English 1101: Autumn 2023

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Office Hours: 1:00pm - 1:40pm

Catalog Description and Credit

An introduction to college composition. Students practice responding appropriately to different types of rhetorical situations, writing in various genres, and critiquing discourse. Students will learn to research and document their work in appropriate formats. Preq.: Appropriate developmental class or placement.

First-semester composition is a required, three-credit-hour component of the General Education Program. Students complete this requirement by taking English 1101, 1102, or 1201.

Required Materials

Norton's Inclusive Access for first-semester composition. This electronic package includes two textbooks (*Everyone's an Author* and *The Little Seagull Handbook*) and other resources.

Goals and Expectations

Modern languages are constantly evolving. Because expectations for "good" writing change, the focus of first-semester composition is not on writing "correct" or "proper" English, but on analyzing rhetorical situations and determining what kind of writing is required for a given context. Thus, in this class, you will

- Expand your knowledge of rhetorical situations and strategies by reading critically and by composing a range of texts.
- Expect to read and discuss experts' insights on effective discourse.
- Each week, expect to critically read writing samples. Over the course of the semester, we will critically read essays in several genres. We will consider the social and historical contexts for these samples and discuss how context affects authors' choices.
- Expect to write daily.
- Many assignments will be low-stakes writings, which give you an opportunity to experiment with one specific writing strategy.
- Several writing projects will require you to compose multiple drafts, thoughtfully revising and copyediting to ensure the project is appropriate for the rhetorical situation.
- Synthesize ideas from multiple sources. For at least two multiple-draft projects, you will compose texts that integrate your ideas with those from appropriate secondary sources. In preparing these projects, you will practice locating secondary research materials using a variety of databases and other sources.
- Evaluate the sources you locate for reliability, accuracy, and appropriateness.
- Juxtapose and integrate ideas from reliable, accurate, and appropriate sources in your own texts, acknowledging the work of others using MLA or APA format.
- Reflect on your work and apply global and local revisions as appropriate. You will develop flexible strategies for discovering, drafting, reviewing, collaborating, revising, and editing. You will apply these strategies:
    - While developing your multiple-draft projects.
    - When responding to your peers' work.

o   When considering your peers' comments on your work.
o   When developing your showcase portfolio.
- At the end of the semester, you will develop a showcase portfolio that includes newly revised versions of at least four pieces of writing that you completed earlier in the semester, a printed copy of the Information Literacy Assessment for Discourse and Composition, and a reflective introduction.

Note: The goals for first-semester composition at Shawnee are adapted from current recommendations
from experts at the national, regional, and local levels (including the Council of Writing Program Administrators; the Institute of Race, Rhetoric, and Literacy; the Ohio Department of Higher Education;
and SSU's General Education Advisory Committee).

Grading Procedures

Requirement	Point Value
Unit projects 1, 2, and 3	100 points each: 300 total
Informal essays/in-class writings	20 points each: 120 points total
Discovery drafts and rough drafts (5)	10 points each: 50 points total
Information Literacy Assessment for Discourse and Composition	10 points total
Showcase Portfolio (includes grade on portfolio presentation and reflective introduction)	300 points total
Total Points	770 points

UNIT PROJECTS: This class is divided into four units. In each of the first three units, you will complete a unit project. Note that these are projects, not simply essays. **Although the culminating piece of each project is a polished essay, the project will not be recorded as complete unless you include rough drafts, peer response, a reflection, and other related materials.**
At the beginning of each unit, I will give you an assignment sheet outlining specific requirements for the corresponding unit project. This assignment will include a checklist that you can use to make sure your unit project is complete.

If your unit project is complete and on time, your revised essay will be assessed according to the SSU Grading Standards for Composition (available on Blackboard). The score you receive will be an advisory grade that lets you know what grade that essay would receive if you submitted it at the end of the semester. If all your unit projects are complete and on time, your advisory grades won't "count;" they'll be replaced by the grade you earn on the Showcase Portfolio you submit on our final exam day.

By the end of the semester, you should be well positioned to improve all the work you submitted earlier. Thus, nearly all students who complete all unit projects on time earn higher scores on their Showcase Portfolios than what they originally earned on their unit projects. Thus, this advisory grade policy could also be considered a grade forgiveness policy; students are rewarded

for improving over the course of the semester, not penalized for struggling with assignments at the beginning of the semester. In the exceedingly rare case where a student who completes all unit projects on time turns in an incomplete or insufficient portfolio, the advisory grades will be converted to "real" grades and the Showcase Portfolio will be counted as 325 points if the student is enrolled in 1101 and 205 points if the student is enrolled in 1201.

Note that the advisory grade system applies only to students who submit three complete, on-time unit projects. Students who submit any late or incomplete projects are not eligible for the grade forgiveness incentive.

If your unit project is incomplete, your revised essay will still be assessed according to the grading standards; however, your project grade will reflect the fact that your project was incomplete. Your unit project grade will be docked one letter grade for each element that is missing.

If your unit project is late, your revised essay will be assessed according to the SSU Grading Standards for Composition; however, your project grade will then be adjusted to reflect the fact that your work was late. Unit projects that are up to 24 hours late will be docked one full letter grade. Unit projects that are 24-48 hours late will be docked two full letter grades. Unit projects that are 48-72 hours late will be docked three full letter grades. Unit projects that are more than 72 hours late will not be graded. (Because it is possible to earn a grade of D on unit projects that are 48-72 hours late, I do grade projects that are submitted up to 72 hours late. However, since it is impossible to earn a passing grade on a unit project that is more than 72 hours late, I will simply assign an F to any project that is submitted more than 72 hours after it is due.)

Note: You must submit your revised essay to the appropriate assignment place on Google Classroom **before class begins on each project due date and you must be prepared to turn in a printed copy of your complete unit project promptly at the beginning of class on its due date.** If you are tardy to class on the day a project is due, your project is late.

INFORMAL ESSAYS: You will write a total of six informal, out-of-class essays this semester. Each must be submitted in Microsoft Word format via Google Classroom before class begins on the due date. These essays are shorter than the essays you will compose for your unit projects.

(Informal essays are typically 500-750 words long; the final drafts of unit project essays are typically 1500-2000 words long.)

They also tend to be more personal and encourage a bit more creativity than the typical unit project. Some will allow you a chance to practice writing in a different genre, but within the same aim, as the corresponding unit project. (For example, the first unit is about informative writing. For the unit project, you will write an annotated bibliography, but one of your informal essays will be a different type of informative writing: an extended definition.) Others will require you to do a close reading of a sample text and analyze and respond to it.

We will often use informal essays as a springboard for class discussion. However, I will not be reading them as critically as I read unit projects. Typically, if you submit a thoughtful essay that

fulfills all the criteria in the assignment, you will receive all 20 points, even if there are some weaknesses in organization and mechanics. Points will be deducted if an informal essay does not meet all the criteria in the assignment. Late informal essays will earn no points.

ROUGH DRAFTS: Reflection, feedback, revision, and editing are all critical parts of the writing process. Therefore, several class days will be primarily dedicated to writing workshops, where you will give others feedback on their writing and consider their feedback on yours. For these writing workshops to be successful, it is imperative that everyone show up to class prepared. On the day a rough draft is due, you must (1) post your rough draft to Google Classroom before class begins and (2) arrive to class on time, with a printed copy of the rough draft in hand.

• The electronic copy will serve as proof that you completed your rough draft on time. You will receive all 10 points for a first rough draft if it is evident that you made a conscientious effort to fulfill the basic assignment criteria. In other words, your draft doesn't need to be polished yet (your peers can help you with that), but it can't contain huge gaps. If, for example, an assignment requires the use of four reputable sources and someone submits a rough draft that uses only a conspiracy theorist's personal webpage, the draft cannot be awarded 10 points. You will receive all 10 points for a second rough draft if it is evident that you have made significant revisions since the first rough draft was due.

• The printed copy will enable you and your writing group to spend the entire review period reading and responding to one another's work.

DAILY WORK: Composition is not primarily a lecture class. While I must sometimes address the entire class to explain a particular rhetorical concept, to overview an assignment, to bring closure to the day's group activities, etc., most class periods will involve writing or writing-related work, such as analyzing and discussing the rhetorical choices a writer made in a reading assignment, brainstorming topics or research methods, and peer response.

If this were a lecture class, it might be appropriate to award you an "attendance" grade, but since it is not, your attendance and participation in class and your attendance at three individual conferences with me make up a daily work grade.

You can earn up to 2 points for each class meeting or required conference.
There are 96 regular 1101 class meetings this semester, including the final exam period + 3 required conferences, so you can earn up to 192 points for daily work.
I do not generally offer make-up assignments for students who miss class. If you must miss more than the allowable number of classes due to documented illness, exposure, accident, family emergency, or university-sponsored activities, please see me to discuss your situation as soon as possible. We will determine whether your additional absences are compromising your course grade and whether make-up assignments are possible.

Unfortunately, students with excellent attendance occasionally earn low grades for in-class work because they come to class unprepared or because they disrupt class activities, rather than contribute productively to them.

On days that you submit an in-class assignment, you can earn full points on many of them simply by putting in the effort to submit completely and thoughtfully. Also, please don't force me to give quizzes. I hate quizzes as much as you do, but if it is clear that a significant portion of the class is coming to class unprepared, I will administer reading quizzes so that prepared students earn more points than unprepared ones.) Earning any remaining points requires your active participation, promptness, and preparedness. On days that no in-class assignment is collected, the day's points will be based on your active participation, promptness, and preparedness.

Keep in mind that active participation involves far more than mere physical presence. Occasionally, students who are physically present are intellectually absent. The following standards should help you understand what level of participation is expected in this course.

• Students who earn full points for a day's participation are prepared for class. They have required materials with them, they have any written assignments completed and ready to turn in at the beginning of class, and they have clearly completed all required reading for the day. Furthermore, they frequently contribute to class discussion, willingly participate in (and often lead) small group activities, provide thoughtful feedback during peer response, and spend any informal class time on appropriate class-related activities. They arrive to class on time, remain for the entire class period, and do not inappropriately use electronic devices during class time.

• Students who earn partial points for a day's participation are generally prepared for class, though they may have forgotten to bring their required materials, or they need to search a bit before they can find their written assignments, or they seem a trifle foggy on the required reading for the day. They occasionally contribute to class discussion, willingly participate in small group activities, provide adequate (but-sometimes perfunctory) advice during peer response, and sometimes use informal class time unproductively. They may arrive late or leave early, or they may begin packing up their belongings or behaving in an otherwise disruptive way before the end of the class period. They do not inappropriately use electronic devices during class time.

• Students who do not earn any points for a day's participation may refuse to contribute to class discussion, or they make contributions that are inappropriate. Or they may be unprepared for class. (Note that missing the previous class period is no excuse for arriving to class unprepared. An absence does not excuse a student from learning course material or from submitting required assignments on time or from fulfilling other course requirements.) Or they may treat peer response and small group activities as busywork. Or they may inappropriately use electronic devices during class time.

NOTE: These standards make several references to inappropriate use of electronic devices. Naturally, there are occasions when it is appropriate to make academic use of an electronic device during class time, especially in this class where the textbooks are electronic.

However, activities such as texting, using social media, or playing games on phones, tablets, computers, and other devices are almost never appropriate during class time.

Doing so distracts other students. Sometimes, other students are distracted because they are curious and want to see what is on your screen. (Never bring up anything on a screen that you would not be ready and willing to share with every member of the class, including me.) Sometimes, other students are distracted because watching classmates using devices makes them start wondering what they are missing out on in their own electronic worlds.

When I notice students using electronic devices inappropriately, I will not generally further disrupt class to tell them to stop. However, I will privately note my observations, and students using electronic devices inappropriately will receive 0s for that day's participation. Do not expect additional warnings about this issue.

If you ever have questions about whether using an electronic device during a particular class activity is appropriate, please ask me.

INFORMATION LITERACY ASSESSMENT: Careful research and thoughtful analysis of sources is critical to many writing assignments. The most efficient way to find reliable sources is often to use library databases, rather than Google. Therefore, during the semester, we will complete a library orientation, consisting a series of videos as well as a visit from one of Shawnee's librarians. Afterwards, you will complete the Information Literacy Assessment, which will help me gauge how well you understood the topics covered in the library orientation. Be sure to print two copies of the certificate of completion you get after completing the Information Literacy Assessment. I will collect one copy of your certificate immediately and record the results. You will include the second copy of your certificate in your Showcase Portfolio.

SHOWCASE PORTFOLIO: During the last few weeks of class, you will select your most promising pieces of writing from the course, revise them, compile them, and compose a reflective introduction in which you discuss the strengths and weaknesses of the pieces you chose to revise. This portfolio must include revised unit project essays, revised informal essays, and revised in-class work, so save everything you write for this course this semester. It must also include a printout of your Information Literacy Assessment. The grading standards for the showcase portfolio and additional instructions appear in a separate handout, which we will discuss in class in late October. For now, simply remember that your portfolio must be complete if it is to receive a passing grade. During our final exam period, you will give a portfolio presentation and submit your final portfolio.

Conferences
You will each have three individual conferences with me this semester. Conferences will be held in my office. You will sign up for a conference when I collect each unit project. I will return your unit projects in conferences. See the "Daily Work" section to see the penalties for missing a required conference.

Repeating English First-Semester Composition
Please note that SSU limits the number of times a student may take a general education course. According to the SSU Catalog:

Students who receive a non-passing grade or a W in any DE or foundational-level GEP course may repeat that course twice. Should students fail to earn credit in their third attempt, they must petition the Academic Appeals Committee to be admitted to the class. The decision of the committee is final. Courses in which a passing grade was earned may be repeated unlimited times.

Academic Integrity

At Shawnee State University, we embrace academic integrity as a core value. Our commitment to honesty, responsibility, and accountability, coupled with the respect we show for the intellectual work of others, fosters a vibrant learning community.

The opposite of academic integrity is academic misconduct, which the university considers a serious offense. The consequences for violators are severe. (See the Student Code of Conduct for a list of possible sanctions.)

When writers fail to acknowledge their indebtedness to sources and present someone else's words, ideas, or other material (such as images) as their own, they commit a specific type of academic misconduct called plagiarism. Most students recognize that submitting an essay written by someone else is wrong, but it can be harder to distinguish between plagiarism and legitimate collaboration in certain situations. For example, because students in writing classes frequently work together to help each other improve their writing, determining whether to acknowledge contributions from a classmate
can be tricky. Therefore, we'll address academic integrity and academic misconduct at some length
this semester.

For now, note that plagiarism can include:
• Submitting work that was, in its entirety, written by another person or generated by AI.
• Submitting work that someone else substantially revised.
• Borrowing excerpts from someone else's work without adequate citation or credit.
• Summarizing or paraphrasing someone else's work without adequate citation or credit.

Additionally, it is important to recognize that plagiarism can be accidental as well as intentional. If you
ever have any questions about how or whether to credit a source of information, do not hesitate to
discuss the matter with your instructor.

University ADA Statement for Course Syllabi (2023-24 edition)

Any student who believes they may need an accommodation based on a documented disability should first contact the Coordinator of Accessibility Services at 740-351-3608, or SSUAccessibilitly@shawnee.edu (Hatcher Hall, 1001 4th Street) and schedule a meeting to identify potential reasonable accommodation(s). Students are strongly encouraged to initiate the

accommodation process in the early part of the semester or as soon as the need is recognized. The Office of Accessibility Services will gather relevant information and determine whether an accommodation is warranted. When an accommodation is determined to be warranted, an accommodation letter will be sent to the instructor(s) and student via secure e-mail prior to the semester start date, when possible, or as soon as is feasible. The Office of Accessibility Services will not disclose the nature of any disability with instructor(s); if the student wishes to discuss the disability with one or more instructors, they may do so. Any questions regarding the academic accommodation on the letter should be addressed to the Coordinator of Accessibility Services. If a student does not make a timely request for academic accommodation and/or fails to meet with the Coordinator of Accessibility Services, a reasonable accommodation may be denied or delayed.

Religious Accommodation Statement

As an essential part of a liberal society, an individual should have the freedom to believe or not in a religion or spiritual belief system. Under the Ohio Revised Code section 3345.024, also known as "The Testing Your Faith Act," a student may be absent for up to three days per semester to "take holidays for reasons of faith or religious or spiritual belief system or participate in organized activities conducted under the auspices of a religious denomination, church, or other religious or spiritual organization."

Pursuant to University Policy 2.21 and Procedure 2.21:1, students are required to notify faculty of their various classes about necessary absences as early as possible after the commencement of a course, and not more than fourteen (14) calendar days after the first day of instruction in the course. Faculty will make accommodations without questioning the sincerity of the student's religious or spiritual belief system, and will keep all requests confidential. For additional information about this policy or procedure, please contact the Office of the Registrar at (740) 351- 4734 or ssu_registrar@shawnee.edu. Complaints regarding this policy and procedure may be submitted by selecting "Religious Accommodation" online at www.shawnee.edu/complaint.

Use of Student Work
Activities such as peer review and group work are central to a successful writing class. Therefore, you
should expect to share your writing with your classmates on a regular basis.

Papers that you write for first-semester composition may be retained by Shawnee State University for program assessment. If your work is randomly selected for use in program assessment, your name and any other identifiers will be removed.

Like most other writing instructors, I make every effort to return student work within one week of submission. However, this is not always possible, especially when work is submitted during final exam week. You are welcome to retrieve your portfolio or other graded work after the end of the semester, but please understand that due to space limitations, such work will be retained by the
Department of English and Humanities for one semester only.

Computers and Writing
Essays and other work in this course should be completed using Google Docs and submitted on Google Classroom.

The final draft of each of your multiple-draft essays will be graded as follows.

The A Essay

The A (exceptional) essay is characterized by the following strengths. Only papers that excel in all four (or, if researched, five) categories will be awarded with As.

Content and Development The A essay meets or exceeds all of the requirements of the assignment in an innovative and scholarly manner. The essay effectively meets the needs of the rhetorical situation. It establishes the writer's ethos (credibility). The paper indicates that the author has good judgment and is aware of the complexities of the topic. It is tailored to an appropriate audience.

The essay demonstrates sensitivity to context and anticipates the readers' points of view. It has a controlling sense of purpose (e.g.: to explain, to express, or to persuade). The topic is focused. The thesis claim is clear and polished. Claims are supported with specific (and appropriate) evidence; detailed, concrete examples and explanations; and valid reasoning.

Organization The organization—chronological, spatial, or emphatic—is appropriate for the purpose and subject of the essay. The introduction captures the readers' attention and makes them want to read on. Main body paragraphs are controlled by explicit or implicit topic sentences. Appropriate transitions indicate movement from one idea to the next. The conclusion moves beyond a mere restatement of the introduction, perhaps by providing a call-for-action, perhaps by inspiring the readers to continue thinking about the topic, perhaps by offering implications for the significance of the topic beyond the paper. The conclusion must also leave the readers with a lasting impression.

Style The prose is clear and memorable. The author's voice is distinctive and contextually appropriate. The use of subordination helps readers understand how subtopics are related to one another. The sentences and paragraphs, varied in length, produce a striking rhetorical effect. The diction is thoughtful; the vocabulary is appropriate to the target audience.

Mechanics The paper is free from surface errors that undermine the overall effectiveness of the paper.

Research and Documentation (Not all assignments require research and documentation. Disregard this category for such assignments.) Secondary sources are used carefully and correctly. The sources are appropriate to the assignment, indicating that the writer evaluated the sources carefully and discarded any that were unreliable or otherwise inappropriate. The sources are cited in the prescribed format (typically MLA or APA). Paraphrases and quotations are carefully woven into the text. Primary and secondary sources are analyzed thoughtfully.

The B Essay

The B (good) essay is marked by the following characteristics. Only papers that are excellent or above average in all four (or, if researched, five) categories will be awarded with Bs.

Content and Development The B essay fulfills all of the requirements of the assignment. The essay meets the needs of the rhetorical situation. It establishes the writer's stance, is accessible to the target audience, demonstrates awareness of context, and attempts to anticipate the readers' points of view. It is purposeful, the topic is focused, and the thesis claim is clear. Claims are supported with relevant evidence, concrete examples, and valid reasoning.

Organization The order of information is logical. The introduction captures the readers' attention. Paragraph divisions are logical. Transitions and explicit or implicit topic sentences help readers follow the paper. The conclusion brings the paper to a graceful close.

Style The prose is clear and readable. The author's voice is apparent. Sentence structure is appropriate for educated readers. The author demonstrates a control of syntax, though the use of subordination may not be as striking as that in an A paper. The sentences are varied, the modifiers are distinctive, and the diction is precise.

Mechanics Punctuation, usage, and spelling conform to the conventions of Standard American English. Almost no major sentence-level errors (comma splices, fragments, or fused sentences) appear. There are no stigmatized errors or patterns of error.

Research and Documentation (Not all assignments require research and documentation. Disregard this category for such assignments.) Secondary sources are used thoughtfully. The sources are appropriate to the assignment, suggesting that the writer evaluated the sources and discarded many that were unreliable or otherwise inappropriate. The sources are cited in the prescribed format (typically MLA or APA). Paraphrases and quotations are well-integrated. Primary and secondary sources are analyzed.

The C Essay

The C (competent) essay exhibits some of these characteristics. The C paper may be particularly strong in one or more category, but flawed in other areas.

Content and Development The paper meets the minimum requirements of the assignment but often does nothing more. The essay is generally purposeful, but it may be predictable. Writers of C papers rarely take chances. The C essay typically addresses the knowledge level and attitudes of peers, occasionally over- or underestimating other readers' prior knowledge, assumptions, or beliefs. The topic may only be generally defined. There is a thesis statement, but it may be general (too vague) or unsophisticated (too blunt). The supporting evidence is often obvious and easily accessible. There may be occasional minor lapses in reasoning.

Organization The C essay may exhibit minor imperfections or inconsistencies in organization, but it is generally clear. There is an introduction, but it may not hook readers. The essay is easy-to-follow, despite the occasional lack of topic sentences. Paragraphs have adequate development and are divided logically. Transitions may be mechanical, but they foster coherence. The conclusion may simply restate the introduction.

Style The expression is competent, but it may lack vigor. The sentence structure is often relatively simple, relying primarily on simple and compound sentences. Word choice is technically correct. However, the vocabulary may be limited, or the diction may sometimes be too casual or too formal for the intended audience.

Mechanics Weaknesses in punctuation, spelling, and usage suggest that the writer is unfamiliar with certain conventions of Standard American English. However, the essay is generally free of sentence level errors and stigmatized errors.

Research and Documentation (Certain assignments may not require research and documentation. Disregard this category for such assignments.) The prescribed number of sources is used. The sources are generally appropriate to the assignment, suggesting that the writer discarded some that were unreliable. The sources are cited in the prescribed format (MLA or APA), but there may be a few minor errors in documentation. Paraphrases and quotations may appear to have been pasted into the text without regard for the writer's own tone and style. Consequently, readers may find these paraphrases and quotations disruptive. Paraphrases and quotations may be presented without introductory tags or other cues that help readers recognize the value of the source material.

The D Essay
The D (weak) essay is marked by some of these characteristics:

Content and Development The D essay attempts to follow the assignment. The essay may demonstrate little awareness of the rhetorical situation. The argument may appear naïve or unsophisticated. The paper may be inappropriate for the target audience. In fact, the target audience may occasionally be offended or insulted by the prose because the writer over- or underestimates the audience's prior knowledge, assumptions, or beliefs. The sense of purpose may be unclear. The topic may be ill-defined or unfocused. The thesis may be flawed or nonexistent. The evidence may be inadequately interpreted.

Organization Organization is typically deficient. The introduction may not be functional. The paragraphs may be undeveloped or arranged randomly. Topic sentences are consistently missing, murky, or inappropriate, and transitions are missing or flawed. The paper may come to an abrupt end.

Style There may be lapses in clarity. The sentence structure may be flawed. The vocabulary may be inappropriate for college-level writing.

Mechanics Errors in spelling, usage, and punctuation indicate that the writer is unfamiliar with the conventions of Standard American English. The paper may be marked by sentence-level errors. There may be some stigmatized errors or patterns of error.
Research and Documentation (Certain assignments may not require research and documentation. Disregard this category for such assignments.) The paper may not use as many secondary sources as required. Or the sources may be used carelessly. The writer may select sources that are wholly inappropriate, perhaps using information from a non- expert's

unsubstantiated personal homepage, rather than material gleaned from a reliable library database. Sources may not be fully cited. For example, the writer may include in-text citations but no bibliography (or vice versa). Or the sources may be cited in a format other than the one prescribed, perhaps suggesting that the author is recycling a paper from another class, a paper that might not be fully appropriate for the assignment. The paper may rely too heavily on evidence from published sources. Sections of the paper may be little more than "data dumps," sets of quotations strung together with little or no explanation. The sources may be inadequately or incorrectly interpreted.

The F Essay

The F (unacceptable) essay exhibits some of the weaknesses listed below.

Content and Development The F essay may not follow the assignment. It may ignore the rhetorical situation or may have no clear purpose or direction. It is insufficiently developed and superficial. Typically, such problems occur only when an essay either falls seriously short of the minimum length requirements, or when the writer selects a topic that is not appropriate for the assignment.

Organization The paper may be so unorganized that it is difficult to follow. The introduction may be inappropriate or non-functional. The paragraphs may be undeveloped and arranged randomly. Topic sentences and transitions may be consistently missing. The paper may come to an abrupt end.

Style The paper may be unclear. The sentence structure may be consistently flawed. The vocabulary may be offensive to the intended audience.

Mechanics The paper may be plagued with errors in spelling, usage, and punctuation. There may be numerous sentence-level errors. There may be stigmatized errors and patterns of error.

Research and Documentation (Certain assignments may not require research and documentation. Disregard this category for such assignments.) The paper may not use any sources, despite requirements in the assignment. The paper may be nothing more than a "data dump," a set of quotations strung together with no explanation. The essay may be intentionally or unintentionally plagiarized. The entire essay may be the work of someone other than the student. Parts of the essay may have been written by someone other than the student.