation.	Essay is overly general and lacks critical depth due to inadequate support; fails to join the conversation.	Little to no evidence of analysis and/or synthesis of course texts in the body of the paper.	
Argument/ Thesis (25%)	Thesis offers an insightful, original, and intellectually ambitious argument grounded in careful analysis of the texts selected and awareness of the critical conversation.	Thesis offers an insightful, original argument grounded in careful analysis of the texts selected and awareness of the critical conversation.	Thesis engages with texts selected in their critical context but fails to offer an insightful or original argument.	Thesis lacks clarity or misrepresents texts selected or their context.	No discernable thesis or argument.	
Organization & Development (20%)	Provides an effective organizational structure that includes sophisticated introductory and conclusion paragraphs. All body paragraphs include well-developed analysis through strong topic sentences, effective sequencing of ideas, and smooth transitions.	Provides an organizational structure that includes an effective introduction and conclusion. Body paragraphs include well-developed analysis with effective topic sentences, sequencing of ideas and transitions, though some development may be needed.	Includes an introduction and conclusion, though some development may be needed. Body paragraphs include analysis, most containing recognizable topic sentences. Sequencing of ideas and transitions may be illogical or lacking at times.	Includes an introduction and conclusion, yet they contain ambiguities or irrelevant information. Body paragraphs include some analysis, but may rely too much on summary, generalization, or personal response; sequencing of ideas are illogical or hard to follow. Ineffective transitions.	The essay lacks an organizational strategy at both paragraph and sentence levels. Body paragraphs primarily rely on summary, generalization or personal response.	

Essay 3: Rubric

<p>Style, Grammar, & Syntax (20%)</p>	<p>Tone is rhetorically effective, and ideas are clearly articulated using precise word choice and varied sentence structures.</p> <p>Grammar, spelling, and punctuation are conventionally appropriate with very few errors, none of which interferes with coherence.</p>	<p>Tone is rhetorically effective and ideas are clearly articulated using precise word choice and varied sentence structures, though some sentences may include minor phrasing or word choice issues.</p> <p>Contains no distracting patterns of grammatical, spelling, or punctuation errors.</p>	<p>The essay has no pervasive pattern of sentence-level incoherence, but tone is inconsistent, sometimes lacking sentence variety and effective word choice.</p> <p>Includes some distracting, but not serious, problems in grammar, spelling and punctuation.</p>	<p>The essay contains patterns of sentence-level incoherence and lacks sentence variety and effective word choice.</p> <p>Includes many distracting errors in grammar, spelling, and punctuation.</p>	<p>Serious sentence-level incoherence, no sentence variety and ineffective word choice.</p> <p>Grammar, spelling, and punctuation errors obstruct meaning.</p>	
<p>Format & Basic Requirements (10%)</p>	<p>Adheres to <i>all</i> assignment requirements regarding MLA formatting, length, and topic.</p>	<p>Adheres to assignment requirements concerning length and topic with very few MLA formatting issues.</p>	<p>Mostly adheres to assignment requirements concerning length and topic with few formatting issues.</p>	<p>Fails to adhere to essay length or topic requirements and includes consistent MLA formatting issues.</p>	<p>Fails to adhere to assignment requirements, the prompt, and/or includes plagiarism.</p>	

REVISION CHECKLIST*

Main Components	Citations	Voice & Style
<p>Prompt:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Did you follow <i>all</i> of the assignment instructions? <input type="checkbox"/> Appropriate page length? (Minimum page length + the Works Cited?) <input type="checkbox"/> Did you include references to primary and secondary sources? <input type="checkbox"/> Does your essay include <u>summary, critique, analysis/synthesis</u> as directed in the prompt? <p><u>Introduction:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Do the opening sentences draw the reader in? <input type="checkbox"/> Do you provide adequate context for the topic/theme? <input type="checkbox"/> Do you formally introduce the text (film or novel) your essay will analyze? <input type="checkbox"/> Does the introduction lead your reader clearly to your thesis? <p><u>Thesis:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Is your thesis specific and focused using precise word choice? <input type="checkbox"/> Does your thesis make a point worth considering? In other words, does it answer what the significance of your argument is? Does it go beyond observation (for example, <i>Annihilation</i> uses the uncanny) to make a claim (<i>Annihilation</i> uses the uncanny to _____.) 	<p>Topic Sentences:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Do your paragraphs begin with <u>topic sentences</u> that clarify the argument for the paragraph? • Avoid beginning body paragraphs with quotes, plot summary, generalizations, or facts. <p>Body Paragraphs:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does each paragraph have a single topic or point? <input type="checkbox"/> Do you develop your claims thoroughly with evidence, reasons, or examples? <input type="checkbox"/> Do all the ideas in your paragraph flow together and prove or illustrate your topic sentence? <input type="checkbox"/> Have you made adequate <u>transitions</u> from paragraph to paragraph? <input type="checkbox"/> Is each paragraph related to your main idea or thesis? <p><u>Conclusions:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Does your conclusion begin with a brief summation of your thesis/main points? <input type="checkbox"/> Does your conclusion reflect on the importance of your topic to the reader/society? <input type="checkbox"/> Does your conclusion leave your reader with something meaningful to think about? 	<p>Direct Quotations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Did you <u>integrate the quotes</u> with a signal phrase: In “Nutritionism,” Michael Pollan argues, “ “ (42). OR a lead-in sentence: Langston Hughes creates an optimistic tone through the speaker’s emphatic belief that America can still become a land of opportunity: “ “ (lines 7-8). <input type="checkbox"/> Did you cite your quotations using proper <u>MLA formatted in-text citations</u>? For example: <ul style="list-style-type: none"> • (Pollan 42)—texts with author and page # • (Roberts)—texts with author but no page #, usually a web source. • (“Anthropocene”)—text with no author or page #. Use a shortened version of the text’s title. <input type="checkbox"/> If you have <u>block quotations</u> (quotes that extend over four typed lines), did you format them correctly? <p><u>Paraphrasing & Summarizing</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Do you cite the information you paraphrased or summarized from sources with in-text citations? <input type="checkbox"/> Did you check your document to make sure that any ideas taken from another source were cited? Failure to cite ideas taken from sources is a form of <u>plagiarism</u>.
		<p>Format</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is your paper formatted according to <u>MLA guidelines</u>? Appropriate header? Page numbers? Title? <input type="checkbox"/> Do you have a Works Cited that is MLA formatted? <input type="checkbox"/> Do you use 12 pt. Times New Roman Font? <input type="checkbox"/> Do you use 1” margins?
		<p>Proofreading</p> <ul style="list-style-type: none"> <input type="checkbox"/> Did you <u>proofread</u> your paper for grammar, spelling and punctuation errors? <ul style="list-style-type: none"> • <u>Commas and Semicolons</u> • <u>Punctuation: a Brief Overview</u> <input type="checkbox"/> Did you read your essay aloud to catch syntax or awkward phrasing issues?

*All underlined text are active links to on-line sources.
Checklist inspired by the Ashford UWC.

METACOGNITIVE REFLECTIONS FRAMEWORK FOR REVISIONS

Metacognitive Reflections on Major Essay Sample Framework, K. Casper

Assignment: After receiving your graded final draft on TurnItIn, complete the following exercise in a word document and upload your responses to TurnItIn. Please number each response and provide thoughtful answers to each question.

1. **Re-read the essay writing prompt.** After receiving your grade, what aspects of the prompt do you feel like you needed to address better? Where did you struggle?
2. **Read all my in-text comments.** What in-text comment (or comments if the same comment was repeated several times) seemed the most significant to you? What makes it significant?
3. **Consult your score on the rubric.** Which criteria did you receive the lowest score on? What are the outcomes defined under that level of the scale? For example, if you received a “C” on “Thesis,” what are the outcomes listed in that box on the rubric? What do you think you need to focus on in your writing to move that criteria up one level?
4. **Listen to my audio comments.** After listening, summarize what I said. Consult Chapter 2 in TSIS on summarizing, and select signal verbs that you think best capture the spirit of my comments.
5. After completing the first four steps, answer the following question in a thoughtful, critically minded paragraph:

What two aspects of my writing process will I change in my revision, and how will this change improve my finished product?

These changes can be anything: going to the writing center during the invention/drafting/ revising/editing/researching stage, visiting Dr. Casper in his office hours, beginning earlier, going to the library for research assistance, committing myself to finally understanding what a sentence fragment is and how I can fix it, (etc.). **Isolate what changes you think will improve your draft the most in your revision and provide a concrete plan to address those changes.**

MULTIMODAL PROJECT GOALS, GUIDELINES, RUBRIC

English Composition – Multimodal Projects – Goals and Guidelines

Definition: Multimodal composition is the practice of using communicative modes such as still images, moving images, recorded audio, speech, and even gestures rather than, or in addition to, the written word to communicate with an audience.

Assignment Goals: This project seeks

- to introduce students to “multimodality” as a concept relevant to them in a culture that increasingly uses modes other than, or at least in addition to, the written word (i.e., the alphabetic mode) to communicate;
- to demonstrate to students how to adapt the rhetorical and compositional principles taught in first-year writing to novel rhetorical situations; and
- to provide students with skills of practical value to them in professional contexts that increasingly ask them to communicate both with colleagues and with clients using multiple communicative modes.

Assignment Guidelines for ENGL 1101:

- The multimodal project for ENGL 1101 should constitute an outgrowth of and supplement to one of the major essays for the course. The goal is to demonstrate to students how to adapt content first presented in the written word to new communicative modes.
- It should be a presentation of some kind, in practice, though it can take a number of forms in meeting the present requirement. Examples include the following, among others:
 - ◇ oral presentations/speeches,
 - ◇ both physical and digital academic-style posters,
 - ◇ infographics,
 - ◇ websites/blogs,
 - ◇ drawings/paintings/other visual media (e.g., print advertisements, collages, comic strips, etc.).
- It should not be, or be dependent upon, PowerPoint.

Assignment Guidelines for ENGL 1102:

- The multimodal project for ENGL 1102 should require more planning and involvement than the one completed in ENGL 1101. In previous semesters, for example, instructors within the department have required students to complete and submit a proposal for the project well before the final due date.
- It should likewise require engagement with more complex communicative modes than the project completed in ENGL 1101. Examples include the following, among others:
 - ◇ websites/blogs with audiovisual components,
 - ◇ social media accounts (e.g., Instagrams, Snapchat “Stories,” Facebooks, etc.),
 - ◇ audio recordings (e.g., directors’ comment tracks, podcasts, public-service announcements, songs, etc.),
 - ◇ short films (e.g., YouTube videos, short documentaries, Vines, etc.),
 - ◇ handicrafts/material artifacts (e.g., illuminated manuscripts, print advertisements, sculptures/models, etc.).
- It should not be a presentation, though it might involve a presentation component, such as having a student introduce a short film that he or she has produced.

MULTIMODAL PROJECT – RUBRIC

Multimodality	1 pt.	5 pts.	10 pts.
	The assignment demonstrates little consideration of the communicative modes used, seldom adapting rhetorical and compositional principles to meet the specific needs of the media used to construct it.		The assignment demonstrates significant consideration of the communicative modes used, often adapting rhetorical and compositional principles to meet the specific needs of the media used to construct it.
Comments:			
Assignment Requirements	1 pt.	5 pts.	10 pts.
	The assignment often fails to meet the stated content requirements.		The assignment meets, and often exceeds, the stated content requirements.
Comments:			
Rhetorical Awareness	1 pt.	5 pts.	10 pts.
	The assignment demonstrates little awareness of the purpose and audience for which it is intended, and will often include rhetorical and compositional choices (e.g., paragraphs of text in a PowerPoint, unfair use of copyrighted visuals in a short film, and so on) inappropriate for the given rhetorical situation.		The assignment demonstrates sustained consideration of the purpose and audience for which it is intended, and almost always includes rhetorical and compositional choices appropriate for the given rhetorical situation.
Comments:			
Creativity	1 pt.	5 pts.	10 pts.
	The assignment combines written and multimodal texts in less creative and/or insightful ways, seldom using the two kinds of texts together to communicate more than could be communicated through one kind alone.		The assignment combines written and multimodal texts in especially creative and/or insightful ways, often using the two kinds of texts together to communicate more than could be communicated through one kind alone.
Comments:			
Grammar/ Style	1 pt.	5 pts.	10 pts.
	The supporting documentation for the assignment, and—if appropriate—the assignment itself, show little awareness of standard grammatical and stylistic conventions, often being poorly written.		The supporting documentation for the assignment, and—if appropriate—the assignment itself, show a thorough understanding of standard grammatical and stylistic conventions, almost always being well written.
Comments:			

NOTES

