

CC 499 Evaluation of Writing

References are to R.M. Howard, *Writing Matters: A Handbook for Writing and Research* (New York: McGraw-Hill, 2010). Each chapter in *WM* is accompanied by marginal references to online resources, including interactive exercises to build these skills.

Goals/Skills		Senior	Junior	Sophomore	<i>WRITING MATTERS</i>
<i>By the end of each year, the student...</i>					
Discipline-specific		<ul style="list-style-type: none"> Shows mastery of discipline-specific conventions 	<ul style="list-style-type: none"> Shows competency w/ discipline-specific conventions 	<ul style="list-style-type: none"> Shows developing ability w/ discipline-specific conventions 	Consult ASA Style Guide in Websites on the Course
Critical Reading		<ul style="list-style-type: none"> Shows understanding of main argument w/ complete accuracy Identifies the quality of supporting evidence Demonstrates higher-level thinking and interpretation Identifies implications and consequences 	<ul style="list-style-type: none"> Shows understanding of main argument w/ nearly complete accuracy Identifies all supporting evidence and partially assesses its relevance Demonstrates higher level thinking most of the time Identifies many implications and consequences 	<ul style="list-style-type: none"> Shows understanding of basic elements of main argument w/ partial accuracy Identifies some supporting evidence but w/ significant inaccuracies Demonstrates some higher level thinking Makes mostly correct inferences 	See Ch. 7, esp. 7(a, b)
Researching Sources	Locating and assessing Sources	<ul style="list-style-type: none"> Applies thorough and creative information-seeking strategies Evaluates quality, perspective, and relevance of sources Uses sources appropriate to task Distinguishes between and uses primary and secondary sources 	<ul style="list-style-type: none"> Applies some variety of information-seeking strategies; Evaluates sources competently Uses sources that are mostly appropriate to task Uses both primary and secondary sources, but may not distinguish 	<ul style="list-style-type: none"> Applies limited information-seeking strategies Evaluates sources w/ partial competence Uses some appropriate sources but many inappropriate sources May use primary and secondary sources, but inadequately identifies them as such 	See Ch. 12 (e, f, g) and 13

	Using Sources	<ul style="list-style-type: none"> • Supports all factual claims, besides common knowledge, w/ evidence • Mostly paraphrases and uses strong and relevant quotes • Accurately summarizes sources • Explains relevance of quotes to own thesis • Cites sources accurately 	<ul style="list-style-type: none"> • Supports most factual claims w/ evidence • Uses some paraphrases and some relevant quotes • Adequately summarizes sources • Explains relevance of quotes to own thesis most of the time • Cites most sources accurately 	<ul style="list-style-type: none"> • Supports many factual claims • Poorly incorporates sources • Inadequately summarizes sources • Does not explain relevance of quotes to own thesis much of the time • Fails to cite sources accurately or consistently 	<p>See Ch. 14, 15</p> <p>Citation guides: MLA: Ch. 17 APA: Ch. 18 Chicago: Ch. 19 CSE: Ch. 20</p>
Thesis		<ul style="list-style-type: none"> • Has a valid, specific, and precise thesis • Has a clearly and consistently established thesis throughout 	<ul style="list-style-type: none"> • Has a valid and clear thesis which is consistently addressed throughout, lacks specificity or precision 	<ul style="list-style-type: none"> • Has a central idea that is conventional or general, or is unclearly stated • Has a thesis that lacks specificity or precision or is not argued well throughout 	<p>See Basics: Ch. 2 (b, c), Ch. 3(a) Refining Skills: Chs. 8, 16</p>
Development		<ul style="list-style-type: none"> • Demonstrates critical thinking that is clear, insightful, and relevant • Doesn't leave gaping questions unanswered • Stays close to thesis/subject 	<ul style="list-style-type: none"> • Demonstrates critical thinking that is more than adequate • Mostly stays close to the thesis/subject, but occasional tangents 	<ul style="list-style-type: none"> • Demonstrates limited critical thinking and limited knowledge of the subject • Stays somewhat close to thesis/subject, but has many tangents 	<p>See Ch. 7 (c), Ch. 8 (f, g)</p>
Structure	Logical Narrative	<ul style="list-style-type: none"> • Has a clear sense of flow and logical order appropriate to the content and thesis • Writes w/o gaps in logic • Does not repeat redundant information 	<ul style="list-style-type: none"> • Is logical, clear, and controlled, but has some transition problems or gaps in logic 	<ul style="list-style-type: none"> • Shows choppy organization and may be difficult to follow 	<p>See Ch. 3</p>

	Transitions & Paragraphing	<ul style="list-style-type: none"> • Uses transitional phrases appropriately • Uses rhetorical devices for shifting or transitioning effectively • Contains strong topic sentences that connect to thesis/subject 	<ul style="list-style-type: none"> • Uses some transitional phrases • Uses some rhetorical devices, but not always effectively • Contains topic sentences that may be weak or disconnected 	<ul style="list-style-type: none"> • Does not use transitional phrases • Does not use rhetorical devices • Does not use topic sentences • Paragraph structure inadequate or confusing 	See Paragraphing : Ch. 4
Writing Style & Mechanics	Sentences & Diction	<ul style="list-style-type: none"> • Uses sophisticated language that engages the reader • Manipulates sentence length to enhance total effect • Uses precise language to clearly express complex ideas 	<ul style="list-style-type: none"> • Demonstrates knowledge of and skill w/ complex and varied sentence constructions and vocabulary 	<ul style="list-style-type: none"> • Demonstrates competency w/ language use, but sentence constructions and vocabulary may be repetitive 	See Part 7, esp. Ch. 25, 26, 28, 30
	Syntax & Mechanics	<ul style="list-style-type: none"> • Includes few errors in spelling, grammar, punctuation, or format 	<ul style="list-style-type: none"> • May include errors, but these do not interfere w/ overall effectiveness 	<ul style="list-style-type: none"> • Includes multiple errors that hinder readability 	See Specific grammar issues: Part 8 ESL issues: Part 9 Specific Mechanics: Part 10