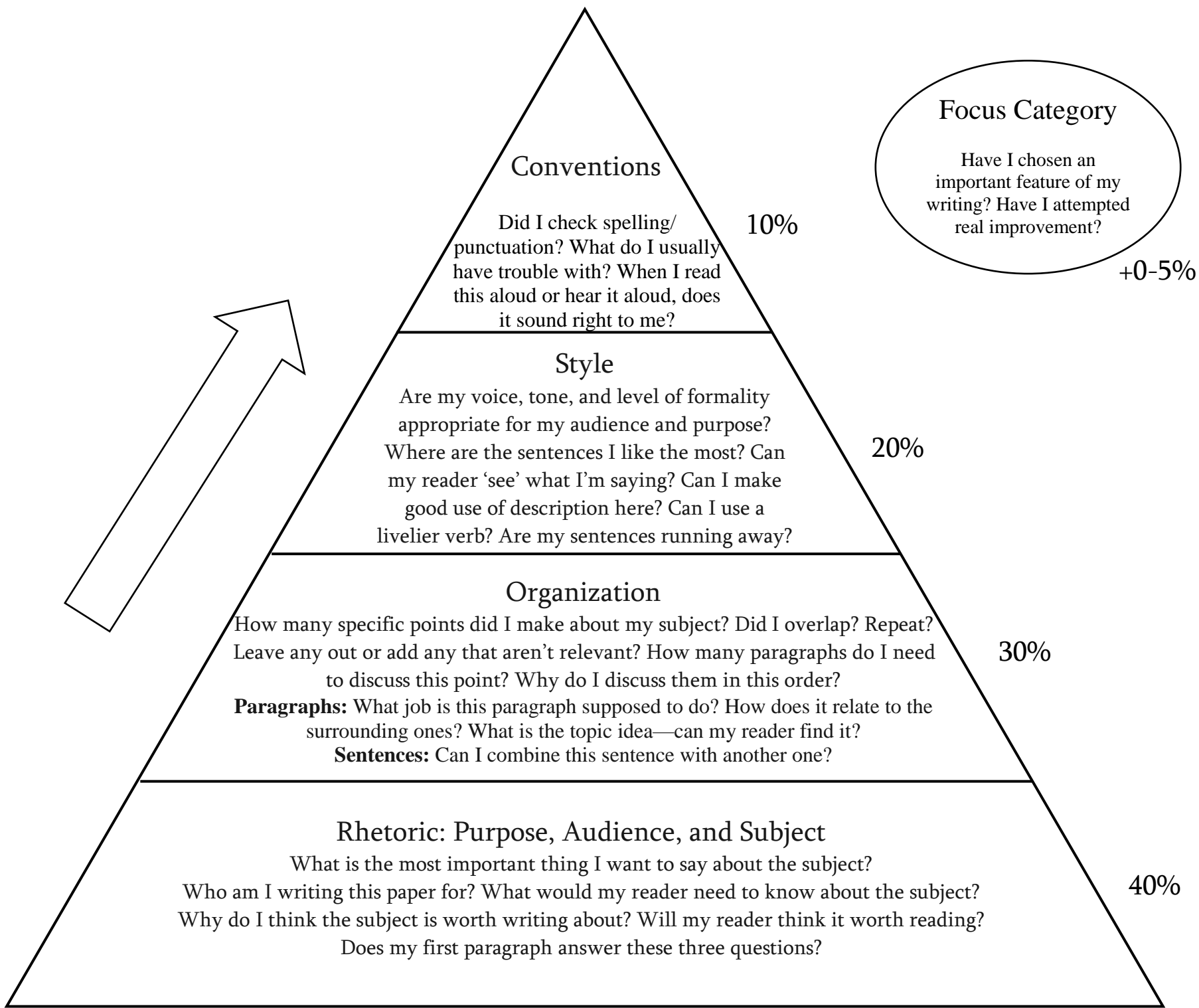


Course Rubric	100%	Exemplary (95)	Advanced (85)	Proficient (75)	Developing (65)	Unsatisfactory (50)
Rhetorical Strategies (Audience, subject, purpose, & critical thinking) (40%)	40	Essay not only follows assignment guidelines, appeals to appropriate audience with an interesting subject / angle, and maintains a clear purpose , but does so in a creative way that transcends simply following the assignment. Critical thinking , which may include exploring multiple sides of an issue, recognizing the big picture, and connecting ideas in interesting ways, shows advanced engagement with the essay topic. (38)	All assignment guidelines are followed. Moves are made throughout the essay to appeal to the appropriate audience . A subject /angle is clear and well-thought out. The purpose is clear throughout the entire essay. Critical thinking adds significant value to the essay. (34)	Assignment guidelines basically are followed correctly. The essay attempts to appeal to an appropriate audience . An angle is established on the subject . A purpose is established and maintained for the most part. There may be <i>minor</i> lapses in direction. Critical thinking is attempted throughout the essay. (30)	Essay exhibits a few of the following issues: minor, unproductive variations from assignment guidelines, neglect of audience or inappropriate audience , unclear/undeveloped angle or subject , and/or unclear or inconsistent purpose in one or more places. Critical thinking is noticeably missing in parts of the essay. There is little attempt to consider multiple sides of the issue or recognize larger issues within the essay topic. (26)	Essay exhibits a few of the following problems: assignment not followed, essay not written to appropriate audience , unclear/undeveloped/nonexistent angle or subject , and/or no discernible purpose . Critical thinking is missing or adds no value to the paper. (20)
Organization (Structure, detail, logic, evidence) (30%)	30	Essay is clearly focused around a main topic with a clear perspective . Paragraphs focus on one topic each and are introduced in a logical order . The ordering of and transitions between paragraphs and sentences enhance development of ideas. Introduction grabs readers' attentions and conclusion is thought-provoking. Details, descriptions, and background information enhance the theme and meaning of the portrait and are seamlessly integrated into the paper. (28.5)	Main topic/perspective is clear. Primary account is clear. Paragraphs focus on one topic each. The ordering of and transitions between paragraphs and sentences enhance development of ideas within the paper. Introduction and conclusion add value to the paper. Engaging details and descriptions are used throughout. Sufficient background information is provided. (25.5)	Main topic/perspective is <i>mostly</i> clear. Paragraphs for the most part focus on one topic each. The order of and transition between paragraphs and sentences makes sense for the paper overall, even if there are a few minor lapses in effectiveness. Introduction and conclusion are appropriate for the paper. Most of the essay includes helpful details, description, and background information though perhaps not the most vivid or engaging. (22.5)	A few of the following areas are ineffective: main topic, paragraphing, transitions between paragraphs and/or sentences, introduction, shifting/non-apparent or inappropriate perspective, or conclusion . Adequate detail, description and background information is lacking. (19.5)	A number of the following issues are ineffective: main topic, paragraphing, transitions between paragraphs and/or sentences, shifting/non-apparent or inappropriate perspective, introduction, or conclusion . Detail and description are largely missing from the paper. Lack of background information leaves the paper critically without context. (15)
Style (Voice, Tone, Pizazz) (15%)	20	Voice, tone, and level of formality are used to appeal to the audience and effectively accomplish the essay's purpose. The sentence style is consistently sophisticated and creates an appealing reading experience. (19)	Voice, tone, and level of formality are consistently appropriate for audience and purpose. The sentence style usually creates an appealing reading experience with few or no instances of wordiness or unclear phrasing. (17)	Voice, tone, and level of formality are generally appropriate for audience and purpose. The sentence style does not distract from the ideas being presented but the paper may exhibit some wordiness or unclear phrasing. (15)	Occasional lapses in using the appropriate voice, tone, or level of formality . Sentence style needs work in one or two of the following areas: clarity, concision, vocabulary, sentence length variety, sentence structure variety, and wordiness. (13)	Voice, tone, and level of formality are often inappropriate for audience and purpose. Sentence style and/or significant wordiness consistently distracts from the ideas being presented. (10)
Conventions (10%)	10	Grammar, punctuation, and spelling are correct throughout the paper. Formatting is correct throughout the paper. (9.5)	Grammar, punctuation, and spelling are <i>mostly</i> correct, only minor lapses. Formatting is correct. (8.5)	Grammar, punctuation, and/or spelling issues specifically discussed in class or conference negatively impact the paper. (7.5)	Issues with grammar, punctuation, and/or spelling make portions of the essay hard to follow. (6.5)	Issues with grammar, punctuation, spelling consistently impede meaning throughout the essay. (5)
Focus Category	0-5 (Bonus)	Demonstrates significant improvement in self-selected category. (4.5)		Has attempted improvement in self-selected category. Improvement is either minute or less successful than intended. (2)		No improvement in self-selected category, nor any clear attempt at improvement. (0)



Conventions

Did I check spelling/punctuation? What do I usually have trouble with? When I read this aloud or hear it aloud, does it sound right to me?

10%

Focus Category

Have I chosen an important feature of my writing? Have I attempted real improvement?

+0-5%

Style

Are my voice, tone, and level of formality appropriate for my audience and purpose? Where are the sentences I like the most? Can my reader 'see' what I'm saying? Can I make good use of description here? Can I use a livelier verb? Are my sentences running away?

20%

Organization

How many specific points did I make about my subject? Did I overlap? Repeat? Leave any out or add any that aren't relevant? How many paragraphs do I need to discuss this point? Why do I discuss them in this order?
Paragraphs: What job is this paragraph supposed to do? How does it relate to the surrounding ones? What is the topic idea—can my reader find it?
Sentences: Can I combine this sentence with another one?

30%

Rhetoric: Purpose, Audience, and Subject

What is the most important thing I want to say about the subject?
Who am I writing this paper for? What would my reader need to know about the subject?
Why do I think the subject is worth writing about? Will my reader think it worth reading?
Does my first paragraph answer these three questions?

40%