First Year Composition Sequence: Writing Rubric for Composition and Rhetoric II (2nd of three course levels)

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| **Criteria/levels** | **Excellent [4]** | **Satisfactory [3]** | **Emerging [2]** | **Unsatisfactory [1]** |
| **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). 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). 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). 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). Thesis minimally connects to the topic and purpose of the paper, and may not match the body of the paper in some places |
| **Content Development** | Uses appropriate and relevant content to develop and explore ideas throughout the work | Uses appropriate and relevant content to develop ideas throughout most of the work | Inconsistently uses appropriate and relevant content to develop ideas in some parts of the work | Uses inappropriate and irrelevant content to develop ideas in some parts of the work |
| **Genre and Disciplinary Conventions**  | Uses a 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 | Uses a 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.  |
| **derived from the Association of American Colleges and Universities (AACU) Written Communication Rubrics** |

Breaking Classroom Boundaries: Incorporating Campus Resources

to Support Significant Learning Experiences in First-Year Composition and Rhetoric
Drs. Arlene Young & Carol Barnett, Centenary University
2016 New Jersey Writing Alliance Conference

First Year Composition Learning Outcomes

1. demonstrate understanding of a variety of purposes and audiences for a text
2. exhibit knowledge of rhetorical genres and their associated disciplinary conventions
3. incorporate sources and show proficiency with standard documentation styles
4. demonstrate proficiency with academic discourse in written and oral responses

In *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* and “A Self-Directed Guide to Designing Courses for Significant Learning,” author L. Dee Fink outlines a taxonomy of “Significant Learning,” which prioritizes educational experiences that move beyond “understand-and-remember” instruction and the “application” learning of problem-solving, thinking, and decision-making. Dee Fink encourages instructors to design direct learning activities that incorporate active learning components of experience, information and ideas, and reflective dialogue.

On-campus field trip objectives:

* exposure to a range of texts and contexts
* variety of purposes and audiences
* rhetorical genres, disciplinary conventions
* academic discourse, written and oral

*and*

* enhance awareness of services and resources
* promote interaction with staff and faculty

On-campus field trips pedagogical benefits:

* lower affective filter
* increase student engagement, interaction and motivation
* support composition assignments - personal, academic, and professional
* experience rhetorical triangle appeals

Assignments

Visual Rhetorical Analysis - Field Trip: Campus Tour, including University archives, art gallery, public noticeboards, building exteriors, Chapel, signage, landscaping, *et al.*

Traditional Rhetorical Analysis: Research Project - Field Trip: Library Presentation and Tour

Research in Professional Writing: Rhetorical Analysis of Writing in the Professional Field of Interest – Field Trip: Career Center and #theVIBE Social Media Center of Expertise with Presentations

Suggestions: consider options

make explicit connections to assignments

plan well in advance

provide clear expectations to collaborators, including the related assignment

clarify expectations of students when out in the field