

## GE Written Communication Second Comp (A4) Rubric 9/28/18

**Description:** Writing at the second-composition level demonstrates a move toward autonomy and sophistication in composition, critical thinking, argumentation, and information literacy.

**Framing Language:** This rubric is designed to assess final drafts that have incorporated productive feedback and have been revised and edited. In alignment with second composition course characteristics (link to CIC doc), the assessment must include the evaluation of at least two written assignments, at least one of which incorporates research in support of an argument.

Category	4	3	2	1
<p><b>Rhetorical Knowledge</b>--The WPA Outcomes define “rhetorical knowledge” as “the ability to analyze contexts and audiences and then to act on that analysis in comprehending and creating texts.”</p>	<ul style="list-style-type: none"> <li>● Clearly demonstrates facility in responding to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and/or structure.</li> <li>● Mindfully demonstrates awareness of assumptions and biases.</li> </ul>	<ul style="list-style-type: none"> <li>● Generally demonstrates facility in responding to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and/or structure.</li> <li>● Often demonstrates awareness of assumptions and biases.</li> </ul>	<ul style="list-style-type: none"> <li>● Somewhat demonstrates facility in responding to a variety of situations and contexts calling for shifts in voice, tone, level of formality, design, medium, and/or structure.</li> <li>● Minimally demonstrates awareness of assumptions and biases.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrates little to no facility in responding to a variety of situations and contexts calling for shifts in voice, tone, level of formality, design, medium, and/or structure.</li> <li>● Does not demonstrate awareness of assumptions and biases.</li> </ul>
<p><b>Argumentation</b>--“A spoken, written, or visual text that expresses a point of view” based on “the use of evidence and reason[ing]” (Lunsford 2016).</p>	<ul style="list-style-type: none"> <li>● Skillfully articulates and develops evidence-based reasoning, explanation, and conclusions in service of the writer’s thesis.</li> <li>● Skillfully synthesizes multiple perspectives with a willingness to make concessions,</li> </ul>	<ul style="list-style-type: none"> <li>● Generally articulates and develops evidence-based reasoning, explanation, and conclusions in service of the writer’s thesis.</li> <li>● Synthesizes multiple perspectives with some willingness to make concessions,</li> </ul>	<ul style="list-style-type: none"> <li>● Begins to articulate and develop evidence-based reasoning, explanation, and conclusions in service of the writer’s thesis.</li> <li>● Partially synthesizes some perspectives; makes few concessions and/or minimally</li> </ul>	<ul style="list-style-type: none"> <li>● Does not articulate or develop evidence-based reasoning, explanation, and conclusions in service of the writer’s thesis.</li> <li>● Does not synthesize perspectives; lacks concessions or counter-arguments.</li> </ul>

	acknowledge counter-arguments, and discuss limitations.	acknowledge counter-arguments, and discuss limitations.	acknowledges counter-arguments.	
<b>Writing Organization</b>	<ul style="list-style-type: none"> <li>• Demonstrates sophisticated organization that effectively serves the writer's purpose.</li> <li>• Meaningfully sequences well-reasoned ideas.</li> <li>• Coherently connects ideas in a variety of ways at the essay, paragraph, and sentence level.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates organization that adequately serves the writer's purpose.</li> <li>• Generally sequences ideas.</li> <li>• Adequately connects ideas in a variety of ways at the essay, paragraph, and sentence level.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates some organization that serves the writer's purpose.</li> <li>• Inconsistently sequences ideas.</li> <li>• Somewhat connects ideas at the essay, paragraph, and sentence level.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not demonstrate organization that serves the writer's purpose.</li> <li>• Demonstrates ineffective sequence of ideas.</li> <li>• Inadequately connects ideas at the essay, paragraph, and sentence level.</li> </ul>
<b>Management of Sources</b>	<ul style="list-style-type: none"> <li>• Uses sources that are credible and appropriate to the assignment, discipline, genre, task, and purpose.</li> <li>• Skillfully integrates sources and communicates how they are in service of the message and purpose while maintaining the writer's voice.</li> <li>• Effectively uses correct and ethical source-attribution strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Generally uses sources that are credible and appropriate to the assignment, discipline, genre, task, and purpose.</li> <li>• Often integrates sources and generally communicates how they are in service of the message and purpose while maintaining the writer's voice.</li> <li>• Uses correct and ethical source-attribution strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes uses sources that are credible and appropriate to the assignment, discipline, genre, task, and purpose.</li> <li>• Occasionally integrates sources and minimally communicates how they are in service of the message and purpose.</li> <li>• Incorrectly uses source-attribution strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to use sources that are credible and/or appropriate to the assignment, discipline, genre, task, and/or purpose.</li> <li>• Does not integrate sources and/or communicate how they are in service of the message and purpose.</li> <li>• Does not use source-attribution strategies.</li> </ul>
<b>Technical Command and Language Mechanics</b>	<ul style="list-style-type: none"> <li>• Demonstrates sophisticated language control (i.e., syntax,</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates adequate language control (i.e., syntax,</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates some language control (i.e., syntax, grammar, word</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates limited language control (i.e., syntax, grammar, word</li> </ul>

	<p>grammar, word choice, usage, punctuation) for clarity and audience-based writing.</p> <ul style="list-style-type: none"><li>● Exhibits clear, refined prose that enhances writer's purpose.</li><li>● Demonstrates consistent ability to recognize and correct usage errors.</li></ul>	<p>grammar, word choice, usage, punctuation) for clarity and audience-based writing.</p> <ul style="list-style-type: none"><li>● Generally exhibits clear prose that establishes writer's purpose.</li><li>● Demonstrates some ability to recognize and correct usage errors.</li></ul>	<p>choice, usage, punctuation).</p> <ul style="list-style-type: none"><li>● Uses prose that somewhat conveys writer's purpose.</li><li>● Demonstrates minimal ability to recognize and correct usage errors.</li></ul>	<p>choice, usage, punctuation).</p> <ul style="list-style-type: none"><li>● Fails to use prose that conveys writer's purpose.</li><li>● Lacks ability to recognize and correct usage errors.</li></ul>
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