UNIVERSITY OF SOUTH FLORIDA (USF) - Sarasota-Manatee, St. Pete, Tampa

Course: English Composition 3250 - Sections 524, 525, and 700 (3 Credits)
Modality: Canvas ~ 100% Online/Distance Education
Semester: Spring 2015 (January 5-May 1)
Professor: Keith Cavedo, Ph.D. (Please refer to me as “Dr. Cavedo” in all correspondence)
Title/Area: Online English Instructor: USF Sarasota-Manatee and USF Tampa
Email: kcavedo@sar.usf.edu
Alternate Email: Note that I do not check my alternate email address (kcavedo@mail.usf.edu), which exists only in the event there is a technical problem with my primary email address (kcavedo@sar.usf.edu)
Mobile Phone: (941) 306-6087 (for some local Sarasota residents, you may need to first dial the area code)
Office Hours: By appointment only: You need to schedule all Skype, phone, or email conferences with me during my regular office hours in advance. You should contact me in advance by my email address or mobile phone if you wish to schedule a conference. I am available for conferences on Mondays between 2:00-3:00 PM and Thursdays between 2:00-4:00 PM; we can determine how long our conference needs to be when you contact me to schedule a conference. You can schedule a conference with me during my office hours to discuss an assignment, a grade or grades, or any matter relevant to this course.

Textbook Requirement. Please note that the following textbook and particular edition is required as a condition to successfully participate in and complete the course; you will refer to the following edition in Discussion Boards, projects, and other writing assignments. It is required that you obtain a copy of the textbook during the first week of the semester. New and perhaps used copies of the book are available in the respective campus bookstore, but students are not required to buy the book at the bookstore.


Moreover, I recommend students obtain a copy of the following (optional—not required) for this writing class:


Technology Requirements. Students in this course are required to have regular access to a reliable computer, Internet, USF Library databases, and to be familiar with/use Microsoft Word in order to complete assignments. Every enrolled USF student should have an official USF e-mail address. Students receive official USF correspondence and Canvas course information via that address; therefore, it is the student’s responsibility to check her or his USF email regularly. All course modules, documents, assignments, communications (email and announcements), and grades for this class are posted or delivered in Canvas, so a basic or operational knowledge/familiarity with Canvas is also assumed. USFSM students: Canvas support is available through the USFSM E-Learning staff Monday through Friday from 9:00 AM to 5:00 PM. You can call the IT Helpdesk at (941) 359-4350. All USF students: Note that the USF Tampa IT Helpdesk provides 24-hour support for Canvas. Please email help@usf.edu or call (813) 974-1222 if you need assistance (for USFSM students, outside of USFSM’s regular E-Learning hours). In addition, Canvas tutorials can be found in the Student Quickstart Guide at http://guides.instructure.com/m/8470. The USFSM College of Arts and Sciences contact number is (941) 359-4235. The USF Tampa English Department contact number is (813) 974-2421.

Course Materials. The materials posted in Canvas/the course site including modules, assignments, Discussion Boards, audio files, comments on graded work, etc. are only for the express use of students enrolled in the course for purposes related to the course, may not be distributed to or shared with persons outside the course, and are copyright protected or subject to copyright protection. It is not permitted for students to sell or lend notes, documents, or any other course materials to anyone outside the course.

Online Expectations/Decorum. USFSM is a separately accredited branch campus of the University of South Florida (USF). USF is a Carnegie Class-One research institution; therefore, this course reflects the values not only of USFSM but the USF system in general. It is expected students in the course will be prepared each
week with completed reading and writing assignments and that they will engage in professional, ethical behavior including treating fellow classmates and the instructor courteously and with respect. Ethical behavior, of course, assumes that only the student enrolled in the course will be the one completing the assignments and earning grades on the assignments (see the “Academic Dishonesty” policy below). Surveys suggest that a positive and scholarly attitude is a key attribute sought after by employers. Displaying your professionalism and such an attitude will contribute to your success—both in this class and beyond.

Online Instruction. Throughout the duration of this course, students are expected to engage in a minimum average of 90-100 hours of instructional engagement and online interactive learning for a 15-week semester on average or 6 hours average per week including reading and writing assignments, Discussion Boards, project work and composition, online research, etc. Note that this number is the average only. Some weeks may require more or less than the average 6 hours; in other words, the coursework is not evenly distributed throughout the term on an equal weekly basis. Generally speaking, fewer hours are expected or required in the beginning weeks of the term, whereas gradually increased hours—that is, increased time for each assignment given the length and complexity of the assignments in chronological order—are expected or required, culminating with the Semester Portfolio.

This course is about communicating effectively through writing, and students will have ample opportunity to take advantage of the totally online format. Our virtual class will be instructed using asynchronous Canvas modules; we will spend the vast amount of our time reading, writing, and revising. The class modules may include some audio or lecture notes or possibly brief videos from the professor especially after the first weeks of the semester. If you experience any difficulty accessing the instructor’s audio notes in Mozilla Firefox, try to open them in Internet Explorer instead. In addition, you can try the following solution for difficulty opening videos: Download “VLC Media Player” and open the file with it. You can download it at http://www.videolan.org/vlc/index.html or Google VLC Media Player and choose the link from the Video Lan website. Once you download it, right click the audio notes file, select “open with,” and then choose VLC Media Player. If you have a MAC and the video file you are trying to play is a WMV file, install a plug-in so Quicktime will play Windows Media Files (WMV). Here is a Microsoft website with information about that: http://windows.microsoft.com/en-US/windows/windows-media-components-quicktime.

Course Overview. English Composition 3250 introduces students to various techniques and types of professional writing including correspondence most frequently appearing in business and professional settings. The course does not address technical writing concerns or subjects. Specifically, this course is designed to enhance one’s ability to prepare professional written communications such as email, a marketing strategy, a proposal, a presentation, a cover letter, a resume, an interview, etc. which demonstrate clarity, concision, authenticity, originality, and persuasive skill.

In sum, the course requires students to engage in and practice different types of professional writing in order to increase rhetorical awareness and to promote sound, effective business composition. The course is moreover designed to provide collaborative learning experiences such as Discussion Boards. From careful critical thinking, planning, drafting, revision, and proofreading, students will develop writing skills transferable to many disciplines in the academic community and, of course, in the professional workplace.

Successful participation in and completion of the various course modules/assignments requires students to:

- generate ideas and insights on topics of interest as well as those that may not be of interest;
- develop an awareness/application of various writing skill sets and/or professional writing techniques;
- develop a point of view, emphasis, and/or tone appropriate to the needs of a particular audience;
- improve the focus, development, organization, and conventions in their own writing (see below) as well as assess the efficacy of these areas in the writing of others;
- recognize—and practice—the importance of feedback and revision in professional composition while participating in weekly writing modules, assignments, and collaborative learning experiences.

General Learning Outcomes (among others):

1. improve overall communication skills/critical thinking used in the workplace;
2. write effective, actionable business messages or communication;
3. conduct sound business or professional research especially online while citing sources appropriately;
4. create a marketing strategy based on a product;
5. write an actionable business proposal for change;
6. prepare an engaging PowerPoint or Prezi presentation based on the proposal for change;
7. create, compose, and participate in an effective resume, cover letter, and “mock” interview;
8. prepare and substantially revise a semester Portfolio of completed work and other work as needed.

Grading. This course is designed using a 1000 point system. At the end of the term, all points in the course (1000 points total) will be added up and grades distributed as follows: A+ (970-1000), A (930-969), A- (900-929), B+ (870-899), B (830-869), B- (800-829), C+ (770-799), C (730-769), C- (700-729), D+ (670-699), D (630-669), D- (600-629), F (599 and below). Percentages are not used and I do not round up points or final grades (for example, an 895 for a final grade is not rounded up to a 900; it means the student earned 895 out of 1000 points or a B+). The only exceptions for final grades are a 969, 929, 899, 869, and 829: one point may be given only with these final numbers so that the student earns the higher letter grade.

Given the number of students enrolled in these sections and the thoughtful consideration and sometimes detailed attention I devote to grading major assignments, it can be up to several weeks or a month before a student’s major written work receives a grade and/or my comments. Do not be alarmed, therefore, if several weeks have passed and you still have not received a grade or my comments on a major assignment. I am working diligently on grading your work and providing helpful written comments. I will not respond to email inquiries about major graded work unless several weeks/up to a month has passed (by which point you will receive the grade with my written comments). If you wish to discuss a particular grade with me, you can schedule a conference with me during my office hours (see above), but you need to make sure to read my comments carefully and think about them before scheduling a conference. In many or all instances, my comments address and explain the reason(s) for the grade. Not all graded work will receive comments (see below)—in many of these particular instances, the grade does not take up to several weeks to appear. The general idea is to apply my comments on your initial writing assignments—both major and minor—early in the semester to your writing throughout the semester.

High quality written work (writing assessed as “Excellent”/”A” or “Very Good”/”B”) will meet the following basic requirements:

1.) Meet all the assignment specifications (including the specified format, etc.);
2.) Stay focused on a clearly articulated topic, argument, or position appropriate to the assignment;
3.) Support claims with relevant, preferably recent data, specific or illustrative examples, details, etc.;
4.) Demonstrate an excellent sense of organization, organizational logic, and coherence;
5.) Be clear and well-written—that is, free of many or most syntax, grammatical, punctuation, and usage errors.

In addition, the grading rubric appearing on the last page of our syllabus charts how I assess or grade writing in this course: I concentrate on Focus (25%), Development/supporting details (25%), Organization (25%), and Conventions (25%).

Note on our Week/Course. Coursework including Discussion Board questions and descriptions of projects or assignments for each week will be posted in Modules on a weekly basis usually on or by Tuesday at 6:00 PM. All Discussion Boards and assignments must be submitted by the noted due dates to receive credit. All work must be created solely for the purposes of this class and must be the student’s own. Students should save copies of all assignments and projects (for example, drafts and final versions) submitted during the course. Formal feedback will be provided through comments (instructor) on graded projects and the Portfolio as well as some assignments (see below) and, optionally or as directed, via writing consultations with the Writing Center (throughout the semester but especially for the Portfolio). There are no extra credit opportunities for this course. USF requires all students to complete an evaluation of the course by the end of the semester or the last day of classes (Friday, April 24).
COURSEWORK (1000 POINTS TOTAL)

- Discussion Boards Weeks 3-14 (12 Discussion Boards total; 20 points for each Discussion Board). Each week = Initial Response: 250 words minimum to 350 words maximum and Reply Post: 150 words minimum to 250 words maximum (10 points for each Initial Response and 10 points for each Reply Post; 240 points total). (Note: Only the first two Discussion Boards will receive my Comments.) See below for more details.

- Other Assignments (three assignments total; 100 points total). The particular assignment requirements will be specified later, but the three “Other Assignments” consist of the following:

  1. Preliminary Writing Exercise = 25 points (Note: This assignment will receive my Comments.)
  2. Marketing Strategy = 25 points (Note: This assignment will not receive my Comments.)
  3. On-Demand Assignment = 50 points (regardless of which option you choose). Choose one of the following to complete this semester by the deadline (which will be indicated in Modules later): On-Demand Option #1: Email Addressing A Customer Complaint; On-Demand Option #2: Project 1 Planning Strategy; On-Demand Option #3: Project 3 Preliminary Writing. Although shorter in length than options #2 and #3, Option #1, which involves composing a business email, will be graded just as thoroughly as the other two options based on fewer words. In other words, although Option #1 may take less time to complete, it will not be “any easier” when it comes to the grade you earn on this assignment. Keep in mind that options #2 and #3 are designed specifically to help you develop certain projects—in particular, Project 1 (On-Demand Option #2) or Project 3 (On-Demand Option #3). Although you are completing and submitting only one On-Demand option for a grade, I encourage you to complete the other two On-Demand options on your own for your own benefit. If you submit more than one On-Demand Option, only one of these will be graded/receive a grade—the first On-Demand Option you submitted. (Note: This assignment will not receive my Comments.)

- Project 1: Proposal for Change (2 pages minimum to 3 pages maximum; 100 points) (Note: This assignment will receive my Comments.)

- Project 2: PowerPoint or Prezi Presentation (10 full slides including “Title” and “Sources” slides; 100 points) (Note: This assignment will receive my Comments.)

- Project 3: Cover Letter, Resume, Written Interview (length and other requirements will be specified later; Cover Letter = 80 points, Resume = 80 points, Written Interview = 80 points; 240 points total) (Note: All these project component assignments will receive my Comments.)

- Semester Portfolio (requirements will be specified later, but the Portfolio will include a Final Reflection Letter, 2 separate cover memos, and any 2 original, completed, or graded projects from this course and the revised versions of the 2 projects; 220 points total) (Note: This assignment will receive my Comments.)

Discussion Boards. Beginning Week 3 and continuing through Week 14, all students are expected to participate in Discussion Boards in Discussions two times per week (our Discussion Board week runs from Tuesday 6 PM to Tuesday 6 PM). Initial Responses and Reply Posts must be submitted by the deadlines indicated in Discussions and written professionally. Avoid using texting or instant messaging style; Initial Responses and Reply Posts must be respectful in content and tone. The readability and thoughtful writing of the Initial Responses and Reply Posts—the content—will be considered for grading, but most important will be meeting the deadlines and word count requirements. I do not consider conventions such as the use of correct or incorrect grammar, punctuation, spelling, usage, etc. in grading Discussion Boards unless the conventional errors are numerous or significant and detract from the writing. If such occurs, the student will be advised to identify and correct the conventional errors especially during the first two Discussion Board weeks so that his or her writing (and Discussion Board grades) will improve throughout the semester.
**What Discussions Consist Of:** Students will be required to respond to the discussion question or topic (or choose one if there is more than one question or topic) posted for each week in Canvas “Discussions” on Tuesday at 6:00 PM. Each Initial Response must be at least 250 words but no longer than 350 words and posted by the Saturday of that week by midnight. In addition, students will post another or second response (hereafter called a Reply Post) of at least 150 words but no longer than 250 words by responding to a classmate’s Initial Response for that week by the following Tuesday at 6:00 PM. Although shorter in length than the Initial Response, the Reply Post must be equally substantive—that is, focused, detailed, and specific. Do not simply reply with “I agree” or “I disagree.” For help making sure the Reply Post is substantive, use “I agree because….” or “I disagree because….” or answer “how” or “why” questions. Personal and/or professional examples or citations (either from our readings or other sources—for the latter, be sure to cite properly in posts using APA format) may be used in both Initial Responses and Reply Posts.

To reiterate: A Discussion Board question or topic will be posted on Tuesdays at 6:00 PM in Discussions in Canvas; an Initial Response to the question or topic must be posted by Saturday of that week by midnight; and a Reply Post to a classmate’s Initial Response must be posted by Tuesday of the following week by 6:00 PM. Invariably, if either the Initial Response or Reply Post is posted after the required deadlines—or if they fail to meet the word count requirements—they will not be accepted or earn points. No more than one Initial Response and one Reply Post can be posted for each week; additional Initial Responses or Reply Posts do not count and will confuse your classmates and instructor.

**Note on Submitting Other Coursework:** Assignments other than Discussion Boards will be submitted as a Word document unless otherwise specified (for example, Project 2 must be in the form of a PowerPoint or Prezi presentation). For most or all of the assignments, projects, etc., you will be asked to submit your work directly in Canvas Modules in the appropriate assignment folder or link in Modules, but there may be a rare instance when I ask you to email your work directly to me as a Word document attachment.

**Format Requirements** for all assignments and projects unless otherwise noted or not applicable: Times New-Roman or Arial font size 12, double-spaced, no extra spaces around or between paragraphs or in the margins, 1” left and right margins, and pages numbered. All projects should include a cover or title page not included in the length requirement. Students are required to use APA in-text citation and References page documentation format as needed; see The Everyday Writer (pages 461-496) or consult with a writing tutor in your campus Writing Center if you have questions about APA. All project final versions should be formal compositions in the sense of observing professional conventions (tone and structure); avoid colloquialisms and slang. Substantial points will be subtracted for failing to meet any of these basic format requirements on any assignment or project unless otherwise noted or not applicable.

Here are some additional composition tips to keep in mind for all assignments and projects:

- Always meet the expectations of and fulfill all the requirements for an assignment or project description as specified in Modules.
- Given the length restrictions of various assignments, you have to be selective. Think of the words descriptive and illustrative rather than prescriptive and comprehensive when working on an assignment. Ask yourself what really stands out to or for you in this assignment or topic and why.
- Do not offer much summary unless otherwise noted; indeed, summarizing should be kept to a bare minimum. You should always be more concerned with critical thinking—interpretation, evaluation, analysis, or problem-solving—rather than recapitulation. Analyze rather than summarize as needed; show rather than tell.
- Avoid redundancy (repeating ideas or points) and consider keeping similar ideas or points together. The old composition rule is that one paragraph should cover one main or general idea or point and begin with a definite topic sentence that relates back directly or indirectly to your focus, topic, or position. You do not want long paragraphs, either—for example, one whole page—or paragraphs that are too short (for example, one sentence or two sentences).
• Voice and tense: Be consistent in your form(s) of address (1st-Person or 3rd-Person) and verb tense throughout the assignment. Avoid the 2nd-Person form of address (“you,” “yours”) unless otherwise indicated or appropriate.

• The word “this” should always be followed by a noun no matter where it appears in a sentence.

• Do not plagiarize. You are strongly encouraged to consult the policy on plagiarism below.

• Although some of us may not be Writing majors, I expect everyone—English, Education, Business majors, etc.—to write at the college level. You should be writing complete sentences in clear, well-supported, and well-organized paragraphs with definite topic sentences. If you know that revising until you produce a polished piece of writing is a challenge for you, then begin drafting early. Proofread your final versions carefully and correct grammatical, punctuation, spelling, syntax, and factual errors before handing in a major assignment or project. By the time you are ready to submit a final version for a major assignment or project, it should represent your best polished writing.

Exams. There are no exams—midterm exam, final exam, etc.—for this course. The Semester Portfolio with Reflection Letter serves for all purposes in lieu of a comprehensive final exam.

Attendance and Late Work Policy. This course requires 100% “attendance” (or participation more accurately) on a weekly basis—that is, by completing the posted Module assignments and Discussion Boards. No make-up or late work will be accepted: any work submitted past the due dates/times will not earn points; the same policy applies for Discussion Board Initial Responses and Reply Posts. Furthermore, failure to submit any work for four or more consecutive weeks including Discussion Boards will automatically result in a failing grade in this course.

The following represents USF’s policy on religious observances: “The University recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes: [link to policy].” Since ours is an online course, if you anticipate a religious holiday conflicting with a particular assignment or due date, you need to notify me via email by the second week of class so that I can accommodate you.

Please be aware that when a student frequently misses assignments or coursework, it is in the best interest of the student to withdraw from the course and retake it another time. Note that a grade of “I” or “Incomplete” will only be awarded in the case of a documented medical, personal, or family emergency and, in conjunction with University policy, if the student is otherwise earning a passing grade and has completed most of the coursework (roughly two-thirds). I also require the student to complete a contractual plan or outline with dates noted for completing coursework; this plan needs to be approved by me before I can assign an “I” grade.

Academic Disruption. The University does not tolerate behavior that disrupts the learning process whether in the classroom or online. The policy for addressing academic disruption is included with Academic Dishonesty in the USF Undergraduate and Graduate Catalogs and the USF Student Code of Conduct. Here are some links:

 Undergraduate: [link]
 Graduate: [link]
 USF Student Code of Conduct: [link]

Academic Dishonesty/Plagiarism. The University considers any form of plagiarism or cheating on projects, assignments, papers, etc. to be unacceptable behavior. The bottom line is that students should not copy, directly quote, or paraphrase someone else’s words or ideas without proper citation and documentation of the source using APA format in this class. Students should always respect the words and ideas of others and in no way present them as their own.

Academic dishonesty/plagiarism assumes a variety of forms including the following:
- Purchasing online or elsewhere written work and then submitting it as one’s own work in fulfillment of an assignment;
- Representing as one’s own a passage or passages culled verbatim from others’ published writing either in hardcopy or electronic format, including websites;
- Paraphrasing the words and ideas of others without properly attributing authorship;
- Failing to document all or a portion of another’s words and ideas (e.g., providing quotation marks but no parenthetical citation or providing parenthetical citation but failing to document the source or sources on a complete References page—plagiarism of this kind may well be unintentional, but it is still unacceptable);
- Allowing another person (including classmates, friends, relatives, and compensated associates) to write some or all of one’s writing assignment;
- Assisting another classmate in the composition of an assignment unless otherwise instructed.

Ideas, expressions, and facts deemed common knowledge are exceptions and need not be cited or documented. On the other hand, if a student has any doubt about the idea, expression, or fact being common knowledge, he or she should use proper in-text citation and documentation on a References page. Regardless of the assignment or project and unless otherwise indicated, quotations or paraphrases from our textbook (except for Discussion Boards) and all secondary sources should include in-text parenthetical citations and documentation on a References page using APA format.

In my experience teaching in Higher Education since Fall 2002, I have access to a number of online and other electronic resources (including some unique to USF, such as TurnItIn) that are accurate in verifying specific and sometimes obscure examples of plagiarism. I reserve the right to submit any assignment or draft to any detection system including TurnItIn. Suspicious phrases or sentences can be compared automatically with extensive databases of journal articles, web articles and pages, and previously submitted or posted student and professional papers. Pursuant to the provisions of the Family Educational Rights and Privacy Act (FERPA), prior to submitting work in TurnItIn, which identifies students by U number, students are requested to delete any personal information (e.g., name, address, telephone) from the work being submitted. This deletion protects students from having personal information disclosed to vendors or other agencies.

If a student has plagiarized, I will pursue all possible remedies including writing a letter of intention to assign a final grade of “F” with a letter of notification sent to the Dean of the College of Arts and Sciences. USF also allows for a transcript grade of “FF” that signifies a student failed a course due to plagiarism. Further disciplinary action such as expulsion from the university can result from plagiarism.

Please review the university’s policy in the USF Undergraduate or Graduate Catalog and the USF Student Code of Conduct if you have additional questions.

**Disabilities Accommodation.** Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. **USFSM contact information:** (941) 359-4330 or disabilityservices@sar.usf.edu. **USF contact information:** Students with Disabilities Services — (813) 974-4309 or sa-sds-information@usf.edu.

**Contingency Plans.** In the event of an emergency, it may be necessary for USFSM/USF to suspend normal operations. During this time, USFSM/USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, email messaging, alternate schedule, etc. It is the student’s responsibility to monitor the Canvas site for each class for course-specific communication as well as the main USF, College, and campus websites, emails, and MoBull messages for important information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency.

**Final Note.** Please contact me during the first week of class if you have any questions or concerns about our syllabus or schedule below. Although I do not anticipate major changes, any policy, assignment, weekly module, due date, etc. is subject to change or modification at any point during the semester. If substantive changes are
necessary, a revised syllabus will be posted in Modules and students notified accordingly. Questions regarding Drop/Add, withdrawal, refunds, career path, etc. should be directed to the student’s advisor.

**Significant Dates.** Please note the following Academic Calendar dates. Specific due dates, weekly topics, assignment descriptions, etc. will appear (weekly) in Canvas Modules for this course.

* **Monday, January 5:** First day of class  
* **Friday, January 9:** Add/Drop ends  
* **Saturday, January 10 by 12:00 noon:** Mandatory first-week attendance “Check-In” due; although the latter is not graded, failure to complete the Check-In assignment by the deadline will result in the student being dropped from this course.  
* **Monday, January 19:** USF closed due to Martin Luther King, Jr. holiday  
* **Monday, March 2 – Saturday, March 7:** Spring Break (USF closed)  
* **Saturday, March 21:** Last day to withdraw without academic penalty  
* **Friday, April 24:** Last day of class  
* **Saturday, April 25 – Friday, May 1:** Final Exams

Happy Trails!
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<tr>
<th>Grading Rubric for Writing</th>
<th>A (5)</th>
<th>B (4)</th>
<th>C (3)</th>
<th>D (2)</th>
<th>F (1)</th>
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<tr>
<td><strong>FOCUS (25%):</strong> Sometimes called Thesis or Argument</td>
<td>Focus is clear, maintained, and insightful throughout the paper or assignment (“paper” from here on represents both). Audience is clear and consistent throughout.</td>
<td>At a few points in the paper, the focus is unclear and/or is not maintained. Or the focus is clear and maintained but is not especially insightful. Audience may infrequently be inconsistent and/or unclear.</td>
<td>In more than a few places in the paper, the focus is unclear and/or is not maintained. Or the focus may be clear and maintained but not insightful. Audience may occasionally be inconsistent and/or unclear.</td>
<td>Focus is not clear, maintained, or insightful. Audience is frequently inconsistent and/or unclear. “D” for minimal effort only in this category.</td>
<td>An “F” for any of the below signifies an even more emphatic, pronounced, inadequate, lacking, etc. “D.”</td>
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<td><strong>DEVELOPMENT (25%): Sometimes called Reasoning or Analysis</strong></td>
<td>Supporting details, ideas, reasons, points, examples, or criteria are specific, concrete, and personal; they help convey “evidence” in support of the focus and are appropriate or effective.</td>
<td>At a few points in the paper, the details etc. are vague and/or inappropriate for supporting the focus.</td>
<td>In large portions of the paper, the details etc. are vague and/or inappropriate for supporting the focus.</td>
<td>Throughout the paper, the details etc. are vague, inappropriate, or ineffective for supporting the focus. “D” for minimal effort only in this category.</td>
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<td><strong>ORGANIZATION (25%)</strong></td>
<td>Paper shows a logical progression from one paragraph/section to the next (coherence); paper shows a logical progression between and within sentences (cohesion). Organizing pattern helps convey the focus and development.</td>
<td>Only a couple of problems with coherence or cohesion. Organizing pattern is mostly effective in conveying focus and development.</td>
<td>Problems with coherence and cohesion. Organizing pattern is frequently ineffective in conveying focus and development.</td>
<td>Large gaps in coherence and cohesion. Organizing pattern is illogical, inadequate, or lacking. “D” for minimal effort only in this category.</td>
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<td><strong>CONVENTIONS (25%): Grammar, Spelling, Punctuation, Usage, and Format. Note: “Format” does not include proper (APA, as specified) citation and documentation; problems with APA can result in a significant and independent reduction of points and, of course, plagiarism.</strong></td>
<td>No problems with sentence boundaries or subject/verb agreement; verb tense is maintained or shifts clearly warranted; consistent use of form of address (1st Person, 3rd, etc.). Only a rare few problems with grammar, spelling, punctuation, etc.; no problems with format.</td>
<td>No more than a couple of minor problems with sentence boundaries or subject/verb agreement; verb tense or form of address is sometimes inconsistent. A few grammatical, spelling, punctuation, etc. errors; no problems with format.</td>
<td>Some sentence boundary or subject/verb agreement errors; shifts in verb tense or form of address are noticeable and cause some confusion. Frequent problems or errors with grammar, spelling, punctuation, etc.</td>
<td>Substantial sentence boundary or subject/verb agreement errors; shifts in verb tense or form of address disrupt reading and cause confusion. Many problems with grammar, spelling, punctuation, etc. “D” for minimal effort only in this category.</td>
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