English 101: Composition I, U284 & U285, Fall 2017 (3 credit hours)

Instructor: Russell Shaffer
E-mail: russell.shaffer@coyotes.usd.edu
Meeting Time: Online
Office Hours: Per student request via Collaborate Ultra, phone, FaceTime, etc.

Class Location: Online
Office Phone: Per student request
Office Location: Dakota Hall 208

Catalog Description, English 101
Practice in the skills, research, and documentation needed for effective academic writing. Analysis of a variety of academic and nonacademic texts, rhetorical structures, critical thinking, and audience will be included. Course Prerequisites: Appropriate student placement based on entry-level assessment or completion of (or concurrent enrollment in) ENGL 032 or 033.

Course Overview
English 101/101+ uses a workshop format with extensive discussion. Every week you will be asked to write something. All students produce multiple drafts of each major writing assignment.

Technology Prerequisite
Students must have the ability to use Microsoft Word 2007 or later, and regular access to the Internet and email. Please read the CDE Online Orientation Manual for technology requirements.

Required Texts and Other Materials
- Regular D2L access
- A dictionary
- A USD e-mail account
- CDE Online Orientation Manual (link can also be found in the getting started widget on the D2L page)
- Access to the MyUSD Portal for support services

Course Activities
Reading and Writing: You will complete multiple drafts of three major essays; shorter formal writing assignments (paragraphs, reflective writing, sketches); written feedback on your peers’ writing; various types of prewriting; and written responses to course readings. You will also conduct research on multiple topics.

Grammar Instruction/Grammar Test: Throughout the semester, you will receive online instruction in Connect Composition 3.0.

Quizzes: Announced or unannounced quizzes may be given on homework reading assignments, grammar, and MLA documentation.

Participation: Because class participation is essential to a course with a reading and writing workshop format, you will be graded on how well you contribute to your online discussions via the discussion boards on D2L. This grade will
reflect not only the degree of your participation, but also the quality of your contributions. Your grade includes SLC journaling, peer group workshops and small-group discussions, online attendance, timely submission of writing assignments and homework, and any other activities deemed worthy of participation points. No one should be afraid to speak their mind or share their opinions in my online classroom as long as those opinions are appropriate. I expect enthusiastic participation, especially in threaded discussions and peer reviews, from everyone.

Assessment and Grading
Each major writing assignment will receive extensive verbal and written feedback along with letter grades. Your first drafts will receive feedback from your instructor, while the second draft will receive feedback from your peers, and the third will receive feedback from your instructor again.

Informational Grades: At any point in the semester, you may request a report of your progress in the course. Informational grades can help you gauge your performance, but are not part of the formal grading of the course.

Minimum Requirements for Passing English 101/101+: To pass this course, you must:
1. complete multiple drafts (i.e. 3) of each major writing assignment;
2. submit only writing that has been produced for this course during the semester during which you are enrolled;
3. as directed by your instructor, submit writing assignments to D2L;
4. and not miss more than two online reading discussions.

Final Course Grades: 1000-900 = A; 899-800 = B; 79-70 = C; 69-60 = D; below 60 = F.

These are the MINIMUM requirements for PASSING the course. Then your course grade will be determined as follows:

- Major Essay Assignments (3 essays, 3 drafts each): 450 points total
- Connect Exercises and Sentence-Level Corrections: 50 points total
- Homework (participation in class, peer review, quizzes, journals, homework, and other activities): 250 points
- Final Portfolio (original essay of choice, revised version of that essay; original argument, revised argument): 250 points

Extra Credit: Your instructor might offer extra credit opportunities this semester. Students who have earned extra credit points may receive those points at the end of the semester only if they are already passing (at least 600 points earned) before extra credit points are applied. Extra credit opportunities are not guaranteed, and may not exceed a total of 50 points.

Grading Scale for Final Essays: Grading Criteria attached to end of syllabus

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<td>C+</td>
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Course Policies
Submission to D2L and Turnitin: All drafts of each writing assignment must be submitted to the appropriate D2L Dropbox, which is integrated with Turnitin.com. Your instructor will provide instructions on how to access D2L and upload your assignments.

“Recycled Writing”: All writing submitted for English 101/101+ must be produced this semester. Students who have previously attempted English 101/101+ or similar classes must produce new drafts on new topics, not “recycle” previous work. Ordinarily, a student who recycles writing will receive a warning and be required to resubmit the assignment at issue. Any subsequent instance of recycled writing may result in the student being dropped from the course for academic misconduct.
Attendance: Because this course is designed as a workshop, our threaded discussions will often revolve around your writing and reading assignments. For this reason, your participation in every discussion, peer review workshop, and individual conference (if desired) is extremely important to your success in this course. A significant portion of your final grade consists of class participation and daily work, so be sure to log in at least three times a week and keep up with weekly assignments. I am fully aware that situations arise (illness, emergencies, etc.) which make it hard or even impossible to submit assignments by their due date. For this reason, you are allowed to miss two weekly discussions without penalty to your grade. However, if you miss a third, you will fail the course. (A weekly discussion comprises your original post and your responses to your group-mates' posts. Partial completion of a discussion counts as missing the entire discussion.)

If you fail to login the first week of class, you will be dropped from the course. If you must miss a due date, contact me first. Students who are absent due to university-sanctioned activities (athletics, for instance) must submit homework or other assignments before the due date.

Individualized Conferences: At your request, we may meet in one-to-one conferences to discuss your writing. The conference should be scheduled by you at a time and modality (phone, FaceTime, Collaborate Ultra, etc.) that meets your busy schedule. The conference is completely voluntary, and will allow you to ask questions, voice concerns, and to discuss your writing.

Late Writing Assignments & Make-up Policy: If you must miss an assignment due date, contact me early and submit your work before the due date. Drafts of major essays, Connect exercises, and D2L assignments submitted late will not receive credit. Due to the interactive nature of discussions, you will not be able to make them up after they are due.

Online Class Disruption: Students who consistently disturb class in any way will be asked to stop the disruptive behavior. Students who continue to disrupt class will be dismissed from the course and will be referred to the Director of Writing. Failure to follow these guidelines is rude and disruptive and will adversely affect your grade.

E-mail Etiquette: All e-mails must begin with a greeting/salutation and end with a proper closing. You should also follow standard spelling, punctuation, and grammar rules. Remember to proofread your e-mail before you hit send, as it is a direct reflection of you and your writing. Adding “ENGL 101” will help me keep these e-mails organized and will improve response time.

Respect for Others’ Opinions: Each of us has a different worldview to bring to the table. As a class participant, you are expected to respect the diverse opinions that might be voiced during class discussions—failure to do so will result in class dismissal and a referral to the Director of Writing. Be respectful of others, value others’ contributions, and listen and learn from them.

Incompletes: No incompletes will be assigned for this course without the approval of the Director of Writing or the Department Chair.

University Writing Center: At some point in the semester, I might refer you to the University Writing Center for assistance with your writing. In attending UWC sessions, you will not only improve your writing on a single paper, you will also improve overall as a writer. Contact the UWC at http://www.usd.edu/academics/writing-center or e-mail wccenter@usd.edu or call 605-677-5626 for more information about the Writing Center. Scheduling an online appointment (typically thirty to sixty minutes long) is advisable; however, drop-in sessions (both online and in person) are welcome. Trained, experienced peer writing consultants are available to help at any stage of the writing process, from brainstorming and thesis development to revising and editing.

Academic Integrity: The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook. No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:
1. given a zero for that assignment.
2. allowed to rewrite and resubmit the assignment for credit.
3. assigned a reduced grade for the course.
4. dropped from the course.
5. failed in the course.

Students who have engaged in academic dishonesty may be referred to the USD Office of the Dean of Students for violation of the Student Code of Conduct.

**Academic Dishonesty in English 101/101+:** Academic Dishonesty in English 101/101+: Plagiarism is a form of academic dishonesty which occurs when a student submits another person’s writing (ideas and/or language) as his/her own or has another person dictate what should be written. Academic dishonesty also includes the following, as outlined in the student code of conduct: “Cheating, which is defined as, but not limited to the following:

a. use or giving of any unauthorized assistance in taking quizzes, tests, or examinations;
b. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
c. acquisition, without permission, of tests or other academic material belonging to a member of the institutional faculty or staff.”

Plagiarism or other academic dishonesty in any single assignment, including short papers, reflective assignments, and drafts, no matter how long or what degree of plagiarism, will be referred to the Director of Writing and/or the Chair of the English Department. The default penalty for academic dishonesty in English 101/101+ is course failure.

Students who appear to have engaged in academic dishonesty or to have provided writing or other inappropriate assistance to other students for the purposes of plagiarism or cheating will be referred to the Office of Student Rights and Responsibilities.

**Course Disclaimer:** The readings in this course have been chosen to provoke discussion and thought, not because I think you should agree with all of them. My goal is that everyone will feel free to express her or his opinions, since productive dialogue will only happen if all our ideas can be discussed and examined in an open atmosphere. All “arguments” should be conducted with respect for all participants and their opinions.

**Required Essay Format:** All essays and all drafts are to be typed, double-spaced, and neat. Font size should be 12 point Times New Roman. Basic MLA 8 format is to be followed. Any draft turned in that does not follow these guidelines may be docked points from the final grade. Computer breakdowns, printer failures, issues with the Internet, and busy computer labs are NOT excuses for late work. Always backup your work and consider printing out hard copies while you compose. Do not wait until the last minute to submit your paper.

**Fair Evaluation:** Each student is entitled to a fair grade in each course in which he or she is enrolled. It is the right and the responsibility of an instructor to establish criteria for evaluation for each course which he or she teaches, and to determine the degree to which an individual student has fulfilled the standards set for the course. Students should be apprised that extraneous factors, such as eligibility for sorority or fraternity membership, for scholarship or financial aid awards, for athletics, for timely graduation, or for admission to graduate or professional schools, have no bearing on the determination of grades. The quality of the student’s overall performance with respect to standards for evaluation will be the only basis for judgment.

**Resolving Complaints about Grades:** The first step in resolving a complaint about grades is ordinarily for the student to attempt to resolve the problem directly with the course instructor. If that attempt is unsuccessful, the student may bring the matter to the Department Chair, who will assist the instructor and the student in reaching a resolution. Grade appeals not resolved with the assistance of the Department Chair may be directed to the Office of the Dean of the College of Arts and Sciences provided that the grading decision at issue would affect the student’s final course grade. The student initiating the grade appeal should be prepared to show that the grade was decided unfairly. According to South Dakota Board of Regents Policy 2:9, any academic appeal must be initiated within thirty calendar days from the date that the student received notification of the grade, unless the grade is assigned within
fifteen calendar days of the end of the term. In that case, any appeal must be initiated within fifteen calendar days after the start of the next term (fall, spring, or summer).

**Statement on Freedom in Learning:** The following statement is required by the South Dakota Board of Regents:
“Freedom in Learning: Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/or dean of the college which offers the class to initiate a review of the evaluation.”

**Assessment Disclaimer:** Any written work submitted for this course may be used for purposes of program review and/or faculty development. Examples of student work may also be used in future classes as exemplars.

**Disabilities:** Any student who feels she or he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester. For information contact:
  - Ernetta L. Fox, Director Disability Services
  - Room 119 Service Center (605) 677-6389
  - E-mail: dservices@usd.edu
  - Web: [www.usd.edu/ds](http://www.usd.edu/ds)

**Diversity and Inclusive Excellence:** The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.

**Technology Use for Course Management:** This course uses various online websites and resources to manage class activities, handouts, grading, and communication. All writing will be submitted and feedback and/or grading will be completed electronically. This class utilizes the following websites and word processing software:
1. Turnitin.com – used to submit all writing for plagiarism review.
2. Microsoft Word – used for all essay assignments. Instructor feedback will be provided through Turnitin’s Grademark feature. (If you don’t have MS Word, you can use Pages, Google Docs, etc., but you must save your work as a Word doc BEFORE you submit it to Turnitin.)
3. Desire2Learn (D2L is accessed through the student [MyUSD portal](http://myusd.usd.edu)) – Used for maintaining an archive of electronic files of class handouts, resources, and/or assignments.
4. Coyote email – used for ALL student-instructor communication. Email should be checked daily.

**Course Goals**
This course fulfills goals of the South Dakota System General Education Requirements. Familiarize yourself with these goals as you will be expected to evaluate your writing in light of these course expectations. They include:

**Board of Regents Goal #1:** Students will write effectively and responsibly and will understand and interpret the written expression of others.

**Student Learning Outcomes (SLO):** As a result of taking courses meeting this goal, students will:

SLO 1.1: Write using standard American English, including correct punctuation, grammar, and sentence structure. Assessment: Students will (a) submit final drafts of three or four major essays; (b) complete in-class and out-of-class brief reflective essays; and (c) complete sentence-level corrections on formal and reflective essays.
SLO 1.2: Write logically by adopting appropriate organizational strategies. Assessment: Students will
successfully complete at least one argumentative essay using formal methods of persuasion. 
SLO 1.3: Write persuasively using a variety of rhetorical effects (i.e., ethos, pathos, logos) for a particular audience, purpose, and genre. Assessment: Students will successfully complete three major essays and a series of brief reflective statements.
SLO 1.4: Incorporate formal research and documentation into their writing, including research obtained through modern, technology-based research tools. Assessment: Students will successfully complete the research-based argumentative essay and another essay requiring research.

Board of Regents Goal #7: Students will recognize when information is needed and have the ability to locate, organize, critically evaluate, and effectively use information from a variety of sources with intellectual integrity.

Student Learning Outcomes (SLO): As a result of taking courses supporting this goal, students will:
SLO 7.1: Determine the extent of information needed. Assessment: Students will compose at least two essays with a research component and will complete a series of five Information Literacy quizzes.
SLO 7.2: Access the needed information effectively and efficiently. Assessment: Students will compose at least two essays with a research component and will complete a series of five Information Literacy quizzes.
SLO 7.3: Evaluate information and its source critically. Assessment: Students will compose at least two essays with a research component and will complete a series of five Information Literacy quizzes.
SLO 7.4: Use information effectively to accomplish a specific purpose. Assessment: Students will compose at least two essays with a research component.
SLO 7.5: Use information in an ethical and legal manner. Assessment: Students will compose at least two essays with a research component.

Additional Student Learning Outcomes
Become practiced critical readers. Assessment: Students will successfully complete multiple reading and analysis assignments, including regular peer review workshops and research-based essays.

Learn methods for drafting, developing and focusing ideas, revising, assessing audience needs, and editing. Assessment: Students will submit multiple drafts of portions and complete versions of essays.

Learn vocabulary associated with writing and the writing process in order to articulate and communicate ideas about writing. Assessment: Course participation grade includes a “classroom discussion” component and peer review activities.

Student Expectations
First and foremost, students are expected to read, understand and abide by all policies and procedures outlined in this syllabus, as well as those in the CDE Online Orientation, which can be accessed from the “Getting Started” widget on the course homepage. The latter contains important information about the various support services available at USD.

As this is an online course, and meant to be an asynchronous experience, we will not be meeting face-to-face, so the SDBOR engagement requirement will be reproduced by the following activities, all of which will be due by the end of the week: posting in the weekly discussions; viewing the lecture (live or recorded); completing the weekly, self-assessment quizzes; other assessments at the discretion of the instructor.

In terms of time commitment, the South Dakota Board of Regents (SDBOR) defines a credit hour as constituting one hour of classroom or direct faculty instruction, and two hours of out-of-class, student work. As this is a three-credit-hour course, students should expect to dedicate around nine (9) hours per week to course activities.

Students are also expected to have and maintain the appropriate technology required to complete the course. For more information about this, please see the “Technology Requirements” towards the end of the syllabus.
One important thing to remember: when all is said and done, this is your class; it is what you make of it. Your level of participation will be directly proportional to your class experience: you will get out of it what you put into it.

**Instructor Expectations**
The instructor will strive to provide every possible opportunity for detailed feedback and, unless otherwise stated, will respond to inquiries within twenty-four (24) hours on weekdays, or within forty-eight hours (48) on the weekends. The instructor will also endeavor to return feedback and suggestions on all written work, using standard rubrics and grading criteria, within two weeks.

Finally, the instructor will also abide by all policies set forth in this syllabus and those by the CDE Online Orientation, The University of South Dakota, and the SDBOR.

**Technology Requirements**
The University of South Dakota has established minimum technology requirements for participation in online courses. These are outlined under the “Technology Support and Requirements” section in the CDE Online Orientation document in the “Getting Started” widget on the course homepage.

Aside from the requirements listed in that document, this course has three other requirements:

1. All students should have the ability to submit performance/album reviews in a format compatible with Turnitin (Word: DOC or DOCX; OpenOffice: ODT; Other: RTF, TXT, PDF, WPS). The University of South Dakota provides access to Google Docs—a free, online office suite—which can save documents as Word files. USD's Google Docs can be accessed with your USD username and password at: [http://docs.usd.edu/](http://docs.usd.edu/).

2. This course makes use of Collaborate Ultra, a web-conferencing solution, for the live lectures/office hours, as well as the lecture recordings. If you plan on participating in the live sessions, it is recommended that you either purchase a USB multimedia headset—earphones with a microphone—or you have a phone available to conference into the session, so that you can ask questions instead of typing them. Headsets can be purchased online, or from your local retailer (Walmart, Best Buy, Radio Shack, etc.), for around $15-$30 depending on the brand and model (Logitech is recommended).

3. In order to take the quizzes and exams in this course (if applicable), you will be required to use the Respondus LockDown Browser. This can be downloaded from any quiz or survey, but only needs to be installed once. That being the case, you will need to have the appropriate permissions to install the software on the computer from which you will be taking the exam. Please see “Respondus LockDown Browser Instructions” under the “General Materials” section in the Content area of the course for more detail.

**Student Resources:**
The University of South Dakota provides a number of useful services to students:

- **CDE Online Orientation Guide** (see link in the “Getting Started” widget on the course homepage): This contains very important information related to the services provided by the University of South Dakota as well as the University policies. In it, you will find such information as:
  - Academic support services such as the library, writing center, proctor and testing information, book purchasing, etc.
  - Student support services such as advising and enrollment information, financial aid, student life, and counseling, etc.
  - Technology support services like technology requirements, ITS Help Desk contact information, discounts on computers and software, etc.

- **USD Portal** ([http://myusd.edu/](http://myusd.edu/)): The USD Portal is your one-stop place for a majority of services offered to any student taking a USD course—like this course. You can access the following services from the “Academics” tab in the portal:
  - WebAdvisor
  - I.D. Weeks Library

**Essay Grading Rubrics are on the following three pages:**
ANALYSIS ESSAY GRADING RUBRIC

Author: 

Essay Grade:

CREDIBILITY (20)
The credibility paragraph
   A. includes clear, specific examples of credibility/lack thereof, and is insightful in its analysis.
   B. uses general examples of credibility and analytical discussion, but could be clearer or stronger.
   C. has some components of credible examples/analysis, but may be underdeveloped or unclear.
   F. needs more credibility analysis/support on every level (quotes, main ideas, related ideas, etc.).

EMOTIONAL APPEAL (20)
The emotional appeal paragraph
   A. includes clear, specific examples of emotion/lack thereof, and is insightful in its analysis.
   B. uses general examples of emotion and analytical discussion, but could be clearer or stronger.
   C. has some components of emotional examples/analysis, but may be underdeveloped or unclear.
   F. needs more emotion analysis/support on every level (quotes, main ideas, related ideas, etc.).

LOGIC (20)
The logic paragraph
   A. includes clear, specific examples of logic/lack thereof, and is insightful in its analysis.
   B. uses general examples of logic and analytical discussion, but could be clearer or stronger.
   C. has some components of logical examples/analysis, but may be underdeveloped or unclear.
   F. needs more logic analysis/support on every level (quotes, main ideas, related ideas, etc.).

AUDIENCE (10)—General Academia
The author
   A. is clearly attentive to the intellectual level and values of the academic world.
   B. utilizes words and examples that are likely to appeal to the targeted audience.
   C. shows some awareness of the targeted audience, but varies in word usage and examples.
   F. doesn’t appear to have a specific audience in mind.

MECHANICS (10)
The author
   A. demonstrates mastery of sentence structure, variety, diction, punctuation and grammar.
   B. displays good overall communication, but some wording is confusing, with grammar errors.
   C. shows that sentence structure is an issue, and grammar are an area of concern.
   F. lacks basic sentence structure and contains an excessive number of grammatical errors.

MLA FORMAT (10)
The paper
   A. demonstrates mastery over formatting, abstracts, in-text citations, and the works cited page.
   B. displays evidence of good formatting, but some areas/citations may need improvement.
   C. shows that formatting and citations are an area of concern.
   F. lacks that basic understanding of formatting and citing sources.

ADDITIONAL CONSIDERATIONS (10): completion of assignment requirements; meets required page limits; vocabulary; creativity; how much revision has taken place; on time.
SYNTHESIS ESSAY GRADING RUBRIC

Author:                      Essay Grade:

THESIS (20)
The thesis statement
A. is well developed, clearly addresses both arguments, and includes insightful knowledge gained.
B. mentions both arguments and new knowledge, but could be clearer or stronger.
C. has components of the topic and knowledge, but may be underdeveloped.
F. lacks any sort of claim or doesn’t accurately convey what the essay develops.

SYNTHESIS (20)
The synthesizing paragraphs
A. include clear, specific examples of comparison/contrast, and is insightful in its application.
B. use general examples of similarities/differences, but could be clearer or stronger in application.
C. have components of comparisons and application, but may be underdeveloped or unclear.
F. needs more support/application on every level (quotes, main ideas, related ideas, etc.).

NEW KNOWLEDGE (20)
The knowledge paragraphs
A. include specific examples of new knowledge, and is insightful in its application and implications.
B. use general examples of new knowledge, but lacks clear, insightful application.
C. are somewhat vague in their explanation, and may be underdeveloped or unclear.
F. need clearer explanation/support on every level (quotes, main ideas, related ideas, etc.).

AUDIENCE—General Academia (10)
The author
A. is clearly attentive to the intellectual level and values of the academic world.
B. utilizes words and examples that are likely to appeal to the targeted audience.
C. shows some awareness of the targeted audience, but varies in word usage and examples.
F. doesn’t appear to have a specific audience in mind.

MECHANICS (10)
The author
A. demonstrates mastery of sentence structure, variety, diction, punctuation and grammar.
B. displays good overall communication, but some wording is confusing, with grammar errors.
C. shows that sentence structure is an issue, and grammar are an area of concern.
F. lacks basic sentence structure and contains an excessive number of grammatical errors.

MLA FORMAT (10)
The author
A. demonstrates mastery over formatting, in-text citations, and the works cited page.
B. displays evidence of good formatting, but some areas/citations may need improvement.
C. shows that formatting and citations are an area of concern.
F. lacks that basic understanding of formatting and citing sources.

ADDITIONAL CONSIDERATIONS (10): completion of assignment requirements; meets required page limits; vocabulary; creativity; how much revision has taken place; on time.
ARGUMENT ESSAY GRADING RUBRIC

Author: 

Essay Grade: 

PURPOSE (20)
The thesis statement
A. is clearly stated, opinionated and insightful, with thought-provoking and original keywords.
B. is a basic guide to the essay’s content with keywords, but could be clearer or more insightful.
C. has components of an argumentative claim, but may be unclear, underdeveloped or unoriginal.
F. is confusing, lacks an argumentative claim or doesn’t accurately convey what the essay develops.

CONTENT (20)
The paper
A. shows insightful/original arguments, strong development, relevant details, and credible support.
B. contains clear arguments and evidence, but could benefit from more development or originality.
C. has some development of argument, but lacks insightful evidence or contains irrelevant details.
F. needs more argument/support on every level (quotes, main ideas, related ideas, specific ideas).

ORGANIZATION (20)
The paragraphs
A. contain clear keywords, are structured appropriately, and effectively support the thesis.
B. are mostly clear but struggle with keywords or fully developing ideas in a sandwich structure.
C. minimally follow a sandwich structure, don’t all support the thesis, or could be reorganized.
F. don’t follow the thesis, have few keywords, and are not organized around a central idea.

AUDIENCE—General Academia (10)
The author
A. is clearly attentive to the intellectual level and values of the academic audience.
B. mostly uses words and examples that appeal to the audience, but vary slightly in usage.
C. shows some awareness of audience, but varies greatly in appropriate focus/words/examples.
F. doesn’t appear to have an academic audience in mind.

MECHANICS (10)
The author
A. demonstrates mastery of sentence structure, variety, diction, punctuation and grammar.
B. displays good overall communication, but some wording is confusing, with grammar errors.
C. shows that sentence structure is an issue, and grammar is an area of concern.
F. lacks basic sentence structure and contains an excessive number of grammatical errors.

MLA FORMAT (10)
The paper
A. demonstrates mastery over formatting, in-text citations and the works cited page.
B. displays evidence of good formatting, but some areas/citations need improvement.
C. shows that formatting and citations are an area of concern.
F. lacks a basic understanding of formatting and citing/referencing sources.

ADDITIONAL CONSIDERATIONS (10): completion of assignment requirements; meets required page limits; vocabulary; creativity; how much revision has taken place.