

English 1105: Autumn 2023

Instructor: Michelle McCleese
Office: 3203
Office Hours: 1:00pm - 1:40pm

Phone: 740.820.3445
Email: mmccleese@minfordfalcons.net

Catalog Description

An introduction to argumentation and composition. Students will gain familiarity with the conventions of usage, jargon, format, and documentation in academic disciplines. Preq.: ENGL 1101, 1201, or 1102.

Credit Hours: 3

Goals and Objectives

The learning outcomes for English 1105 are based on the *Outcomes for the Second Writing Course* developed by the Ohio Department of Higher Education and on the Essential Learning Outcomes for Critical Thought, Written Communication, and Information Literacy developed by Shawnee State University's General Education Advisory Committee. Some text from those documents is embedded in the objectives that follow.

- Students demonstrate their knowledge of academic discourse. Students read articles from a range of academic journals, learning how conventions for academic writing may diverge from conventions for other types of writing. They also consider how certain conventions vary among academic disciplines. They practice critically reading academic journal articles, paying particular attention to relationships among writer, text, and audience.
- Students incorporate material from primary and secondary research. Students learn about the role research plays in academic writing. They learn what types of research are privileged in selected academic disciplines. They practice integrating material from primary research into their own writing. They also juxtapose and integrate ideas from secondary sources into their texts. They learn how writers from various disciplines acknowledge source material, learning to appreciate the core differences between major academic styles such as MLA and APA. They acknowledge information gleaned from secondary sources using an appropriate academic style.
- Students integrate their original ideas with material from academic sources. Students locate information from scholarly, peer-reviewed journals and develop their own insights in response. They use strategies—such as interpretation, synthesis, response, critique, and design/redesign—to compose texts that integrate their original ideas with those in scholarly journals and other academic texts.
- Students discover and reconsider ideas as they compose and revise. Shawnee's introductory (first-semester) composition courses emphasize that writing is a flexible and recursive process. This second writing course reinforces the centrality of revision, encouraging students to select and apply heuristics particularly suited to academic writing. Peer response activities help students reflect on their early drafts, and students

are challenged to further revise on their own, reflecting on how to produce successive drafts of increasing quality.

Required Textbooks

Bazerman, Charles. *The Informed Writer: Using Sources in the Disciplines*. Adapted 5th edition, WAC Clearinghouse, 2010. <https://wac.colostate.edu/books/practice/informedwriter/>.

---. *Involved: Writing for College, Writing for Your Self*. Adapted edition, WAC Clearinghouse, 2015. <https://wac.colostate.edu/books/practice/involved/>.

Bullock, Richard, Michal Brody, and Francine Weinberg. *The Little Seagull Handbook*. 4th ed., Norton, 2021.

Additional required readings will be available on Google Classroom or through Clark Memorial Library (CML).

Grading Procedures

Units 1-3 projects 100 points Showcase portfolio 300 points 30% =1000 points =100%	100 points each	300 points total (30%)
Research logs (4)	60 points each	240 points total (24%)
In-class work	2 points each day	96 points total
Showcase portfolio	300 points	300 points total
Total		936 points

All major written assignments (rough drafts of unit projects, final drafts of unit projects, rough drafts of research logs, and final drafts of research logs) must be submitted both electronically and in hard copy. There will be a place on Google Classroom under the appropriate date on the calendar. Submitting that electronic copy will be proof that you completed your work on time and came to class prepared. However, only the hard copies of final drafts will receive letter grades.

Unit Projects

You will compose one major unit essay during each of the first three units of this course, but the final draft of that essay is only part of the unit project. You will also prepare at least one rough draft of each essay, and you will complete peer response and other related activities. Before the beginning of the class period on a day when a unit project is due, you must submit the final draft of the essay electronically; during the class period, you will submit a hard copy of the final draft, all required rough drafts, and copies of your peer response and other related activities. To keep these materials organized, you will submit them in a folder that I will provide. (Note: If you are unable to come to class on a peer response day, get feedback on your essay from one of the peer tutors in the University Writing Center. If you submit documentation of that visit with your final

unit project, your project will be considered complete even though you do not have peer response from classmates.)

I will give you a separate assignment sheet for each of the unit projects. Each assignment sheet will indicate specific requirements for the corresponding unit essay, including due dates for rough drafts, final drafts, and other related coursework. Although each assignment sheet will have different instructions, there are a few universal requirements:

1. You must submit both electronic and hard copies of your work as explained above.
2. Electronic copies must be submitted in Google Docs. If you use a different word processing program to compose your work, make sure that you save it on your Google Drive.
3. All unit essays must be indebted to reputable, peer-reviewed, scholarly sources. The specific source requirement will vary a bit from assignment to assignment, but regardless of the essay, general reference works (such as dictionaries and encyclopedias) do not count as scholarly sources. Reference works often provide important background information, but not the substantial, in-depth information you are expected to use to support claims in academic writing.
4. All source material must be fully cited according to current academic conventions. You will practice using at least two different systems of documentation this semester; make sure that each paper is documented in the prescribed format.
5. Late rough drafts are not acceptable. If you do not have a rough draft on the day rough drafts are due, you will not benefit from your peers' feedback, and your project will be incomplete.
6. Late final drafts are subject to penalty. Because I typically dedicate part of each due date to reviewing a specific grammar or usage convention and corresponding copyediting activities, students sometimes think that their papers aren't "really" due at the beginning of class. On the contrary, it is essential that your papers be complete and carefully polished before class begins. If you were to come to class with a draft in progress, for example, you would not be able to focus on the one convention that is the subject of that day's mini-lesson, and I would not accurately be able to judge whether you understand and can apply the material we practiced. Thus, the following penalties will be imposed on late unit projects:
 - A project that is up to 24 hours late will be docked by one full letter grade.
 - A project that is between 24 and 48 hours late will be docked two full letter grades.
 - A project that is between 48 and 72 hours late will be docked three full letter grades.
 - Any project that is more than 72 hours late will automatically receive a failing grade.

Regarding absences on days final drafts are due: You will not automatically be granted an extension merely because you are absent from class on the day an essay is due. If you cannot be in class on a due date, be sure to submit the electronic version of your final draft at least 30 minutes before the beginning of class and bring a hard copy of your complete unit project to the next class meeting. (If you must also miss the next class meeting, arrange to have someone bring me the hard copy of your project before the next class meeting.) If you do not submit your electronic essay at least 30 minutes before class begins, I will assume you were absent because you had not finished your essay.

Grade forgiveness policy: The purpose of a composition class is to help students become better writers. Therefore, students' final portfolios should be better than their individual unit projects. If all three of your unit projects are complete and if you submit them on time, and if your final portfolio grade is higher than the average grade of your unit projects, your portfolio will be worth 60% of your course grade and your original unit project grades will be forgiven. (Pay careful attention to the wording of the previous sentence. The grade forgiveness policy will apply **only** to students who submit all three complete unit projects on time. If any of you submit any incomplete projects or if any of your projects are late or simply not submitted, you will not be eligible for the grade forgiveness policy.) Note that this policy means that I cannot enter your unit essay grades in Google Classroom or Progress Book until the end of the semester.

Research Logs

As the course outline indicates, there is one research log per unit. Each research log will take the form of an annotated bibliography. It must list, summarize, and comment on sources you plan to use for the corresponding unit project. The specific instructions for each research log will be included on the unit project assignment sheet, but here are some general requirements that apply to all four research logs:

1. Each research log must begin with a narrative. You will introduce each research log by telling your audience about your research process, highlighting both the successes and challenges you encountered while searching for appropriate secondary sources.
2. The remainder of each research log will be an annotated bibliography. Research log 1 must be in MLA format, and research log 2 must be in APA format. You will decide whether MLA or APA—or some other academic format, such as CSE or Chicago—is most appropriate for research logs 3 and 4.
3. There will be a rough draft of each research log due before the rough draft of the corresponding unit essay. However, those drafts are working annotated bibliographies: You may change your mind about some sources before the final unit project is due, and it may be impossible to complete the narrative section with the rough draft.

Research logs must be submitted on time; if the final draft of a research log is late, it will receive no credit.

In-class work

Your success in this class depends on your active participation. That means coming to class prepared and on time, participating fully in all class activities, and reflecting on your work throughout the semester. Anticipate that before you come to class each Tuesday, you will complete a writing assignment and a short reading assignment (typically a section from one of the textbooks). Anticipate that before you come to class each Thursday, you will complete a more challenging reading assignment (e.g., critically reading at least one article from a scholarly journal) and a “prep” assignment, a short activity that corresponds with the reading and ensures you have started to analyze it. There is a tab on our Google Classroom site called Thursday preps where you will submit those short activities before each Thursday class meeting begins. Each class period will be worth two points, and you will frequently write in class. However, rather than assigning some or all of those points to your in-class writing, I typically determine whether you have earned all five points for a class period based on whether you came to class

prepared and put in an appropriate amount of effort on in-class writing and other activities. Specifically:

- Students who receive two points for a class meeting come to class prepared. They have their textbooks or other required materials at the ready, they have any writing assignments completed (having submitted electronic copies before class and, if applicable, being prepared to turn in hard copies as soon as class begins), and they demonstrate that they have 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 one point for a class meeting are generally prepared for class, though they may have forgotten to bring required materials, or they are still printing required hard copies of writing assignments when class begins, or they seem a trifle foggy on the required reading. They occasionally contribute to class discussion, willingly participate in small group activities, provide adequate (but sometimes perfunctory) advice during peer response, and occasionally 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 manner before the end of the class period. They do not inappropriately use electronic devices during class time. (Note that the precise number of points a student receiving partial credit earns will depend on how distracting the student's behavior is and on the general pattern of participation.)
- Students who do not earn any points for a class meeting 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 on use of electronic devices: These standards make several references to inappropriate use of electronic devices. Naturally, there are occasions when you should use electronic devices for academic purposes. For example, while I am elaborating on an assignment sheet that I posted to Google Classroom, you may want to open that assignment sheet and type notes on it; that is entirely appropriate. Likewise, if a question about a date or an author or a reference arises during discussion of a reading assignment, quickly researching the answer—and then sharing the information with the class—is also appropriate. When we are discussing material in an online textbook, referring to the electronic copy during various class activities may be critical.

However, activities such as texting, using social media, playing games or using other unrelated applications (including working on assignments for other classes), and listening to music (with or without earbuds) are never appropriate during class time. Such behaviors distract other students. 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.

The in-class work grade will also reflect your meeting with me for three individual conferences this semester. There will be one conference after you complete each unit project. In the conference, we will discuss the challenges and successes you encountered while drafting and revising your unit project, as well as the next steps you should take if you decide to revise the essay to include in your end-of-semester portfolio. We can also discuss other writing issues; for example, if there was a short in-class writing that you found particularly engaging and think you would like to expand for the final portfolio, we can discuss how you might go about expanding that piece.

Of course, you should not come to a class meeting if you are ill or have been exposed to a communicable illness. I do not typically offer make-up work, but make-up work is typically unnecessary because if you miss four or fewer class meetings, you can still potentially earn all of the points for in-class work.

If you must miss more than four classes, and if your absences are due to documented illness, exposure, accident, family emergency, or university-sponsored activities, please see me to discuss your situation as soon as possible. Depending upon how well you are doing in the class:

- I may develop alternative assignments to help you make up both the points and the learning experiences you missed during your absence, or
- I may advise you that the additional absences are not currently impacting your course average, or
- I may advise you that based on your overall performance in the class, you have fallen too far behind to catch up and I must therefore encourage you to withdraw from the course.

Showcase Portfolio

At the end of the semester, you will submit revised versions of many of your most promising works from the semester. We will discuss the specific requirements later in the semester. For now, simply expect to include revised unit projects, revised research logs, and revised in-class writing. Therefore, you must save everything you write for this course this semester. During our final exam period, you will give a portfolio presentation in which you tell the rest of the class a bit about your work. You must submit the electronic version of your portfolio before our final exam period begins; late electronic portfolios cannot be accepted. (There will, however, be an opportunity to fix minor mistakes in your hard copy portfolio after the portfolio presentations.)

Tentative Course Outline

The class will be divided into four units:

Unit 1: Rhetorical Analysis of an Artifact (unit project and research journal in MLA)

Unit 2: Exploring IMRAD and the Possibilities of Survey Research (unit project and research log in APA)

Unit 3: Exploring a Discipline through Forum Analysis (unit project and research log in MLA, APA, or another appropriate academic style)

Unit 4: Preparing the Showcase Portfolio (research log in MLA, APA, or other appropriate academic style)

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

SSUAccessibility@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.