

## ENG111 Composition 1

### Evaluation: Writing Habits, Strategies, & Technologies (WHST)

The project evaluation begins with the ENG111 rubric created by the English Dept. In addition, I assess quality of revision based on the impact of your continued development of the project between submissions in light of feedback. Little or no revision drops the score into the D/F range. Superficial revisions result in C scores. More effective, comprehensive revisions earn A & B scores.

#### Project Evaluation

Total Points (200 possible)	score
Content & organization (100 pts possible)	score
Style & Conventions (50 pts possible)	score
Revision (50 pts possible)	score

Grade	Content	Organization	Style	Conventions
<b>A</b>	<ul style="list-style-type: none"><li>• The paper engages its intended audience, demonstrating insight and complexity.</li><li>• The paper convincingly, richly, and logically develops and supports a single focus and purpose.</li><li>• When appropriate, the paper effectively integrates relevant outside sources.</li></ul>	<ul style="list-style-type: none"><li>• The overall organizational structure is appropriate to the audience and purpose.</li><li>• Paragraphs are thoughtfully and logically related and sequenced.</li><li>• The opening effectively establishes the relationship between the reader and the paper's purpose, and the paper closes effectively.</li><li>• Connections within and between paragraphs create cohesion.</li></ul>	<ul style="list-style-type: none"><li>• The sentences are consistently clear, coherent, and syntactically varied.</li><li>• Precise word choice and an appropriate tone support the paper's purpose and display a command of the conventions of academic writing.</li></ul>	<ul style="list-style-type: none"><li>• The grammar, spelling, punctuation, and usage conform to conventions of academic writing and lend credibility to the writer.</li><li>• References to sources are accurately cited and documented according to the appropriate style manual.</li><li>• Format is consistently correct and appropriate.</li></ul>
<b>B</b>	<ul style="list-style-type: none"><li>• The paper engages its intended audience.</li><li>• The paper develops/supports a single focus and purpose, with some richness of detail or evidence.</li><li>• When appropriate, the paper correctly incorporates relevant outside sources.</li></ul>	<ul style="list-style-type: none"><li>• The overall organizational structure is appropriate to the audience and purpose.</li><li>• Paragraphs are logically related.</li><li>• The opening establishes the relationship between the reader and the paper's purpose, and the paper comes to closure.</li><li>• Connections within and between paragraphs usually create cohesion.</li></ul>	<ul style="list-style-type: none"><li>• Sentences are usually clear, coherent, and syntactically varied.</li><li>• Word choice and tone support the paper's purpose and usually display a command of the conventions of academic writing.</li></ul>	<ul style="list-style-type: none"><li>• The paper is free of serious errors in grammar, spelling, punctuation, or usage.</li><li>• References to outside sources are usually accurately cited and documented according to the appropriate style manual.</li><li>• Format is correct and appropriate.</li></ul>
<b>C</b>	<ul style="list-style-type: none"><li>• Although adequate in content, the paper may not fully engage its intended audience.</li><li>• The paper generally develops/supports its focus and purpose, but may occasionally wander from its central idea.</li><li>• The paper has adequate support but lacks some richness of detail.</li><li>• When appropriate, the paper includes relevant outside sources, although they are not always purposeful or integrated.</li></ul>	<ul style="list-style-type: none"><li>• The overall organizational structure is generally easy to follow and appropriate to the audience and purpose.</li><li>• At times, paragraphs may lack internal coherence or may be mis-sequenced or slightly off track.</li><li>• The paper's opening or closing may be mechanical or trite.</li><li>• Connections within and between paragraphs are evident, but may be awkward, mechanical, or ineffective.</li></ul>	<ul style="list-style-type: none"><li>• Sentences are generally clear and correct; however, some may be basic, choppy, or lack syntactic variety.</li><li>• Word choice and tone generally support the paper's purpose but may less consistently display a command of the conventions of academic writing.</li></ul>	<ul style="list-style-type: none"><li>• Errors in grammar, spelling, punctuation, or usage occasionally interfere with communication and damage the writer's credibility.</li><li>• References to outside sources are generally cited and documented, but not always in the appropriate style.</li><li>• Format is generally correct and appropriate.</li></ul>
<b>D/F</b>	<ul style="list-style-type: none"><li>• The paper does not engage its intended audience.</li><li>• The paper fails to develop/support its focus and purpose or wanders from its central idea.</li><li>• The paper contains limited, irrelevant, or no supporting details.</li><li>• Necessary outside sources are lacking or, if used, are not relevant, purposeful, clearly introduced or integrated.</li></ul>	<ul style="list-style-type: none"><li>• The overall organizational structure is illogical, unclear and/or inappropriate. Paragraphs frequently seem unrelated or repetitive or are poorly constructed.</li><li>• The opening is overly general, missing, or misleading. The closing is weak or missing.</li><li>• Connections between and within paragraphs are missing or ineffective.</li></ul>	<ul style="list-style-type: none"><li>• Sentences are frequently basic, choppy, or repetitive in structure and may display lapses in clarity or coherency.</li><li>• Inappropriate word choice or tone detract from the paper's purpose and frequently display a lack of command of the conventions of academic writing.</li></ul>	<ul style="list-style-type: none"><li>• Many errors in spelling, grammar, punctuation, and usage impede communication and undercut the writer's credibility.</li><li>• References to outside sources are not clearly cited; documentation style is generally inappropriate.</li><li>• Format is not consistently correct or appropriate.</li></ul>