

## Vincennes University Department of English

### Course Outcomes for ENGL 101 English Composition I to fulfill general education written expression competency

Upon completion of ENGL 101, students will be able to:

Articulate how writing is a process of working through multiple reflective and refining steps.

- Understand the assignment
- Limit the topic to a main or controlling idea
- Develop supporting content
- Draft and revise drafts
- Employ sources without plagiarizing
- Submit a final draft in the appropriate format

Generate ideas appropriate for the assignment.

- Employ various strategies to explore the topic
- Research topics
- Narrow the topic

Work through various drafts to produce a final draft that completes the assignment.

- Choose an appropriate tone for the audience and purpose
- Apply various rhetorical modes
- Distinguish appropriate content and organization for different rhetorical modes
- Write effective thesis statements, introductions, and conclusions
- Integrate outside sources

Revise to improve writing.

- Demonstrate peer and self-editing techniques
- Proofread and edit to ensure that papers satisfy the standards of written English
- Evaluate sentence structure and word choice
- Construct papers with effective paragraphs and transitions
- Document sources
- Employ electronic technology to process papers in proper format

Read critically and write critically reflective papers.

- Comprehend, analyze, and synthesize the writing of others
- Value multiple points of view
- Reason to conclusions and avoid logical fallacies
- Construct counter-arguments and refutations

## Analytic Rubric for Written Expression

	EXCELLENT	GOOD	ADEQUATE	LIMITED	UNACCEPTABLE
<b>Thesis</b>					
Argumentative Thesis	Contains a clear and thoughtful argumentative thesis that is developed thoroughly and consistently.	Contains a definite argumentative thesis that is well developed.	Contains an argumentative thesis that needs to be more developed.	Contains a thesis that lacks clarity and focus.	Contains no thesis statement or it is inadequately or unclearly stated.
<b>Organization</b>					
Organization (Introduction, Conclusion, Transitions, Focus, etc.)	Contains a fully developed, interesting introduction and a strong conclusion; the body develops the main idea in a sharply focused, coherent fashion that includes strong transitions.	Contains a better-than-average introduction and conclusion, and the body develops the thesis in a mostly coherent fashion; clear use of transitions.	Contains a basic organization, but the introduction and/or conclusion need to be developed; inconsistent use of transitions.	Contains an Introduction and conclusion that are poorly developed. The body develops the thesis but wanders from the subject and lacks coherence in spots; little to no use of transitions.	Contains poorly developed or no introduction and conclusion, and the body lacks focus and clear purpose; no use of transitions.
<b>Content</b>					
Analysis and Reasoning	Reflects thoughtful, insightful reflection on the topic and excellent, independent critical analysis.	Reflects a consistent, thoughtful, critical analysis of the subject that satisfactorily meets the standards of argumentative writing. Independent thinking exists but could reflect greater breadth and clarity.	Reflects some critical analysis of the topic but too much reliance on the predictable and generalizations; it displays some independent thinking, but lacks depth.	The content is inconsistent and critical analysis is flawed; analysis fails to fully satisfy the standards of argumentative writing. Little evidence of independent thinking exists, and the analysis is mostly cliché and stereotypic.	The content is inadequate, and the subject is poorly or illogically reasoned. No evidence of independent thinking exists, and the analysis is cliché and stereotypic.
Overall Requirements	Clearly addresses all aspects of the assignment.	Addresses all aspects of the assignment.	Addresses the assignment but some expectations are addressed minimally.	Fails to address all of the assignment.	Does not meet the minimal requirements of the assignment.
<b>Standards of Written English</b>					
Grammar, Spelling, Punctuation, etc.	Displays few, minor errors in grammar, spelling, punctuation, or mechanics.	Basically reflects the standards of written English but displays a few errors in grammar, spelling, punctuation, and/or	Displays multiple types of errors in grammar, spelling, punctuation, and/or mechanics, although none exceed minimum standards.	Displays a distracting number of repeated errors in grammar, spelling, punctuation, and mechanics.	Displays numerous, significant errors in grammar, spelling, punctuation, and mechanics.

## Analytic Rubric for Written Expression

Principles of Argumentation & Source Integration		mechanics.			
Style and Tone	The style and tone are consistent and clearly reflect the expectations of the argumentative essay. The audience is properly and consistently addressed.	The style and tone are mostly consistent and reflect the expectations of the argumentative essay, and it acceptably addresses the appropriate audience.	The style and tone are inconsistent, and there is too little awareness of audience. The paper reflects a basic understanding of argumentative writing but a minimally effective use of it.	The style and tone are inconsistent, and the writing fails to reflect understanding of argumentative writing and/or too little awareness of the audience.	The style and tone are inappropriate, and the writing exhibits no understanding of argumentative writing. No concern is given to writing for a specific audience.
Recognition of the Opposition	Recognizes and admirably addresses other points of view.	Other points of view are clearly recognized and addressed.	Other points of view need to be better acknowledged and developed.	Little effort is made to recognize or adequately address other points of view.	Fails to recognize or address other points of view.
Documentation of Sources	The sources are accurately represented. In-text sources are properly documented.	In-text citations are generally used correctly.	There exist some in-text citations errors.	In-text citations include numerous errors.	Outside sources are either not used or inappropriately used and inadequately or improperly cited.
Analysis and Effectiveness of Sources	Analysis of sources reflects strong critical reading ability to interpret meaning and make inferences, and the sources provide good, appropriate support for the thesis.	The number and quality of sources exceed minimal levels. The use of sources reflects a clear understanding, correct analysis, and reasonable inferential interpretation. Generally, the sources appropriately support the thesis.	A minimal number of sources are present, and some may be either irrelevant or of poor quality. Some misreading or misrepresentation of authors' ideas and point of view are evident, and some sources may not support the thesis.	Sources are poorly used. Misunderstanding of the author's intention is common.	Outside sources are either not used or inappropriately used.

**CHECK LIST for Written Expression**  
*To be used with Analytic Rubric*

STUDENT NAME or NUMBER OF PAPER \_\_\_\_\_

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>1. THESIS</b>					
<b>2. ORGANIZATION</b>					
<b>3. CONTENT</b>					
<b>4. STANDARDS OF WRITTEN ENGLISH</b>					
<b>5. PRINCIPLES OF ARGUMENTATION &amp; SOURCE INTEGRATION</b>					

**CHECK LIST for Written Expression**  
*To be used with Analytic Rubric*

STUDENT NAME or NUMBER OF PAPER \_\_\_\_\_

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>1. THESIS</b>					
<b>2. ORGANIZATION</b>					
<b>3. CONTENT</b>					
<b>4. STANDARDS OF WRITTEN ENGLISH</b>					
<b>5. PRINCIPLES OF ARGUMENTATION &amp; SOURCE INTEGRATION</b>					