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| **GRADING CRITERIA FOR WRITING 122 ESSAYS** | | Grade Range =>  Include “plus” and “minus” grades | |  | **F**  **(0-5 points/0-59%)** | | **D**  **(6 points/60-69%)** | **C**  **(7 points/70-79%)** | | | | **B**  **(8 points/80-89%)** | | | | **A**  **(9-10 points/90-100%)** | |
| **Description of the Required Writing Skill Demonstrated**  **(Read Down)** | | **Description of Performance in this skill**  **(Read across)** | |  | **Doesn’t Meet Assignment Expectations for a 122 essay**  *Back to the drawing board!* | | **Marginally Developing toward 122 expectations; Needs Improvement in this area.**  *Needs some real attention and work!* | **Beginning to meet expectations. Satisfies Requirements for this 122 essay but there is room for growth.**  *A genuinely good beginning!* | | | | **Accomplished; meets expectations for a 122 essay.**  *A job well done!* | | | | **Exemplary; exceeds expectations for a 122 essay.** *Excellent work in this area!* | |
| **BELOW ARE IMPORTANT CONSIDERATIONS FOR ASSIGNMENT COMPLETION** | | | | | | | | | | | | | | | | | |
| **Paper follows instructions, fulfills the assignment.** |  | | Your paper does not fulfill the assignment: it may be too short, too long, or not relevant to the assigned question. | | | | Your paper barely fulfills the requirements of the assignment: it may be too short, too long, or not quite relevant. It may use inadequate sources or rhetorical strategies. | Your paper fulfills the requirements of the assignment according to size, relevance, source materials and rhetorical strategies. | | | | Your paper fulfills the requirements of the assignment according to size, relevance, source materials and rhetorical strategies. Fully developed, highly relevant, successful use of source materials and accomplished use of rhetorical strategies. | | | | Your paper more than fulfills the requirements of the assignment according to size, relevance, source materials and rhetorical strategies. Highly developed, relevant and inventive, successful use of source materials and accomplished use of rhetorical strategies. | |
| **Paper makes use of materials learned in the course when called for, including *TSIS* and *On Writing Well.*** |  | | No evidence that the writer has read or is using the course materials to produce the essay. | | | | Little evidence that the writer has read or is using the course materials to produce the essay. | Some evidence that the writer has read or is using the course materials to produce the essay. There may be a mechanical use of course materials. | | | | Clear evidence that the writer has read or is using the course materials to produce the essay—skills of style and argument learned in the class are apparent throughout the paper. | | | | Strong evidence that the writer has read or is using the course materials to produce the essay—skills of style and argument learned in the class are apparent throughout the paper. Writer has integrated the skills learned into their writing style. | |
| **BELOW ARE THE WRITING 122 COURSE OUTCOMES** | | | | | | | | | | | | | | | | | |
| **Paper demonstrates an understanding of the rhetorical situation.** | |  | |  | There is no thesis in your essay, or if there is it is unclear, overly general, not arguable, ambiguous or otherwise unacceptable. Your thesis may not follow the requirements of the assignment. You use little or no evidence and sources to support your claim, or you use them ineffectively. Your paper’s reasoning is unsound and logical relationships are impossible to discern without difficulty on the part of the reader. Your command of the language is not strong, either because of weak sentence structure and a general struggle with English, or else because you are not clear about what you yourself are writing about. The essay is an unacceptable response to the goals of the assignment. | | Your thesis is not immediately apparent, or if it is it is unclear, or overly general, or not clearly arguable. You may have several controlling ideas competing for space in your essay at once. You don’t use evidence and sources correctly or convincingly to support your claim—or your many claims. You may use reasoning but it is not effective and the logical relationships among the parts are not clear. Your command of the language is not strong, either because of weak sentence structure and a general struggle with English, or else because you are not clear about what you yourself are writing about. The instructor finds many holes in your argument and is therefore not persuaded. | Your essay has a clear thesis, but it may be somewhat obvious or simplistic—it could use some more clarity and originality (It may not be arguable as written, or may be too general; in fact you may have a competing thesis in your essay). You do use evidence and sources to support your claim, and they may be somewhat convincing, but may be ambiguous, or you may not have used them effectively for your purpose. You have some overall grasp of reasoning and logical relationships, but your essay may rely on overly broad generalizations or else be too narrowly framed. There is a sense from your use of language that you are still working out your own thinking. Your use of evidence could use some improvement, although there is an attempt to use it to support your points. | | | | | Your essay has a clear and interesting thesis or claim. Your use of evidence and sources to support your claim is convincing on the whole. You use strong reasoning and show clear logical relationships among the parts of your argument. These relationships are clear, but may be somewhat mechanical in places, but overall your use of language is convincing and engaging. Overall, you use the right evidence for your audience, with some minor areas in need of improvement. The instructor can see why you are persuaded by your own argument, and is or is almost convinced by what you say. | | | Your essay has a clear and interesting thesis or claim. Your use of evidence and sources to support your claim is deft and convincing. You consistently use strong reasoning, and show clear logical relationships among the parts of your argument. Your use of language is apt and engaging, and you use just the right evidence for your audience. The instructor is persuaded by what you say. | |
| **Paper addresses issues of purpose and audience** | |  | |  | The purpose of your essay is unclear. There is not a sense that you are attempting to communicate with your target audience: your prose may be too informal or casual. The reader has no sense that you are communicating with a college audience: sometimes your essay reads like notes, or like a casual conversation or like bullet points. There may occasionally be too much appeal to emotion, or free association, or irrelevant information; the effect is to turn off your target audience. You do not make any attempt to anticipate the reactions that your reader may have to what you say. | | The purpose of your essay is usually unclear, or shows major gaps in clarity. We are not quite sure what your purpose is. You try to get through to your audience, although your tone is wrong--either too informal or to mechanical to succeed. Some of your prose may include profane language. There is no evidence that you are attempting to persuade a college audience: your essay reads like notes, or a casual conversation or like bullet points. There may occasionally be too much appeal to emotion, or free association, or irrelevant information; the effect is to turn off your target audience. You neglact entirely to anticipate the reactions that your reader may have to what you say. | The purpose of your essay is usually clear, with some gaps, and sometimes we are not quite sure when you are informing, entertaining or persuading us. You try to get through to your audience, although your tone may be too informal or to mechanical to succeed. You may lose the sense that you are communicating with a particular college audience: sometimes your essay reads like notes, or like a casual conversation or like bullet points. There may occasionally be too much appeal to emotion, or free association, or irrelevant information; the effect is to turn off your target audience. You may often forget to anticipate the reactions that your reader may have to what you say. | | | | | The purpose of your essay is clear, whether it is to inform, entertain or persuade. You communicate well with your audience and create an effective and persuasive essay. You show a consciousness of your target audience, and present an appropriate tone and formality for a college audience You anticipate the reactions that your reader may have to what you say, and you address these in an appropriate voice. | | | The purpose of your essay is always clear, whether it is to inform, entertain, persuade or a creative combination. You really get through to your audience and create a powerful and persuasive essay. You effectively communicate with your target audience, using a confident voice with just the right tone of formality for a college audience You anticipate the reactions that your reader may have to what you say, and you deftly address these in your rhetorical choices of tone and voice. | |
| **Paper demonstrates critical thinking and reading skills.** | |  | |  | You choose unreliable and/or inadequate sources for your purpose. The sources you do have are ineffectively integrated into your own writing: there is a patchwork quality to your essay, with sources cut and pasted into what you write without making the connections clear. You apply invalid or irrelevant criteria to the issue at hand, or you don’t use any criteria for making judgements or evaluations. Your conclusions are unclear or unreasonable. Your essay fails to demonstrate sound reasoning. You do not demonstrate a clear understanding of the difference between valid and invalid evidence and argument. You fall prey to biases and fallacies rather than contest them. You do not draw valid conclusions based on your reading. The reader feels unconvinced or unpersuaded, and may even feel bored. | | You choose unreliable sources that are not adequate to your purpose, or you use reliable sources ineffectively. You do not effectively integrate what you have learned into your own thinking. There may be a patchwork quality of sources simply cut and pasted into what you write. Your attempts to apply accepted criteria to the issue at hand don’t work and are unpersuasive. When making evaluations you do not draw reasonable or clear conclusions. Your essay fails to clearly demonstrate sound reasoning: it’s not always clear that you understand the difference between valid and invalid evidence and argument. You fall prey to biases and fallacies rather than contest them. You do not draw valid conclusions based on your reading. The reader feels unconvinced or unpersuaded, and may even feel bored. | You choose some reliable sources, but you may also use unreliable or biased source materials, or your sources may not all be adequate to your purpose. Overall you use your sources with general relevance, but there may be some uneven effectiveness. You try to integrate what you have learned into your own thinking, but this integration may be clunky or incomplete or rudimentary. You make an attempt to apply accepted criteria to the issue at hand in making evaluations, and you try to draw reasonable conclusions, but there may be some shaky reasoning in your essay. Overally, your essay demonstrates sound reasoning, however, even if it’s not always smoothly written. With some exceptions, you show that you understand the difference between valid and invalid evidence and argument, and you try to point out biases and fallacies, although you may do so in an awkward way. Based on your reading, you draw relevant, if familiar, conclusions. The instructor feels that she has read many different versions of this same argument before, and it may feel tired or cliché. But it is nevertheless a coherent argument essay that draws on and integrates source material. | | | | | You choose reliable sources that are adequate to your purpose, and you use them effectively, integrating what you have learned into your own thinking. You apply accepted criteria to the issue at hand in making evaluations, and draw reasonable conclusions. Your essay demonstrates sound reasoning: you show that you understand the difference between valid and invalid evidence and argument, and you demonstrate biases and fallacies. Based on your reading, you draw thoughtful, valid, and convincing conclusions. The instructor may feel that these conclusions are familiar, but you present them in an interesting way. | | | You choose reliable sources that are adequate to your purpose, and you use them effectively, integrating what you have learned into your own thinking. You apply accepted criteria to the issue at hand in making evaluations, and draw reasonable and insightful conclusions. Your essay demonstrates sound reasoning: you show that you understand the difference between valid and invalid evidence and argument, and you convincingly point out biases and fallacies in a subtle and sophisticated way. Based on your reading, you draw thoughtful, valid, convincing and interesting conclusions. The instructor feels that she has learned something significant. | |
| **Paper exercises methods of development and support.** | |  | |  | |  | | --- | |  | | Your essay shows NO development of your thesis or claim based on an evaluation and synthesis of primary and secondary sources. Either your thesis is weak or your thesis is not supported. The development is inadequate and unconvincing. You make no attempt to develop and support your thesis by presenting relevant evidence; instead, bias, imbalance or incomplete presentation in evidence take the place of proper support. When called for, you have not used paraphrase, summary and quotations to support your points. Your citations are incorrect, and your style of handling source materials leaves the reader thinking that you are plagiarizing, intentionally or not. It may take a careful reader to discern which ideas are your own and which are the ideas of others. Plagiarism may be evident. | | | | Your essay shows little development of your thesis or claim based on an evaluation and synthesis of primary and secondary sources. Either your thesis is weak or your thesis is not supported. The development is weak and unconvincing. You make few attempts to develop and support your thesis by presenting evidence; there may be some bias, imbalance or incomplete presentation in evidence. When called for, you have not used paraphrase, summary and quotations to support your points adequately. Your citations are not always correct, and your style of handling source materials brings some ambiguity: It may take a careful reader to discern which ideas are your own and which are the ideas of others. No clear plagiarism is apparent, however. | Your essay shows some development of your thesis or claim based on an evaluation and synthesis of primary and secondary sources. However, the development is either uneven—some strong places and some weak ones—or else it is a little cursory and unconvincing throughout. You attempt to develop and support your thesis by presenting evidence, but there may be some bias or imbalance or incomplete presentation. When called for, you have used paraphrase, summary and quotations to support your points. Although your citations are correct, your style of handling source materials brings some ambiguity: It may take a careful reader to discern which ideas are your own and which are the ideas of others. | | | | | You have developed a strong thesis or claim based on a thorough evaluation and clear synthesis of primary and secondary sources. You have developed and supported your thesis with a balanced presentation of evidence. When called for, you have correctly used paraphrase, summary and quotations to support your points. You make it clear to your reader which ideas are your own and which are the ideas of others; the result is a convincing conversation with relevant points of view. | | | You have developed a strong and original thesis or claim based on a thorough evaluation and clear synthesis of primary and secondary sources. You have thoroughly developed and supported your thesis with a balanced and insightful presentation of evidence. When called for, you have effectively and correctly used paraphrase, summary and quotations to support your points. You make it clear to your reader which ideas are your own and which are the ideas of others; the result is a sophisticated and persuasive conversation with relevant points of view. | |
| **Paper demonstrates successful integration of sources.** | |  | |  | Your essay reflects little understanding of the most important points of view around your topic. You have left out important ideas and positions, with the effect of losing credibility. You do not adequately summarize and synthesize relevant sources to satisfy the assignment. You cite sources incorrectly, unevenly, or not at all, often with errors of format and punctuation. Your lack of integration of source material results in a hackneyed, rambling, and barely credible argument. The reader may feel as if she has wasted her time reading the essay. Plagiarism is apparent. | | Your essay reflects some understanding of some of the important points of view around your topic, but you have left out important ideas and positions, with the effect of losing credibility. You do not adequately summarize and synthesize relevant sources to satisfy the assignment. You cite sources with errors of format and punctuation. Your integration of source material results in a hackneyed, rambling, and barely credible argument. The reader may feel as if she has wasted her time reading the essay. Incidental plagiarism may be apparent. | Your essay reflects a broad understanding of some of the important points of view around your topic, but you may have left one or two important ones out, or given short shrift to some key points. You summarize and synthesize relevant sources to satisfy the assignment, and correctly cite sources with only minor errors of format and punctuation. Your integration of source material results in a familiar if credible argument. The reader may feel as if she has not learned anything new. | | | | | Your essay reflects a broad understanding of the most important points of view around your topic. You summarize and synthesize relevant sources to satisfy the assignment, and correctly cite all sources. Your integration of source material results in a convincing and credible argument. | | | Your essay reflects a broad understanding of all key points of view around your topic. You summarize and synthesize relevant sources to satisfy the assignment, and correctly cite all sources. Your integration of source material creates in the reader a sense that new knowledge has been created through the synthesis and presentation of your materials. | |
| **Paper demonstrates effective and correct use conventions of documentation and formatting.** | |  | |  | Your paper does not demonstrate any useful integration of source materials. You demonstrate no clear pattern of analysis of source materials and your choice of materials does not reflect the relevant and important points of view to consider. Your citations are incorrect or missing entirely, with errors in punctuation, formatting and full citations throughout. (It is not always possible to discern where a source came from. Some passages border on plagiarism or may be plagiarized outright. You do not use quotes, summaries and paraphrases when called for; or, if you do, these are not relevant to your argument. You have missed an important points of view in your research and so your argument remains incomplete and unpersuasive.. Your formatting does not fully conform to college and course standards and the standards set by MLA guidelines. | | Your paper does not demonstrate effective integration of source materials. You demonstrate no clear pattern of analysis of source materials and your choice of materials does not reflect the relevant and important points of view to consider. Your citations are often haphazard or incorrect with errors in punctuation, formatting and full citations. (It is not always possible to discern where a source came from and some passages border on incidental plagiarism. You do not use quotes, summaries and paraphrases when called for; or, if you do, these are not well integrated or relevant to your argument. You have missed an important points of view in your research and so your argument remains incomplete and unpersuasive.. While your formatting does not fully conform to college and course standards and the standards set by MLA guidelines, no plagiarism is apparent. | Your paper demonstrates a clear attempt to integrate source material, although it may be a bit awkward. Your analysis is clear, although it may be a little superficial or overly familiar to the reader. Your citations are overall correct with some lapses in formatting and punctuation (It is always possible to discern where a source came from, but you don’t follow the assigned Style Guide.). You use quotes, summaries and paraphrases when called for, but sometimes these are not well integrated or clearly relevant to your argument. You may have missed an important point of view in your research, but you do invoke related points of view and attempt to frame them within your own argument, with some success. Overall, your formatting conforms to college and course standards and the standards set by MLA guidelines. | | | | | Your paper demonstrates effective integration of source materials. You demonstrate clear analysis with some insightful points. Your citations are correct with only the smallest errors or punctuation. You use quotes, summaries and paraphrases when called for to good effect. There is consistent invocation of related points of view, framed effectively within your own argument. Your formatting conforms to college and course standards and the standards set by MLA guidelines. | | | A genuine conversation with source materials. You demonstrate original analysis /insights. Your citations are uniformly correct; quotes, summaries and paraphrases are used to strong effect. Other voices are evident throughout your essay without overwhelming your own clear voice and argument.  Your formatting is professional and conforms to college standards and the standards set by MLA guidelines. | |
| **BELOW ARE WRITING 121 OUTCOMES, WHICH ARE ASSUMED COMPETENCIES FOR WRITING 122** | | | | | | | | | | | | | | | | | |
| **Paragraph Quality** | |  | |  | Your paragraphs are disorganized and move between topics, and there may be no topic sentences. Paragraphs are a chore to read; the reader may lose interest. | | Paragraphs are not really organized effectively, but there’s an attempt to write in paragraphs. It’s not clear how the paragraphs support the thesis. A chore to read. | Pretty good organization of ideas into paragraphs that support your main idea. You use pretty good topic sentences. Sometimes your transitions are rough or you forget them altogether. This makes paragraphs hard for the readeer to stay focused.. | | | | | | Paragraphs are generally well organized and support your main idea. Paragraphs are generally easy to follow and engaging. | | | Paragraphs are well organized and provide interesting and believable support for your main idea. Paragraphs are a pleasure to read. |
| **Thesis Strength/**  **Quality of Ideas/ Critical Thinking** | |  | |  | The main idea/thesis is unclear or not present at all and your argument or claim is not persuasive. The reader may be bored or impatient with the weakness of ideas. | | The main idea/thesis is unclear, and your argument or claim is unpersuasive. There may be too many ideas to sustain given the stated purpose of the assignment. The reader may feel as if s/he is covering ground covered often before. | There is a main idea/thesis, but it may be broad enough that the paper loses some focus or sense of purpose. While you make a clear case for your own point of view, your argument may be too familiar to maintain the reader’s interest—a bit boring. | | | | | | The main idea/thesis is focused and clear and the reader feels as if s/he has learned something. Your argument or claim is persuasive. Even if the reader recognizes the ideas, it’s still a pleasure to discover what you’re saying. | | | The main idea/thesis is not only focused and clear, but demonstrates an unusual insight. Your argument or claim is persuasive and engaging. The reader feels as if s/he has learned something significant. |
| **Use of the Writing Process; predrafting, planning, drafting, revising, editing.**  **Paper shows substantial revisions from draft to revision.** | |  | |  | The writer did not seriously undertake the stages of prewriting, drafting, peer-review and revision according to the assignment and in-class work. Some late or haphazard work. | | The writer didn’t take seriously the stages of prewriting, drafting, peer-review and revision according to the assignment and in-class work. Some late or haphazard work. | The writer undertook all the stages of prewriting, drafting, peer-review and revision according to the assignment and in-class work. Some late or haphazard work. | | | | | | The writer promptly and thoroughly undertook all the stages of prewriting, drafting, peer-review and revision according to the assignment and in-class work. . | | | The writer promptly and thoroughly undertook all the stages of prewriting, drafting, peer-review and revision according to the assignment and in-class work. A new and much better essay is the result. |
| **Use of Standard Written English and the handbook.** | |  | |  | There is a struggle to use standard written English. | | There is a struggle to use standard written English. | In general, correct use of standard written English. | | | | | | Use of standard written English. | | | Use of Standard Written English with variations where called for. |
| **Paper utilizes others’ ideas in the service of your own. Understanding/ avoiding plagiarism.** | |  | |  | Paper does not seem to be in a conversation with any of the texts assigned. Summary and unintentional or intentional plagiarism. | | Paper may cite sources and quote, but no real engagement with the ideas. Mere summary bordering on plagiarism. | Beginning to converse with the texts, if perhaps superficially; citations are correct.; integration may be choppy. | | | | | | A genuine conversation with the texts; quotes, paraphrases and summaries are intentional and citations are correct. | | | A genuine conversation with text; original analysis /insights; citations correct; quotes etc. are used to strong effect. |
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