

Sul Ross State University

EDUC 4307 Teaching Language Arts in the Elementary Classroom

Spring, 2021

Course Syllabus

Section I. Course Description

This course is a study of the language arts curriculum in the elementary grades, including spelling, composition, grammar, and handwriting. Activities focus on development of integrated lesson plans, instructional materials, visual aids, and assessment of student progress. This course addresses standards that include oral language, development of written communication, writing conventions, research and inquiry skills as well as viewing and representing.

Section II. Course Design: Communication Infused

To be successful in college and beyond, many sources (e.g., Morreale & Pearson, 2008) indicate that communication competencies are essential. Sul Ross recognizes that the current generation of undergraduate university candidates 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 course is designed to enhance your communication skills. Therefore, this course will follow QEP Student Learning Outcomes,



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. Student Learning Objectives:

1. Develop and model instructional strategies for teaching foundational components of the Science of Reading to elementary populations to include an emphasis on reading comprehension, oral communication, visual literacy and writing across the content areas.
2. Demonstrate their knowledge in the social studies and English Language Arts content through the development of constructivist learning activities to include the 5E instructional model and project-based learning.
3. Demonstrate knowledge of the role of assessment, key assessment concepts, and the use of assessment results to guide instruction.

4. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction.
5. Understand concepts, principles, and best practices related to word identification skills and vocabulary development.
6. Understand concepts, principles, and best practices related to the development of reading fluency.
7. Demonstrate knowledge of the challenges and supports in a text, factors affecting reading comprehension, research-based strategies for promoting candidates' abilities to apply metacognitive reading comprehension strategies to literacy and informational texts, and the understanding of the role of the teacher to guide close reading and rereading activities.
8. Understand concepts, principles, and best practices related to the comprehension of and critical thinking about literacy and informational texts.
9. Demonstrate the integration of technology to actively engage student to infuse one of the 4 C's: communication, critical thinking, creativity, and collaboration.
10. Identify and use a variety of instructional strategies and resources for teaching social studies lessons and integrating the arts.
11. Examine issues related to multiculturalism and their and their relevance to teaching elementary candidates and differentiate for culture, ethnicity, and race.
12. Identify and evaluate resources for social studies and English language arts curriculum.

Section V. Marketable Skills

1. Students will understand human growth and development and have the ability to recognize the influence of diverse social-cultural factors in that development.
2. Student will demonstrate use of multiple methods and strategies to achieve a goal.
3. Candidates will acquire organizational skills to effectively manage time and meet deadlines.
4. Students will demonstrate the effective use of technology in educational practices.

STR Standards and Competencies:

- **Domain I:** Comp. 1(001.A, 001.B, 001.D, 001.F, 001.G, 001.H., 001.I, 001.J, 001.K., 001.L, 001.M, 001.N, 001.P, 001.R, 001.S); Comp. 2(002.A, 002.B, 002.C, 002.D, 002.F, 002.H, 002.I, 002.J, 002.K)
- **Domain II:** Comp. 3(003.A, 003.B, 003E, 003.G, 003.H, 003.I, 003.J, 003.K), Comp. 6 (006.H, 006.I, 006.J, 006.K, 006.L, 006.M) Comp. 7(007.A, 007.B, 007.C, 007.D, 007.E, 007.F, 007.G, 007.H, 007.I, 007.J)

- **Domain III:** Comp. 9 (009.A, 009.B, 009.C, 009.D, 009.E, 009.F, 009.G, 009.H, 009.I, 009.J, 009.K, 009.L, 009.M), Comp. 10 (010.A, 010.B, 010.C, 010.D, 010.E, 010.F, 010.G, 010.H, 010.I, 010.J, 010.K, 010.L), Comp. 11 (011.A, 011.B, 011.C, 011.D, 011.E, 011.F, 011.G, 011.H), Comp. 12 (012.A, 012.B, 012.C, 012.D, 012.E, 012.F, 012.G, 012.H, 012.I, 012.J)
- **Domain IV:** Comp. 13 (013.A, 013.B, 013.C, 013.D, 013.E, 013.F, 013.G)

Textbook and Materials:

Tompkins, Gail E. Language arts: Patterns of practice (9th edition). Boston: Pearson.

McGregor, T. (2013). Genre connections: Lessons to launch literary and nonfiction texts. Heinemann Educational Books.

American Psychological Association (2020). Publication manual of the American psychological association (7th ed.). Washington, DC.

Binder: Candidates will need to create an organized binder for this course.

Course Format:

- This is a web-delivered 16-week course that will be delivered synchronously via Zoom. Remote learning is a different kind of experience from the traditional face-to-face course. **Although online courses and remote learning are convenient, you will shoulder a greater responsibility for personal learning than you might in a face-to-face course.** Online learning will encompass weekly video class meetings that are necessary for content coverage. Candidates should plan to attend all synchronous video class discussions.
- A variety of approaches will be included in the online course delivery that includes online discussions, small collaborative group work, student presentations, lecture, and gathering assessment data. Your ability to devote a minimum of 6-8 hours per week to your course work is critical to your success. **Assignments will not be accepted after the due date.**
- Successful completion of an online course requires dedication and constant effort. Do not fall behind in your work! Begin your assignments as soon as possible and get at least one module ahead.
- This course is writing intensive to prepare candidates to administer, analyze, plan and communicate assessment outcomes and planning to stakeholders. This is an upper-level college course and requires all writing to conform to standard English structure. Assignments are dependent upon the conventions of writing as well as content. It is advised that candidates use Smarthinking for written assignments. It is also advisable to consult the writing center or other resources for proofreading and editing.
- **Submit professional quality work.** Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission.

TITLE 19 EDUCATION

PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION

CHAPTER 228 REQUIREMENTS FOR EDUCATOR PREPARATION PROGRAMS

RULE §228.30 Educator Preparation Curriculum

(a) The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).

(b) The curriculum for each educator preparation program shall rely on scientifically-based research to ensure teacher effectiveness and align to the TEKS. The following subject matter shall be included in the curriculum for candidates seeking initial certification:

- (1) the specified requirements for reading instruction adopted by the SBEC for each certificate;
- (2) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics);
- (3) child development;
- (4) motivation;
- (5) learning theories;
- (6) TEKS organization, structure, and skills;
- (7) TEKS in the content areas;
- (8) state assessment of candidates ;
- (9) curriculum development and lesson planning;
- (10) classroom assessment for instruction/diagnosing learning needs;
- (11) classroom management/developing a positive learning environment;
- (12) special populations;
- (13) parent conferences/communication skills;
- (14) instructional technology;
- (15) pedagogy/instructional strategies;
- (16) differentiated instruction; and
- (17) certification test preparation.

§235.15. Science of Teaching Reading Standards, Early Childhood: Prekindergarten-Grade 3.

a) Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading (STR) standards. The STR standards identified in this section are targeted for classroom teachers of early learners (birth through age eight). The standards address the discipline that deals with the theory and practice of teaching early reading. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. The standards are also aligned with the *Texas Prekindergarten Guidelines* and Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). The standards address early reading content knowledge in Prekindergarten-Grade 5, with an emphasis on Prekindergarten-Grade 3, in order to meet the needs of all learners and address vertical alignment.

(b) Reading Development. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Texas Essential Knowledge and Skills (TEKS) and *Texas Prekindergarten Guidelines* pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade level skills within the following components of reading:

- (1) oral language development;
- (2) print awareness;
- (3) phonological and phonemic awareness;
- (4) phonics;
- (5) fluency;
- (6) vocabulary development;
- (7) comprehension of literary text;
- (8) comprehension of informational text; and
- (9) beginning strategies and reading comprehension skills.

(c) Reading Pedagogy. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students' development of foundational reading skills, including:

- (1) implementing both formal and informal methods of measuring student progress in early reading development.
- (2) designing and executing developmentally appropriate, standards-driven instruction that reflect evidence-based best practices; and
- (3) acquiring, analyzing, and using background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English language learners.

Section VII. Course Assignments

Learning Goals Assignment (50 Points) and Personal Reflection (50)

Using the Science of Reading (STR) standards, identify personal learning goals and objectives in a written 400-word assignment. The Bb module will provide instruction on using the SMART goal process. Ensure that learning goals and objectives can be measured. At the end of the course, candidates will write a 500-word personal reflection reflecting on learning growth and outcomes.

Literacy Autobiography Script and Media Product (100 Points): Candidates will design a literacy autobiography of their life. You will post a video to Blackboard to introduce yourself as told through your personal literacy journey. Consider and share the path that has led you to this point. How does your journey prepare you as a literacy educator? Identify factors that contributed to your reading and writing success, or factors that made reading and writing difficult for you. Candidates may use screencastify, screencastomatic, iMovie, MovieMaker, PowerPoint, or any other video production program to complete this activity.

5 Discussion Boards (40 Points Each): Candidates will participate in discussion board reflections and peer reviews. Discussion Board prompts are meant to assist the learner in delving into specific aspects of content coverage. **Restating or summarizing the content will not meet the requirement of the discussion.** The learner must extend thinking. The peer review will require the learner to examine a post closely reacting to ideas, reconciling misconception and making any needed recommendations.

Constitution Day 5 E Model or PBL Lesson Plan (100 Points): Candidates will work in groups to *design* and *share* a 5 E Model or PBL lesson to celebrate Constitution Day. Credit will be comprised of the developed lesson plan and presentation skills.

Word Study Lesson Plan (100 Points): Each student will create a 5E word study lesson integrating content TEKS, technology standards and the 4Cs. In addition to typical professor scoring, lessons will be peer reviewed in a small group setting.

ELAR with Integrated Content Lesson Plan Incorporating Mentor Texts and the Inquiry (5E Model) Framework (200 Points)

Candidates will design an ELAR lesson plan that incorporates the 5E model and integrates either Science or Social Studies, technology and mentor texts. This unit will include several activities that span 3-5 days.

Midterm (100 Points)

Final Exam (100 Points)

Grading Scale

Section VIII. Policies

Attendance. Attending scheduled synchronous class meetings is a course requirement. There is no distinction between excused and unexcused absences. **Class Demeanor.** Candidates are expected to maintain professional and courteous behavior at all times. This includes being respectful to other both your peers and the instructor, arriving on time, being attentive, and following ethical behavior as outlined in the [TEA Educator Code of Ethics](#).

Grading.

- No late assignment will be accepted after its due date without prior instructor consent.
- All citations should be formatted using the American Psychological Association (APA) manual. Papers with APA citation errors will receive a reduction in points or no credit.
- All assignments are due by 10 pm. It is advisable to be prepared to submit your work before that time in the event of technical issues. You will need to contact Bb support for assistance.
- There are no optional assignments or “extra credit” in this course. All assignments must be completed in order to pass this class.

Section IX. Notes on University Programs and Services

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. 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.

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

Zoom Guidelines: Please refer and follow Distance Learning/Zoom Guidelines provided in the blackboard course as a participation requirement in this class.

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. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached by email (srsulibrary@sulross.edu), or phone (432-837-8123).

Americans with Disabilities Act: Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student’s responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Student Services. 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. And don’t forget, SRSU offers personal counseling services for students, faculty and staff.

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.

Course Schedule
(This calendar is subject to change)

Modules	Topic
One: Introduction to Course	<ol style="list-style-type: none"> 1. Welcome and Review Syllabus 2. Review STR Standards/Competencies 3. Get started on Learning Goals assignment 4. Participate in Course Introduction Lecture 5. Read Tompkins Chapter 1-2 6. Begin Literacy Autobiography 7. Participate in class meetings 8. Submit Learning Goals Assignment and Post Literacy Autobiography <p style="color: red; margin-left: 20px;">Learning Goals Due January 17 Autobiography Due January 24</p>

<p>Two: Constructivism and Instructional Practices in ELAR and Social Studies</p>	<p>1. Supplemental Readings: Swift, A. (2018). Integration of Project-based Learning in Elementary Social Studies. <i>The Councilor: A Journal of the Social Studies</i>, 79(2), 4.</p> <p>Duran, L. B., & Duran, E. (2004). The 5E Instructional Model: A Learning Cycle Approach for Inquiry-Based Science Teaching. <i>Science Education Review</i>, 3(2), 49-58.</p> <p>National Education Association. (2012). Preparing 21st century students for a global society: An educator’s guide to the “Four Cs”. Alexandria, VA: National Education Association.</p> <p>2. Participate in class meetings: Effective Instructional Planning and Social Constructivism, 5 E Model, and Cognitive Constructivism and Project-Based Learning</p> <p>3. Review 5 E and PBL Model Resources</p> <p>4. Presidents’ Day 5E/PBL Lesson in Blackboard</p> <p>Presidents Day Lesson Plan Due February 7</p>
<p>Three: Emergent Literacy in ELAR</p>	<p>1. Read Tompkins Chapters 3-4</p> <p>2. Participate in class meetings: Emergent Literacy and ELAR</p> <p>3. Discussion Board 1 and Peer Review 1: Oral Language (Initial post due Peer Review due)</p> <p>Discussion Board Due February 13 Peer Review Due February 14</p>
<p>Four: Word Study, Academic Vocabulary, and Reading Fluency</p>	<p>1. Read Tompkins Chapters 5-7</p> <p>2. Participate in class meetings: Reading and Writing Connection, Visual Literacy, and Building Vocabulary</p> <p>3. Review Word Study Lesson Plan Exemplar</p> <p>4. Discussion Board and Peer Review 2: Academic Vocabulary (Initial post due Peer Review due)</p> <p>5. Word Study Lesson Plan Due</p> <p>6. Midterm –</p>
<p>Five: Reading Comprehension and Multisensory Instruction</p>	<p>1. Read Tompkins Chapter 8, McGregor Chapter 1</p> <p>2. Participate in class meetings: Reading Comprehension and The Why & How of Good Instruction</p> <p>3. Review book chat resources, Multisensory Resources and Reading Comprehension Strategies</p> <p>4. Discussion and Peer Review 3: Comprehension (Initial post due Peer Review due)</p>

Six: Reading Comprehension Development and Informational Text	<ol style="list-style-type: none"> 1. Read Tompkins Chapter 9, McGregor Chapters 7-8 2. Participate in class meetings: Informational Texts and Non-Fiction 3. Review Resources on Informational Text 4. Discussion Board and Peer Review 4: Informational Text (Initial post due Peer Review due)
Seven: Reading Comprehension and Fiction	<ol style="list-style-type: none"> 1. Read Tompkins Chapter 10, McGregor Chapters 2-5 2. Participate in class meetings: 3. View Readers' Theater Resources 4. Discussion and Peer Review 5: Reader's Theater (Initial post due Peer Review due)
Eight: The Reading Writing Connection and Mentor Texts	<ol style="list-style-type: none"> 1. Read Tompkins Chapters 11-12 2. Supplemental Reading: Ray, K. W. (2006). Exploring inquiry as a teaching stance in the writing workshop. <i>Language Arts</i>, 83(3), 238. Pytash, K. E., & Morgan, D. N. (2014). Using mentor texts to teach writing in science and social studies. <i>The Reading Teacher</i>, 68(2), 93-102. 3. Participate in class meeting: Inquiry Framework, Writing, and Mentor Texts 4. ELAR with Content Focus & Mentor Text Lesson Plan due 5. Personal Reflection 6. Final Exam –

19 TAC §228.30(b): The curriculum is research-based. TEA Evidence: Syllabi/course outlines with bibliographies/references.

Scharlach, T. D. (2008). START comprehending: Students and teachers actively reading text. *The Reading Teacher*, 62(1), 20-31.

American Psychological Association (2020). *Publication manual of the American psychological association* (7th ed.). Washington, DC.

Ray, K. W. (2006). Exploring inquiry as a teaching stance in the writing workshop. *Language Arts*, 83(3), 238.

Pytash, K. E., & Morgan, D. N. (2014). Using mentor texts to teach writing in science and social studies. *The Reading Teacher*, 68(2), 93-102.

Swift, A. (2018). Integration of Project-based Learning in Elementary Social Studies. *The Councilor: A Journal of the Social Studies*, 79(2), 4.

Duran, L. B., & Duran, E. (2004). The 5E Instructional Model: A Learning Cycle Approach for Inquiry-Based Science Teaching. *Science Education Review*, 3(2), 49-58.

National Education Association. (2012). *Preparing 21st century students for a global society: An educator's guide to the "Four Cs"*. Alexandria, VA: National Education Association.

Tompkins, Gail E. *Language arts: Patterns of practice* (9th edition). Boston: Pearson.

McGregor, T. (2013). *Genre connections: Lessons to launch literary and nonfiction texts*. Heinemann Educational Books.

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 purposefully 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, candidates 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 Candidates, 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.

	4 = Exemplary	3 = Satisfactory	2 = Developing	1 = 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.