

**General Education--Learning Outcome and Rubric-- 1.1--Writing**

**Students can compose and revise written texts that employ an appropriate voice to coherently express relationships between ideas from multiple sources, illustrating awareness of rhetorical context and purpose.**

Rev. 11/09

<b>Writing</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>Awareness of Rhetorical Context:</b>			
1—Purpose and unity	Missing or unclear thesis; transitional elements between ideas inadequate or missing; argument appears inconsistent; paragraph's point may be vague or unclear; connection between thesis and essay is vague or unclear	Thesis clearly worded and conforms to body of essay; transitions adequate for the most part; ideas in each paragraph develop and progress logically for the most part, with occasional digression	Thesis tightly focused and illustrates connections between essay's ideas; ideas and paragraphs interconnect and develop smoothly; transitional elements rely on logical progression of ideas; composition holds together in a natural way
2—Relevance of supporting information, including sources where appropriate	Inadequate or insufficient supporting information; examples not relevant to argument or insufficient number to demonstrate point; supporting information is not factually accurate or is drawn from unreliable sources	Supporting evidence is varied, multiple, and sufficient to the purpose; while most is well chosen, some may be less relevant or tangential. Examples are present but minimally adequate; documentation of sources is appropriate and mostly accurate	Supporting evidence well-chosen to suit audience and assignment; examples are engaging and several; sources are incorporated seamlessly and illustrate comprehensive awareness of topic
3—Meeting assignment	Off or partially off topic; fails to address all or most of assignment elements	Addresses most or nearly all of assignment requirements; focuses on topic assigned	Addresses every element smoothly; contributes something original or extra to the assignment or "rises above" the assignment
4—Voice	Inappropriate or inconsistent voice for audience, genre, discipline, or assignment	Voice is appropriate to audience and assignment but may be inconsistent	Voice is consistent and responds to audience and assignment; language chosen carefully to accomplish specific tone
<b>Conventions:</b>			
--Mechanical	Level of error in grammar, spelling, sentence structure or punctuation prevents or delays comprehension	Nearly all mechanical elements are accurate, although some mistakes may appear; mistakes do not delay reader's understanding	Flawless or nearly flawless in grammar, punctuation, spelling; sentence structure is multiple and varied.
--Disciplinary	By disciplinary standards, conventions not met	Meets needs and expectations of discipline; any errors are not substantive and do not detract from presentation of the material.	Flawless or nearly flawless observation of disciplinary conventions and expectations