**Centenary College English and Foreign Languages Department Outcomes for Writing:**

1. **Students demonstrate understanding of a variety of purposes and audiences for a text**
2. **Students exhibit knowledge of rhetorical genres and their associated disciplinary conventions**
3. **Students incorporate sources and show proficiency with standard documentation styles (MLA and APA)**
4. **Students demonstrate proficiency with academic discourse**

**Written Communication Rubric for ENG 1001—Composition and Rhetoric I**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Criteria/levels** | **Excellent [5]** | **[4.5]** | **Satisfactory [4]** | **[3.5]** | **Emerging [3]** | **[2]** | **Unsatisfactory [1]** | **[0]** |
| **Content of and Purpose for Writing** *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s)* | Demonstrates some attention to context, audience, purpose, and to the assigned tasks(s). Content is fully developed. Thesis is clear and connected to the topic but audience may not be fully addressed  |  | Demonstrates some attention to context, audience, purpose, and to the assigned tasks(s). Content is developed. Thesis connects inconsistently to the topic and purpose of the paper, and may not match the body of the paper in some places |  | Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s). Content is mostly developed. Thesis does not connect to the topic and purpose of the paper, and may not match the body of the paper in some places |  | Demonstrates inconsistent or nonexistent attention to context, audience, purpose, and to the assigned tasks(s). Content is not developed. Thesis does not connect to the topic and purpose of the paper, and may not match the body of the paper in some places |  |
| **Genre and Disciplinary Conventions**  | Usesa consistent system for basic organization, development and presentation. Demonstrates clear disciplinary knowledge of the rhetorical triangle (ethos, pathos, and logos) |  | Mostly usesa consistent system for basic organization, development and presentation. Demonstrates some disciplinary knowledge of the rhetorical triangle (ethos, pathos, and logos) |  | Attempts to use a consistent system for basic organization, development and presentation. Demonstrates some disciplinary knowledge of the rhetorical triangle (ethos, pathos, and logos) |  | Uses an inconsistent system for basic organization, development and presentation. Does not demonstrate disciplinary knowledge of the rhetorical triangle (ethos, pathos, and logos) |  |
| **Sources and Evidence** |  Uses sources to support ideas in the writing. Quotes, if applicable, are generally accurately placed. Citations are correctly formatted in MLA or APA |  | Demonstrates an attempt to use sources to support ideas in the writing. Quotes, if applicable, are generally accurately placed. Citations are inconsistently formatted in MLA or APA |  | Demonstrates an attempt to use sources to support ideas in the writing. Quotes, if applicable, are not always accurately placed. Citations are inconsistently formatted in MLA or APA |  | Demonstrates little attempt to use sources to support ideas in the writing. Quotes, if applicable, are not accurately placed. Citations are not correctly formatted in MLA or APA |  |
| **Control of Syntax and Mechanics** | Uses language that is free from errors in usage and mechanics. Writing is clear and precise |  | Uses language that occasionally impedes meaning because of errors in usage. Errors in mechanics occasionally undermine clarity and precision. |  | Uses language that sometimes impedes meaning because of errors in usage. Errors in mechanics sometimes undermine clarity and precision. |  | Uses language that often impedes meaning because of errors in usage. Errors in mechanics often undermine clarity and precision.  |  |
| ***Table is derived from the AACU Written Communication Rubrics*** |  |  |  |  |  |  |  |  |

**Centenary College English and Foreign Languages Department Outcomes for Writing:**

1. **Students demonstrate understanding of a variety of purposes and audiences for a text**
2. **Students exhibit knowledge of rhetorical genres and their associated disciplinary conventions**
3. **Students incorporate sources and show proficiency with standard documentation styles (MLA and APA)**
4. **Students demonstrate proficiency with academic discourse**

**Written Communication Rubric for ENG 1002—Composition and Rhetoric II**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Criteria/levels** | **Excellent [5]** | **[4.5]** | **Satisfactory [4]** | **[3.5]** | **Emerging [3]** | **[2]** | **Unsatisfactory [1]** | **[0]** |
| **Content of and Purpose for Writing** *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s)* | Demonstrates attention to context, audience, purpose, and to the assigned tasks(s). Content is fully developed. Thesis is clear and connected to the topic. Shows full awareness of the audience’s perceptions and assumptions.  |  | Demonstrates attention to context, audience, purpose, and to the assigned tasks(s). Content is developed. Thesis connects consistently to the topic and purpose of the paper. Begins to show awareness of the audience’s perceptions and assumptions |  | Demonstrates some attention to context, audience, purpose, and to the assigned tasks(s). Content is mostly developed. Thesis may not always connect to the topic and purpose of the paper, and may not match the body of the paper in some places |  | Demonstrates inconsistent or nonexistent attention to context, audience, purpose, and to the assigned tasks(s). Content is not developed. Thesis minimally connects to the topic and purpose of the paper, and may not match the body of the paper in some places |  |
| **Genre and Disciplinary Conventions**  | Usesa consistent system for organization, development and presentation. Demonstrates clear disciplinary knowledge of the rhetorical triangle (ethos, pathos, and logos). Follows expectations appropriate to a specific discipline and/or writing task |  | Usesa consistent system for organization, development and presentation. Demonstrates some disciplinary knowledge of the rhetorical triangle (ethos, pathos, and logos). Shows awareness of expectations appropriate to a specific discipline and/or writing task |  | Attempts to use a consistent system for organization, development and presentation. Demonstrates some disciplinary knowledge of the rhetorical triangle (ethos, pathos, and logos). Shows minimal awareness of expectations appropriate to a specific discipline and/or writing task |  | Uses an inconsistent system for organization, development and presentation. Demonstrates minimal disciplinary knowledge of the rhetorical triangle (ethos, pathos, and logos). Shows no awareness of expectations appropriate to a specific discipline and/or writing task |  |
| **Sources and Evidence** |  Uses sources to support ideas in the writing. Quotes, if applicable, are accurately placed. Citations are correctly formatted in MLA or APA |  | Demonstrates an attempt to use sources to support ideas in the writing. Quotes, if applicable, are generally accurately placed. Citations are inconsistently formatted in MLA or APA |  | Demonstrates an attempt to use sources to support ideas in the writing. Quotes, if applicable, are not always accurately placed. Citations are inconsistently formatted in MLA or APA |  | Demonstrates little attempt to use sources to support ideas in the writing. Quotes, if applicable, are not accurately placed. Citations are not correctly formatted in MLA or APA |  |
| **Control of Syntax and Mechanics** | Uses language that is free from errors in usage and mechanics. Writing is clear and precise |  | Uses language that occasionally impedes meaning because of errors in usage. Errors in mechanics occasionally undermine clarity and precision. |  | Uses language that sometimes impedes meaning because of errors in usage. Errors in mechanics sometimes undermine clarity and precision. |  | Uses language that often impedes meaning because of errors in usage. Errors in mechanics often undermine clarity and precision.  |  |
| ***Table is derived from the AACU Written Communication Rubrics*** |  |  |  |  |  |  |  |  |

**Centenary College English and Foreign Languages Department Outcomes for Writing:**

1. **Students demonstrate understanding of a variety of purposes and audiences for a text**
2. **Students exhibit knowledge of rhetorical genres and their associated disciplinary conventions**
3. **Students incorporate sources and show proficiency with standard documentation styles (MLA and APA)**
4. **Students demonstrate proficiency with academic discourse**

**Written Communication Rubric for ENG 2012—Advanced Writing**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Criteria/levels** | **Excellent [5]** | **[4.5]** | **Satisfactory [4]** | **[3.5]** | **Emerging [3]** | **[2]** | **Unsatisfactory [1]** | **[0]** |
| **Content of and Purpose for Writing** *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s)* | Demonstrates attention to context, audience, purpose, and to the assigned tasks(s). Content is fully and compellingly developed. Thesis is clear and connected to the topic. Shows full awareness of the audience’s perceptions and assumptions  |  | Demonstrates attention to context, audience, purpose, and to the assigned tasks(s). Content is developed. Thesis connects consistently to the topic and purpose of the paper. Begins to show awareness of the audience’s perceptions and assumptions |  | Demonstrates some attention to context, audience, purpose, and to the assigned tasks(s). Content is mostly developed. Thesis may not always connect to the topic and purpose of the paper, and may not match the body of the paper in some places |  | Demonstrates inconsistent or nonexistent attention to context, audience, purpose, and to the assigned tasks(s). Content development is inconsistent. Thesis minimally connects to the topic and purpose of the paper, and may not match the body of the paper in some places |  |
| **Genre and Disciplinary Conventions**  | Usesa consistent system for organization, development and presentation. Demonstrates clear disciplinary knowledge of different types of argumentation. Follows expectations appropriate to a specific discipline and/or writing task |  | Usesa consistent system for organization, development and presentation. Demonstrates some disciplinary knowledge of different types of argumentation. Shows awareness of expectations appropriate to a specific discipline and/or writing task |  | Uses a consistent system for organization, development and presentation. Demonstrates some disciplinary knowledge of different types of argumentation. Shows minimal awareness of expectations appropriate to a specific discipline and/or writing task |  | Attempts to use a consistent system for organization, development and presentation. Demonstrates minimal disciplinary knowledge of different types of argumentation. Shows little awareness of expectations appropriate to a specific discipline and/or writing task |  |
| **Sources and Evidence** | Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. Quotes, if applicable, are accurately placed. Citations are correctly formatted in MLA or APA |  | Demonstrates use of credible, relevant sources to support ideas that are situated within the discipline and genre Quotes, if applicable, are accurately placed. Citations are correctly formatted in MLA or APA |  | Demonstrates the ability to use sources to support ideas in the writing. Quotes, if applicable, are accurately placed. Citations are inconsistently formatted in MLA or APA |  | Demonstrates an attempt to use sources to support ideas in the writing. Quotes, if applicable, are not accurately placed. Citations are not correctly formatted in MLA or APA |  |
| **Control of Syntax and Mechanics** | Uses straightforward language that is free from errors in usage and mechanics and conveys significant meaning to the reader. Writing is clear and precise |  | Uses straightforward language that is free from errors in usage and mechanics. Writing is clear and precise |  | Uses straightforward language. Errors in mechanics sometimes undermine clarity and precision. |  | Uses language that occasionally impedes meaning because of errors in usage. Errors in mechanics occasionally undermine clarity and precision. |  |
| ***Table is derived from the AACU***  | ***Written Communication Rubrics*** |  |  |  |  |  |  |  |