COURSE DESCRIPTION
English 201 Composition II is an intensive writing course focusing on advanced research and argumentation. The course satisfies the University’s General Education 200-level Advanced Composition requirement and meets the expectations of BOR General Education Objectives defined in Goals 1 and 7. The expectations for writing and research in English 201 significantly exceed those of English 101 Composition I.

COURSE THEME: “Fake news,” the echo chamber, and how we know what we know
It’s easier than ever to agree with ourselves. As more and more of our lives move online (like this class!), we have at least the illusion of ever-increasing control over what kinds information we encounter. We can choose to follow or unfollow Facebook pages or Instagram feeds, we can lurk in specific corners of Reddit, and we can more or less tailor every other aspect of our life online to reinforce the opinions that we already hold.

This class won’t try to change that. Nor will it try to drag you from one side of an ideological spectrum to another. And it certainly won’t advocate that we all find some nice, cozy middle ground. Instead, this class will require you to think vertically, to examine positions that you hold and try to understand how you were convinced of them. This class will try to change the way you consume media—not by pushing you away from the media that you already consume, but by pushing you into it. Why do you consume what you consume? Why do you believe what you believe? And in what circumstances in the past have you changed those beliefs?

As our course text proclaims from its cover, everything is an argument, and in this course we are going to try to take those arguments apart and find out how they work. It’s not enough to skim a text, pull out a few quotations, and insert them into your own writing. Instead, you will be asked to engage with the authors on their level, to ask questions of them, and to contribute your own unique perspective on what they’re saying. It will be your task to extend the conversation into new realms. The goal is that when you leave this course, you will be taking with you the tools you need to engage in and write for academia regardless of your field.

CATALOG DESCRIPTION
Study of and practice in writing persuasive prose, with the aim of developing writing skills in all disciplines.

COURSE PREREQUISITES
ENGL 101: Composition I and ENGL 210: Introduction to Literature

GETTING STARTED
Access to D2L is required for this course. User ID and Password are identical to those for Web-Adviser. For questions regarding technology, please see the Online Student Handbook or contact the Help Desk at helpdesk@usd.edu or toll free at 877-225-0027. You can access D2L independently or through the USD Portal. Links to both are below.

Link to USD Portal and Link to D2L.
# COURSE OBJECTIVES AND OUTCOMES

**General Education Objectives**

**BOR/SGR System GOAL #1** – *Students will write effectively and responsibly and will understand and interpret the written expression of others.*

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

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT OF OUTCOMES IN ENGLISH 201</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write using standard American English, including correct punctuation, grammar, and sentence structure</td>
<td>Formative assessment of in-class writing assignments, drafts, and/or outside writing assignments/exercises. Instructor and peer review. Summative assessment of final draft essays, using a consistent rubric.</td>
</tr>
<tr>
<td>Write logically</td>
<td>Formative assessment of in-class writing assignments, drafts, and/or outside writing assignments/exercises. Summative assessment of final draft essays, using a consistent rubric.</td>
</tr>
<tr>
<td>Write persuasively, with a variety of rhetorical strategies (e.g., expository, argumentative, descriptive)</td>
<td>Summative assessment of final draft essays, using a consistent rubric.</td>
</tr>
<tr>
<td>Incorporate formal research and documentation into their writing, including research obtained through modern, technology-based research tools</td>
<td>Students will demonstrate competency in conducting qualitative research, using library resources and Internet resources. Students will demonstrate competency in selecting/evaluating qualitative and quantitative research through such processes as annotated bibliographies. Essay drafts will be evaluated during the process with formative assessment (peer review, peer conferencing, rubric, directed questions) of in-class writing assignments and or/outside writing assignments/exercises. Final drafts of essays will be evaluated according to a consistent course rubric.</td>
</tr>
</tbody>
</table>
**BOR/SGR System 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 – As a result of taking courses meeting this goal, students will:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment</th>
</tr>
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<tbody>
<tr>
<td>Determine the extent of information needed to make a successful argument</td>
<td>Formative assessment of in-class writing assignments, drafts, and/or outside writing assignments/exercises. Summative assessment of final draft essays, using a consistent rubric.</td>
</tr>
<tr>
<td>Access the needed information effectively and efficiently</td>
<td>Formative assessment of in-class writing assignments, drafts, and/or outside writing assignments/exercises.</td>
</tr>
<tr>
<td>Evaluate information and its sources critically</td>
<td>Formative assessment of in-class writing assignments, drafts, and/or outside writing assignments/exercises. Summative assessment of final draft essays, using a consistent rubric.</td>
</tr>
<tr>
<td>Use information effectively to accomplish a specific purpose</td>
<td>Formative assessment of in-class writing assignments, drafts, and/or outside writing assignments/exercises. Summative assessment of final draft essays, using a consistent rubric.</td>
</tr>
</tbody>
</table>

**COURSE OVERVIEW**

English 201 is designed to help you develop sophisticated reading and writing strategies. In this course we will work actively through all stages of the writing processes, including invention, drafting, revising, editing, and proofreading. The writing projects in the course prepare you for the specific demands of persuasive writing:

- using a various argumentative strategies to write for a variety of audiences;
- expressing a working knowledge of key rhetorical features, such as audience, situation, and the use of appropriate argument strategies;
- using conventions of format, structure, and language appropriate to the purpose of the written texts;
- developing and supporting an argument that is convincing to a particular audience;
- engaging in a variety of research methods to study and explore the topics, including library and internet research;
- writing and revising drafts and integrating feedback into your writing;
- responding to audiences by revising work based upon feedback from others;
- analyzing audiences’ expectations about conventions and addressing them in critical ways;
- understanding the ways that information technologies aid and change writing conventions.

**Course Schedule:** The course schedule is available in D2L, on the calendar and in the Getting Started widget on the left side of the course shell.
Required Course Materials
2) Connect Access Code
3) Additional course materials will be made available via D2L by the instructor.

Connect
We will use Connect in this class instead of an on-paper writing handbook. Connect is a reference material and learning platform where we will complete writing exercises, diagnostics, and reviews, as well as look up proper usage or MLA citation. Every couple of weeks throughout the term, expect to see a discussion that links you over to Connect.

You can access the Connect Course Shell through the link in the Getting Started widget. Technical support is available from McGraw Hill by filling out a form on the website (under the “Help” tab), and IT assistance is always available from the IT Help Desk at USD (helpdesk@usd.edu).

Course Components:
Each week, you will login to D2L, click on Content, and locate the current module on the left-hand side of the page. Modules are labeled by unit, with activities inside of them labeled by week. All important due dates should show up on the calendar feature. When you click on the corresponding module, you will see directions for completing the week’s assignments. Each week, unless otherwise indicated, you will participate in a critical discussion of the reading. Occasionally, we will have additional activities in Collaborate Ultra (see below).

Critical Discussion
Your first assignment will be to read the assigned scholarly text. Most weeks, your assigned reading will come from your textbook, *Everything's an Argument*, but occasionally I will replace those chapters with outside readings.

Instructions for Posting/Replying in the Discussion Board: Each week, go to the Discussion Board by selecting Communications/Discuss at the top of the homepage. Locate the forum for the week (as specified in the module), read the directions and my example (if applicable). Click “New Thread,” enter a title for your post (i.e. Response to Everything’s an Argument Chapter One), and then post your response in the space provided. Click post. Your response should be added to the list. Note: You may want to compose your response in Word and then copy and paste it into the Discussion Board in case of a glitch with the software.

In the body of your post each week, include the following: Select three specific passages from the reading or other source that you found particularly relevant or interesting. Make a note of the page number (if a written source) or time (if a video source) that the material appears. Write a paragraph (4-8 sentences) on each passage that provides the context of the passage – who was speaking and what about – as well as your thoughts on the passage and why it was relevant or interesting/whether you agree or disagree/etc.

You are also required to respond to at least two of your classmates. In each response, write a one-paragraph response to at least one passage selected by each of your group members. In other words, by the end of the week, you should have made three posts: your own original post, and two responses to your peers.
Instructor’s Note: Each reading assignment for this class is designed to correlate with one of your three major essays. If you take your time writing thoughtful responses for the discussion board, you will be that much farther ahead in building your essays.

Collaborate Ultra
Throughout the course I will occasionally announce live lectures or question and answer sessions. These will usually be on Tuesday or Thursday nights between 8 and 9 pm CST. Attendance at these sessions is optional, but you will be required to watch the recording on your own time. You will then be asked to complete a short writing assignment to demonstrate that you understood the material, which you will upload to Dropbox.

Instructions for Accessing Blackboard Collaborate Ultra: At the top of any page, click on the Communications tab and select Collaborate Ultra from the drop down menu. You will be taken to a list of upcoming sessions, and you will choose the one that corresponds to the current week. To view recorded sessions, click the menu in the upper left hand of the Collaborate Ultra home page (the box with multiple lines), then select Recordings from the black side bar that appears. Recorded sessions will appear in the list approximately 2 hours after each session ends.

Instructions for Uploading Files via Dropbox: At the top of any page, click on the Assessments tab and choose Dropbox from the drop down menu. Click on the folder that corresponds to that week’s assignments. Then, click on Add a File. Select My Computer and click Upload. Choose a file from your computer and click Add. Finally, click on submit.

Major Essays
This course is dedicated to the production of three essays in different styles. Each essay will have a series of prewriting assignments covering topic and thesis generation, research, and planning. In each essay unit, we will have at least one week without readings, discussions, or other assignments to allow you time to focus on your major essay projects. Full assignment sheets for each essay will be available on D2L.

Essay One: minimum 2,000 words (approx. 7 pages): Rhetorical Analysis

• In the rhetorical analysis essay, students will choose a text (this can be a book, an opinion article, an episode of a television show, a popular YouTube video, or almost anything else that exhibits some measure of point of view) and analyze its purpose, intended audience, and rhetorical strategies, among other aspects. Effectively, this amounts to a close reading, with the goal being a deeper understanding of the text and a clearer sense of why we are affected by certain rhetorical moves. This essay will require academic research.

Essay Two: minimum 2,000 words – (approx. 7 pages): Personal Essay

• In the personal essay, we will examine a moment of change in our own lives to try to understand more deeply how that change occurred. This can be a changed opinion, political affiliation, life goal, or nearly anything else. We will look for fallacies, causal relationships, and misconstrued facts in our own experience that led to the change. These essays can be as deeply personal or simply practical as each writer is comfortable pursuing. Anyone who is uncomfortable sharing her or his personal story with the class may write to me to arrange an alternative assignment that will require the same rhetorical legwork but will rely on research instead of personal experience.
Essay Three: minimum 3,000 Words – (approx. 10 pages): Academic Argument

- The academic argument might seem to be the most straightforward of the three essays we’ll write in this class, but in fact it is a difficult and complicated style to master. According to Lunsford et al. (the authors of our course text), “Academic argument covers a wide range of writing, but its hallmarks are an appeal to reason and a faith in research” (380). They go on to caution us that an academic argument cannot be rushed. Instead, we must methodically read and research, writing to learn as much as to instruct or convince. Despite their cool exterior, essay of this style are not devoid of emotion or point of view, but in the end the academic argument lives and dies by the quality of the research upon which it is built (380).

Receiving Feedback: I will provide feedback to all students on both a rough draft and a final draft of each assigned essay through either TurnItIn or email, and each student is encouraged to schedule a time to talk with me to discuss my comments. Since students generally receive the most benefit when they are able to receive feedback on their writing from both their peers and the instructor, we will complete a peer-review process on the rough draft of each essay. The peer review process will be explained in greater detail on D2L.

Essay Format: All essays and drafts must be typed, double-spaced, in 12 pt. Times New Roman and should be formatted according to MLA guidelines. I require all essays be submitted in Microsoft Word format. Microsoft Office is free to all USD students. Go to your USD MyPortal site or contact the Help Desk at helpdesk@usd.edu or toll free at 877-225-0027.

“Recycled Writing” Policy: All writing submitted for English 201 must be produced this semester for this course. Students who “recycle” writing submitted during previous attempts at English 201 or for other courses may be dropped from the course for non-participation.

Research Policy: Research for this class must come from academic sources unless otherwise noted. Unacceptable research sources include general encyclopedia and dictionaries, book reviews, other sources of brief notes or abstracts, and unapproved websites. If you have any doubts regarding a source for a paper, please check with me before proceeding.

GRADING

Grades will be posted no more than two weeks after materials are submitted. Students may access their grades in D2L at any time by clicking on Assessments/Grades.

Students will receive detailed feedback on at least one draft of each formal essay. To successfully complete this course, students must meet the following requirements: 1) complete at least two distinct drafts of each formal essay; (2) submit all writing, as required by the instructor, to TurnItIn or the D2L Dropbox; (3) submit only writing produced for English 201 during the current semester (no recycled writing).

All essays will be assessed on the English Department’s rubric for ENGL 201, attached at the end of the syllabus. Familiarize yourself with this rubric, as it is the metric with which 90% of your final grade will be calculated.
Final grade calculation will be based on the following percentages/points:

<table>
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<tr>
<th>Points</th>
<th>Percentage</th>
<th>Description</th>
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</table>
| 700    | 70%        | Final drafts of essays  
  Essay 1: 200 pts/20%  
  Essay 2: 200 pts/20%  
  Essay 3: 300 pts/30% |
| 200    | 20%        | First drafts of essays  
  Essay 1: 50 pts/5%  
  Essay 2: 50 pts/5%  
  Essay 3: 10% |
| 10%    | Participation and “in-class” assignments  
  Participation: 50 pts /5%  
  Assignments: 50 pts/5% |
| A = 90-100 (900-1000 pts)  
 B = 80-89 (800-890 pts)  
 C = 70-79 (700-790)  
 D = 60-69 (600-690 pts)  
 F = 0-59 (0-590 pts) |

Points and percentages will always be rounded up or down to the nearest whole number (for percentages) or even ten (for points). For example, a 69.5% (695 points), will become 70% (700 points).

Course policies and procedures

**How to reach me:** My email address is provided at the top of this syllabus. During the week I will do my best to respond within 24 hours, but if you email me on the weekend you may have to wait until Monday for a response. Additionally, please feel free to use the Course Questions discussions tab in D2L for any questions that might be useful to the entire class.

I prefer that you **not** contact me through the D2L e-mail or pager system as you are guaranteed a faster response through the above channels.

**Online Student Handbook:** This document is available in the left hand toolbar inside the course shell in D2L. It is an invaluable resource for online education at USD, covering everything from student conduct to technical assistance to adding and dropping classes. Consult it early in the course, especially if this is your first time studying online.

**Professionalism:** This course is meant to foster a spirit of academic inquiry. We all approach new information from a place of ignorance, or not knowing, and the only way to move to a place of knowledge is by asking questions and pursuing understanding. So, please, do not be afraid to broach difficult subjects in class, or privately through e-mail correspondence. At the same time, I ask that you approach each topic with sensitivity and respect. A good rule of thumb is to behave and write in the way that you would behave and speak in a face-to-face class. If you wouldn’t say it in person, you probably ought not to write it in public here. (That said, you can always feel free to run things by me if you’re not sure how to address something in the discussions.)

*For a guide to proper online course etiquette, please consult the section on “Netiquette” in the Online Student Handbook.*

**Attendance:** Weekly participation in the course via D2L is required. Your attendance will be monitored via your participation on the weekly discussion board as well as your timely submission of assignments.

**Late Work:** All modules are due on Fridays by 11:59pm unless otherwise indicated. Remember that a due date is simply the **last possible moment** at which you can submit work. With the exception of module 1 (week 1), all modules are available as of the Saturday of the preceding week (if not before). Basically, this means that if you’re
used to using Sunday to get all your work done, you still can, you'll just be doing your work early. You have the entire week in which to complete your assignments, so use your time wisely. In an online class, if you leave work to the last minute, a technical problem or a dead battery can be the difference between passing and failing. Get in the habit of working ahead.

Except in the rarest of emergency circumstances, I will not accept late work. All assignments are visible for multiple days, and it is up to you to manage your own schedule. If you know that you will be traveling or otherwise occupied on a due date, make arrangements to complete the assignment ahead of time.

In the event of a true emergency, contact me with appropriate documentation and we may be able to work something out. However, given that the class is fully online, I expect all students to be prepared to take their work with them in most cases.

If you are having an issue with your technology, please contact the Help Desk at helpdesk@usd.edu or toll free at 877-225-0027 for immediate assistance.

**Incompletes**: Incompletes require the approval of the Director of Writing or English Department Chair.

**Policy on 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. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:

a. given a zero for that assignment.

b. allowed to rewrite and resubmit the assignment for credit.

c. assigned a reduced grade for the course.

d. dropped from the course.

e. failed in the course.

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

**Plagiarism** occurs when a student submits another person’s writing 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; or c. acquisition, without permission, of tests or other academic material belonging to a member of the institutional faculty or staff.”

Plagiarism or 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 Department Chair. The department’s default penalty for plagiarism or academic dishonesty is **course failure**.

**ENGLISH DEPARTMENT POLICY ON FAIR EVALUATION**

**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 that 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 (for undergraduates) or to the Dean of the Graduate School (for graduate students), 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).

**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.

**Diversity and Inclusive Excellence Statement:** The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the Office of Diversity.

**Assessment Disclaimer:** Any written work submitted for this course may be used for purposes of program review and/or faculty development.

**Statement of Compliance with Americans with Disabilities Act (ADA):** Any student who feels s/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.

Ernetta L. Fox, Director Disability Services, Room 119 Service Center (605)677-6389 Web Site: http://www.usd.edu/ds E-mail: dservices@usd.edu
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<th>D</th>
<th>F</th>
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<tbody>
<tr>
<td><strong>Purpose/Audience</strong></td>
<td><strong>Essays</strong></td>
<td><strong>Essays</strong></td>
<td><strong>Essays</strong></td>
<td><strong>Essays</strong></td>
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</table>
|  | • Fulfill assignment prompts in a fresh, mature manner  
  • Provide context, define terms, and consider opposing viewpoints.  
  • When appropriate, demonstrate expertise in employing appeals to ethos, logos, and pathos.  
  • Provide clear purpose, demonstrating originality or independent thought. | • Follow and fulfill assignment prompts.  
  • Provide context, define terms, and consider opposing viewpoints.  
  • Demonstrate a clear sense of audience, purpose, context. | • Attempt to follow the assignment prompts.  
  • Demonstrate some sense of audience, purpose, context. | • Do not address the assignment prompts.  
  • Lack audience awareness.  
  • Lack sense of purpose or direction. |
| **Topic/Thesis** | **Essays** | **Essays** | **Essays** | **Essays** |
|  | • Have clearly defined original topics.  
  • Contain clearly stated, specific thesis statements that provide direction for the essay.  
  • Contain theses that respond effectively to assignment purpose and reflect writer’s purpose. | • Have fairly well defined topics.  
  • Contain stated thesis statements that could be sharpened but provide some direction for the essay.  
  • Contain theses that respond to assignment purpose. | • Have only generally defined topics.  
  • Contain non-specific thesis statements that do not serve to focus direction for the essay. | • Have unclear topic.  
  • May have missing or unclear thesis statements. |
| **Structure & Organization** | **Essays** | **Essays** | **Essays** | **Essays** |
|  | • Use introduction to establish context, purpose, and audience.  
  • Present conclusions which go beyond simply restating the introduction.  
  • Contain paragraphs that begin with a topic sentence which supports the thesis while introducing the paragraph.  
  • Contain content that is both unified and coherent; each essay reads as a single line of thought.  
  • Use smooth transitions to indicate relationship between not only paragraphs, but ideas. | • Have an effective introduction and conclusion.  
  • Present information in a logical order.  
  • Use smooth transitions and well-chosen topic sentences.  
  • Provide support for thesis, but may need to do more to provide detail and direction. | • Are somewhat clear in their organization.  
  • Can be followed by the reader, but lack some topic sentences and clear direction.  
  • Have developed paragraphs, but they do not provide direction.  
  • Use awkward or weak transitions. | • Are ineffectively organized.  
  • Introductions and conclusions are unclear or not functional.  
  • Transitions are missing or flawed. | • Lack more than one of the organizational elements: i.e., introductions or conclusions, transitions, topic sentences, etc. |
<table>
<thead>
<tr>
<th>Evidence &amp; Explanation</th>
<th>Essays</th>
<th>Essays</th>
<th>Essays</th>
<th>Essays</th>
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<tbody>
<tr>
<td>Contain thesis statements that are supported with specific (and appropriate) topic sentences.</td>
<td>Contain thesis statements that are supported with specific topic sentences.</td>
<td>Have only generally defined topic sentences.</td>
<td>Fail to give obvious evidence.</td>
<td></td>
</tr>
<tr>
<td>Provide abundant evidence that fully develops a main point.</td>
<td>Provide sufficient evidence for each topic sentence.</td>
<td>Make responsible use of supporting evidence, though it may be obvious.</td>
<td>May present irrelevant evidence or inadequately interprets evidence.</td>
<td></td>
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<tr>
<td>Demonstrate critical reasoning, good judgment and an awareness of the topic’s complexities.</td>
<td>Provide evidence that is used effectively and explained well.</td>
<td>May overlook some significant points.</td>
<td>May lack clear connection between writer’s claims and the evidence.</td>
<td></td>
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<tr>
<td>(For research-based essays) Use primary and secondary sources that support writer’s main point.</td>
<td>Present thorough and more than adequate reasoning and support.</td>
<td>Show lack of awareness of the topics’ complexities.</td>
<td>Demonstrate insufficient understanding of topic or rhetorical situation.</td>
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<tr>
<td></td>
<td>(For research-based essays) Use support from both primary and secondary sources, but original analysis is evident.</td>
<td>Demonstrate lack of awareness of others’ points of view.</td>
<td>Rely too heavily on evidence from sources without adding original analysis.</td>
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<tr>
<th>Style &amp; Voice</th>
<th>Essays</th>
<th>Essays</th>
<th>Essays</th>
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<tr>
<td>Contain clear, readable, and sometimes memorable prose.</td>
<td>Contain clear and readable prose.</td>
<td>Contain clear and readable prose.</td>
<td>Contain clear and readable prose.</td>
<td></td>
</tr>
<tr>
<td>Are imaginative, thoughtful, and avoid the obvious.</td>
<td>Are imaginative, thoughtful, and avoid the obvious.</td>
<td>Are imaginative, thoughtful, and avoid the obvious.</td>
<td>Are imaginative, thoughtful, and avoid the obvious.</td>
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<tr>
<td>Exhibit stylistic grace and flourishes (subordination, variation of sentence and paragraph lengths, rich vocabulary).</td>
<td>Contain word choice that is mostly specific and purposeful.</td>
<td>Contain word choice that is mostly specific and purposeful.</td>
<td>Contain word choice that is mostly specific and purposeful.</td>
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<tr>
<td>Contain word choice that is specific, avoids generalities. Diction and voice reflect “personality.”</td>
<td>Sentence patterns are generally varied but may show some repetition.</td>
<td>Use precise and appropriate vocabulary</td>
<td>Use simple sentence structure.</td>
<td></td>
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<tr>
<td></td>
<td>Contain word choice that is appropriate to audience.</td>
<td>Use precise and appropriate vocabulary</td>
<td>Are marred by repetition, redundancy, imprecision.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use precise and appropriate vocabulary</td>
<td></td>
<td>Include sentences that may be choppy, monotonous.</td>
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<td></td>
<td></td>
<td></td>
<td>Contain word choice appropriate to audience.</td>
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<thead>
<tr>
<th>Essays</th>
<th>Essays</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not go beyond the obvious.</td>
<td>Lack evidence.</td>
</tr>
<tr>
<td>Lack evidence.</td>
<td>Lack connection between writer’s claims and the evidence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essays</th>
<th>Essays</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates incompetence.</td>
<td>Are marginally coherent.</td>
</tr>
</tbody>
</table>
| Lack awareness of audience.
### Conventions & Presentation

<table>
<thead>
<tr>
<th>Essays</th>
<th>Essays</th>
<th>Essays</th>
<th>Essays</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have few major errors in: spelling, grammar, punctuation.</td>
<td>• Are generally free of sentence-level errors. Contain appropriate integration and documentation of quotations, paraphrases, and summaries.</td>
<td>• May contain regular sentence-level errors or a pattern of major sentence-level errors, but they do not distract from meaning.</td>
<td>• Exhibit overwhelming grammatical or mechanical errors. Are missing documentation of quotations, paraphrasing, and summaries and may contain plagiarism.</td>
</tr>
<tr>
<td>• Contain appropriate and sophisticated integration and documentation of quotations, paraphrases, and summaries.</td>
<td>• Contain few major errors in MLA documentation.</td>
<td>• Demonstrate integration and documentation of quotations, paraphrases, and summaries.</td>
<td>• Exhibit grammatical or mechanical errors distract from reading.</td>
</tr>
<tr>
<td>• Present no major errors in MLA documentation.</td>
<td></td>
<td>• Display errors in MLA documentation.</td>
<td>• Exhibit major errors in MLA documentation. May be too short to achieve the rhetorical purpose.</td>
</tr>
</tbody>
</table>

### Process

<table>
<thead>
<tr>
<th>Portfolio as a whole</th>
<th>Portfolio as a whole</th>
<th>Portfolio as a whole</th>
<th>Portfolio as a whole</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Is introduced with an engaging reflective essay that directs the reader through the author’s progress and process.</td>
<td>• Is introduced with a reflective essay that directs the reader through the author’s progress and process.</td>
<td>• Is introduced with a reflective essay. Demonstrates at least one invention technique or method for generating material (fastwriting, listing, freewriting, outlining, clustering, etc.)</td>
<td>• May or may not have an introduction.</td>
</tr>
<tr>
<td>• Demonstrates an awareness of invention techniques and methods for generating material (fastwriting, listing, freewriting, outlining, clustering, etc.)</td>
<td>• Demonstrates creativity, flexible, and effective revision over time.</td>
<td>• Demonstrates some success with revision over time.</td>
<td>• Fails to demonstrate revision.</td>
</tr>
<tr>
<td>• Demonstrates creative, flexible, and effective revision over time.</td>
<td></td>
<td></td>
<td>• Does not demonstrate an understanding of methods for generating material.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Demonstrates little awareness of the value of revision.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Evidence of revision may be altogether absent.</td>
</tr>
</tbody>
</table>

### Process (Continued)

- May contain overwhelming grammatical or mechanical errors.
- Are missing documentation of quotations, paraphrasing, and summaries and may contain plagiarism.
- Fall short of the minimum length requirements.