

**ENG 3312 – Advanced Composition**  
**W01/22813**  
**SPRING 2022**



**Course Syllabus**

<b>Instructor:</b>	Dr. Kathy Stein
<b>Office Hours:</b>	TR 10:30-noon or by appointment (unless I am otherwise engaged in university business)
<b>Office Location:</b>	Ferguson Hall 214B (or by BlackBoard Collaborate if needed)
<b>Telephone:</b>	432-837-8770
<b>Email Address:</b>	<a href="mailto:kstein@sulross.edu">kstein@sulross.edu</a>
<b>Communication:</b>	I will respond to emails and voicemails during regular working hours during the regular work week (Monday-Friday).
<b>Classroom Location:</b>	BlackBoard Collaborate
<b>Required Texts:</b>	Open Educational Resources: Purdue Online Writing Lab: <a href="https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html">https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html</a> MLA Style Center: <a href="https://style.mla.org/?_ga=2.218587290.2064535339.1595451009-1173739538.1595451009">https://style.mla.org/?_ga=2.218587290.2064535339.1595451009-1173739538.1595451009</a> Department of Defense Manual for Written Material (DOD 5110.4-M)/Writing Style and Preferred Usage: <a href="https://www.esd.whs.mil/CMD/MFWM/">https://www.esd.whs.mil/CMD/MFWM/</a>

**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 21<sup>st</sup> 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

<u>Assignment</u>	<u>Points Possible</u>	<u>Actual Grade</u>	<u>Grading Scale</u>
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 = &lt; 599         </div>
Diagnostic Essay	100	_____	
Summary Paper	100	_____	
Critical Analysis Paper	100	_____	
Annotated Bibliography	100	_____	
Research Paper	200	_____	
Research PowerPoint 	100	_____	
Research Paper Abstract	100	_____	
Final Exam	100	_____	
<b>Total Points</b>	<b>1000</b>	_____	

## Section VIII. Course Assignments

*Diagnostic Essay:* You will write a short essay about yourself for me that allows me to assess your grammar, organizational, and development skills as a writer.

*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:* You will write a 7-8 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 a PowerPoint 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.

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

*Final Exam:* You will write an essay on a designated topic during Finals Week.

*Daily Grades:* Daily grades are not noted in the syllabus. I expect your complete honesty and integrity when it comes to quizzes.

## **Section IX: Policies**

### ***Attendance***

Online classes can be easy to navigate if you stay caught up on the assignments. If you fall behind and fail to check in with BlackBoard on a regular basis, then it is very easy to fall behind. Successful students commit to regularly checking BlackBoard for assignments and announcements.

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.

You have paid to attend this class. It is up to you to choose to meet the requirements of this course. The decision is yours. Should you decide to drop this class, you must do so before 4:00 p.m. on March 28, 2022. Remember that the State of Texas only allows you six withdrawals.

You should contact me should you need more clarification on any of our assignments.

### ***Online Learning***

**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. 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. Directions for filing a student complaint are located in the student handbook.

Please use this site: <https://help.blackboard.com/Collaborate/Ultra/Participant> in order to better understand how to use BlackBoard.

### ***BlackBoard Collaborate Recordings***

I will have recordings of lectures most weeks of the semester. In order to access a recording in BlackBoard, go to the left-hand column and click on "Collaborate." Under "BlackBoard Collaborate Ultra" in the top left-hand corner of the white screen, you'll see three parallel white lines in the "Recording" bar. Click on those three bars. Then click on "Recordings." Then click on the recording for the appropriate week/topic. Then click on "Watch now." Then click on the little right arrow in the round circle in the middle of the screen.

### ***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/catalog/undergraduate-academic-regulations-2/#1605412215143-c8b265dc-3e01>.

I have SafeAssign turned on in BlackBoard to check for plagiarism.

**SRSU Academic Integrity Statement:** Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

### ***Grading***

Anytime you submit an assignment electronically, you will name the file using the following protocol: Last Name and Assignment Descriptor (Ex. Doe Diagnostic Essay). Submit all work through BlackBoard.

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. Work submitted within the first week after the due date will automatically receive a 10% deduction to the grade. Work submitted more than a week late, will receive a 20% deduction to the grade.

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. If you are having issues submitting your work on time, then I need to know this before the item is due. All assignments must be submitted before final exams begin on April 29, 2022.

### ***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, and Red Paw Den. To receive the maximum number of points, you must follow directions. You will submit all major assignments on BlackBoard. As this is an online course, my expectation is that you have computer and Internet access needed to complete assignments in this course.

### ***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)***

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 must contact Mary Schwartze Grisham, M.Ed., LPC, 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 [mschwartze@sulross.edu](mailto:mschwartze@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.

### ***E-Mail, BlackBoard, and Office 365/OneDrive***

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, 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/OneDrive 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/OneDrive. This way you can access your work from any computer that has Internet access.

### **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 using one of the following methods:

By calling 888.837.6055

Via email [blackboardsupport@sulross.edu](mailto:blackboardsupport@sulross.edu)

Using resources from the Technology Support tab within BlackBoard

### ***Writing Help***

I strongly recommend that you have a tutor look at your work before you turn in the final draft. In BlackBoard in your Organizations section, you can find the Writing Center. You can click into the Writing Center and make an appointment with a writing tutor.

Also, later this semester, you will have the opportunity to have graduate English students conduct peer review on your work. That should also prove helpful to you.

### ***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](http://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](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

### ***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 and 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: 21813/W01

ENG 3312  
Spring 2022

### Course Calendar

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

**Due dates** for major assignments are bolded. They are due in BlackBoard by midnight. Daily grades are not listed in the syllabus.

#### Week One:

1/10-1/14 Course Syllabus/Calendar; QEP Rubric  
Assign: Email Assignment (Daily Grade)  
Assign: Diagnostic Essay  
Due: Email Assignment/Jan. 13  
*Jan. 13 (R) Late Registration Ends*

#### Week Two:

1/18-1/21 MLA Format; the Writing Process  
**Due:** Diagnostic Essay/Jan.18  
*Jan. 17 (M) Martin Luther King, Jr. Holiday: University closed.*

#### Week Three:

1/24-1/28 Critical Thinking and Argumentation; Summary, Paraphrase, and Annotation  
Assign: Summary Paper  
*Jan. 26 (W) Census Day; after this date, any drop will count as one of your six allowed drops.*

#### Week Four:

1/31-2/4 MLA In-text Citations and Quotations  
Grammar: Parts of Speech  
**Due: Summary Paper/Feb. 4**

Week Five:

2/7-2/11 Rhetorical Appeals and Critical Analysis  
Grammar: Parts of Speech  
Assign: Critical Analysis Paper.

Week Six:

2/14-2/18 Elements of Style  
Grammar: Sentence Structure

Week Seven:

2/21-2/25 Works Cited Page  
Grammar: Run-ons, Fragments, and Comma Splices  
**Due: Critical Analysis Paper/Feb. 25**

Week Eight:

2/28-3/4 Elements of an Annotated Bibliography  
Grammar: Conjunctions  
Assign: Research Paper Annotated Bibliography, Research Paper, Research Paper  
Presentation, and Research Paper Abstract

Spring Break

(3/7-3/11) Enjoy yourself. Stay safe.

Week Nine:

3/14-3/18 Elements of a Research Paper  
Grammar: Alphabetization and Titles  
**Due: Annotated Bibliography/Mar. 18**

Week Ten:

3/21-3/25 Elements of a PowerPoint Presentation  
Grammar: Parallelism  
**Due: Rough Draft of Research Paper**

Week Eleven:

3/28-4/1 Peer Review

*Mar. 28 (M) Last day to withdraw from the 16 week course/term with a grade of 'W'. Drops must be processed and in the University Registrar's office by 4 p.m.*

Week Twelve:

4/4-4/8 Elements of an Abstract

Grammar: Commas and Semicolons

**Due: Research Paper/Apr. 8**

Week Thirteen:

4/11-4/15 **Due: PowerPoint Presentations (You will individually sign up to share your PowerPoint presentation with me online.)**

**Due: Research Paper PowerPoint/Apr. 15**

*Apr. 15 (R) Good Friday: University Closed!*

Week Fourteen:

4/18-4/22 **Due: PowerPoint Presentations (You will individually sign up to share your PowerPoint presentation with me online.)**

**Due: Research Paper Abstract/Apr. 22**

Week Fifteen:

4/25-4/27 Final Exam Preparation

*Apr. 28 (R) Dead Day. No Classes.*

Week Sixteen:

4/29-5/4 **Due: Final Exam/May 4**

## 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.*

	<b>Exemplary (4)</b>	<b>Satisfactory (3)</b>	<b>Developing (2)</b>	<b>Formative (1)</b>
<b>Organization (A)</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)</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 (C)</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 (D)</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 (E)</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.	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.
<b>Technique (F)</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.