# ENG 101: English Composition I

# School of Health and Social Sciences

5 Credits
Effective Date: 7/1/2023
Grading Type: Decimal

List any Pre-requisite or Co-Requisite: N/A

*Access to the Internet is required.*
*All written assignments must be in Microsoft-Word-compatible formats.*
*See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

# Faculty Information

Professional experience information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

# Contact Information

Contact information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

# Course Description

This course introduces students to the principles of college writing. Students develop skills in critical thinking and strategies for interpreting, responding to, and using texts as sources and evidence. Students are introduced to argumentative rhetorical patterns. They write critical responses to texts, identifying the author's thesis, evaluating the author's argument and presenting their own position on the topic. In addition, students write a researched argumentative essay that argues, counterargues, and refutes a position on a topic. Student writing demonstrates focus, organization, grammar, and appropriate APA style necessary for college writing.

# Course Resources

Required and recommended resources to complete coursework and assignments are found on the course Reading List.  Access is provided through the *Reading List* link in your online course as well as from the library homepage ("Find Your Reading List" button).

**Note**: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available electronically at no cost to students.

Students in Canada may purchase course resources from the Canada Bookstore, and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

# Course Outcomes

This course will prepare students to:

- CO.1 - Apply correct English grammar, writing strategies, and APA style to college writing.
- CO.2 - Respond critically to texts by identifying an author's thesis, evaluating their argument and establishing a position on a topic.
- CO.3 - Demonstrate critical thinking skills to evaluate and summarize evidence from source materials.
- CO.4 - Collaborate with peers to improve essays.

# Additional Information

## Core Concepts, Knowledge, and Skills

- APA style
- Cohesive paragraphs
- Collaborate with classmates
- Critical thinking
- English grammar
- Reading strategies
- Source materials
- Topic sentences and thesis statements
- Writing strategies

# Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current [University Catalog.](#)

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

# Course Assignments and Grading

| Overview of Required Assignments | % of Final Grade |
|---|---|
| Course Activities | 40% |
| Quizzes | 20% |
| Formal Critical Response | 15% |
| Argumentative Essay | 25% |

**TOTAL**                                        **100%**

## Course Activities (40% of Final Grade)

**Purpose:**
Class participation through discussion is an integral part of this online course, although it is typically less formal than other work submitted throughout the course. Participation is defined as active engagement in a discussion or other online activity.

**Task:**
To provide a structure for balanced participation and allow students to maximize the benefit of the discussion boards, it is recommended that they follow these guidelines:
1. Post responses to discussion questions in the first three days of the module (Monday through Wednesday).
2. Post three or more thoughtful and topic-relevant comments to responses made by classmates during the last four days of the school week (Thursday through Sunday).
3. Respond to any questions that the instructor or peers have regarding student's original post by the end of the school week.

**Criteria for Success:**
Participation in discussions and other online activities is evaluated using the following criteria. A detailed rubric is included at the end of the syllabus.

| Criteria | % of Grade |
|---|---|
| Quality of Responses | 25% |
| Quantity of Responses | 25% |
| Style and Mechanics | 25% |
| Timeliness | 25% |
| **TOTAL** | **100%** |

*Course Outcomes assessed:*
- CO.1 - Apply correct English grammar, writing strategies, and APA style to college writing.
- CO.2 - Respond critically to texts by identifying an author's thesis, evaluating their argument and establishing a position on a topic.
- CO.3 - Demonstrate critical thinking skills to evaluate and summarize evidence from source materials.
- CO.4 - Collaborate with peers to improve essays.

## Quizzes (20% of Final Grade)

**Purpose:**
Students complete weekly equally weighted online quizzes to reinforce the course materials. The quizzes test students' ability to analyze and apply academic reading and writing concepts and skills in various contexts.

**Task:**
Each quiz may consist of different types of questions, such as true/false, multiple choice, fill-in-the-blank and short-answer. These "open book" quizzes are not timed, but they must be submitted by the due date.

**Criteria for Success:**
Students have one attempt to complete each quiz. Answers are graded on accuracy and completeness.

*Course Outcome assessed:*
- CO.1 - Apply correct English grammar, writing strategies, and APA style to college writing.

## Formal Critical Response (15% of Final Grade)

**Purpose:**
Critical response papers consist of a focused analysis, argument, or interpretation of a text. They allow students to gain clarity on a topic and evaluate the strengths and weaknesses of a text's ideas and content. Critical responses are also a helpful way for students to explore ideas for a longer research paper. Academic disciplines require students to reflect on, debate, and refine ideas. Therefore, understanding how to write a critical response is integral to college writing.

**Task:**
Students apply the writing process to complete a 3-paragraph, 400 – 500-word, critical response to an assigned academic text. Students write in their own words, without bias, and support their statements with evidence and in-text citations. This response must meet APA requirements of format and style. Students engage in a peer review of another student's critical response, highlighting positive aspects of it and providing constructive feedback and suggestions on what can be improved or changed. Students then write a final draft of their critical response. The final draft shows improvement from the earlier draft and demonstrates that the student has incorporated feedback from their instructor and peers.

**Criteria for Success:**
The Formal Critical Response is evaluated using the following criteria. A detailed rubric is included at the end of the syllabus.

| Criteria | % of Grade |
|---|---|
| Organization and coherence | 30% |

| | |
|---|---|
| Analysis, evidence, and support | 30% |
| Incorporation of feedback | 10% |
| Style, mechanics and APA (citations, references, formatting) | 30% |
| **TOTAL** | **100%** |

*Course Outcomes assessed:*
- CO.1 - Apply correct English grammar, writing strategies, and APA style to college writing.
- CO.2 - Respond critically to texts by identifying an author's thesis, evaluating their argument and establishing a position on a topic.
- CO.3 - Demonstrate critical thinking skills to evaluate and summarize evidence from source materials.
- CO.4 - Collaborate with peers to improve essays.

# Argumentative Essay (25% of Final Grade)

**Purpose:**
The purpose of this assignment is to help students develop critical thinking and research skills, write persuasively, and participate in the writing process. An argumentative essay requires students to use facts, data, and reasoning to substantiate a claim on a particular topic. Students state their claim in a clear thesis statement, support it with evidence, provide a counterargument to show that other views have been considered, and end with an unambiguous conclusion.

**Task:**
Students participate in the writing process by completing the following steps to construct a multi-paragraph, 600 - 750-word, argumentative essay. The essay includes and fully integrates information from **three research sources** and adheres to standard APA conventions and rules for accurate English writing mechanics, style, and formatting. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional.

*Step 1: First Draft (3%)*
Students begin the writing process by brainstorming, outlining, and organizing ideas for a well-developed argumentative essay and complete a first draft of the essay with an introduction, clear thesis statement, well-developed paragraphs, and integrated information from three reliable sources. Students receive full points for the first draft if it includes these components and is submitted by the due date. Instructors provide formative feedback in the areas of organization & coherence, evidence & support, and style, mechanics, & APA style.

*Step 2: Peer Review (2%)*
Students engage in an analysis of another student's essay and highlight positive aspects of the thesis statement, organization, cohesion, and clarity of the work and then provide constructive

feedback and suggestions on what can be improved or changed. Students receive full points for conducting a peer review if these assignment guidelines are followed.

*Step 3: Final Draft (20%)*
Students write the final draft of an edited and proofread multi-paragraph, 600 - 750-word, argumentative essay. The final draft shows improvement from earlier drafts and demonstrates that the student has incorporated feedback from the instructor and peers.

**Criteria for Success:**
Students receive formative feedback from their instructor and peers on the first draft of their essay. They receive full points on the first draft (30 pts.) and peer review (20 pts.) if assignment guidelines are followed. The final draft of the essay is graded using the following criteria. A detailed rubric is included at the end of the syllabus.

| Criteria | % of Grade |
|---|---|
| Organization and coherence | 20% |
| Evidence and support | 25% |
| Analysis and use of course concepts | 25% |
| Incorporation of feedback | 10% |
| Style, mechanics, and APA (citations, references, formatting) | 20% |
| **TOTAL** | **100%** |

*Course Outcomes assessed:*
- CO.1 - Apply correct English grammar, writing strategies, and APA style to college writing.
- CO.2 - Respond critically to texts by identifying an author's thesis, evaluating their argument and establishing a position on a topic.
- CO.3 - Demonstrate critical thinking skills to evaluate and summarize evidence from source materials.
- CO.4 - Collaborate with peers to improve essays.

# Course Policies

## Late Assignments

Per School of Health and Social Sciences policy, undergraduate students are required to submit all assignments by the due dates stated in the syllabus. A late assignment is one that is submitted after the due date and time or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student is obliged to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis. Being busy, pressured with outside work, or having competing academic commitments are not valid reasons to grant

extensions. A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 15 percent deduction in grade each day or part of the day that the assignment is late. For example, if the assignment is submitted two days late, 30 percent of the grade will be deducted. No late submission is accepted beyond 48 hours past the final day of the course, without instructor approval. Coursework received after one week (seven days) will not be graded and will receive a zero grade.

## Participation

Participation is an active engagement in class discussions and activities in the form of sharing new ideas, examples and resources, as well as constructive disagreement and incorporation of course materials and concepts in comments. This requires frequent monitoring of the discussion forum, timely responses, integration of course material and other sources, and ongoing conversations that extend, modify, and add to understanding, creating a vibrant learning community.

Participation through course activities and discussions to exchange knowledge, ideas, and thoughts is an integral, mandatory part of this course. It enhances the student's learning process and experience in this course. Lack of participation will result in a reduction in grade (see grading rubric).

## Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

# University Policies

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the University Catalog that is linked from the CityU Web site.

## Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

## Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit the CityU website or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person-to-person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at CityU in Canada website.

## Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

## Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all

course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy.*

## Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session.  For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance.*

## Final Assignment Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system.  Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

# Support Services

## Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at *[disability@cityu.edu](mailto:disability@cityu.edu)*  or 206.239.4752 visit the [Disability Support Services](#) page in the my.cityu.edu portal or in the *Start Your Course Here* module in your course under *Support Services*. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

## Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

## Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at [mycityusupport@cityu.edu](mailto:mycityusupport@cityu.edu) to request a user name and password.

# Rubrics

## Course Activities

|  | Below Standard | Approaching Standard | At Standard | Exceeds Standard |
|---|---|---|---|---|
| **Percentage scale:** | 0.00 – 61.00% | 62.00 – 74.00% | 75.00 - 91.00% | 92.00- 100.00% |
| **Scaled score** | 0.0 – 0.6 | 0.7 - 1.9 | 2.0 - 3.6 | 3.7 - 4.0 |
| **Quality of responses – 25%** | Superficial and undeveloped response; No insight or thoughtfulness; Off topic; Never addresses instructor's comments to original posts; No connections made to course concepts and materials; No references to readings. | Scattered and poorly developed response rarely supported by academically appropriate resources; Few, if any new ideas or connections made to course concepts and materials; Mostly anecdotal examples with no references to readings; Rephrases or summarizes other postings; Sometimes addresses instructor's comments to original posts. | Generally competent response supported by various academically appropriate resources; Some new ideas or connections made to course concepts and materials when relevant; Most of the time addresses instructor's comments to original posts. | Rich in content, thoughtful and insightful response well supported by various academically appropriate resources; Detailed new ideas or connections made to course concepts and materials when relevant; Always addresses instructor's comments to original posts. |
| **Quantity of responses – 25%** | All required quality posts missing. | Fewer than minimum number of required quality posts. | Required minimum number of quality posts. | Exceeds minimum number of required quality posts. |

| Timeliness of responses – 25% | All posts submitted at the last minute without allowing for response time. | Posts submitted on fewer than three days of the discussion time. | Posts submitted on three different days of the discussion time. | Posts submitted on more than three days of the discussion time. |
|---|---|---|---|---|
| **Style and mechanics** **(25%)** | Obvious grammatical or stylistic errors, making understanding difficult style. Uses casual language. Includes unnecessary information. Does not reference credible sources to support ideas | Serious grammatical errors interfering with content. Mostly uses concise language and includes very little unnecessary information. Attempts to reference credible sources to support ideas | Several grammatical or stylistic errors. Uses concise language with no unnecessary information. Almost always references credible sources to support ideas | Few grammatical or stylistic errors. Uses concise and compelling language with no unnecessary information. Transitions in writing and flow are smooth and clear. Always references credible sources to support ideas |

## Formal Critical Response

| | **Below Standard** | **Approaching Standard** | **At Standard** | **Exceeds Standard** |
|---|---|---|---|---|
| **Percentage scale:** | 0.00 – 61.00% | 62.00 – 74.00% | 75.00 - 91.00% | 92.00- 100.00% |
| **Scaled score** | 0.0 – 0.6 | 0.7 - 1.9 | 2.0 - 3.6 | 3.7 - 4.0 |
| **Organization and coherence (30%)** | Does not reference text author or title. Is unclear with no or minimal organization, so ideas appear to | References author or title too late in the response. Minimal organization so ideas appear as a | Attempts to reference the text author and title early in the response. Follows a logical | Appropriately begins with reference to text author and title. Uses logical structure with summary, |

| | | | | |
|---|---|---|---|---|
| | be arranged in a random order. Few or inappropriate transitions between paragraphs, and ideas are not developed clearly. Does not appropriately respond to the assignment. | list. Transitions between ideas are minimal, and development of ideas may lack coherence. Not all aspects of the assignment are addressed. | organization. Ideas are developed but not all pertain directly to the student's position statement. Position is communicated clearly but not completely, and most or all aspects of the assignment are addressed. | position statement, and discussion. Sophisticated development of one idea to another, and reader is guided through the progression of ideas. Clearly communicated position, and all aspects of assignment are addressed. |
| **Analysis, evidence, and support** <br><br> **(30%)** | Does not attempt to summarize and/or discuss the text. Superficial and poorly developed analysis. Little or no connections are made to course concepts. May misunderstand the text and lacks critical thinking. No or minimal reference to the text to support evidence. | Analysis shows some relationship between the text, summary, and discussion. Some new ideas and insight but lacks depth and detail. Incorporates some course concepts, but accuracy and development are not consistent. Shows basic understanding of text but does not critically evaluate it. Incorporates some but sometimes inappropriate evidence of the text to support evidence. | Analysis mostly shows a relationship between the text, summary, and discussion. Analysis reflects insight but is not fully developed. Incorporates many course concepts but sometimes does not develop them. Shows careful reading of the text but little or no critical evaluation. Mostly incorporates appropriate evidence from the text | Analysis shows a strong relationship between the text, summary, and discussion. Analysis is insightful and original. Incorporates course concepts accurately, consistently, and frequently. Critically evaluates the text. Incorporates appropriate evidence from the text required to support analysis. |

| | | | required to support analysis. | |
|---|---|---|---|---|
| **Incorporation of feedback (10%)** | Student ignores the ideas and feedback suggested by the instructor or classmates. Changes and improvements are not evident. | Student makes some changes based on the ideas and feedback suggested by the instructor or classmates. | Student demonstrates receptiveness to constructive criticism and uses feedback to make changes and improvements. Student is able to articulate the changes made and why. | Student demonstrates receptiveness to constructive criticism and uses that criticism to make changes and improvements. Student is able to articulate the changes made and why. Student actively solicits additional feedback. |
| **Style, mechanics, and APA (30%)** | Contains spelling, punctuation, and/or grammatical errors, so understanding is difficult. Contains numerous awkward or ungrammatical sentences, and sentence structure is simple or monotonous. Misuses words or uses words that are too vague and | Contains spelling, punctuation, and/or grammatical errors which may temporarily confuse the reader but does not generally impede the overall understanding. Sentence structure is generally correct but may be wordy, unfocused, repetitive, or confusing. | Contains spelling, punctuation, and/or grammatical errors, but does not impede understanding. Sentences are generally clear, well structured, and focused, but some may be awkward or ineffective. Generally, uses words accurately and effectively, but | Almost entirely free of spelling, punctuation, and/or grammatical error. Sentences are varied, clearly structured, carefully focused, and fit the assignment's purpose and audience. Words chosen for their precise meaning and an appropriate level of specificity is |

| | | | | |
|---|---|---|---|---|
| | abstract or too personal and specific for the topic. Format and references are incomplete and have many errors in APA style. | Uses relatively vague or general words and sometimes inappropriate words. Format and references have some errors in APA style and/or is incomplete. | sometimes may be too general.

Format and references are complete and have few errors in APA style. | used. Format and references are in correct APA style and are complete. |

## Argumentative Essay

| | Below Standard | Approaching Standard | At Standard | Exceeds Standard |
|---|---|---|---|---|
| **Percentage scale:** | **0.00 – 61.00%** | **62.00– 74.00%** | **75.00 – 91.00%** | **92.00 -100.00%** |
| **Scaled score** | **0.0 – 0.6** | **0.7 – 1.9** | **2.0 - 3.6** | **3.7 - 4.0** |
| **Organization and coherence (20%)** | Is unclear with no or minimal organization, so ideas appear to be arranged in a random order. Few or inappropriate transitions between paragraphs, and ideas are not developed clearly. Does not appropriately respond to the assignment. | Minimal organization so ideas appear as a list. Transitions between ideas are minimal, and development of ideas may lack coherence. Not all aspects of the assignment are addressed and the counterargument and/or refutation are missing. | Follows a logical organization. Ideas are developed but not all pertain directly to the thesis. Thesis is communicated clearly but not completely, and most aspects of the assignment are addressed. Counterargument or refutation may not be fully addressed. | Uses logical structure with introduction, body, and conclusion. Sophisticated development of one idea to another, and reader is guided through the progression of ideas. Clearly communicated thesis and all aspects of assignment including counterargumen |

| | | | | |
|---|---|---|---|---|
| | | | | t and refutation are addressed. |
| **Evidence and support**<br><br>**(25%)** | Does not attempt to use evidence to support thesis, or evidence provided does not support thesis. Uses irrelevant details or little supporting evidence, generalizing and providing more of a summary than an analysis. | Use of evidence is minimal but does support thesis. Often supports points through generalization, and examples are not relevant or explained. | There is evidence to support almost every point. Offers support but requires more interpretation and explanation of the evidence. | Every point is clearly supported by strong evidence. Uses evidence appropriately and effectively. |
| **Analysis and use of course concepts**<br><br>**(25%)** | Does not attempt to explain how the evidence relates to thesis. Superficial and poorly developed analysis. Little or no connections are made to course concepts. Uses few sources, may misunderstand them, and lacks critical thinking. No or minimal scholarly references. | Analysis of the evidence stretches its meaning to support thesis. Some new ideas and insight but lacks depth and detail. Incorporates some course concepts, but accuracy and development are not consistent. Shows basic understanding of sources but does not critically evaluate them. Incorporates few or no scholarly references. | Analysis explains how the evidence supports the thesis in most cases. Analysis reflects insight but is not fully developed. Incorporates many course concepts but sometimes does not develop them. Shows careful reading of sources but little or no critical evaluation. Incorporates adequate or | Analysis shows a strong relationship between the evidence and the thesis. Analysis is insightful and original. Incorporates course concepts accurately, consistently, and frequently. Critically evaluates sources. Incorporates numerous or more than the minimum number of scholarly |

| | | | | |
|---|---|---|---|---|
| | | | minimum number of scholarly references to support analysis. | references required to support analysis. |
| **Incorporation of feedback (10%)** | Student ignores the ideas and feedback suggested by the instructor or classmates. Changes and improvements are not evident. | Student makes some changes based on the ideas and feedback suggested by the instructor or classmates. | Student demonstrates receptiveness to constructive criticism and uses feedback to make changes and improvements. Student is able to articulate the changes made and why. | Student demonstrates receptiveness to constructive criticism and uses that criticism to make changes and improvements. Student is able to articulate the changes made and why. Student actively solicits additional feedback. |
| **Style, mechanics, and APA** **(20%)** | Contains spelling, punctuation, and/or grammatical errors, so understanding is difficult. Contains numerous awkward or ungrammatical sentences, and sentence structure is simple or monotonous. Misuses words | Contains spelling, punctuation, and/or grammatical errors which may temporarily confuse the reader but does not generally impede the overall understanding. Sentence structure is generally correct but may be wordy, | Contains spelling, punctuation, and/or grammatical errors, but does not impede understanding. Sentences are generally clear, well structured, and focused, but some may be awkward or ineffective. Generally, uses words accurately and | Almost entirely free of spelling, punctuation, and/or grammatical error. Sentences are varied, clearly structured, carefully focused, and fit the assignment's purpose and audience. Words chosen for their precise meaning and an |

| | | | |
|---|---|---|---|
| or uses words that are too vague and abstract or too personal and specific for the topic. Format and references are incomplete and have many errors in APA style. | unfocused, repetitive, or confusing.<br><br>Uses relatively vague or general words and sometimes inappropriate words. Format and references have some errors in APA style and/or is incomplete. | effectively, but sometimes may be too general.<br><br>Format and references are complete and have few errors in APA style. | appropriate level of specificity is used. Format and references are in correct APA style and are complete. |