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|  | Exceed | Meets | Approaching | Beginning |
| OUTCOME ONE: RHETORICAL AWARENESS |
| Writing employs style, tone, and conventions appropriate to the purpose of the paper |  |  |  |  |
| Writing shows clear understanding of audience, and various aspects of the writing (structure, appeals, tone, sentences, and word choice) address and are strategically pitched to that audience. |  |  |  |  |
| The effects of writing choices are clearly articulated and accurately assessed.  |  |  |  |  |
| OUTCOME TWO: EVIDENCE AND USE OF TEXTS |
| Writing demonstrates a sophisticated understanding of source texts |  |  |  |  |
| Course texts are used in strategic, focused ways (for example: summarized, cited, applied, challenged, re-contextualized) to support the goals of the writing. |  |  |  |  |
| The writing is intertextual, meaning that a “conversation” between texts and ideas is created in support of the writer’s goals. |  |  |  |  |
| Multiple types of evidence gathered from various sources are used appropriately to support the writing goals. |  |  |  |  |
| OUTCOME THREE: CLAIMS AND ARGUMENTATION  |
| The argument is appropriately complex, based in a claim that emerges from and explores a line of inquiry. |  |  |  |  |
| The stakes of the argument, why what is being argued matters, are evident |  |  |  |  |
| The argument involves analysis, which is the close scrutiny and examination of evidence and assumptions in support of a larger set of ideas. |  |  |  |  |
| The argument takes into consideration counterclaims and multiple points of view as it generates its own perspective and position. |  |  |  |  |
| The argument utilizes a clear organizational strategy and effective transitions that develop its line of inquiry. |  |  |  |  |
| **OUTCOME FOUR: REVISING, EDITING, AND PROOFREADING**  |
| Errors of grammar, punctuation, and mechanics are proofread so as not to interfere with reading and understanding the writing. |  |  |  |  |
| Revisions respond to substantive issues raised by instructor and peers |  |  |  |  |
| Careful editing is evident, and writing is constructed carefully at the word and sentence levels |  |  |  |  |
| MLA citations are used correctly |  |  |  |  |

Please Note: This rubric will be used for ALL assignments. I will highlight the areas on this rubric that apply to each assignment and score the applicable sections. You will also receive individual written comments and feedback via turnitin.com AND/OR a set of feedback common to the class that you will then apply specifically to your own writing. I am always open to setting up conferences to discuss your work, as well.