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| <b>Instructor:</b>  | Dr. Sarah Roche  |
| <b>Hours of Availability:</b>                             | M–Th: 1:00 – 3:00 & by appointment (emails and phone calls)  |
| <b>Communication</b>                                      | The best way to communicate is through SRSU email:<br>smoreman@sulross.edu.<br>I respond to emails and calls within 24 hours on weekdays; weekend & holiday communications will be addressed the following weekday   |
| <b>Office Location:</b>                                   | Del Rio Faculty Building #213  |
| <b>Telephone:</b>   | 830 703 4837   |
| <b>Email Address:</b>                                     | smoreman@sulross.edu   |
| <b>Class Schedule:</b>                                    | ENGL 3303: MW 4:30-5:45<br>ENGL 3309: M 6:00-8:45<br>ENGL 3312: TTh 4:30-5:45  |
| <b>Classroom Location:</b><br>All classes in these rooms: | Del Rio: 101<br>Eagle Pass: B114<br>Uvalde: B111   |
| <b>Required Texts:</b>                                    | All Open Educational Resources available on Blackboard <ul style="list-style-type: none"> <li>• <i>The Word</i></li> <li>• <i>Choosing &amp; Using Sources: A Guide to Academic Research</i></li> <li>• <i>Khan Academy Arts and Humanities Grammar</i></li> <li>• <i>Purdue Online Writing Lab</i></li> </ul> |

### Section I. Introduction

Enhancing one’s written, oral, and visual communication is a complex, individualized process that takes place over time with continued practice and daily reading. Fifteen weeks is not much time for such a process; you will be introduced to practices that *you should continue throughout your lives*. This class will be a writing intensive workshop course in which you will develop your reading and writing. Given the

complex, recursive nature of enhancing writing and speaking, we will read and write every day. We will focus on developing our own vocabularies and on choosing the most precise, powerful words for papers. You will write a sequence of assignments that culminates in a researched argument for our writing community. By the end of the course, you should understand writing as a process that allows you to construct meaning, examine thinking, reflect, develop perspective, acquire new learning, and influence the world around you.



## 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 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 21<sup>st</sup> century by developing your communication skills across multiple courses. This [insert program/discipline/course name] 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

ENGL 3312 students

- will understand writing as a recursive, developmental, integrative, and ongoing process
- will apply writing conventions, including sentence and paragraph construction, punctuation, usage, grammar
- will apply evaluative criteria for evaluating their written texts
- will select various forms of writing that are most appropriate for rhetorical situation
- will apply principles of rhetoric to enhance oral and written communication
- will use feedback to enhance written and oral communication
- will apply principles of scholastic honesty to completion of assignments
- will use appropriate documentation style guidelines

## Section V. Student Learning Outcomes

### English Program Student Learning Outcomes

1. Students will be able to construct documents that demonstrate coherence, development, organization, and appropriate/effective grammar, usage, and

mechanics.

2. Students will be able to analyze and interpret literary works by applying principles of critical thinking, literary criticism, or theoretical engagement.

3. Students will be able to produce researched documents that demonstrate the ability to locate a variety of credible sources, employ them effectively through quotations and paraphrases, integrate them smoothly into the writer's own prose, and document them correctly using the style appropriate to the document.

### **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 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.

#### **BA English Program 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.

#### **Resources**

##### **Libraries**

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](http://library.sulross.edu). Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may additionally use online resources available through SWTJC website, [library.swtjc.edu](http://library.swtjc.edu). The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

##### **Tutoring**

Tutoring will be available; announcements will be made

## Section VI. Course Requirements and Grading

I aim to return graded assignments within two weeks of submission; late papers will be graded as time becomes available

| Requirement                             | Percentage of Course Grade | Deadline            |
|---|----------------------------|---------------------|
| Group writing& Peer Review              | 5                          | Tuesdays/Thursdays  |
| In-class writing                        | 5                          | Tuesdays/Thursdays  |
| Grammar                                 | 5                          | Weekly—see schedule |
| Introductions Video                     | C/I                        | 8/29                |
| Summary (with paraphrase and quotation) | 5                          | 9/3                 |
| Research Plan with working question     | C/I                        | 9/10                |
| Critical Response                       | 10                         | 9/24                |
| Question Essay                          | 10                         | 10/1                |
| Annotated Bibliography                  | 10                         | 10/15               |
| Thesis & Reasons Oral Briefing Video    | 10                         | 10/22               |
| Researched Argument                     | 20                         | 11/12               |
| Research Presentation Video             | 10                         | 11/19               |
| Portfolio with Self-assessment          | 10                         | 12/3                |
| <b>Total Percentage</b>                 | <b>100</b>                 |                     |

## Section VII. Course Assignments

All assignments will contribute to the researched argument and the research presentation, starting with the research plan. In other words, stick to the same topic *about writing* for all of your assignments!

Group Writing and in-class writing

Bring a device (tablet, laptop, cell phone, notepad) to write in class. Most classes, you will log in to our blackboard class and write.

Grammar

You will complete Khan Academy Grammar Units as assigned.

### Videos

You will produce three video presentations: (1) an introduction of yourself, (2) an introduction to the thesis and reasons for your researched argument, and (3) a seven-minute presentation of your completed researched argument.

### Summary

You will write a short summary of an assigned article that includes one **paraphrase** and one **direct quotation**, all of which you document.

### Critical Response

You will respond to **one** of a selection of assigned scholarly journal articles on your research subject related to reading. Using the skills you developed when writing your summary paper, you will identify the thesis and supporting details of the article while also identifying the rhetorical appeals and elements of style used by the author to support his/her thesis.

### Question Essay

You will write a two-page question *about the subject of reading*. You will **not** answer your question. The purpose of the question essay is to conduct an unbiased, wide-ranging inquiry into a topic so you can find as many perspectives as possible on that subject. This is the first step of the research process.

### Annotated Bibliography

Annotated bibliographies generally serve two purposes: (1) they help scholars keep track of their sources, and (2) when published, they help other researchers review literature on the subject.

For *your* annotated bibliography, you will introduce your question about reading, then arrange your entries alphabetically according to the documentation style guide used in your discipline (your major). The bibliography will list at least 15 sources.

### Researched Argument

You will write a researched argument about reading organized around a thesis that you support with reasons. Each reason will be developed and supported with evidence from your sources (minimum of six sources). You will also acknowledge alternative perspectives to your thesis. Arguments vary; you may write an informative argument, a speculative argument, a question-raising argument, or a problem-solving argument.

### Research Presentation

You will record a video of yourself presenting a seven-minute argument adapted from your researched argument. You may also use visual aids but the focus must be on you, the speaker.

## Portfolio with Self-assessment

You will reflect on your development as a writer in the self-assessment introductory essay, and you will use feedback to revise and edit your researched argument. You will collect your best pieces of writing, all of which should be revised. The self-assessment essay will introduce your portfolio of revisions. More details forthcoming.

## Section VIII. Policies

### ***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 may be used in this class for written assignments, as well as monitoring software for course exams.

**A grade of "F" for the course will be assigned if assignments exhibit any of these kinds of scholastic dishonesty.** If you have any questions about this, please ask!

### **Turning in Assignments and Grade Complaints**

To pass the class you must successfully complete and turn in each assignment by the due date—submit written assignments to Blackboard (I will not accept email submissions) and be in class via Zoom on the day when in-class work is due. All assignments must be turned in to pass this course.

Please discuss your grades with me during the semester and before midterm. You have the right to appeal your grade as you can see in the Student Handbook at [https://www.sulross.edu/sites/default/files//sites/default/files/users/docs/stulife/student\\_handbook\\_2019-2020.pdf](https://www.sulross.edu/sites/default/files//sites/default/files/users/docs/stulife/student_handbook_2019-2020.pdf) (page 13). If you disagree with a grade you receive, you should discuss it with the instructor of the course. Dr. Roche. If your grievance is not resolved, contact the dean, Dr. Patricia Nicosia at [pnicosia@sulross.edu](mailto:pnicosia@sulross.edu). Any grievance regarding a grade must be filed within one year of receiving the grade.

## Section IX. Notes on University Programs and Services

**SRSU Disability Services.** 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.

**Alpine students** seeking accessibility/accommodations services should contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and they will get back to you as soon as they can during working hours), or

email [rebecca.wren@sulross.edu](mailto:rebecca.wren@sulross.edu). Ms. Greathouse Wren's office is located on the first floor of Ferguson Hall (Suite 112), and the mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

**RGC students** seeking accessibility services should contact Paulette Harris, Executive Assistant to the Vice President and Dean, at 830-279-3023 or email [pharris@sulross.edu](mailto:pharris@sulross.edu). Ms. Harris's office is at 2623 Garner Field Road, Uvalde, TX 78801 (this is the mailing address too).

**SRSU Distance Education Statement.** Students enrolled in distance education courses have equal access to the university's academic support services, such as 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.

### Technical Support

## Who should I contact?

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| <h3>Online Support Desk</h3> <p>☎ 888.837.6055<br/>✉ <a href="mailto:blackboardsupport@sulross.edu">blackboardsupport@sulross.edu</a></p> <p><b>Available: 24/7</b></p> <ul style="list-style-type: none"><li>• Logging into Blackboard</li><li>• Questions about Blackboard tools/software</li><li>• Trouble with tests/quizzes/assignments</li><li>• Error messages on Blackboard</li><li>• Online course video problems</li></ul> | <h3>Lobo Technology Assistance Center (LTAC)</h3> <p>☎ 888.837.2882<br/>✉ <a href="mailto:techassist@sulross.edu">techassist@sulross.edu</a></p> <p><b>Available: Monday-Friday 8 a.m. - 5 p.m.</b></p> <ul style="list-style-type: none"><li>• Logging into your mySRSU/Banner/SRSU email</li><li>• Campus computer, computer lab, or campus Wi-Fi issues</li><li>• Security concerns with your SRSU or VPN account</li><li>• Questions about Office 365 or OneDrive</li></ul> |
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***RGC Technical Support.***


Lobo Technology Assistance Center is located at all sites:

- Room 304 at the Del Rio Campus.
- D119 at the Eagle Pass Campus.
- B106 at Uvalde Campus.

RGC Campuses Phone: 830-703-4899 (x4899)

Report Suspicious SRSU: [abuse@sulross.edu](mailto:abuse@sulross.edu)

| <b>Week</b>   | <b>Readings/Activities</b>  | <b>Assignments due</b>  |
|---|---|---|
| Week 1<br>8/23 – 8/28<br>Th class 8/26                  | Word refers to <i>The Word</i><br>Choosing refers to <i>Choosing &amp; Using Sources: A Guide to Academic Research</i><br>Videos<br>Word: Part 1, What Is Information Literacy?<br>Word: Part 1, Working with Texts; Building Strong Reading Skills<br>Choosing 9: Making an Argument   | All due dates @ 11:00 pm<br>Assignments may be submitted early<br>If you have difficulties submitting papers or with technology, see “Technical Support” above<br>Introductions Video |
| Week 2<br>8/30 – 9/4                                    | “Associations between Home Literacy Environment, Brain White Matter Integrity and Cognitive Abilities in Preschool-age Children”<br>Word: Part 2, Prewriting—Generating Ideas<br>Word: Part 2, Determining Audience & Purpose<br>QEP Rubric “Purpose”<br>Choosing: 1-Research Questions<br>Grammar: Go through Nouns module in Khan Academy | Summary (with paraphrase and quotation) due 9/3<br>Khan Academy Grammar: Unit Test: Noun  |
| Week 3<br>9/6 – 9/11<br>Class meets 9/7<br>No class 9/9 | “The Impact of Pleasure Reading on Academic Success”<br>Choosing: 2-Types of Sources<br>Choosing: 6-Evaluating Sources<br>Word: Part 2, Revising—Giving and Receiving Feedback<br>Khan Academy Grammar—study Verbs module   | Research Plan with working research question due 9/10<br>Khan Academy Grammar: Unit Test: Verb  |
| Week 4<br>9/13 – 9/18                                   | “The Impact of Reading Groups on Engagement and Social Interaction for Older Adults with Dementia: A Literature Review”<br>Choosing: 3-Sources and Information Needs<br>Choosing: 4-Precision Searching<br>Choosing: 5- Search Tools<br>Khan Academy Grammar—do Pronouns module   | Khan Academy Grammar: Unit Test: Pronoun  |

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| <p>Week 5<br/>9/20 – 9/25</p>   | <p>“The Literacy Revolution: Poetry, Injury, and the Ethics of Reading”<br/>         Choosing: 7-Ethical Use of Sources<br/>         Purdue OWL: MLA Documentation Overview<br/>         Purdue OWL: APA Documentation Overview<br/>         Khan Academy Grammar—do Modifier module</p>   | <p>Critical Response due 9/24<br/>         Khan Academy Grammar: Unit Test: Modifier</p>                      |
| <p>Week 6<br/>9/27 – 10/1</p>   | <p>“Changing Race Boundary Perception by Reading Narrative Fiction”<br/>         Choosing: 8-How to Cite Sources<br/>         Purdue OWL: MLA Documentation-- In-text Citations<br/>         Purdue OWL: APA Documentation-- In-text Citations<br/>         Khan Academy Grammar—do Prepositions &amp; conjunctions</p>  | <p>Question Essay due 10/1<br/>         Khan Academy Grammar: Unit Test: Prepositions &amp; conjunctions</p>  |
| <p>Week 7<br/>10/4- 10/9</p>    | <p>“Assessing the Impact of Reading for Blind and Partially Sighted Adults”<br/>         Word: Appendices, <b>Grammar &amp; Style</b> (use this to edit all your papers)<br/>         Office 365 screen reader (Windows logo key  + Ctrl + Enter to turn Narrator on or off)<br/>         Choosing: 9-Making an Argument (again)<br/>         Purdue OWL: MLA Documentation—Works Cited<br/>         Purdue OWL: APA Documentation-- References<br/>         Khan Academy Grammar—do Commas &amp; Apostrophes</p> | <p>Khan Academy Grammar: Unit Test: Commas &amp; Apostrophes</p>  |
| <p>Week 8<br/>10/11 – 10/16</p> | <p>“What Would Make Children Read for Pleasure More Frequently?”<br/>         Word: Part 2, Drafting (thesis &amp; paragraphing)<br/>         QEP Rubric: “Content Development”<br/>         Khan Academy Grammar—do Commas &amp; Semicolons</p>   | <p>Annotated bibliography due 10/15<br/>         Khan Academy Grammar: Unit Test: Commas &amp; Semicolons</p> |

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| <p>Week 9<br/>10/18 – 10/23</p>  | <p>“The Potential for Literacy to Shape Lifelong Cognitive Health”<br/>Word: Part 2, Drafting (developing paragraphs, developing relationships between paragraphs, patterns of organization)<br/>QEP Rubric: “Organization”<br/>Khan Academy Grammar—do Sentences &amp; clauses</p> | <p>Thesis &amp; Reasons Oral Briefing Video due 10/22<br/>Khan Academy Grammar: Unit Test: Sentences &amp; clauses</p> |
| <p>Week 10<br/>10/25 -10/30</p>  | <p>“Practices and Benefits of Reading in the Mathematics Curriculum”<br/>Word: Part 2, Revising—**reverse outlining<br/>Word: Part 2, Drafting (Introductions and conclusions)<br/>Khan Academy Grammar—do Conventions-Standard English</p>   | <p>Khan Academy Grammar: Unit Test: Conventions-Standard English</p>   |
| <p>Week 11<br/>11/1 – 11/6</p>   | <p>“Short- and Long-Term Effects of a Novel on Connectivity in the Brain”<br/>Word: Part 2, Revising—Editing, Proofreading</p>  |  |
| <p>Week 12<br/>11/8 – 11/13</p>  | <p>Edit and proofread your researched argument<br/>Complete peer-critique group work<br/>Texas A&amp;M University Writing Center “Presenting with Slides”</p>   | <p>Researched Argument due 11/12</p>   |
| <p>Week 13<br/>11/15 – 11/20</p> |   | <p>Research Presentation Video due 11/19</p>   |
| <p>Week 14<br/>11/22 – 11/23</p> | <p>Word: Appendices, Grammar &amp; Style<br/>Khan Academy Grammar—do Usage &amp; style</p>  | <p>Khan Academy Grammar: Unit Test: Usage &amp; Style</p>  |
| <p>Week 15<br/>11/29 – 12/4</p>  |   | <p>Portfolio due 12/3</p>  |

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| Week of Finals<br>12/6 |  | Khan Academy Grammar: Course Challenge |
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## 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, 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.*

|                            | <b>Exemplary</b>   | <b>Satisfactory</b>   | <b>Developing</b>  | <b>Formative</b>   |
|----------------------------|--|---|--|--|
| <b>Organization</b>        | 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.   |
| <b>Content Development</b> | 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.  |
| <b>Purpose</b>             | 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.         |
| <b>Academic Language</b>   | 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.  |
| <b>Supporting Material</b> | 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. Sources are consistently attributed. | 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 or 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. |

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| <b>Technique</b> | 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. |
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