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Compostition I

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Collin College

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COLLIN COLLEGE

COURSE SYLLABUS

Instructor: Lee Libby
Email: LLibby@collin.edu
Phone: 972-881-5756
Office: L-215
Office Hours: By Appointment

Course Number: ENGL 1301

Course Title: Composition I

Course Description: Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. Lab required.

Course Credit Hours: 3
Lecture Hours: 3
Lab Hour: 1

Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent

Class Information

- Section Number: 1301.S80
- Meeting Times: 12:00 pm - 12:50 pm MWF
- Meeting Location: Spring Creek Campus I231

Course Resources

- Required Text: The Norton Field Guide To Writing with Readings and Handbook, Richard Bullock-Maureen Daly Goggin-Francine Weinberg - W. W. Norton & Company – 4th Edition (Beware.....There are many versions of the Norton Field Guide To Writing. Make sure you get one with the 2016 MLA update and readings and handbook. An older version will not have the same readings that we use this semester.)

Minimum Technology Requirements: Computer with internet access and ability to send emails and login to our class website (You must check your CougarMail – remember that you can forward it to your preferred email address. Here are instructions “how to do that”:
<https://www.youtube.com/watch?v=-MyDJTLEv1s>).

Document Uploads: All papers turned in on **turnitin** for this class must be in a Word document (.doc, .docx) or a PDF (Adobe Acrobat) file only. I cannot open any other files including those from Macs or Google Docs. If you turn in a document I cannot open, it will not be graded.

Student Learning Outcomes

- **State Mandated Outcomes:** Upon successful completion of this course, students will:
 1. Demonstrate knowledge of individual and collaborative writing processes. (Teamwork, Communication Skills)
 2. Develop ideas with appropriate support and attribution. (Communication Skills)
 3. Write in a style appropriate to audience and purpose. (Communication Skills)
 4. Read, reflect, and respond critically to a variety of texts. (Critical Thinking)

5. Use Edited American English in academic essays.
- **Additional Collin Outcome:** Upon successful completion of this course, students should be able to do the following:
 1. Demonstrate personal responsibility through the ethical use of intellectual property.
(Personal Responsibility)

Withdrawal Policy: Students are advised to withdraw from the course if they have not completed the required work by the "Last Day to Withdraw." Students who do not complete all of the required work by the end of the course will receive a letter grade based on the work completed. There will be no grades of "incomplete" given. Note that the professor cannot withdraw you from class. You must complete a drop form with Admissions and Records to formally withdraw. **Repeat Policy:** Beginning Fall 2016, Texas residents attempting a course more than twice at Collin College are subject to regular tuition plus an additional \$50 per semester credit hour. Please see the "Repeating Courses" section of the Spring 2017 Registration Guide for more information. College Academic Policies: See the current *Collin Student Handbook*

Repeat Policy: Beginning Fall 2016, Texas residents attempting a course more than twice at Collin College are subject to regular tuition plus an additional \$50 per semester credit hour. Please see the "Repeating Courses" section of the Registration Guide for more information.

Course Content Warning: It should go without saying, but let me be clear: All classroom discussions and the content of your papers should uphold the highest respect for individuals. You can make a good argument without degrading or insulting. You will probably find yourself being offended by a reading, an opinion, and/or a point of discussion that comes up in class; offense is not an excuse to avoid rhetorical work—indeed, it is just the occasion for that work to come to bear. The college classroom is a reflection of the "real world"; our rhetorical work will engage that real world on any and all fronts including but not limited to politics, religion, social issues, and the like.

Americans with Disabilities Act Statement: Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ACCESS office, SCC-D140 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

Plagiarism Policy: My plagiarism policy is in sync with the policy laid out in the Collin Student Handbook (be sure you check it out). (<https://www.collin.edu/studentresources/personal/studenthandbook.aspx>). The last line of the policy states that "The faculty member will determine the appropriate academic penalty" for cases of scholastic dishonesty including plagiarism and cheating. To this end, all papers in this course must be turned in through Canvas which is linked to Turnitin. If your paper comes up with an originality score over 15%, you can expect me to carefully review the paper and determine what has been plagiarized (if anything). There are certainly situations where papers may come back with a higher than usual score (i.e. papers that have been turned in for multiple drafts for the class), so we will determine grades case by case. That being said, papers which we determine to be plagiarized will receive a zero without the opportunity to resubmit. Of course, you are always welcome to contest our findings with the Dean of Students (<https://www.collin.edu/studentresources/deanofstudents/>). I believe most students do not plagiarize intentionally. If you have a question about citation or you just want to make sure you are on the right track, please stop by my office and discuss your concerns with me. It is always better to request more time or lose some points rather than risk a failing grade for plagiarism.

When you email me: Send emails with clear subjects and appropriate signatures for identification purposes. Include your full name and class section. Responses to emails should be expected within 24 hours during weekdays; emails will rarely receive responses on weekends. **Send emails with clear subjects and appropriate signatures for identification purposes; responses to emails**

should be expected within 24 hours during weekdays; emails will rarely receive responses on weekends. I will only respond to emails sent through Canvas.

Please compose emails as follows:

Subject [State the specific reason for this email, e.g. "Grade on Essay 2"]

Greeting: Dear/Hello Professor Libby:

Content: I wanted to ask/tell you.... [Be specific and brief]

Signature: Sincerely/Thank you/All the best/ Etc. [Write your full name **AND CLASS**

SECTION]

Grade Posting: Availability of scores for assigned work will vary depending upon the complexity of the assignment and the grading process but will generally be from one to two weeks after the submission deadline for the assigned work.

Attendance/Participation Grades & Due Dates: Part of your grade is based on class attendance and participation. Students get one unexcused absence and after that I will deduct 10 points for each absence. **I take attendance at every class;** be on time so you won't disturb others, and **plan to stay the entire time.** If you are unavoidably late, walk in quietly and don't allow the door to slam. Excessive tardiness (15 minutes) will result in a marked absence. Sleeping in class, excessive use of smart phones, leaving early without reason, and/or cumulative tardies may result in further marked absences and impact your attendance/participation grade. Inform me before class if you will need to leave early. **If you have an emergency, documentation is always required.** Get a doctor's note that excuses you from school, get a police report for accidents, get a supervisor to email me for required work travel, etc. I do not assign make-up work. **Speak to me for further details.**

Students who miss more than 20% of the course are likely to fail my class. For a course that meets 3 times a week, 20% is equivalent to 9 classes. If the course meets two times a week, then 6 classes would constitute 20%. Please contact me if you're having attendance issues.

NOTE: Being absent when an assignment is due does *not* excuse you from submitting it on time via email/Canvas.

All late work will be docked 10% for each calendar day that it is late.

Any exceptions to the late work policy will be analyzed on a case-by-case basis and only for extenuating circumstances with documentation.

In-class writings and the lab assignments will not be accepted late.

There are no plus or minus options for Collin College grading. Letter grades calculate to the following grade point values, A = 900-1000 B = 800-899 C = 700-799 D = 600-699 F = 599 and below. I will not adjust grades due to GPA issues, scholarships needs, family requirements, etc. Keep track of your grade throughout the semester and contact me as soon as an issue arises. **No adjustments will be made after 14 days from the date a grade is posted.**

Religious Holy Days: In accordance with Section 51.911 of the Texas Education Code, Collin College will allow a student who is absent from class for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time.

Students are required to file a written request with each professor within the first 15 days of the semester to qualify for an excused absence.

Reading Assignments: The reading assignments for this course are integral to your understanding of this class, and it is not possible to "get by" in this class without doing the reading. The textbooks are required, and students will need to have access to them both for homework and in class. Students should read with a pen or pencil, marking the text in a way that will help them when they go back to it

(particularly when they go back to it as a writer). If they can't bring themselves to write in the book, students should begin to develop a system using note cards or Post-it notes. The key is to be familiar with the reading and prepared to discuss it in class and apply it to writing assignments. Also, be aware that, unless specifically assigned, readings do not include exercises or activities in the textbook.

Writing Assignments: Whether they take the form of in-class or out-of-class writings, I expect students to put forth effort and take each writing assignment seriously. We will be using the writing process in this class, which means that each essay will be taken through the prewriting, drafting, revising, and editing stages. Students should keep all stages of their writing in case we need to review these materials.

Since we are using the writing process in this class, there will be a great deal of emphasis on revision. Students will receive specific guidelines for every writing assignment and guidance during the writing process. I urge you to get feedback on your writing prior to submitting it. Students are welcome to come meet with me to review drafts (I do not review them via e-mail) or go to the Writing Center. No revision or rewriting will be allowed once the final version has been submitted for a grade.

Peer Review: An important part of any writer's process is receiving feedback. For Peer Review, on an assigned date specified in the syllabus, students must bring in copies of their drafts to receive feedback from their peers. Students will exchange drafts, follow specific guidelines, and provide feedback on the drafts. More specific guidelines will be provided about what to review and evaluate. Not having a draft or not participating in Peer Review will result in a deduction of points on the final essay grade. All drafts and essays should be typed, double spaced, in 12 pt. font, and with proper MLA formatting. More specific guidelines on MLA will follow.

Lab: The lab component is an integral part of this writing course. Over the course of the semester, students will need to complete a combination of eight selections from the lab list that I will provide. This lab work is not the same as regular work in class or homework that students must complete to stay on track in the class; it is instead designed to be additional writing-focused activities, which will help improve students' writing throughout the term. During the semester, students will need to track and provide evidence of completing these lab requirements outside of class on a sheet provided. More information will follow on what activities count for the lab component. Please note that the labs are due before the end of the semester on Friday, November 30.

Canvas: We will be using a specifically-labeled course shell on Canvas, and all class information will appear there. All major Composition essays will be submitted through Turnitin in Canvas. Students do not need a separate log in for Turnitin. You are responsible for keeping track of your own grades via Canvas and notifying us of any discrepancies/issues you encounter (please click on the link for the orientation.) We will also use Canvas to post important "Announcements" for the entire class and/or will email the class through CougarWeb; Canvas will also be where you submit your discussion board and essay assignments. In case of inclement weather and/or when the college is closed unexpectedly, check "Announcements" on Canvas and your CougarMail for further instructions. We suggest you sign up for CougarAlert too.

More technical issues? Go to: <http://online.collin.edu/>

Exams and quizzes: No make-up exams or quizzes will be allowed unless you have contacted me regarding an extenuating circumstance. Documentation, as stated above, may be required. Any exceptions to the exam policy will be analyzed on a case-by-case basis. To optimize exam grades, participate in the class regularly, do assigned readings, take proficient notes, and use study resources.

MLA format for Citations: Modern Language Association style (8th edition) should be used for any written assignments unless otherwise noted. MLA Format Expected for All Work. We will discuss MLA format in some detail the first week or so of class. Afterward, I expect you to have a basic knowledge of MLA formatting. Later in the semester, we will spend some time discussing citation. If you forget our initial

MLA talk, I strongly suggest you get yourself to the interwebs (Purdue OWL MLA is a great place), YouTube, and/or the Collin College Writing Center for help. "I did not know" will not fly in this class.

The basics: One-inch margins, 12 point font (Times New Roman, Arial, Calibri, and Garamond are acceptable), double-spacing at 0 point (you will usually need to change this since most Word programs default to 8 or 10 point spacing), name and page number in header top right, informational header on first page only top left, in-text citations when appropriate, title on first page, works cited page. Nothing underlined. Nothing in bold. No other font sizes. No other fonts but the ones suggested above (particularly comic sans). No title pages. No extra spacing after/before paragraphs or sentences.

Computer Labs and Writing Centers: are available on every campus for students who do not have access to a computer and/or need help with grammar, content, editing and other writing issues. All campuses have computer and writing labs. I highly recommend you use this helpful resource! www.collin.edu/writingcenter

Free Counseling Services: Life happens...need to talk with someone? Professional, licensed, confidential counselors are available to all Collin students. For more information, go to: <http://www.collin.edu/studentresources/counseling/index.html>

Scholastic Dishonesty: Note: Students violating Collin College's Academic Ethics* policy on any assignments are subject to a failing grade (exact grade depends upon the severity of the violation) for the assignment(s) in addition to disciplinary proceedings with the Collin College Dean of Students. Please carefully review the Academic Ethics section below regarding "Plagiarism," "Cheating," and "Collusion."

According to the Collin College Student Handbook, "every member of the Collin College community is expected to maintain the highest standards of academic integrity. Collin College may initiate disciplinary proceedings against a student accused of scholastic dishonesty. While specific examples are listed below, this is not an exhaustive list and scholastic dishonesty may encompass other conduct, including any conduct through electronic or computerized means. Scholastic dishonesty shall involve, but is not limited to, one or more of the following acts:

General Scholastic Dishonesty includes, but is not limited to, statements, acts, or omissions related to applications for enrollment, credit or class work, research, and/or the award of a degree; falsifying academic records; using annotated texts or teacher's editions; using information about exams posted on the Internet or in any electronic medium; leaving a test site without authority; failing to secure test materials; and/or submitting work that is not one's own. All work submitted for credit is expected to be the student's own work. Students are expected to record honestly and accurately the results of all their research. Falsification of research results includes misrepresentation, distortions, or omissions in data or reports on research.

Plagiarism is the use of an author's words or ideas as if they were one's own without giving credit to the source, including, but not limited to, failure to acknowledge a direct quotation. In the preparation of all papers and other written work, students must distinguish their own ideas and knowledge from information derived from other sources. The term "sources" includes not only published primary and secondary materials, but also information and opinions gained directly from other people. Whenever ideas or facts are derived from a source, the source must be indicated by the student.

Cheating is the willful giving or receiving of information in an unauthorized manner during an examination or to complete an assignment; collaborating with another student during an examination without authority; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance; unauthorized copying of computer or Internet files; using someone else's work for assignments as if it were

one's own; submitting or resubmitting an assignment (in whole or in part) for more than one (1) class or institution without permission from the professor(s); or any other dishonest means of attempting to fulfill the requirements of a course.

Collusion is intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance or unauthorized collaboration; communicating answers to a classmate about an examination or any other course assignment; removing tests or answer sheets from a test site; and allowing a classmate to copy answers.

Students found responsible for scholastic dishonesty offenses will receive an authorized disciplinary penalty or penalties from the Dean of Student Development Office. The student may also receive an academic penalty in the course where the scholastic dishonesty took place. The faculty member will determine the appropriate academic penalty" (7.2.2).

In this course, all work submitted is expected to be original to the student and this class. Students should submit writing that is their own and should not submit writing they have submitted or will submit for another course. If a student is suspected of scholastic dishonesty, no grade will be given for the assignment until a judgment is rendered by the Dean of Student Development Office.

Additional Expectations/Information:

- **Electronic Devices:** The use of electronic devices including, but not limited to, cell phones, smart phones, cameras, audio or video tape recorders, and computers is prohibited in this class except for special circumstances. If you are only using the eBook version of our text or need to discuss special circumstances, please contact me during the first week of classes.
- **In-Class Behavior:** We enjoy a lively, conversational class, as long as you behave with dignity and show respect for everyone around you, i.e. no profanity, rude behavior, or derogatory remarks. Students who do not comply with these rules will be reported to the Dean of Students and possibly removed from the class. Notify us immediately if someone is disturbing your learning environment (excessive talking, ignoring class policies, etc.). Let's enjoy the semester and grow together!
- **To initiate disciplinary proceedings:** alleged violations of the Student Code of Conduct shall be submitted in writing to the dean of students or designee by completing the Student Incident Report online at <https://k1.caspio.com/dp.asp?AppKey=eaab3000114b800ca9d8443991b1> within ten (10) College District business days of the alleged incident.
- **Disturbing the Learning Environment:** If you choose to violate Collin College's "Core Values," ignore class policies, and/or are negatively affecting the classroom setting, we will attempt to speak with you about the situation. After that point, however, if you continue to negatively affect the classroom environment, we will complete an "Incident Report," which will be turned into the Dean of Students for disciplinary proceedings.
- **Classroom Dismissal by a Faculty Member:** A faculty member shall have the authority to temporarily dismiss a student from class if the student engages in disruptive or inappropriate behavior in the classroom setting or interferes with the teaching and learning process. The temporary dismissal shall not exceed one (1) class period. If the student's behavior is so disruptive it is believed he or she should be dismissed from more than one

(1) class, the faculty member must submit an incident report to the Dean of Students Office and notify the appropriate academic associate dean.

Semester Schedule:

- Weeks 1-3
 - Introduction
 - Rhetorical Situations
 - Academic Literacies
 - Writing a Literacy Narrative
- Weeks 4-5
 - Summarizing and Responding
 - Writing Workshops
- Weeks 6-8
 - Reading Critically
 - Text Analysis
- Weeks 9-11
 - Reporting
- Weeks 12-16
 - Proposal Writing
- Week 17
 - Final

A more detailed schedule will be provided during class. Schedules are subject to change so make sure you are coming to class and checking Canvas regularly.

Method of Evaluation:

900-1000 A
800-899 B
700-799 C
600-699 D
0-599 F

Assignment	Draft	Peer review	Final Paper	Total
Literary narrative	X	25	75	100
Text analysis	25	25	100	150
Report	25	25	100	150
Proposal	50	50	100	200
Labs 16@5pts				80
Quizzes 3@50				150
Final				70
Attendance / Participation/Other				100
			Semester total	1000

Lab work is not the same as regular daily coursework that you must complete to stay on course in the class; it is, instead, designed as additional writing-focused activities that will help improve your writing throughout the term. During the semester, you will need to track and provide evidence of completing these lab components outside of class.

GRADING STANDARDS FOR COURSES IN RHETORIC/COMPOSITION CLASSES

To unify grading and to conform to nationally accepted standards, the Collin faculty subscribe to the following guidelines for letter grades.

Critical Thinking	Exceeds Expectations (Capstone) (A)	Meets Expectations (Milestone) (B)	Meets Expectations (Milestone) (C)	Does Not Meet Expectations (Benchmark) (D/F)
Analysis Identifies, interprets, and summarizes the issue or problem.	Issue or problem is thoroughly described.	Issue or problem is stated or defined but with minimal description.	Issue or problem is stated but undefined or ambiguous.	Issue or problem is not identified.
Inquiry Seeks information using data, ideas, or perspectives pertaining to an issue or problem.	Comprehensive data, ideas, or alternate perspectives have been used accurately.	A significant amount of data, ideas, or perspectives have been studied in some areas.	A minimal amount of data, ideas, or perspectives have been explored.	The exploration of data, ideas or perspectives is nonexistent, inaccurate, or inappropriate.
Evaluation Uses relevant arguments to support a conclusion.	Uses a significant amount of relevant arguments that lead to a conclusion.	Uses a minimal amount of relevant arguments that lead to a conclusion.	Offers relevant information but does not apply arguments.	Uses no relevant arguments.
Synthesis Communicates a cohesive conclusion.	Communicates a complete and well-supported, logical conclusion.	Incorporates an adequate conclusion incorporating some prior arguments.	Communicates a brief conclusion using a minimal amount of information.	Omits a conclusion.
Creativity/Innovation Uses new ideas or approaches that are relevant to the task or problem	Uses new ideas or approaches that transcend the original task or problem.	Uses new ideas or approaches that are relevant to the task or problem.	Uses new ideas or approaches that are not relevant to the task or problem.	Uses no new ideas or approaches.

Communication	Exceeds Expectations (Capstone) (A)	Meets Expectations (Milestone) (B)	Meets Expectations (Milestone) (C)	Does Not Meet Expectations (Benchmark) (D/F)
Development Organizes content in support of a central idea.	<ul style="list-style-type: none"> Central idea is robust and strongly supported. Content organization is clear, consistent, observable, and skillful. Themes and supporting components are obvious and result in a cohesive product that supports central idea. 	<ul style="list-style-type: none"> Central idea is easily understandable and supported. Content organization is clear and applicable to central idea. Themes and supporting components are understandable and support central idea. 	<ul style="list-style-type: none"> Central idea can be deduced, but it is not explicit. Content organization is partially discernible. Themes and supporting components are minimally understandable. 	<ul style="list-style-type: none"> Central idea is nonexistent. Content organization is inappropriate. Themes and supporting components are not understood and/or are not present.
Expression Shows appropriate awareness of an intended audience, adjusting the subject matter, syntax, and mechanics of the product.	<ul style="list-style-type: none"> Language and/or delivery is proficient, expressive, skillful, clear, free of errors, and appropriate to a targeted, intended audience. Grammar, syntax, sentence structure, punctuation, and spelling adhere to the conventions of Standard American English. Assignment has been carefully edited. 	<ul style="list-style-type: none"> Language and/or delivery is clear and straightforward, expresses meaning with few significant errors, and considers a majority of the targeted, intended audience. Grammar, syntax, sentence structure, punctuation, and spelling deviate from Standard American English only slightly, and deviations are not sufficient to interfere with the assignment's overall clarity and effectiveness. Assignment has been edited. 	<ul style="list-style-type: none"> Language and/or delivery is not easily discernible due to moderate errors in mechanics and organization, in addition to an unclear grasp of the targeted, intended audience. Grammar, syntax, sentence structure, punctuation, and spelling deviate from Standard American English enough to distract from the assignment's overall clarity and effectiveness. Careless proofreading is evident. 	<ul style="list-style-type: none"> Language and/or delivery impedes expression of meaning due to numerous mechanical errors and organizational errors, and does not consider a targeted, intended audience. Grammar, syntax, sentence structure, punctuation, and spelling deviate frequently from Standard American English so as to interfere with the assignment's overall clarity and effectiveness. Little or no evidence of proofreading.
Interpretation Uses relevant content that conveys understanding of the subject matter.	<ul style="list-style-type: none"> Content is high quality. It is highly relevant, shows exceptional understanding, and demonstrates mastery of subject. 	<ul style="list-style-type: none"> Content is acceptable. It is relevant and demonstrates general understanding of the subject. 	<ul style="list-style-type: none"> Content is minimally acceptable. It is marginally relevant and shows minimal understanding of the subject. 	<ul style="list-style-type: none"> Content is unacceptable. It is not relevant to the subject and demonstrates a lack of understanding the subject.

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Organization, Structure, and Process	Exceeds Expectations (Capstone) (A)	Meets Expectations (Milestone) (B)	Meets Expectations (Milestone) (C)	Does Not Meet Expectations (Benchmark) (D/F)
Writing Process Demonstrates knowledge and application of the writing process	<ul style="list-style-type: none"> Student has clearly met and followed requirements and criteria of the writing prompt. Obvious use of preliminary explorative writing/planning, rough drafts, and revisions. 	<ul style="list-style-type: none"> Student has met and followed the requirements of the writing prompt. Apparent use of preliminary writing/planning, rough drafts, and revision. 	<ul style="list-style-type: none"> Student has met and followed the basic requirements of the assignment. Assignment contains evidence of at least some preliminary writing/planning. 	<ul style="list-style-type: none"> Little to no evidence of preliminary writing/planning presents itself. Student has not fully met or followed the basic requirements of the assignment.
Formatting Utilizes proper formatting standards	<ul style="list-style-type: none"> Proper formatting is clearly illustrated. 	<ul style="list-style-type: none"> Assignment is largely formatted correctly, though the text may contain a few minor formatting issues. 	<ul style="list-style-type: none"> Text may contain formatting errors. 	<ul style="list-style-type: none"> Formatting does not follow course requirements.
Word Choice and Tone Makes appropriate tone, language, and sentence-level choices	<ul style="list-style-type: none"> Sentences are unified, coherent, varied, and emphatic. Word choice is fresh, precise, economical, and distinctive. Tone enhances the subject, conveys the writer's persona, and suits the audience. 	<ul style="list-style-type: none"> Sentences are purposeful, varied, and emphatic. Word choice is precise and distinctive. Tone fits the subject, persona, and audience. 	<ul style="list-style-type: none"> Sentences are competent but lacking emphasis and variety. Word choice is generally correct and distinctive. Tone is acceptable for the subject. 	<ul style="list-style-type: none"> Sentences are incoherent, incomplete, fused, monotonous, elementary, or repetitious, thus obscuring meaning. Word choice is vague or inappropriate. Tone is unclear or inappropriate to the subject.
Organization Establishes a logical order and focused paragraphs.	<ul style="list-style-type: none"> Assignment establishes a logical order and emphasis, creating a sense of "flow." Paragraphs are focused, idea-centered, and transition smoothly. Introduction pulls the reader in, and the assignment continues to be engaging, and the conclusion supports and completes the assignment without repeating. 	<ul style="list-style-type: none"> Assignment establishes a logical order, indicating emphasis. Paragraphs are focused, idea-centered, and include transitions to indicate changes in direction. Introduction engages the reader, and the conclusion supports without mere repetition of ideas. 	<ul style="list-style-type: none"> Assignment does not follow a consistent, logical order, though some order may be apparent through the discussion. Paragraphs are generally focused and idea-centered. Transitions between paragraphs and ideas are obvious and/or dull. Introduction and conclusion are formulaic and uninteresting, offering little insight. 	<ul style="list-style-type: none"> Assignment seems to lack order and/or emphasis. Paragraphs follow a sort of rule-bound structure (i.e., three to five sentences each) rather than thoroughly developing a single idea. Transitions are inappropriate, misleading, or missing. Neither the introduction nor the conclusion satisfies any clear rhetorical purpose, or may be missing all together.