WILLISTON STATE COLLEGE

ENGL 120: COLLEGE COMPOSITION II

COURSE SYLLABUS

COURSE INFORMATION

ENGL 120: College Composition II, 3 credits, Section 19010 (11-12:15 TUE/THU), Section 19009 (12:30-1:45 TUE/THU), Section 19148 (8:30-9:20, MON/WED/FRI)

Course Description: "**ENGL 110 with a minimum grade of C.** Second course. Writing academic essays or other genres with clarity and accuracy after learning and practicing stages of writing. Close reading, analyses, appreciation. Finding, evaluating, integrating, acknowledging sources. Collaborative invention and revision techniques."

INSTRUCTOR

Jim Stout, Stevens Hall 115E, 701-774-4286, james.stout@willistonstate.edu

Office Hours: 2-3 p.m., TUE/THU and other afternoon times can be arranged by e-mailing me

YOUR official means of communication (Item XXIII from Student Code of Conduct): "Upon enrollment at WSC, every student is issued an official Williston State College email address. **This college email address is considered the official means of communication, and will be used for all notices, general bulletins, and other communications**, including mandated provision of consumer information. WSC exercises the right to send e-mail communication to students and expects that e-mail communication is received and read by students in a timely manner."

Composition: process of putting together parts/stuff into a working whole (Stout)

TEXTBOOK & MATERIALS

- Ballenger, Bruce. *The Curious Writer* (5th edition). 2017. ISBN: 978-0-13-409002-3
- Hacker & Sommers. A Writer's Reference (8th edition). 2016. ISBN: 978-1-319-08353-3
- Kennedy & Gioia. Backpack Literature (5th edition). 2016. ISBN: 10-13-458664-1
- Purdue Online Writing Lab at https://owl.english.purdue.edu/

STUDENT LEARNING OUTCOMES

INSTITUTIONAL OUTCOMES

    I.   **Students will demonstrate effective communication skills**

PROGRAM OUTCOMES

    I.   **Students will demonstrate effective communication skills**

COURSE OUTCOMES

1. You will be able to write in different essay types or genres for a variety of audiences and in a variety of contexts.
2. You will demonstrate invention, planning, drafting, and revising.
3. You will be able to read closely and analyze what is read.
4. You will be able to find and evaluate information resources, then integrate and acknowledge sources in their writing.
5. You will be able to work collaboratively with others and will apply a variety of invention and review techniques to their own and each other's writings.

ASSESSMENT TASKS (FOR COURSE OUTCOMES)

- Outcome 1: Up to four documents submitted for grading.
- Outcome 2: Steps 1-6 of document composition processes. Final exam.
- Outcome 3: Reading quizzes.
- Outcome 4: Using appropriate secondary sources legally, ethically, academically.
- Outcome 5: Steps 1-6 of document composition processes; AAC&U Teamwork Value Rubric assessment.

PROCESS SKILLS

- Express ideas through effective writing.
- Read at a level that allows you to participate in collegiate studies and chosen careers.
- Find, consult, and use a variety of information sources.
- Find, develop, and use information sources ethically, legally, honestly, academically.
- Integrate both primary and secondary information.
- Work collaboratively with others.

CONCEPTS & ISSUES

- Stages of writing process
- Rhetorical situations
- Language Study
- Intellectual property
- Academic honesty
- Collaboration/People Skills
- Research methodology
- Qualitative research
- Quantitative research
- Primary and secondary source material
- Audience analysis

Stout's Procedure for Successfully Completing Academic Writing Projects

MAKE TIME YOUR FRIEND!

MAKE USE OF HUMAN, PRINT, AND ELECTRONIC RESOURCES!

It will be tough, hard WORK, but make it worth doing (and worth reading/grading)!

Manuscripts actually are optical illusions

Care about what you do; get your instructor to care about reading & grading your work!

1. Select approved topic (in which you are curious/interested).
2. Create and/or collect data which can be used on the project: memories, thoughts, emotions, or observations; AVOID using complete sentences at this stage. If secondary sources are necessary, begin a working bibliography at this stage.
3. When you have a critical mass of material, compose, if necessary, a **sketch** (to which you KNOW you need more material), then complete a **draft** in sentences and paragraphs
4. Conference with trusted people (including your instructor, classmates, people outside this class, the Writing Lab staff, and SmarThinking) – on only one element (**SUBJECT, PURPOSE, AUDIENCE, DIRECTIONS, MATERIAL, STRUCTURE, DICTION, IMAGE, LANGUAGE MECHANICS, or FORMAT. See Appendix C.)** at a time – and take notes on how to improve the draft; conference as often as needed. Use *AWR*. Have as many meetings as you need to improve your draft. [Feel free to conference for steps 1-2!]
5. When ready or necessary, revise the draft itself; continue conferencing until you have a manuscript which meets the instructor's directions & expectations; hand in your paper early or on time
6. When the instructor returns your document, make a note of specific lessons you have learned and will use in your future papers.

ASSESSMENT PORTFOLIO
Each degree seeking student is required to maintain an assessment portfolio on Moodle for his/her time at Williston State College. For this class you should include your syllabus, evidence of completing learning outcomes (one complete project with pre-draft, draft, manuscript, and lessons learned), and a reflection paper of what you learned in this class.

GRADING POLICY
Your grade for this course is determined by the grade book record of the quality and quantity of your work in this course.

Eligibility: If you are an individual who needs to be maintaining eligibility, now and each week during the semester is the time to be concerned about it, not at the end of the semester or after the semester ends (R. Stenberg, Spring 2016, edited).

No extra-credit is made available to any individual which is not made available to all class members.

Not identifying direct or manipulated quoted material, not citing material taken from secondary sources (including work you have done previously), and/or not documenting secondary sources (including work you have done previously) may result in zero points on the manuscript in question. Turnitin Match Overview score of <15% is necessary to submit a manuscript for grading.

This is the overall scale to determine your grade status at any one period of time in the course:
A: 90% or more of possible points
B: 80-89% of possible points
C: 70-79% of possible points
F: less than 70% of possible points

Participation

1. Be present at each class session **or perform documented alternative work arranged PRIOR to the class you miss**:
    a. Full class: **10 points**.
    b. Late**: -1 point**.
    c. Leave early**: -1 points**
    d. Excused absence: **9 points.**
    e. Absent and not completing alternative work: **Zero points.**
2. Complete exercises, quizzes, activities each evaluated for
    a. quantity of work
        i. Complete: **10 points**.
        ii. Partial: 7 **points**.
        iii. Unacceptable: **6 points**.
    b. and quality of work
        i. High: **10 points.**
        ii. Acceptable**: 8 points**.
        iii. Unacceptable: **6 points**.

Writing Projects Each Worth Up to 170 points

1. Declare topic
    a. at assigned time: **10 points.**
    b. Within one week after due date: **7 points.**
    c. Not declared nor cleared by me: **Zero points.**
2. Demonstrate to me your pre-draft work, possibly including sketch and, if applicable, a bibliography: Evaluated for
    a. quantity of work
        i. Complete coverage of material and structure: **10 points**.

        ii.   Up to one week late: **7 points**.

        iii.   Not shown to me within one week: **Zero points**.)

     b. and for quality of work

        i.   High: <u>**10 points.**</u>

        ii.   Acceptable: **8 points.**

        iii. Unacceptable: **6 points)**

        iv. Not shown to me within one week: **Zero points**.).

3. Produce draft
   a. <u>on or before deadline: **10 points**</u>.
   b. After deadline but within grace period: **7 points.**
   c. No draft demonstrated: **Zero points**.
4. Conference, workshop, and work individually to revise the draft, covering only one aspect of the draft per meeting with others.
   a. <u>Meeting documented (signature, date, and aspect covered OR SmarThinking printout): **10 points**</u>;
   b. no documented meeting: **Zero points.**
5. <u>Submit paper</u>
   a. <u>on deadline: **60 points**</u>.
   b. BEFORE deadline**: +2 points extra credit** PLUS 60 points for submitting.
   c. **NOT submitting paper on deadline: -10 points up to one week after due date.**
   d. **After one week: zero points.**
6. <u>Quality and quantity of manuscript submitted for grading: Up to **40 points**</u> based on AACU Written Communication rubric (see Appendix B). **<u>Violation of Academic Honesty Policy: Zero points</u>**.
7. Project reflection document evaluated
   a. For quality of work
      i. High: <u>**10 points.**</u>
      ii. Acceptable: **8 points.**
      iii. Unacceptable: **6 points)**
      iv. Not shown to me within one week: **Zero points**.).
   b. And for quantity of work
      i. Complete coverage of material and structure: <u>**10 points**</u>.
      ii. Up to one week late: **7 points**.
      iii. Not shown to me within one week: **Zero points**.)

<u>Each project is worth up to 170 points.</u>

Final examination: worth maximum 220 points

1. Present at scheduled final examination time: **40 points.**
   a. Absence from final exam approved which I approve and you complete during Week 17: **28 points.**
   b. AWOL: **Zero points; failing grade for class**
2. Assessment and reflection of your role in this class is evaluated

a. For quality of work
        i. High: **10 points.**
        ii. Acceptable: **8 points.**
        iii. Unacceptable: **6 points)**
    b. for quantity of work
        i. complete: **10 points**
        ii. partial: **7 points**
        iii. damagingly incomplete: **6 points**
3. Assessments of key elements of this class (a. instructor, b. texts, c. assignments, d. grading, e. classmates, f. technology, g. educational value) this semester each are evaluated for quantity of course reflection, each section of this assessment is evaluated for quantity of work
    complete: **10 points**
    partial: **7 points**
    unacceptable: **6 points**
    and for quality of work
    high: **10 points**
    acceptable: **8 points**
    unacceptable: **6 points**
    Total possible assessment points: 70 points
4. Recommendations for me to improve this course the next time I teach it. Evaluated for

    quantity of suggestions
    complete: **10 points**
    partial; **7 points**
    unacceptable: **6 points**
    and quality of suggestions
    high: **10 points**
    acceptable**: 8 points**
    unacceptable: **6 points**

Total possible final exam points: 220 points.

DISABILITY STATEMENT

Williston State College is committed to providing equal access to students. If you have a disability which may impact your performance, attendance, or grades in this course that requires accommodations, you must first register with Disability Support Services. Please note that classroom accommodations cannot be provided until your instructors receive an Accommodations Form, signed by you and the Disability Support Services Coordinator.

IMPORTANT DATES

• For important dates concerning holidays, last date to withdraw from class, etc., please visit the WSC catalog available on the website: www.willistonstate.edu.

No classes on

09 & 10 JAN

16 JAN
20 FEB
11-19 MAR
27-29 MAR
14 & 17 APR

ACADEMIC RESOURCES

Take advantage of academic resources available to you at Williston State College:

- • Communication Lab: Supplemental instruction is provided to assist students who are either having difficulty or desiring extra help with specific subjects. The Communication Lab assists with composition, writing, communication, and public speaking. The Communication Lab is located in Stevens Hall 108. Students should make appointments at wsc.writinglab@willistonstate.edu.

- • Math Lab: Supplemental instruction is provided to assist students who are either having difficulty or desiring extra help with specific subjects. The Math Lab assists with all math needs. The Math Lab is located in Stevens Hall room 213.

- • Learning Commons: In addition to the normal library functions (book checkout, research assistance, etc.), the Learning Commons serves a number of other functions. Get help with Moodle and other Distance Ed questions. The "technology counter" provides an opportunity to play with some of the latest technology. Computers and printers available. If you have questions, call (701-774-4226). To contact the Office of Extended Learning please email wsc.extendedlearning@willistonstate.edu.

- • SmarThinking: Web based program that offers live tutoring services in a variety of subject areas at no cost to the student. With SmarThinking you can access live tutors, ask a question and come back the next day for a response, and/or submit writing pieces to be reviewed. If you have further questions or need assistance in using this great tool, please stop in the Learning Commons in Stevens Hall or contact Katie Peterson at 701-774-4594.

STUDENT ACADEMIC INTEGRITY

Work submitted for this course must follow Student Academic Integrity as cited in the 2011-2013 Catalog, p. 24:

> Integrity of the academic process requires that credit be given where credit is due. Accordingly, it is a breach of academic integrity to present as one's own work the ideas, representation or works of another, or to permit another to present one's work without customary and proper acknowledgement of authorship. Students are expected to conduct themselves at all times within permissible limits of assistance as stated by the faculty.

Students will be held responsible for any breaches of academic integrity. Some of the more common breaches of academic integrity include but are not limited to: Cheating, plagiarism, forgery, fabrication, facilitation, or aiding academic dishonesty; theft of instructional materials or tests; unauthorized access or otherwise manipulating laboratory equipment or computer programs without proper authorization; alteration of grades or permanent files; misuse of research data in reporting results; use of personal relationships to gain grades or academic favors; or otherwise attempting to obtain grades or credit through fraudulent means. These breaches of academic integrity are also viewed as misconduct and are treated accordingly.

Breach of academic integrity may result in failure of the assignment, exam, and/or class.

STUDENT RESPONSIBILITIES:
- You are expected to read the relevant materials and participate in class discussions in a timely manner.
- You are expected to respect your fellow students and the Instructor in online and on campus discussions.
- It is your responsibility to ask questions when you are uncertain about assignments or course materials.
- If you have questions concerning grades, you should contact the Instructor immediately. You are responsible for checking Moodle in a timely fashion to ensure that the grade recorded is your correct grade.
- It is your responsibility to contact the Instructor as soon as possible if you are encountering any issues that would hinder your performance in this class.
- You are responsible for earning your grade (with the Instructor making every effort to help you learn the material).
- If you are concerned about your grade, you should speak to the Instructor NO LATER than mid-term. No consideration will be given to request to adjust your grade at the end of the semester unless there is an error in calculations.

GRIEVANCE POLICY
Occasionally, students are dissatisfied with some dimension of the course. In such cases, students should first schedule a meeting with the instructor. If the student and instructor cannot reach a satisfactory resolution, the student should schedule a meeting with the Chair of the Department. (See page 10 of the Student Code of Conduct.)

FINAL EXAMS/ACTIVITIES
Students are required to take the final examination or engage in the final activity on the date and at the time presented as part of the course syllabus. Exceptions may be made only in emergency situations and in the case of scheduling conflicts with college sponsored events by promptly submitting a written request detailing the circumstances to the instructor of the course. Your meeting time for your final is
For Section 19148: 8:30-9:20 on BOTH MON, 08 MAY, and WED, 10 MAY
For Section 19010: 11:30-1:30 on TUE, 09 MAY.
For Section 19009: 1:30-3:30 on Tue, 09 MAY

No classes on

09 & 10 JAN
16 JAN
20 FEB
11-19 MAR
27-29 MAR
14 & 17 APR

SCOPE AND SEQUENCE OF THE COURSE (SUBJECT TO CHANGE)

Week	Instruction Includes
09-13 JAN	**NO CLASSES MON OR TUE** Roll Call Syllabus: Course Context, Purposes, Organization Syllabus Agreement Assignment Data Sheet Assignment Stout's Procedure CW Chapters 10 & 11 and AWR Sections C & R Assignment
16-20 JAN	**NO CLASS MON** Research Primary v. Secondary Material Purdue OWL CW Appendix C Assignment
23-27 JAN	Annotated Bibliographies CW Chapter 7 Assignment AWR Sections MLA, APA, & CMS Assignment Collaborative Writing Projects Formats APA Format Project I, Step 1 Assignment Project I, Step 2 Assignment
30 JAN – 03 FEB	"The Voice" Project I, Step 3 Assignment CW Appendix A Revision & Conferencing Communication Lab SmarThinking Project I, Step 4 Assignment
06-10 FEB	Final Manuscript Preparation Project I, Step 5 Assignment CW Chapter 8 Assignment Preferred Literary Forms BL Chapters Assignment
12-17 FEB	Literary Critique Project II, Step 1 Assignment Project II, Step 2 Assignment Critical Literary Approaches Project II, Step 3 Assignment

20-24 FEB	**NO CLASS MON** Project I, Step 6 Assignment Project II, Step 4 Assignment MLA Format Project II, Step 5 Assignment CW Chapter 9 Assignment
27 FEB - 03 MAR	Ethnographic Study Report Project III, Step 1 Assignment Data Collection Project III, Step 2 Assignment Project III, Step 3 Assignment
06-10 MAR	Project II, Step 6 Assignment Chosen format for ethnography Project III, Step 4 Assignment CW Chapter 10 and AWR Section R Assignment
[11-19 MAR is spring break] **20-24 MAR**	Project III, Step 5 Assignment Research Essay/Article Using Project I to do Project IV Project IV, Step 1 Assignment Project IV, Step 2 Assignment
27-31 MAR	**Instructor training: No classes or office hours on MON, TUE, or WED** Project III, Step 6 Assignment Project IV, Step 3 Assignment
03-07 APR	Project IV, Step 4 Assignment Chosen Research Report Format Project IV, Step 5 Assignment
10-14 APR	**NO CLASS FRI** Upper division undergraduate writing
17-21 APR	**NO CLASS MON** Project IV, Step 6 Assignment Graduate school writing
24-28 APR	Questions and Answers
01-05 MAY	e-Portfolio Final Exam Preparation
Final Exam	Early Entry: 8:30-9:20 08 MAY & 10 MAY 19010: 11:30-1:30 09 MAY 19009: 1:30-3:30 09 MAY

Appendix A: Teamwork Rubric

Definition
Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

Framing Language
Students participate on many different teams, in many different settings. For example, a given student may work on separate teams to complete a lab assignment, give an oral presentation, or complete a community service project. Furthermore, the people the student works with are likely to be different in each of these different teams. As a result, it is assumed that a work sample or collection of work that demonstrates a student's teamwork skills could include a diverse range of inputs. This rubric is designed to function across all of these different settings.

Two characteristics define the ways in which this rubric is to be used. First, the rubric is meant to assess the teamwork of an individual student, not the team as a whole. Therefore, it is possible for a student to receive high ratings, even if the team as a whole is rather flawed. Similarly, a student could receive low ratings, even if the team as a whole works fairly well.

Second, this rubric is designed to measure the quality of a **process**, rather than the quality of an **end product**. As a result, work samples or collections of work will need to include some evidence of the individual's interactions within the team. The final product of the team's work (e.g., a written lab report) is insufficient, as it does not provide insight into the functioning of the team.

It is recommended that work samples or collections of work for this outcome come from one (or more) of the following three sources: (1) students' own reflections about their contribution to a team's functioning; (2) evaluation or feedback from fellow team members about students' contribution to the team's functioning; or (3) the evaluation of an outside observer regarding students' contributions to a team's functioning. These three sources differ considerably in the resource demands they place on an institution.

Specific highest level of achievement of each skill level is bolded, which yields points earned for that skill set

Contributes to Team Meetings
8 points: Helps the team move forward by articulating the merits of alternative ideas or proposals.
6 points: Offers alternative solutions or courses of action that build on the ideas of others.

4 points: Offers new suggestions to advance the work of the group.
2 points: Shares ideas but does not advance the work of the group

Facilitates Contributions of Team Members
8 points: Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.
6 points: Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.
4 points: Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.
2 points: Engages team members by taking turns and listening to others without interrupting.

Individual Contributions Outside of Team Meetings
8 points: Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.
6 points: Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.
4 points: Completes all assigned tasks by deadline; work accomplished advances the project.
2 points: Completes all assigned tasks by deadline.

Fosters Constructive Team Climate
8 points: Supports a constructive team climate by doing all of the following:
• Treats team members respectfully by being polite and constructive in communication.
• Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.
• Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.
• Provides assistance and/or encouragement to team members.

6 points: Supports a constructive team climate by doing any three of the following:
• Treats team members respectfully by being polite and constructive in communication.
• Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.
• Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.
• Provides assistance and/or encouragement to team members.

4 points: Supports a constructive team climate by doing any two of the following:
• Treats team members respectfully by being polite and constructive in communication.
• Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.
• Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.
• Provides assistance and/or encouragement to team members.

2 points: Supports a constructive team climate by doing any one of the following:
• Treats team members respectfully by being polite and constructive in communication.
• Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.
• Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.
• Provides assistance and/or encouragement to team members

Responds to Conflict
8 points: Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.
6 points: Identifies and acknowledges conflict and stays engaged with it.
4 points: Redirecting focus toward common ground, toward task at hand (away from conflict).
2 points: Passively accepts alternate viewpoints/ideas/opinions.

60 points +   =   /100

LEAP Criteria & Rubric

Specific level of achievement of each skill level is bolded

This section is completed after reading your written composition manuscript. This determines the points you earn on this document.

Overall, your written composition (other skills and levels exist for visual and oral compositions) should demonstrate five skill levels valued by employers, as listed in the American Association of Colleges & Universities Liberal Education for America's Promise (LEAP) initiative (2012).

Characteristic/Aspects (identified by Roger Garrison) to which further revision should have been made are highlighted.

Grade point areas are **boldfaced**.

Context & Purpose Level: "The context of writing is the situation surrounding a text: who is reading it? who is writing it? Under what circumstances will the text be shared or circulated? What social or political factors might affect how the text is composed or interpreted? The purpose for writing is the writer's intended effect on an audience. Writers might want to persuade or inform; they might want to report or summarize information; they might want to work through complexity or confusion; they might want to argue with other writers, or connect with other writers; they might want to convey urgency or amuse; they might write for themselves or for an assignment or to remember" (AAC&U, 2012)

Includes Garrison's characteristics/aspects of subject, purpose, audience, directions, material, structure, image, diction, language mechanics, format

8/8: "Demonstrates thorough understanding of context, audience, purpose…, task(s)"
6/8: "Demonstrates adequate consideration of context, audience, purpose…, task(s)"
4/8: "Demonstrates awareness of context, audience, purpose…, task(s)"
3/8: "Begins to show awareness of audience's perceptions and assumptions"
2/8:" Demonstrates minimal attention to context, audience, purpose, and … task(s)"
0/8: Professionally Unacceptable

Content Development Level: "The ways in which the text explores and represents its topic in relation to its audience and purpose" (AAC&U, 2012).

Includes Garrison's characteristics/aspects of subject, purpose, audience, directions, material, structure, image, diction, language mechanics, format

8/8: "Uses appropriate, relevant, & compelling content to illustrate mastery of subject"
6/8: "Uses appropriate, relevant, & compelling content to explore ideas & shape … work"
4/8: "Uses appropriate & relevant content to develop & explore ideas through most of work"
2/8: "Uses appropriate & relevant content to develop simple ideas in some parts of the work"
0/8: Legal/Ethical Violation

Genre & Discipline Conventions Level: "Formal and informal rules that constitute what is seen generally as appropriate within different [professional] fields, e.g. introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic. Writers will incorporate sources per disciplinary and genre conventions, per the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers" and "Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices, e.g. lab reports, academic papers, poetry, webpages, or personal essays" (AAC&U, 2012).

Includes Garrison's characteristics/aspects of subject, purpose, audience, directions, material, structure, diction, image, language mechanics, format

8/8: "Demonstrates detailed attention to & successful execution of a wide range of conventions particular to a specific discipline and/or … task(s)"
6/8: "Demonstrates consistent use of important conventions particular to a specific discipline and/or … task(s)"
4/8: "Follows expectations appropriate to a specific disciple and/or … task(s) for basic organization, content, & presentation"
2/8:" Attempts to use a consistent system for basic organization & presentation"
0/8: Academic Honesty Violation

Sources & Evidence Level: "Texts (written, oral, behavioral, visual, or other) that writers draw on as they work for a variety of purposes -- to extend, argue with, develop, define,

or shape their ideas, for example" and "Source material that is used to extend, in purposeful ways, writers' ideas in a text" and "expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic. Writers will incorporate sources per disciplinary and genre conventions, per the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers" (AAC&U, 2012).

Includes Garrison's characteristics/aspects of subject, purpose, audience, directions, material, structure, image, diction, language mechanics, format

8/8: "Demonstrates skillful use of high-quality, credible, relevant sources … that are appropriate for the discipline and genre"
6/8: "Demonstrates consistent use of credible, relevant sources to support ideas"
4/8: "Demonstrates an attempt to use credible &/or relevant sources to support ideas"
2/8: "Demonstrates an attempt to use sources to support ideas"
0/8: Undocumented Sources &/or Uncited Secondary Material &/or Unidentified Quotes

Control of Syntax & Mechanics Level: Follows clear, fluent, and error-free rules for communicating common to formal professional English language users (AAC&U, 2012).

Includes Garrison's characteristics/aspects of purpose, audience, directions, structure, diction, image, language mechanics, format

8/8: "Uses graceful language that skillfully communicates meaning…with clarity and fluency, and is virtually error-free"
6/8: "Uses straightforward language that generally conveys meaning… [with] few errors"
4/8: "Uses language that generally conveys meanings … with clarity, although writing may include some errors"
2/8: "Uses language that sometimes impedes meaning"

60 + = /100   Letter Grade:

Appendix C: Revision Areas

Garrison's Characteristics/Aspects of Compositions

<mark>Areas requiring revision are indicated in yellow highlighting</mark>

This section is completed while reading your written composition manuscript. This assessment determines the level of proficiency your manuscript reaches; i.e.: sets up LEAP evaluation.

Your papers are evaluated in terms of specific requirements in ten characteristic/aspect areas (based on Roger Garrison and the National Institute for Teachers of Writing, 1990) which fall into two areas:

Grammar & Mechanics (HOW your paper says what it says)

    DIRECTIONS:
- Follow all directions
- Complete assigned task(s)
- Meet deadlines
- Fit page length (meets minimum full text pages; shorting not accepted; does not count front or back matter or illustrations)
- Produce assigned composition
- Contain directed content
- Follow directed format
- Follow directed structure
- Submit via assigned method.

    FORMAT:
- Follow assigned/acceptable format for composition
- Establish standard margins
- Align text per standards
- Use proper page header/pagination form
- Follow format guides for headings and subheadings
- Follow format line spacing
- Follow format spacing between paragraphs
- Use font size and style (Size 12, Arial font for this class)
- Use format-specific secondary source documentation section
- Use format-specific secondary material citation forms (footnote, end note, parenthetical citation, in-sentence citation, mixed parenthetical/in-sentence, visual source(s) citation
- Use discipline-specific language mechanics
- Arrange per discipline-specific structure.

    STRUCTURE:

Include/Revise title
Place title where required
Include/Revise required front matter
Include/Revise introduction
Include/Revise thesis statement, if necessary
Include/Revise required text topical sections
Indent/Do not indent paragraphs appropriately/formally
Separate paragraphs by topics, sub-topics, functions
Include/Revise transitions
Use/Revise text conclusion
Include/Revise required back matter/sections
Make subjects agree with verbs
Make sentences complete
Revise run-ons
Revise comma splices
Space properly between words
Space properly between sentences
Use/Revise headings
Structure dialogue properly
Structure and identify direct/indirect quotations properly
Incorporate/Revise visuals and all components (ex. captions)
Establish & maintain parallelism within sentence
Establish & maintain parallelism between headings

DICTION:
Use correct words
Make sure words are in correct form
Use appropriate and consistent pronoun person/point-of-view
Use appropriate and consistent verb tense
Use appropriate and consistent level of formality
Use appropriate verb voice
Clarify referents of pronouns
Avoiding taboos of discipline or instructor
Use terminology level appropriate to assignment
Produce document of high reading level
Avoid affective fallacy
Write out contractions
Be careful with words
Use socially-acceptable language
Do not objectify subjects of material
Use non-prejudicial language
Use non-sexist language
Use non-racist language
Use non-discriminatory language

Use non-ageist language
Use effective, appropriate figurative language
Use non-restrictive language
Use constructive language
Use clear wording
Use concise wording appropriate to purpose/audience/task
Use complete wording
Use appropriate concreteness and abstraction

LANGUAGE MECHANICS:
Proofread use of abbreviations
Proofread choice/use of end marks
Spell check
Proofread capitalization/lowercasing
Proofread choice/use of punctuation
Edit use of quotation marks
Proofread form of expressing quantitative information
Proofread choice/use of emphasis techniques

Content (WHAT your paper says)

SUBJECT:
Choose collegiate &/or professional topic
Obtain instructor approval of topic
Cover topic in depth
Cover range of subtopics appropriate to assignment
Focus composition on topic.

PURPOSE:
Informing audience
Persuade audience
Blending informing and persuading audience
Entertain audience
Earn appropriate recognition
Satisfy audience/genre/discipline expectations
Benefit audience
Improving someone's/something's/some place's life
Demonstrative creativity
Sharing life experiences
Making relevant contribution to the subject field
Lay solid foundations for future work

AUDIENCE:
Address appropriate age level

Address college professors
Address professionals in the field
Address college students/classmates
Address educated members of a community/group
Communicate to an intended audience (including you)

MATERIAL:
Include acceptable quantity of primary material
Include quality material
Include your and others' emotions
Include your and others' observations
Include your and others' thoughts
Include your and others' experiences/memories
Properly/Legally/Ethically document secondary sources
Properly/Legally/Ethically cite/identify secondary material
Appropriately, effectively, professionally combine quote, summary,
        paraphrase, and illustrations/visuals
Develop points with examples, explanations, details
Include all necessary material
Omit unnecessary material.

IMAGE:
Be careful
Be caring
Be consistent
Be confident
Be certain
Be accurate
Be capable
Be constructive
Demonstrate your maturity
Demonstrate your positive qualities
Be considerate
Be learned
Balance realism with idealism
Establish healthy balance of emotion, thought, observation, experience
Establish and maintain control
Be professional (including maintaining confidentiality, if necessary)
Demonstrate recognition/attention
Demonstrate comprehension/responsiveness
Demonstrate ability to apply/value/accept
Demonstrate analytical & organizational skills
Demonstrate evaluative/judgement skills
Demonstrate synthesizing skills

Demonstrate creative skills

Demonstrate originality

Demonstrate sound thinking

Be ethical

Follow the law (esp. of intellectual property of self and others)

Use reliable composition process

Use resources available to you to succeed in your task(s)

Seek to produce a work of which you are proud