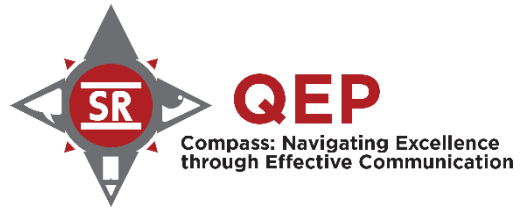


ENG 3312 – Advanced Composition
001/11666 and Z01/12003
FALL 2020



Course Syllabus

Instructor:	Dr. Kathy Stein
Office Hours:	Tuesdays 11:00-12:45; Thursdays 11:00-12:45; by appointment; by Zoom
Office Location:	Ferguson Hall 214B (or by Zoom if needed)
Telephone:	432-837-8770
Email Address:	kstein@sulross.edu
Classroom Location:	FH 203/Zoom
Required Texts:	<p>Open Educational Resources: Purdue Online Writing Lab: https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html MLA Style Center: https://style.mla.org/?_ga=2.218587290.2064535339.1595451009-1173739538.1595451009 Department of Defense Manual for Written Material (DOD 5110.4-M)/Writing Style and Preferred Usage: https://www.esd.whs.mil/CMD/MFWM/</p>

Section I: Introduction

Catalog Description

An intensive study of writing techniques useful to the advanced writer. Areas of concentration include grammar, rhetorical strategies, and style.

Welcome to ENG 3312! Writing will be an important part of your professional life. I'm excited that we will be working together this semester to strengthen your written, verbal, and visual communication skills.



Section II: Course Design: Communication Infused

To be successful in college and beyond, many sources (e.g., Morrealle & Pearson, 2008) indicate that communication competencies are essential. Sul Ross recognizes that the current generation of undergraduate university students should receive training to navigate a global world as competent communicators in various contexts and channels of communication.

Through our Quality Enhancement Plan (QEP) called *Compass*, Sul Ross aims to equip you to navigate excellence in the 21st century by developing your communication skills across

multiple courses. This English course is designed to enhance your communication skills. Therefore, this course has the following QEP Student Learning Outcome:



Section III: QEP Student Learning Outcome

QEP SLO: The student will create works that exhibit skill in prepared and purposeful communication (written, oral or visual).

Section IV: Course Objectives

This course offers you the opportunity to read and analyze a variety of both topical and critical articles that will serve as a model for the types of writing that you will practice this semester. We will use a variety of rhetorical styles, and we will also work on your editing skills by improving your grammar. We will also help you better your peer revision skills by collaborating during review sessions as we read each other’s work.

Section V: Student Learning Outcomes (SLOs)

Writing students will demonstrate the ability to do the following:

- SLO 1: Construct essays that demonstrate unity, organization, coherence, and development
- SLO 2: Study rhetorical theory and then apply the theory to analyze the form of popular and academic writing.
- SLO 3: Produce research papers that demonstrate the ability to locate a variety of acceptable sources, employ them effectively through quotations or paraphrases, integrate them smoothly into the writer’s own prose, and document them correctly using MLA format
- SLO 4: Demonstrate creativity or originality of thought in written and multimedia projects
- SLO 5 Study grammar in relation to the art of writing in order to improve both as a writer and editor.

Section VI: Marketable Skills

- 1) Students will communicate effectively in writing and speaking.
- 2) Students will use different research strategies to address problems and develop ideas that engage a variety of perspectives.
- 3) Students will recognize how social and cultural contexts shape meaning and language.

Section VII: Course Requirements and Grading

Assignment	Points Possible	Actual Grade	Grading Scale
Daily Grades	100	_____	<div style="border: 1px solid black; padding: 5px;"> Entire Course A =900-1000 B = 800-899 C = 700-799 D = 600-699 F = < 599 </div>
Summary Paper	100	_____	
Critical Analysis Paper	100	_____	
Annotated Bibliography	100	_____	
Research Paper Abstract/Precis	100	_____	
Research Paper	200	_____	
Research Paper Presentation	200	_____	

Final Exam	100	_____
Total Points	1000	_____

Section VIII. Course Assignments


Summary Paper: You will write a short summary of an assigned article.

Critical Analysis Paper: Incorporating the skills you developed in your summary paper, you will write identify the thesis and supporting details of an assigned article while also identifying the rhetorical appeals and elements of style used by the author to support his/her thesis.

Annotated Bibliography: You will identify five potential sources for your research paper. You will create a preliminary Working Bibliography and include an annotation for each source.

Research Paper Abstract/Precis: You will create an abstract/precis of your research paper that is no longer than ten sentences total.

Research Paper: You will write a 7-10 page research paper on an approved topic using the summary and critical analysis skills that you have developed this semester.

Research Paper Presentation : You will create and deliver to the class a presentation on your research paper that includes an oral and electronic visual component (PowerPoint or Prezi). Your presentation will take between five and ten minutes.

Daily Grades: Daily grades are not noted in the syllabus. They consist of exercises, group work, and even attendance.

Section IX: ETS Proficiency Profile Exam

Students in all QEP courses will take the ETS Proficiency Profile Exam with questions in writing, reading, math, and critical thinking. The tests will be online and scheduled for November 30 – December 2. The test is used to evaluate the QEP program. All participating students will be included in a raffle for Amazon Gift Cards to be awarded by the Office of Institutional Effectiveness.

Section X: Policies

COVID 19

Safety Pledge - One University/One Community

As a partner in each campus community, the faculty, staff, and students agree to the following statements in relation to the COVID-19 virus:

- I will wear a face covering, wash my hands, and disinfect my workspaces to protect others from the potential spread of this virus. Failure to do so will be treated as a class disruption, per the Student Handbook, and will result in immediate dismissal from class.
- I promise to follow social distancing guidelines as a way to mitigate the risk of transmission to others both professionally and personally.
- I will monitor my health and report any potential health issues.
- I agree to follow the guidelines set forth in this document or as described by Sul Ross State University to protect the public health.

- I understand that my actions may impact the larger community and could affect my academic progress or professional attainment at Sul Ross State University.

Failing to meet these expectations may be subject to corrective action under university disciplinary policies. Changes or recommendations to the guidelines based on evolving guidance from federal, state, or local agencies will be communicated to the university community.

If you test positive, have had contact with someone known to be positive, believe that you may have contracted the virus, or if you have been recently tested for COVID-19, **YOU MUST SELF-QUARANTINE AND STAY HOME**. The self-quarantine period is 14 days.

In addition, if you are not feeling well, play it safe and stay home. Everyone will have access to the link for class, so if you think you might be sick, please attend class online.

SRSU policy requires us to wear masks (or face shields) in class and public spaces. Should at any point during the semester, the university move to online teaching only, then I will be in touch with you via your Sul Ross email address and we will continue our classes online.

Attendance

Attend class (Face-to-Face or Online)! Successful students commit to attending class regularly. Being a better writer requires you working hard at practicing good writing skills. You don't have to be super smart to be a better writer. You have to be committed.

Satisfactory attendance does not consist of your mere physical presence in class. You need to attend class, be on time, stay until class is dismissed, complete your homework, finish writing assignments on time, and be ready to engage intellectually with the material, with me, and with your classmates.

Everything else constitutes unsatisfactory attendance and includes, but is not limited to, absences, tardiness, leaving class early, coming to class unprepared to participate (without materials and/or assignments), sleeping, and/or using your cell phone (turn off before class begins), etc.

I have no desire to fight you over your cell phones, but think about it. If you don't want to be in class and if you'd rather be on your phone, then leave class and be on the phone. Don't interrupt class with your inattention.

No absences will be "excused" (uncounted) unless they result from your carrying out official, verifiable university business recognized by SRSU. Excused absences will only matter for daily work, and only if you inform me before you miss a class that you have an absence upcoming. Because you have so much time to work on major papers/packets, the due dates for them are still in effect even if you have an excused absence or accommodation.

You have paid to attend this class. It is up to you to choose to attend this class. It is difficult to do well in a class that you do not attend. The decision is yours. Should you decide to drop this class, you must do so before 4:00 p.m. on November 13. Remember that the State of Texas only allows you six withdrawals.

Should you have to miss a class, you are still responsible for everything that is covered in that class. Missing class or being late is not an excuse for missing a due date or misunderstanding an assignment. Your classmates are always your first resource. You should feel free to contact me should you need more clarification.

Classroom Demeanor

I want you to feel free to speak your mind in this class. However, we will share our ideas in a respectful manner. We don't have to agree with each other, but we do have to support each other's right to have a differing point of view.

Online Learning

Distance learning students are expected to dress appropriately for class. Also, please limit the visual/audio disruptors that may be in the background. It is a good idea to mute yourself except for when you need to share something or ask a question.

Please review this site: <https://help.blackboard.com/Collaborate/Ultra/Participant>

Academic Integrity

Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else's work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others are all examples of academic dishonesty. It is your responsibility to read and understand the university's policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process. The Student Handbook can be found at: <https://www.sulross.edu/page/2454/student-handbook> (page 80).

In addition, please note that plagiarism detection software will be used in this class for written assignments, as well as monitoring software for course exams.

If you have any questions about this, please ask!

Grading

Anytime you submit an assignment electronically, you will name the file using the following protocol: Last Name and Assignment Descriptor (Ex. Doe Narrative Paper).

I will attempt to return graded within one week. If circumstances require me to take a little longer, I will let the class know.

Grades are a double-edged sword. Grading is meant to show you how you can make your writing/communication skills stronger. Please take all comments (whether mine or peers) in the spirit of helping you become a better communicator.

Late Work

Submitting work late is a horrible habit that will not help you as a student and will only act as a disservice when you move into a professional role after graduation.

Do all assignments and turn them in when requested. Even if you cannot be in class when the assignment is due, the assignment itself is still due. If you know that you will be missing class when an assignment is due, you can submit the final document and scanned packet via e-mail before class begins or you can turn in the final document and packet to my office before class begins.

I do not accept late work. Please mark your calendar with all of the due dates for all assignments this semester. Do not put yourself in the position of losing points because you failed to turn in assignments in a timely fashion or did not submit all parts of the assignment.

Format

You will use MLA format. All submitted drafts must be word processed. Computers and printers are available to you in the library, the ACR, Red Paw Den, and in the Library. All work completed in class must be legible. To receive the maximum number of points, you must follow directions. You will submit all major assignments on BlackBoard.

Note: Don't trust the classroom printer to be working when you need it to work.

Talk to Me

If you have questions or concerns, talk to me. I can't help if I don't know what the problem is.

Section XI: University Programs and Services

Americans with Disabilities Act (ADA)

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities.

It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

Technical Support

The Support Desk is where you can direct your more technical questions. For example, the Support Desk can help you if you are having issues submitting a document, getting videos to play, or using BlackBoard. The support desk is open 24 hours a day/7 days a week for your convenience.

You can reach the support desk:

- By calling 888.837.6055
- Via email blackboardsupport@sulross.edu
- Using resources from the Technology Support tab within blackboard
- Clicking the Support Desk graphic on the course homepage

E-Mail, BlackBoard, and Office 365

You will want to check your Sul Ross e-mail regularly. It is an easy way for me to stay in contact with you and for you to stay in contact with me. I will use BlackBoard to send messages to your class, collect major assignments, provide you access to class assignments, and post your major paper grades. We will use BlackBoard in class. You need to be able to access both your SRSU e-mail, BlackBoard, and Office 365 accounts. If you need log-in help, please call 432-837-8888. Check your access early in the semester. I would recommend that you save your work on Office 365. This way you can access your work from any computer that has Internet access.

Writing Help:

I strongly recommend that you have a tutor look at your work before you turn in the final draft. You have several options for getting help:

- a) Tutoring and Learning Center (TLC) located in the library; however, face-to-face tutoring will not be available this fall. You will need to call the TLC (432-837-8982 or email abanegas@sulross.edu) in order to set up a Microsoft Teams tutoring session with one of the writing tutors.
- b) Smarthinking (online tutoring services available on BlackBoard) – be sure to allow 48 hours turnaround time.

SRSU Library Services

The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

COVID 19 Protocols: As part of SRSU's phased reopening, the Library and Archives of the Big Bend will welcome current students, staff, faculty, and community borrowers to make appointments to access the building, and will continue to promote curbside delivery of physical resources.

Use the [Library Services and Resources Continuity Guide](#) to learn more about the phased reopening, including how to make appointments and what the Library is doing to promote safety and #stopthespread.

SRSU Distance Education Statement. Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Educator Standards

For students seeking certification, this course will cover aspects of the following TEA educator competencies:

English Language Arts and Reading EC-6 Subject I:

Competency 004 (Literacy Development: The teacher understands that literacy develops over time, progressing from emergent to proficient stages and uses a variety of approaches to support the development of students' literacy.

Competency 006 (Fluency Reading): The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.

Competency 007 (Reading Comprehension and Applications): The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.

Competency 009 (Reading, Inquiry, and Research): The teacher understands the importance of research and inquiry skills to students' academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.

Competency 010 (Writing Conventions): The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.

Competency 011 (Written Communication): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.

Competency 012 (Viewing and Representing): The teacher understands skills for interpreting, analyzing, evaluating, and producing visual images and messages in various types of media, and provides students with opportunities to develop in this area.

Competency 013 (Assessment of Developing Literacy): The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.

English Language Arts and Reading 4-8 Domain II:

Competency 004 (Reading Comprehension and Assessment): The teacher understands the importance of reading for understanding, knows components and processes of reading comprehension and teaches students strategies for improving their comprehension.

Competency 005 (Reading Applications): The teacher understands reading skills and strategies appropriate for various types of texts and contexts and teaches students to apply those skills and strategies to enhance their reading proficiency.

Competency 006 (Written Language—Writing Conventions): The teacher understands the conventions of written English and provides instruction that helps students develop proficiency in applying written conventions.

Competency 007 (Written Language—Composition): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.

Competency 008 (Study and Inquiry Skills): The teacher understands the importance of study and inquiry skills as tools for learning in the content areas and promotes students' development in applying study and inquiry skills.

English Language Arts and Reading 7-12

Domain I:

Competency 001: The teacher understands and applies knowledge of relationships among the language arts and between the language arts and other aspects of students' lives and learning.

Domain II:

Competency 004: The teacher understands reading processes and teaches students to apply these processes.

Competency 005: The teacher understands reading skills and strategies for various types of nonliterary texts and teaches students to apply these skills and strategies to enhance their lifelong learning.

Competency 006: The teacher understands literary elements, genres, and movements and demonstrates knowledge of a substantial body of literature.

Competency 007: The teacher understands strategies for reading literary texts and provides students with opportunities to formulate, express, and support responses to literature.

Competency 008: The teacher understands and promotes writing as a recursive, developmental, integrative and ongoing process and provides students with opportunities to develop competence as writers.

Competency 9: The teacher understands effective writing and teaches students to write effectively in a variety of forms and for various audiences, purposes, and contexts.



Dr. Stein
CRN: 11666/001
CRN: 12003/Z01

ENG 3312
Fall 2020
TR 9:30-10:45

Course Calendar

Note: Always bring your current writing assignment to class on a flash drive (or Office 365).

Key:

HW: Homework, it is due at the next class meeting

Due: I have bolded all of the major assignments' due dates. Daily grades are not necessarily noted in the syllabus and, therefore, are not bolded.

Italics: Items that are italicized are for your general information as an SRSU student.

- Aug. 25 (T) Discuss: Course Syllabus and Course Calendar.
- Aug. 27 (R) MLA Format; In-Class Essay.
Late Registration Ends
- Sept. 1 (T) Discuss: The Writing Process; Introductions to Each Other.
- Sept. 3 (R) Discuss: Critical Thinking and Argumentation; Summary and Paraphrase.
Assign: Summary Paper – “Violence Never Works? Really?”
<https://medium.com/@timjwise/violence-never-works-really-e0af884c03b4>
- Sept. 7 (M) Labor Day Holiday.*
- Sept. 8 (T) Discuss: Quotations and In-Text Citations
HW: Read and Annotate “Violence Never Works?”
- Sept. 9 (W) Note: Census Day; after this date, any drop will count as one of your six allowed drops.*
- Sept. 10 (R) Workshop: “Violence Never Works?”
- Sept. 15 (T) Discuss: Logos.
- Sept. 17 (R) Discuss: Ethos and Pathos.
- Sept. 22 (T) **Due: Rough Draft of Summary Paper (bring a copy on your flash drive and a paper copy).**
Peer Review: Summary Paper.
HW: Read and Annotate “Letter from Birmingham Jail.

- Sept. 24 (R) Discuss: Elements of Style
 Editing: Final Draft of Summary Paper
Due: Final Draft of Summary Paper (submit on BlackBoard by 9:30 a.m.).
 HW: Read and Annotate “Letter from Birmingham Jail; Read “Writing Critical Analysis Papers” -
<https://depts.washington.edu/pswrite/Handouts/CriticalAnalysisPapers.pdf>
- Sept. 29 (T) Assign: Critical Analysis Paper - “Letter from Birmingham Jail”
<https://www.christiancentury.org/sites/default/files/downloads/resources/mlk-letter.pdf>.
- Oct. 1 (R) Workshop: “Letter from Birmingham Jail.”
- Oct. 6 (T) Discuss: MLA Works Cited.
 Purdue OWL Online: https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html
- Oct. 8 (R) Practice: Works Cited.
 Peer Review: Rough Draft of Critical Analysis Paper.
Due: Rough Draft of Critical Analysis Paper (bring a copy on your flash drive and a paper copy).
- Oct. 13 (T) Discuss: Creating Annotations.
<https://library.tiffin.edu/annotatedbibliographymla/examples>
- Oct. 15 (R) Assign: Research Paper Abstract/Precis; Research Paper Annotated Bibliography; Research Paper; Research Paper Presentation
 Discuss: Topic Selection
 Peer Editing: Final Draft of Critical Analysis Paper
Due: Final Draft of Critical Analysis Paper (submit on BlackBoard by 9:30 a.m.)
- Wk of Oct. 19 Mid-Terms*
- Oct. 20 (T) Virtual Library Orientation (Zoom Invitation from Dr. Stein)
- Oct. 22 (R) Discuss: Writing Your Research Abstract/Precis
<https://style.mla.org/how-to-write-an-abstract/>
 Peer Review: Annotated Bibliography.
Due: Rough Draft of Annotated Bibliography (bring a copy on your flash drive and a paper copy).
 HW: Read Ch. 56 “Using Visuals, Incorporating Sound” from *Norton Field Guide with Readings and Handbook* (4th ed.)
- Oct. 27 (T) Discuss: Visual Presentations

Complete and Submit QEP Permission Form.
HW: "PowerPoint on PowerPoint" (on BlackBoard)

- Oct. 29 (R) Discuss: Visual Presentations
Assign: Research Paper Presentation
Due: Final Draft of Annotated Bibliography (submit on BlackBoard by 9:30 a.m.).
HW: Read the following links:
a) <https://www.wiley.com/network/researchers/promoting-your-article/6-tips-for-giving-a-fabulous-academic-presentation>
b) <https://www.uccs.edu/Documents/commcenter/powerpointdoc.pdf>
c) <https://www.free-power-point-templates.com/articles/how-to-make-presentation-for-college-or-class/>
d) <https://24slides.com/presentbetter/10-ways-to-make-academic-presentations-more-interesting/>
e) <https://fastessay.com/blog/audio-visual-presentation-ideas-for-students/>
f) PowerPoint on PowerPoint (on BlackBoard)
- Nov. 3 (T) Discuss: Visual Presentations.
Due: Rough Draft Research Paper Abstract/Precis (bring a copy on your flash drive and a paper copy).
Peer Review: Rough Draft Research Paper Abstract/Precis
- Nov. 5 (R) **Due: Rough Draft Research Paper PowerPoint Presentation (bring a copy on your flash drive and a paper copy).**
Peer Review: Rough Draft Research Paper PowerPoint Presentation.
Workshop: Research Paper Abstract/Precis, Presentation, and Paper.
We will determine the presentation order for the Research Paper Presentations.
- Nov. 10 (T) **Due: Research Paper Abstract/Precis (submit on BlackBoard by 9:30 a.m.).**
Due: Paper Version of Research Paper Presentation PowerPoint (submit on BlackBoard by 9:30 a.m.).
Due: Research Paper Presentations.
- Nov. 12 (R) **Due: Research Paper Presentations.**
- Nov. 13 (F) *Note: Last day for students to drop a class with a grade of "W" (by 4:00 p.m.).*
- Nov. 17 (T) **Due: Research Paper Presentations.**
- Nov. 19 (R) **Due: Research Paper Presentations.**
- Nov. 24 (T) This will be an online class for everyone.
Work day (Research Paper).
Complete: ETS Proficiency Profile.

Nov. 26 (R) Thanksgiving Holiday.

Dec. 1 (T) This will be an online class for everyone.
Due: Research Paper (submit on BlackBoard by 9:30 a.m.)
Final Exam Review.

Dec. 3 (R) *Dead Day.*

Dec. 7 (M) This will be an online class for everyone.
Final Exam: 8:00-10:00 a.m.

This calendar is tentative and may be changed to best meet the needs of your class.

QEP MAPPED CLASS CARDINAL RUBRIC

Definition

The process of sending, receiving and interpreting messages through written, oral, or nonverbal communication channels to effectively convey information, and/or by which two or more people reach understanding.



Framing Language

Communication is transmitted through a variety of modes (oral, written, or visual). This rubric is specifically designed to evaluate communication in an academic environment to determine that the central message is conveyed, reinforced by multiple supporting materials and purposefully organized.

Communication in an academic environment may include: a variety of written works such as academic papers, lab reports, poetry, webpages, personal essays; oral presentations of sufficient length such that a central message is conveyed, supported and purposely organized; visual media, including but not limited to posters, PowerPoints, videos, graphic art, and infographics.

Glossary

The definitions below serve to clarify terms and concepts used in this rubric only.

Organization: The grouping and sequencing of ideas and supporting material. Organizational patterns supporting effectiveness typically include an introduction, one or more identifiable sections in the body and a conclusion. An organizational pattern should be purposeful and make the content easy to follow. Potential patterns might include a chronological pattern, a problem-solution pattern, or an analysis-of-parts pattern.

Content Development: The ways in which a topic is explored and represented in relation to its audience and purpose.

Purpose: The main point/thesis/"bottom line"/"take-away" of a message. A clear purpose is easy to identify. For example, is the message meant to persuade or to inform, to report or to summarize, or to amuse?

Academic Language: Language supporting the effectiveness of a central message is appropriate to the topic, genre/discipline, audience, is grammatically correct, and clear. Language enhancing the effectiveness may also be vivid, imaginative, and expressive.

Supporting Material: In communication, students draw upon sources to extend, develop, define, or shape their ideas. Digital citizenship, the careful consideration of copyright and fair use of images is important. The student considers reliability of communication to include an understanding of accuracy, applicability, currency, liability, and completeness.

Technique: Execution or performance of communication skills given the mode of communication. For example, in writing, technique may include mechanics and use of style; in oral communication, it may include nonverbal cues and use of voice; in visual works, it may include the use of the medium.

Cardinal Rubric was adapted from the Association of American Colleges and Universities oral communication VALUE rubric, the National Communication Association's Speaking and Listening Competencies for College Students, Texas A&M University's Visual Communication rubric, Otis College of Arts and Design's Fine Arts rubric, Lane Community College Communicating Effectively Rubric, and Stephen F. Austin State University's assessment rubric for Oral and Visual Communication.

QEP MAPPED CLASS CARDINAL RUBRIC

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet formative (cell one) level performance.

	Exemplary	Satisfactory	Developing	Formative
Organization	Organizational pattern is clearly and consistently observable, skillful, and makes the content of the message cohesive.	Organizational pattern is clearly and consistently observable; contains elements of logical development; contains clear transitions; has a recognizable flow of ideas.	Organizational pattern is intermittently observable; lacks organization; it is sometimes disjointed and/or awkward.	Organizational pattern is not observable; has no discernible organizational structure; contains random unconnected elements.
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the topic, conveying understanding or a useful perspective.	Uses appropriate, relevant, and compelling content to explore ideas within the context. It is clear, accurate and appropriate.	Uses appropriate and relevant content to develop and explore ideas but may have inaccuracies or may be unclear at times. Provides limited insight or information.	Uses appropriate and relevant content to develop simple ideas in some parts of the work. May contain misinformation, or may be confusing or misleading.
Purpose	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. The purpose of the message is clearly conveyed.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). The purpose of the message can be discerned with some effort.	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). The purpose of the message is vague or unclear.	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). The purpose of the message is not at all apparent or is missing.
Academic Language	Communication is grammatically correct. Language choices are imaginative, memorable, compelling, and demonstrate constructive knowledge, connects with audience and flows well. Error free.	Communication is grammatically correct. Language choices are thoughtful and generally effective, demonstrate constructive knowledge, connects with audience and flows well. Limited errors.	Grammar occasionally interferes with communication. Language choices are mundane, commonplace, and partially effective. Language is moderately appropriate to audience. Includes some errors.	Errors in grammar and format. Language choices are questionable and minimally effective. Language is not appropriate to audience. Uses language that sometimes impedes meaning.
Supporting Material	Demonstrates skillful use of a variety of supporting material that are high-quality, credible, relevant sources to develop ideas that are appropriate for the intended message or discipline.	Demonstrates consistent use of credible, relevant sources to support ideas that are appropriate for the intended message or discipline. Though limited, it refers to supporting information or analysis, or establishes credibility of authority on the topic. Generally attributes sources as appropriate.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the intended message or discipline. Makes reference to weak/partial supporting information or analysis. Sources are inconsistently attributed.	Demonstrates an attempt to use sources to support ideas but it insufficiently makes reference to information or analysis that minimally supports the intended message or topic. Fails to attribute sources as appropriate.
Technique	Demonstrates exemplary appropriateness and quality of technique for the chosen mode. For example, skillful execution of genre and disciplinary conventions on written works; skillful oral delivery; exemplary craftsmanship of visual works.	Demonstrates appropriateness and quality of technique for the chosen mode. For example, appropriate execution of genre and disciplinary conventions on written works; or, effective oral delivery; or, notable craftsmanship of visual works.	Attempts to demonstrate appropriateness and quality of technique for the chosen mode. For example, follows expectations of execution of genre and disciplinary conventions on written works; satisfactory oral delivery; satisfactory craftsmanship of visual works.	Marginal demonstration of appropriateness and quality of technique for the chosen mode. For example, attempts to execute basic genre and disciplinary conventions on written works; poor oral delivery; poor craftsmanship of visual works.