

Fall 2026 Composition I Syllabus

ENGL 1301 | Asynchronous Online | Blackboard

Texas A&M University-San Antonio

See below for attribution information¹

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Course format: Asynchronous online in Blackboard | Office hours: By appointment via Zoom
(email 2–3 days in advance; Zoom link posted in Blackboard)

Course Catalog Description

ENGL 1301 supports students in their belonging as writers. The course validates, celebrates, and explores students' languaging while introducing concepts and practices essential for success in writing. Students examine and explore their language practices and develop a digital writing portfolio. TSI Restriction(s): Reading and Writing.

Student Learning Outcomes

Student Learning Outcomes
Demonstrate rhetorical agency when communicating with audiences about your language practices
Understand key concepts such as audience, purpose, and genre
Analyze texts using the class's key concepts
Reflect on your individual writing processes
Critically examine your language practices
Compose a digital writing portfolio
Collaborate with peers

¹ Information for Attribution: Cooper, Khimen, Christa Eshleman, S.R. Fish, and Kimberly Droddy Stelly. "ENGL 1301 Syllabus." *Writing and Rhetoric: First Semester Composition*, May 2026. This item is licensed under a Creative Commons Attribution 4.0 International License, except where otherwise noted. For more information, see <https://creativecommons.org/licenses/by/4.0/>.

Texas Core Curriculum Objectives

All First-Year Composition (FYC) courses are part of the Texas Core Curriculum. They are specifically designated as “Core 10” courses focused on communication.

Core Objective	Description
Critical Thinking Skills	To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
Communication Skills	To include effective development, interpretation and expression of ideas through written, oral and visual communication.
Teamwork	To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
Personal Responsibility	To include the ability to connect choices, actions and consequences to ethical decision-making.

Required Materials

- All course readings and weekly learning materials provided for free in Blackboard
- Notebook and pen, or a digital note-taking tool, for journaling and drafting
- Reliable internet access and regular access to a laptop or desktop computer capable of using Blackboard and course media

Grades

This asynchronous online course is writing-intensive and includes discussion of assigned texts, individual composing, and peer workshops. Each week, complete the Blackboard module in order: review the overview and learning goals, complete the readings and instructional materials, contribute to required discussions or workshops, and submit assignments by the posted deadlines. To succeed, log in several times each week, read

closely, take useful notes, develop original ideas, engage respectfully with peers, write with integrity, and ask for help early. I grade assignments each week with written feedback, and you can check your total grade at any time in Blackboard. Email me to request an extension in advance or to discuss a revision. Late assignments lose 1 point per day without an approved extension.

Grade Distribution

Assignment	Description	Percentage (100% total)
Digital Writing Portfolio	Publication of summative assessments and writing goals journal entries in a final digital portfolio	5%
Participation	Formative online writing activities as assigned	5%
Writing Goals Journal	An individual journal kept in correspondence with the instructor over the course of the semester; focused on writing goals and improvement	10%
Personal Narrative	A personal essay about a selected topic of interest be used to inform future assignments (350-600 words)	15%
Rhetorical Analysis	An essay analyzing the rhetorical situation of a popular source and a starting point for research on the selected topic of interest (750-900 words)	20%
Scholarly Article Analysis	An essay analyzing a scholarly article over the selected topic of interest serving as an introduction to scholarly sources (850-1,050 words)	20%
Persuasive Essay	An essay requiring two secondary sources (one popular and one scholarly) that demonstrates a stance over the selected topic (950-1,500 words)	25%

Numerical Grade Equivalents

Final course grades are calculated on the standard scale:

A = 100-90 | **B** = 89-80 | **C** = 79-70 | **D** = 69-60 | **F** = 59 or less

Assignments (See appendix for assignment sheets)

1. **Digital Writing Portfolio:** Students compile all their completed summative assessments and writing goals journal entries into a final digital portfolio, and then write an introduction reflecting on their writing processes and language practices.
2. **Participation:** Students complete weekly Blackboard learning activities and collaborate asynchronously within writing workshop groups. Participation includes reading responses, discussion posts and replies, prewriting, peer review, revision activities, and other formative work that supports the summative assessments.
3. **Writing Goals Journal:** The Writing Goals Journal assignments are intended to be an informal, low-stakes way for students to reflect on and communicate their writing strengths and areas for improvement to the instructor. There are five Writing Goals Journal assignments throughout the semester.
4. **Unit 1 Summative Assessment (Personal Narrative):** Students complete a narrative essay about their selected topic of interest, which will inform all future assignments. This assignment serves as a diagnostic for student writing and allows students to begin a long-term research project starting from their personal interests.
5. **Unit 2 Summative Assessment (Rhetorical Analysis):** Students complete an essay about their rhetorical analysis of a text which will inform their later research in Unit 3. This assessment shifts students from their personal interest into exploring how professional content creators develop text while introducing research strategies and ethical source integration.

6. **Unit 3 Summative Assessment (Scholarly Article Analysis):** Students complete an essay about their analysis of a scholarly article's main argument and what knowledge is added to the topic by this source, allowing students to review how sources add, extend, or complicate the same topic. This assessment shifts students from professional content creators to how experts in a field develop texts to advance knowledge, while still emphasizing research strategies and ethical source integration.
7. **Unit 4 Summative Assessment (Persuasive Essay):** Students complete a research essay with an informed stance about their updated perspectives on the selected topic. This assignment requires students to incorporate research from their Rhetorical Analysis and Scholarly Article Analysis assignments, demonstrating their mastery of research strategies and ethical source integration.

Attendance

Because this course is asynchronous, attendance is demonstrated through academically meaningful participation rather than presence at a scheduled meeting. You are considered present for a week when you access the weekly Blackboard module and complete the required participation activity or assignment by the posted deadline. Logging in by itself does not count as attendance. If circumstances prevent you from participating, contact me as soon as possible. Consistent weekly engagement and timely collaboration with your writing workshop group are crucial to your success and development as a writer.

Respect

I am committed to fostering a respectful classroom environment in which different backgrounds and perspectives are acknowledged. While working with classmates and instructors, you will respectfully listen to others' experiences and perspectives, share your own experiences and perspectives, and value the opportunity to learn from each other.

Demonstrating respect for those different from you prepares you for success in the classroom and as citizens. If you use violent, harassing, and or discriminatory language, you will be reported to the university and may be subject to Student Code of Conduct policies.

Plagiarism

Plagiarism is defined as the intentional use of another's "language, ideas, or original (not common knowledge) material" without acknowledgement ("Defining and Avoiding Plagiarism"). If you plagiarize, copy, or otherwise cheat on an assignment, you will receive a permanent zero on that assignment without the opportunity for revision.

Generative AI

The FYC program expects you to generate your own content this semester. However, there are situations and contexts within our courses where you may use generative artificial intelligence (GAI) tools to support your work as a writer. For example, GAI technologies such as ChatGPT can work well as a starting point for written assignments, assisting you with brainstorming, outlining, generating ideas, and collecting basic information about a topic/idea. Note that the emphasis here is on "support." GAI programs have been shown to provide biased or incorrect information, and to generate writing that lacks human imagination. For these reasons, the FYC program discourages you from using GAI technology to generate content **for you**. If you have reason to use GAI to generate content **with you**, consult with your professor before doing so. Using GAI content without your professor's permission and/or without proper attribution qualifies as plagiarism.

Writing Workshop Groups

This semester, you and your peers will work together in asynchronous writing workshop groups in Blackboard. Although you compose independently, university-level writing develops through response from real readers. Workshop activities will have clear posting

and response deadlines so classmates have time to read and use feedback. Your group will read your work, offer specific and respectful feedback, and support your growth as a writer.

Digital Tools

Blackboard is our classroom and the official location for weekly modules, announcements, instructional materials, discussions, feedback, grades, and submissions. Plan to log in several times each week and enable course notifications. While guidance will be provided, you are responsible for following module directions and submitting work on time. If you experience technical difficulties, document the problem with a screenshot when possible, try a different browser, contact me promptly, and contact the ITS Help Desk at (210) 784-4357 or helpdesk@tamusa.edu. Links to Google Docs or SharePoint files will not be accepted because sharing permissions can prevent access; submit files in the format specified by the assignment.

Disability Support Services and Accessibility

Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with the Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, contact Disability Support Services in the Central Academic Building, Suite 210, at (210) 784-1335, or at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss disability-related needs with Disability Support Services and the instructor as soon as possible. Contact the instructor promptly if any Blackboard content, course technology, or instructional material presents an accessibility barrier so an accessible alternative can be provided. Approved accommodations apply to all course activities and deadlines as documented.

ENGL 1301 Calendar

Unless a Blackboard assignment states otherwise, each week's work is due Sunday by 11:59 p.m. Central Time. Peer-review activities may include an earlier draft deadline and a later response deadline; follow the dates shown in the weekly module. Week 16 has no classes, course activities, assignments, or final examination.

Important Dates:

August 24th First class day

September 7th Labor Day Holiday – No Classes

November 13th Last day to drop with a “W”

November 25th Study day – No Classes

November 26th-28th Thanksgiving Holiday – No Classes

December 5th-11th University final-examination period - no ENGL 1301 classes, assignments, or final exam

The complete [academic calendar](#) is available online.

Unit 1: Personal Narrative

Topics	Reading Bank
Week 1: Introducing the Course and the Writing Process • Introduction to ENGL 1301 and Academic Writing • Introduction to the Writing Process and Generating Ideas	Baca, Jimmy Santiago. " I Am Offering This Poem ." <i>Immigrants in Our Own Land and Selected Early Poems</i> , New Directions Publishing Corporation, 1990. Bachelor-Robinson, Michelle, Maria Jerskey, Toby Fulwiler, et al. " Glance at Genre: Conflict, Detail, and Revelation ." <i>Writing Guide with Handbook</i> , Updated Edition. Rice University, OpenStax, 2024.

Topics	Reading Bank
• Introduction to the Writing Goals Journal	Lacy, Sarah M., Melanie Gagich, and Terri Pantuso. “2.2 What is the Writing Process?” <i>Informed Arguments: A Guide to Writing & Research</i>, 4th Edition, eds. Terri Pantuso, Sarah LeMire, Kathy Anders, and Kalani Pattinson. Texas A&M University, Pressbooks, 2023. Singh-Corcoran, Nathalie. “Composition as a Write of Passage.” <i>Writing Spaces: Readings on Writing</i>, Vol. 2, eds. Charles Lowe and Pavel Zemliansky. Parlor Press, WAC Clearinghouse, 2011. “Student Guide to AI Literacy.” <i>The MLA Style Center</i>, Modern Language Association, 2024. Assignments Academic Integrity Commitment Writing Goals Journal #1
Week 2: Analyzing Narrative Structure • Introduction to the Personal Narrative • Introduction to the Writing Process through Prewriting Practices • Introduction to Narrative Writing	Cisneros, Sandra. “Only Daughter.” <i>Latina: Women's Voices From the Borderlands</i>, edited by Lillian Castillo-Speed, Touchstone, 1995, pp. 157-60. DasBender, Gita. “Critical Thinking in College Writing: From the Personal to the Academic.” <i>Writing Spaces: Readings on Writing</i>, Vol. 2, eds. Charles Lowe and Pavel Zemliansky. Parlor Press, WAC Clearinghouse, 2011. Gagich, Melanie. “3.2 Knowing Your Audience.” <i>1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing</i>, eds.

Topics	Reading Bank
	Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. Long, Liza, Amy Minervini, and Joel Gladd. "2. Generate Ideas." <i>Write What Matters: Your Guide to College Writing</i>, eds. Liza Long, Joel Gladd, and Amy Minervini. MSL Academic Endeavors, Pressbooks, 2020. Ramsdell, Catherine. "Storytelling, Narration, and the 'Who I Am' Story." <i>Writing Spaces: Readings on Writing</i>, Vol. 2, eds. Charles Lowe and Pavel Zemliansky. Parlor Press, WAC Clearinghouse, 2011. Assignments Reading Response Prewriting Assignment
Week 3: Finalizing Personal Narrative Writing • Introduction to Writing Process and Drafting Practices • Introduction to Writing Myths	Berry, Wendell. "Economy and Pleasure." <i>What Are People For?: Essays</i>, Counterpoint, 2010, pp. 125–44. Binder, Leandra, Andrew Fields, Asa Holcombe, et al. "Writing Paragraphs Using Logical Organization." <i>UNM Core Writing Program: English Reader</i>, eds. Lisa Myers and Lukus Malaney. University of New Mexico Core Writing OER Collection, Pressbooks, 2023. Crowther, Kathryn, Lauren Curtright, Nancy Gilbert, et al. "5.5 Revising and Editing." <i>Informed Arguments: A Guide to Writing & Research</i>,

Topics	Reading Bank
	4th Edition, eds. Terri Pantuso, Sarah LeMire, Kathy Anders, and Kalani Pattinson. Texas A&M University, Pressbooks, 2023. Irvin, L. Lennie. "What is Academic Writing?" <i>Writing Spaces: Readings on Writing</i>, Vol. 1, eds. Charles Lowe and Pavel Zemliansky. Parlor Press, WAC Clearinghouse, 2010. Assignments Unit 1 Summative Assessment: Personal Narrative

Unit 2: Popular Rhetorical Analysis

Topics	Reading Bank
Week 4: Introducing Rhetorical Analysis and Popular Sources • Introduction to the Rhetorical Analysis • Introduction to Major Rhetorical Analysis Concepts • Introduction to Locating Popular Sources	Jeffrey, Robin, Emilie Zickel, Terri Pantuso, et al. "3.4 What is the Rhetorical Situation?" <i>Informed Arguments: A Guide to Writing & Research</i>, 4th Edition, eds. Terri Pantuso, Sarah LeMire, Kathy Anders, and Kalani Pattinson. Texas A&M University, Pressbooks, 2023. Jones, Rebecca. "3.5 Classical Rhetoric." <i>Informed Arguments: A Guide to Writing & Research</i>, 4th Edition, eds. Terri Pantuso, Sarah LeMire, Kathy Anders, and Kalani Pattinson. Texas A&M University, Pressbooks, 2023. Occom, Samson. "Montaukett Petition" and Biography. <i>The Norton Anthology of English Literature</i>, edited by Stephen Greenblatt,

Topics	Reading Bank
	shorter 11th ed., vol. 1, W. W. Norton & Company, 2024, pp. 1195-97. Purdue Online Writing Lab. “APA Style Introduction.” <i>Purdue Online Writing Lab</i>. Purdue University, 2025. Purdue Online Writing Lab. “MLA Formatting and Style Guide.” <i>Purdue Online Writing Lab</i>. Purdue University, 2025. Zickel, Emilie, Robin Jeffrey, Yvonne Bruce, et al. “7.6 Using the Right Sources for Your Project.” <i>Informed Arguments: A Guide to Writing & Research</i>, 4th Edition, eds. Terri Pantuso, Sarah LeMire, Kathy Anders, and Kalani Pattinson. Texas A&M University, Pressbooks, 2023. Assignments Reading Response Attribution Quiz
Week 5: Developing Rhetorical Analysis in Essays - Developing Rhetorical Analysis Strategies - Reading Annotations - Introduction to Ethical Attribution	Bruce, Yvonne, and Emilie Zickel. “3.4 Creating the Thesis.” <i>1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing</i>, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. Bruce, Yvonne, Melanie Gagich, and Svetlana Zhuravlova. “5.2 Synthesizing in Your Writing.” <i>1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing</i>, eds.

Topics	Reading Bank
	Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. Gagich, Melanie, and Emilie Zickel. “2.3 How to Read Rhetorically.” <i>1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing</i>, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. Lloyd, Amanda. “4.2 Body Paragraphs: An Overview.” <i>1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing</i>, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. Long, Liza, Amy Minervini, and Joel Gladd. “48. Rhetorical Analysis.” <i>Write What Matters: Your Guide to College Writing</i>, eds. Liza Long, Joel Gladd, and Amy Minervini. MSL Academic Endeavors, Pressbooks, 2020. Assignments Peer Review Writing Goals Journal #2
Week 6: Refining Rhetorical Analysis and Content Development • Applying Rhetorical Analysis Skills • Coverage of Revising and Editing Strategies	Bruce, Yvonne. “11.1 Using Sources Ethically.” <i>1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing</i>, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. Hulst, Craig. “Grammar, Rhetoric, and Style.” <i>Writing Spaces: Readings on Writing</i>, Vol. 3, eds.

Topics	Reading Bank
Peer Review Feedback	Dana Driscoll, Mary Stewart, and Matthew Vetter. Parlor Press, WAC Clearinghouse, 2020. Jeffrey, Robin. “11.3 Paraphrasing and Summarizing.” <i>1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing</i>, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. King, Stephen. On Writing: A Memoir of the Craft. Scribner, 2010. Excerpt in <i>VPM</i>, 2 July 2010. Lacy, Sarah M., and Emilie Zickel. “3.7 Proof-Reading and Editing Your Final Draft.” <i>1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing</i>, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. Assignments Unit 2 Summative Assignment – Rhetorical Analysis

Unit 3: Analyzing Scholarly Sources

Topics	Reading Bank
Week 7: Introducing Scholarly Sources Introduction to the Scholarly Article Analysis	Guptill, Amy. “Chapter 20. Four Tiers of Sources and How to Tell the Difference.” Adapted by Liz Delf, Rob Drummond, and Kristy Kelly. <i>A Dam Good Argument</i>, eds. Liz

Topics	Reading Bank
• Introduction to the Scholarly Article Genre • Introduction to Locating Scholarly Sources	Delf, Rob Drummond, and Kristy Kelly. Oregon State University, Pressbooks, 2022. Jeffrey, Robin. “9.4 Using Effective Keywords in Your Research.” <i>1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing</i>, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. King Jr., Martin Luther. “Letter from Birmingham Jail.” UTexas.edu, 1963. Long, Liza, Amy Minervini, and Joel Gladd. “82. Search Tools.” <i>Write What Matters: Your Guide to College Writing</i>, eds. Liza Long, Joel Gladd, and Amy Minervini. MSL Academic Endeavors, Pressbooks, 2020. Mills, Anna. “6.4 Find the Conversation that Interests You.” <i>How Arguments Work: A Guide to Writing and Analyzing Texts in College</i>, ed. Anna Mills. LibreTexts, Open Educational Resource Commons, 2021. Zickel, Emilie. “10.4 A Deeper Look at Scholarly Sources.” <i>1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing</i>, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017.

Topics	Reading Bank
	Assignments Locating Scholarly Articles Practice Assignment Breakdown
Week 8: Close Reading Scholarly Sources • Introduction to Reading Scholarly Sources • Developing and Organizing Ideas with Outlines • Ethical Source Integration • Student Conferences	Bruce, Yvonne. “11.1 Using Sources Ethically.” <i>A Guide to Rhetoric, Genre, and Success in First-Year Writing</i>, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. Cole, Stephanie, Kimberly Breuer, Scott W. Palmer, et al. “Chapter 18. Preparing to Write: Organizing and Outlines.” <i>How History is Made: A Student’s Guide to Reading, Writing, and Thinking in the Discipline</i>. Mavs Open Press, Pressbooks, 2022. Kashyap, Athena, and Erika Dyquisto. “3.2: Critical Reading and Rhetorical Context.” <i>Writing, Reading, and College Success: A First-Year Composition Course for all Learners</i>, eds. Athena Kashyap and Erika Dyquisto. Libretexts, 2020. Long, Liza, Amy Minervini, and Joel Gladd. “89. Three Forms of Integration: Summary, Paraphrase, and Direct Quotations.” <i>Write What Matters: Your Guide to College Writing</i>, eds. Liza Long,

Topics	Reading Bank
	Joel Gladd, and Amy Minervini. MSL Academic Endeavors, Pressbooks, 2020. Mills, Anna. “10.1: How Argument Analysis Essays are Structured.” <i>How Arguments Work: A Guide to Writing and Analyzing Texts in College</i>, ed. Anna Mills. LibreTexts, Open Educational Resource Commons, 2021. Woolf, Virginia. “The Death of the Moth.” <i>lastate.edu</i>, 2019. Assignments Midterm Conference Writing Goals Journal #3
Week 9: Developing Analysis • Developing Body Paragraphs • Peer Review Feedback • Coverage of Revising and Editing Strategies	Akutagawa, Ryunosuke. “In a Grove.” <i>WordPress.com</i>, 2026. Babin, Monique, Carol Burnell, Susan Pesznecker, et al. “4.7 Transitions: Developing Relationships between Ideas.” <i>A Guide to Rhetoric, Genre, and Success in First-Year Writing</i>, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. Gagich, Melanie, and Emilie Zickel. “3.5 Revising Your Draft(s).” <i>1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing</i>, eds. Melanie Gagich and Emilie

Topics	Reading Bank
	Zickel. MSL Academic Endeavors, Pressbooks, 2017. Hoermann-Elliott, Jackie, and Kathy Quesenbury. “70. Paragraphs.” <i>First-Year Composition: Writing as Inquiry and Argumentation</i>. Pressbooks, 2021. Kashyap, Athena, and Erika Dyquisto. “5.3: Writing the Essay Draft.” <i>Writing, Reading, and College Success: A First-Year Composition Course for all Learners</i>. Libretexts, 2020. Zickel, Emilie. “3.6 Peer Review and Responding to Others’ Drafts.” <i>1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing</i>, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. Assignments Peer Review
Week 10: Preparing the Final Draft • Writing Conclusions • Writing Introductions • Incorporating Feedback • Continued Coverage of Revising and Editing Strategies	Guptill, Amy. “12.8: Conclusions.” <i>How Arguments Work: A Guide to Writing and Analyzing Texts in College</i>, ed. Anna Mills. LibreTexts, Open Educational Resource Commons, 2021. Hoermann-Elliott, Jackie, and Kathy Quesenbury. “75. Introductions.” <i>First-Year</i>

Topics	Reading Bank
	<i>Composition: Writing as Inquiry and Argumentation</i>. Pressbooks, 2021. Kashyap, Athena, and Erika Dyquisto. “7.2: Stage 1—The Big Picture.” <i>Writing, Reading, and College Success: A First-Year Composition Course for all Learners</i>, eds. Athena Kashyap and Erika Dyquisto. Libretexts, 2020. Kashyap, Athena, and Erika Dyquisto. “7.3: Stage 2—Fleshing Out Your Ideas.” <i>Writing, Reading, and College Success: A First-Year Composition Course for all Learners</i>, eds. Athena Kashyap and Erika Dyquisto. Libretexts, 2020. Lacy, Sarah M., and Emilie Zickel. “3.7 Proof-Reading and Editing Your Final Draft.” <i>1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing</i>, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017, Assignments Unit 3 Summative Assignment - Scholarly Article Analysis

Unit 4: Persuasive Writing

Topics	Reading Bank
Week 11: Introducing Persuasive Writing • Introduction to the Persuasive Essay • Introduction to Persuasive Academic Writing • Introduction to Persuasive Structures using Preferred Argumentation Method • Reviewing and Furthering Research	Abrams, Shane. “Chapter 10. Aristotelian and Rogerian Argumentation.” Adapted by Liz Delf, Rob Drummond, and Kristy Kelly. <i>A Dam Good Argument</i>, eds. Liz Delf, Rob Drummond, and Kristy Kelly. Oregon State University, Pressbooks, 2022. Chopin, Kate. “The Story of An Hour.” acadiau.ca, 2026. Gladd, Joel. “66. Tips for Writing Academic Persuasive Essays.” <i>Write What Matters: Your Guide to College Writing</i>, eds. Liza Long, Joel Gladd, and Amy Minervini. MSL Academic Endeavors, Pressbooks, 2020. Hewett, Beth L. “From Topic to Presentation: Making Choices to Develop Your Writing.” <i>Writing Spaces: Readings on Writing</i>, Vol. 1, eds. Charles Lowe and Pavel Zemliansky. Parlor Press, WAC Clearinghouse, 2010. Horkoff, Tara. “Chapter 10.2 The Structure of a Persuasive Essay.” <i>Writing for Success – 1st Canadian H5P Edition</i>. BCcampus, Pressbooks, 2021. Jones, Rebecca, and Sarah LeMire. “4.5 Toulmin: Dissecting the Everyday Argument.” <i>Informed Arguments: A Guide to Writing & Research</i>, 4th Edition, eds. Terri Pantuso, Sarah LeMire, Kathy

Topics	Reading Bank
	Anders, and Kalani Pattinson. Texas A&M University, Pressbooks, 2023. Assignments Research Template Thesis Statement Workshop
Week 12: Developing Persuasive Writing • Guidance on Developing a Stance with the Burkean Parlor • Developing Thesis Statements • Introduction to Logical Fallacies	Fletcher, Jennifer. “Parlor Crashers.” <i>Rhetorical Thinking</i>, 2021. Gagich, Melanie, and Emillie Zickel. “6.5 Logical Fallacies.” <i>1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing</i>, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. Purdue Online Writing Lab. “Logical Fallacies.” <i>Purdue Online Writing Lab</i>, Purdue University, 2025. Truth, Sojourner. “Ain’t I A Woman?” Rutgers.edu, June.2026. Zickel, Emilie. “8.5 Failures in Evidence: When Even ‘Lots of Quotes’ Can’t Save a Paper.” <i>1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing</i>, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. Assignments

Topics	Reading Bank
	Works Cited Writing Goals Journal # 4
Week 13: Organizing Effective Persuasive Writing • Writing Introductions and Conclusions • Writing Cohesive Body Paragraphs • FYC Write-In (Extra Credit)	Atkinson, Dawn. “Organizing Paragraphs.” <i>Mindful Technical Writing: An Introduction to The Fundamentals</i>, eds. Dawn Atkinson and Stacey Corbitt. Montana University System, Pressbooks, 2020. Binder, Leandra, Andrew Fields, Asa Holcombe, et al. “Standards and Style in Writing.” <i>UNM Core Writing Program: English Reader</i>, eds. Lisa Myers and Lukus Malaney. University of New Mexico Core Writing OER Collection, Pressbooks, 2023. Delf, Liz. “Chapter 26. It’s Not Just What You Say, It’s How You Say It: Style as a Series of Choices.” <i>A Dam Good Argument</i>, eds. Liz Delf, Rob Drummond, and Kristy Kelly. Oregon State University, Pressbooks. Guptill, Amy. “Chapter 27. Introductions and Conclusions.” Adapted by Liz Delf, Rob Drummond, and Kristy Kelly. A <i>Dam Good Argument</i>, eds. Liz Delf, Rob Drummond, and Kristy Kelly. Oregon State University, Pressbooks, 2022.

Topics	Reading Bank
	Hawthorne, Nathaniel. “Young Goodman Brown.” Columbia.edu, June. 2026. Hoermann-Elliott, Jackie, and Kathy Quesenbury. “61. What is style in academic writing and why is it necessary?.” <i>First-Year Composition: Writing as Inquiry and Argumentation</i>. Pressbooks, 2021. Assignments Peer Review Writing Goals Journal #5
Week 14: Cultivating Source Integration and Attribution • Meaningful Source Integration using the Quote Sandwich • Ethical Attribution in Crafting the Final Bibliography Page	Binder, Leandra, Andrew Fields, Asa Holcombe, et al. “Academic Dishonesty and Plagiarism.” <i>UNM Core Writing Program: English Reader</i>, eds. Lisa Myers and Lukus Malaney. University of New Mexico Core Writing OER Collection, Pressbooks, 2023. Gladd, Joel. “91. Pack Snacks: Use the ‘Quotation Sandwich.’” <i>Write What Matters: Your Guide to College Writing</i>, eds. Liza Long, Joel Gladd, and Amy Minervini. MSL Academic Endeavors, Pressbooks, 2020. Kelly, Kristy. “Chapter 29. Deconstructing Plagiarism.” <i>A Dam Good Argument</i>, eds. Liz Delf, Rob Drummond, and Kristy Kelly.

Topics	Reading Bank
	Oregon State University, Pressbooks, 2022. Lloyd, Amanda. “4.4 Supporting Evidence.” <i>1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing (No Longer Updated)</i>, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. Purdue Online Writing Lab. “Research and Citation Resources.” <i>Purdue Online Writing Lab</i>, Purdue University, 2025. Assignments No assignments – Thanksgiving Holiday
Week 15: Revising and Reflecting on Persuasive Essays • Coverage of Revising and Editing Strategies • Reflecting on the Writing Process • Course Conclusion	Gagich, Melanie, and Emilie Zickel. “6.7 What Is Self Analysis?” <i>1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing</i>, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. Giles, Sandra. “Reflective Writing and the Revision process: What Were You Thinking?” <i>Writing Spaces: Readings on Writing</i>, Vol. 1, eds. Charles Lowe and Pavel Zemliansky. Parlor Press, WAC Clearinghouse, 2010.

Topics	Reading Bank
	Irvin, Lennie L. “Changing Your Mindset about Revision.” <i>Writing Spaces: Readings on Writing</i>, Vol. 5, eds. Trace Daniels-Lerberg, Dana L. Driscoll, Mary Stewart, and Matthew A. Vetter. Parlor Press, WAC Clearinghouse, 2023. Lynch, Paul. “The Sixth Paragraph: A Re-Vision of the Essay.” <i>Writing Spaces: Readings on Writing</i>, Vol. 2, eds. Charles Lowe and Pavel Zemliansky. Parlor Press, WAC Clearinghouse, 2011. Purdue Online Writing Lab. “Writing Is a Process.” <i>Purdue Online Writing Lab</i>, Purdue University, 2025. Assignments Unit 4 Summative Assessment – Persuasive Essay Final Conference Digital Writing Portfolio
Week 16: No Classes or Course Activities	No assignments due No final examination

Appendix 1

See pages below for assignment sheets

Writing Goals Journal #1

ENGL 1301: Composition I

See below for attribution information²

Purpose

This assignment prompts thoughtful reflection on your writing experiences, personal goals, and language practices, serving as the first in a series of journal entries that will track your growth and progress throughout the semester.

Length

Your response should be between 100-150 words on this first assignment.

Task

In a brief paragraph, describe your experiences with writing in the past. Consider and share your needs as a writer, and be completely honest, even if you do not like to write. Please address the following while making sure to respond directly to the last question:

- Do you like, dislike, or are you ambivalent towards writing? Why?

² Information for Attribution: Pantuso, Terri, and C. Anneke Snyder. "Writing Goals Journal #1." *Writing and Rhetoric: First Semester Composition*, May 2026. This item is licensed under a Creative Commons Attribution 4.0 International License, except where otherwise noted. For more information, see <https://creativecommons.org/licenses/by/4.0/>.

- How do you define *good* writing? Do you consider yourself a good writer?
- What are your top three strengths when it comes to writing?
- What do you hope to gain from your learning experience in this class when it comes to writing and/or your language?
- Even the best writers have things that they would like to improve. What are the top three things you want to improve in your writing this semester? Consider these things as goals you are setting for yourself.

Keep your goals in mind as we will return to this assignment throughout the semester. It is important that you take this last question seriously as you will continuously build upon your response in subsequent Writing Goals Journal assignments. You will earn 20 points for each question you answer, for a total of 100 possible points.

Unit 1 Summative Assessment:

Personal Narrative

ENGL 1301: Composition I

See below for attribution information³

³ Information for Attribution: Cooper, Khimen, Christa Eshleman, S.R. Fish, and Kimberly Droddy Stelly. "Unit 1 Summative Assessment: Personal Narrative." *Writing and Rhetoric: First Semester Composition*, May 2026. Licensed under a Creative Commons Attribution 4.0 International License, except where otherwise noted. For more license information, see <https://creativecommons.org/licenses/by/4.0/>.

Purpose

Writing is a way of translating your thoughts to an audience. To think well, you need to notice, question, and organize your thinking patterns. To write well, you need to make intentional choices that aim for a clear purpose. This Unit 1 Personal Narrative assignment asks you to write a paper that utilizes intentional choices to create a clear purpose. It helps you reflect on previous writing experiences, prepares a solid foundation for what is to come, and allows you to practice recursive writing skills vital to your academic and professional development.

The personal narrative's literary focus is especially valuable in a rhetoric and composition context because your language practices and life experiences offer a concrete way to introduce foundational rhetorical concepts. Through this assignment, you will learn to engage with your language practices and life experiences as critical inquiry and analysis, a key skill in rhetoric and composition. You will achieve this by exploring how deliberate choices in storytelling, structure, voice, and specific details are inherently rhetorical, influencing how your language and story persuade, inform, and resonate with an audience.

Student Learning Outcomes

Upon successful completion of this assessment, you will have demonstrated evidence of the following student learning outcomes from our course syllabus:

1. Demonstrate rhetorical agency when communicating with audiences about your language practices
2. Understand key concepts such as audience, purpose, and genre
3. Analyze texts using the class's key concepts
4. Reflect on your individual writing processes
5. Critically examine your language practices
6. Collaborate with peers

Texas Core Curriculum Objectives

Upon successful completion of this assessment, you will have demonstrated the following Texas Core Curriculum Objectives:

1. **Critical Thinking:** Analyze texts for purpose and structure; craft self-reflective inquiry to develop a writing project topic with appropriate support.
2. **Effective Communication:** Use the Personal Narrative as a vehicle for communicating learning and analysis appropriate to audience.
3. **Teamwork:** Communicate with peers and the instructor at various stages of the writing process to develop ideas and analyze example texts.
4. **Personal Responsibility:** Demonstrate ethical decision-making with Personal Narrative subject matter, avoiding scholastic dishonesty concerns.

Disciplinary Knowledge

This assessment will also help you become familiar with important disciplinary knowledge:

1. **Writing Process:** Engage in the writing process, including brainstorming, drafting, revising, and editing, to produce a polished and effective paper.
2. **Research and Reading Processes:** Demonstrate the ability to effectively and strategically read texts and articles to locate authors' main topics/arguments, as well as literary or rhetorical devices utilized.
3. **Genre Conventions:** Communicate understanding of unique components for the narrative genre, such as the narrative arc.
4. **Style Conventions:** Apply formatting conventions of the MLA style guide.

Tasks

Using the topic you selected during the prewriting exercises, develop a story to help someone understand why you selected this topic. The story should help the audience understand why your topic is important to you. You should utilize the **narrative arc**, the general structure of a story that develops or progresses the events or character from beginning to end. Those parts are:

1. Exposition of the setting and characters
2. Rising action
3. Climax
4. Falling action
5. Resolution

A good story has conflict that moves the narrative forward. This could be conflict between the narrator and another character, self, society, nature, or even fate. This tension gives significance (the so-what factor). The significance can be explicitly stated or implicit in the themes explored. Use specific and concrete details that create imagery and appeal to your readers' senses. Like any good story, your paper should showcase literary devices such as a defined setting, organized plot, developed characters, and figurative language.

The following sequential steps will guide you through this Personal Narrative:

1. **Select** a topic for the narrative that aligns with the course's focus.
 - Complete the topic brainstorming activities that are assigned.
2. **Plan** and outline the Personal Narrative.
 - Complete the prewriting activity, which helps organize ideas. Break down your story to include the five narrative arc elements.

- Develop a timeline for completing the assignment.
3. **Draft** the Personal Narrative.
 - Draft the main points of the story, focusing on development to help an audience understand your perspective.
 4. **Revise** and edit the Personal Narrative.
 - After a peer review writing workshop, incorporate peer and professor feedback and make necessary revisions to the content and the structure.
 - Edit for document formatting elements to align the paper with MLA style.
 - Edit for grammar, spelling, punctuation, and clarity.
 5. **Finalize** the Personal Narrative.
 - Prepare the final polished and professional version of your Personal Narrative.
 - Confirm the Personal Narrative meets all requirements and core objectives.

Criteria for Success

1. **Length and Format Requirements:** The Personal Narrative should be between 350-600 words. One double-spaced page of 12-point font is about 300 words. The paper needs to use MLA formatting guidelines, but since you are not required to have an outside source for this paper, no Works Cited page is needed this time. Follow correct document formatting for headers, titles, margins, and other general set-up.
2. **Style and Tone:** You may choose the type of organization you want to use to fully develop your unique perspective, however the narrative arc's elements should be present within your paper. Your assumed audience is a random group of your academic peers with varied beliefs. How you choose to write, since it is a story of your life, dictates the tone, whether it be serious or humorous. You are telling a personal story, so use first person (I, me, my, mine).

3. **Reflection:** After submitting your Personal Narrative, reflect on your completed work in Writing Goals Journal #2. What strategies worked well, and what changes might you make in future writing tasks to improve your performance? What changes need to be made to your writing style? What writing strategies should be changed, developed, and/or eliminated?
4. **Grading Criteria:** The Personal Narrative will be graded based on the following criteria:
 - a. **Introduction (5 points):** The introduction addresses audience needs by including material that would pique someone's interest and sets up the story.
 - b. **Organization (20 points):** The paper is organized in a way that flows, moves the story forward, and is easy to follow. The writing is structured in paragraphs that appropriately convey the narrative arc. Unimportant details that do not move the story forward are removed.
 - c. **Development (50 points):** The content is developed in a logical way, showcasing the best of your learning for writing personal narratives. The paper includes a clear importance, either explicitly or implicitly, where themes, recurring thoughts, emotions, and/or situations point to the story's significance. The paper aligns with literary devices (i.e. a clearly defined setting; concrete, rather than abstract, details); and the writing *shows* an experience, rather than *tells* the audience the story.
 - d. **Conclusion (5 points):** The conclusion addresses audience needs by reminding the reader about the writing's purpose (what someone should take away from reading the paper).

- e. **Style (15 points):** The writing showcases clear, fluid prose with minimal grammar and mechanical concerns that distract from the text's readability, demonstrating a commitment to the editing process. Word choice and tone are appropriate for a personal narrative.
- f. **Format (5 points):** MLA formatting guidelines are followed with few errors.

Rubric

The rubric provided is based on the criteria for success outlined above.

Criteria	Meets Expectations	Approaching Expectations	Does Not Meet Expectations	Points (100)
Introduction	5-4 pts. The introduction piques the audience's interest, sets up the narrative, and addresses all audience needs.	3-2 pts. The introduction attempts to pique interest and set up the story but lacks engagement or clarity in its setup.	1-0 pts. The introduction does not effectively pique interest or adequately set up the narrative.	/5
Organization	20-15 pts. The paper is cohesive and easy to follow. It utilizes proper paragraphs to appropriately convey the narrative arc, and	14-7 pts. The paper is generally cohesive, with minor details that do not move the story forward. Paragraphs could	6-0 pts. The paper is difficult to follow. The purpose of each paragraph is unclear, the narrative arc is limited, and there	/20

Criteria	Meets Expectations	Approaching Expectations	Does Not Meet Expectations	Points (100)
	all unimportant details are removed.	be more refined and the narrative arc is unclear.	are too many unimportant details.	
Development	50-36 pts. Showcases student learning about personal narratives, communicates significance, uses literary devices (defined setting and concrete details), and <i>shows</i> the experience.	35-18 pts. There are some areas where the significance is less clear. Literary devices could be more consistent, and there are instances of <i>telling</i> rather than <i>showing</i> .	17-0 pts. Lacks clear significance, fails to effectively use literary devices, and primarily <i>tells</i> the story rather than <i>shows</i> the experience.	/50
Conclusion	5-4 pts. The conclusion effectively addresses audience needs by powerfully reminding the reader of the paper's purpose and key takeaway.	3-2 pts. The conclusion attempts to summarize the purpose but may be less impactful in its takeaway message.	1-0 pts. The conclusion does not effectively address audience needs or provide a clear takeaway.	/5
Style	15-12 pts. The writing features clear, fluid prose with minimal grammatical and	11-6 pts. The writing is generally clear but may have occasional	5-0 pts. The writing is unclear, contains frequent grammatical and	/15

Criteria	Meets Expectations	Approaching Expectations	Does Not Meet Expectations	Points (100)
	mechanical concerns, demonstrating thorough editing. Word choice and tone are consistently appropriate and effective.	grammatical or mechanical concerns that slightly distract from readability. Word choice and tone are mostly appropriate.	mechanical errors that impact readability, contains inappropriate word choice or tone.	
Format	5-4 pts. All formatting guidelines are followed with virtually no errors in document layout.	3-2 pts. Most formatting guidelines are followed with only minor, infrequent errors in document layout.	1-0 pts. Formatting guidelines are not followed, resulting in noticeable layout errors.	/5

Unit 2 Summative Assessment:

Rhetorical Analysis

ENGL 1301: Composition I

See below for attribution information⁴

Purpose

The term *rhetorical analysis* refers to a language practice we engage in regularly: evaluating how effectively a text communicates its central message. If you have ever thought a speaker's emotional delivery undermined their argument or noticed that a cluttered slide design distracted from the presenter's main point, you have engaged in rhetorical analysis.

The purpose of this essay is to develop your ability to critically analyze and interpret popular texts. Rhetorical analysis involves understanding how elements in a text contribute to a text's message and how this message might impact an audience. As a result, you will use terms associated with rhetorical analysis that have been covered in class and the course readings. This assessment focuses on improving your strategies for reading and integrating scholarly sources because many academic writing situations require you to incorporate external sources into your work. By studying how scholarly sources impact their audiences, you further develop your own rhetorical agency, writing processes, and language practices.

Student Learning Outcomes

Upon successful completion of this assessment, you will have demonstrated evidence of the following student learning outcomes from our course syllabus:

⁴ Information for Attribution: Cooper, Khimen, Christa Eshleman, S.R. Fish, and Kimberly Droddy Stelly. "Unit 2 Summative Assessment: Rhetorical Analysis." *Writing and Rhetoric: First Semester Composition*, May 2026. Licensed under a Creative Commons Attribution 4.0 International License, except where otherwise noted. For more license information, see <https://creativecommons.org/licenses/by/4.0/>.

7. Demonstrate rhetorical agency when communicating with audiences about your language practices
8. Understand key concepts such as audience, purpose, and genre
9. Analyze texts using the class's key concepts
10. Reflect on your individual writing processes
11. Critically examine your language practices
12. Collaborate with peers

Texas Core Curriculum Objectives

Upon successful completion of this assessment, you will have demonstrated the following Texas Core Curriculum Objectives:

5. **Critical Thinking:** Analyze and evaluate a text for rhetorical strategies that help or hinder the audience's experience with the text.
6. **Effective Communication:** Use the academic essay as a vehicle for communicating learning and rhetorical analysis.
7. **Teamwork:** Communicate with peers at various stages of the writing process to improve the final essay assignment.
8. **Personal Responsibility:** Demonstrate ethical decision-making with source integration into essay writing, avoiding scholastic dishonesty concerns.

Disciplinary Knowledge

This assessment will also help you become familiar with important disciplinary knowledge:

5. **Writing Process:** Engage in the writing process, including brainstorming, drafting, revising, and editing, to produce a polished and effective paper.

6. **Research Process:** Demonstrate the ability to locate relevant and appropriate details that support a claim.
7. **Reading Process:** Demonstrate the ability to effectively and strategically read popular sources to locate rhetorical strategies and devices.
8. **Genre Conventions:** Communicate understanding of unique rhetorical analysis components in texts.
9. **Style Conventions:** Apply formatting conventions of the MLA style guide.

Tasks

For this assessment, you will analyze the rhetorical elements in your selected text, like appeals and rhetorical devices. Focus on how these elements help or hinder an audience's experience with the text. Specifically, consider if each rhetorical element is effective in reaching the text's intended audience. The writing should demonstrate your clear understanding of the rhetorical concepts covered in class, so use rhetorical vocabulary as you complete the analysis. Remember that analysis focuses on *how* and *why* questions, so always come back to why you are pointing out the specific rhetorical elements. Doing so will help you avoid generic or formulaic responses in favor of your original thoughts and creativity.

Your essay needs to communicate the major rhetorical elements that you want to highlight, so organize and develop the writing to help someone understand your perspective. The writing needs to align with academic conventions, so the assignment needs to include 1) a clear central claim, 2) insightful analysis about the rhetorical elements and their use, 3) relevant evidence from your selected text, and 4) ethical source integration in the essay and a works cited page. You will compose this essay in steps with plenty of in-class time to address questions. You are encouraged to work through and reflect on any uncertainties or fears about the writing process. Sometimes, we need to work through our ideas before we can clearly present them to others, and it is better to start writing and have time to adjust than to write at the last minute with no time for editing and refinement.

The following sequential steps will guide you through this Rhetorical Analysis:

6. **Select** your popular text for the essay with instructor approval.
7. **Annotate** the selected text.
 - Apply the rhetorical analysis concepts reviewed in class. Highlight required elements and consider how they impact your reading experience.
 - Create works cited and in-text citations as you annotate.
8. **Draft** the Rhetorical Analysis.
 - Draft the main points of the assignment, focusing on your rhetorical approach and integrating material from your selected text.
 - Review attribution guidelines as you integrate source material.
 - Draft the introduction to establish an overview of the essay's main points.
 - Draft the conclusion to remind your readers of your essay's purpose and offer additional thoughts about your selected text's effectiveness.
9. **Complete** peer review.
 - Submit or share required draft materials for peer review workshops.
 - Collaborate with peers to locate strengths and areas for improvement.
10. **Revise** and edit the Rhetorical Analysis.
 - Use peer feedback to make necessary revisions to the content and structure.
 - Revise and edit any attribution missteps such as missing in-text citations.
 - Edit for document formatting elements to align the essay with MLA style.
 - Edit for grammar, spelling, punctuation, and overall clarity.
11. **Finalize** the Rhetorical Analysis.
 - Prepare the final polished and professional version of the essay.
 - Confirm the essay meets all requirements and core objectives.

Criteria for Success

5. **Length and Format Requirements:** The essay should be between 750-900 words, providing an introduction, main points, and conclusion. The document needs to use formatting guidelines covered in class for header, heading, font, and spacing.
6. **Research Requirements:** The essay needs to integrate the selected text being analyzed. All citations need to use the formatting guidelines covered in class.
7. **Reflection:** After submitting your essay, reflect on your completed work in Writing Goals Journal #3. What strategies worked well, and what changes might you make in future writing tasks to improve your performance? What changes need to be made to your writing style? What writing strategies should be changed or further developed?
8. **Grading Criteria:** The Rhetorical Analysis will be graded based on these criteria:
 - a. **Introduction (5 points):** The introduction addresses audience needs with an appropriate rhetorical approach for the opening and a clear walkthrough for what a reader can expect from the essay's content.
 - b. **Organization (20 points):** The essay is organized in a logical way for presenting the required information. The essay's central claim establishes the body paragraphs, and body paragraphs include topic sentences and transitions. The writing is easy to follow with minimal distraction from the overall purpose.
 - c. **Context and Audience (30 points):** The essay demonstrates clear understanding of the text's context (the surrounding circumstances and broader conversation) and the audience's perceptions and assumptions.

- d. Content Development (20 points):** The content is developed in a logical way that showcases student learning in academic writing and rhetorical analysis. The essay develops claims with specific textual examples, making them clear to a non-expert, and critically analyzes the text through specific examples of rhetorical strategies and devices.
- e. Conclusion (5 points):** The conclusion addresses audience needs by reminding the reader about the essay's purpose (what someone should take away from reading the essay) and leaving a meaningful impression.
- f. Style (15 points):** The writing showcases clear prose with minimal grammar and mechanical concerns that do not distract from the text's readability, demonstrating a commitment to the editing process. Source integration is ethical, with minimal attribution concerns, demonstrating a commitment to revising for academic audiences.
- g. Format (5 points):** MLA formatting guidelines are followed with minimal errors.

The rubric provided is based on the criteria for success outlined above.

Criteria	Meets Expectations	Approaching Expectations	Does Not Meet Expectations	Points (100)
Introduction	5-4 pts. Effectively engages the audience and clearly outlines what to expect from the essay. The rhetorical approach is appropriate and purposeful.	3-2 pts. Shows some effort to engage the audience or preview the essay, but the approach is underdeveloped or uneven.	1-0 pts. Vague or fails to orient the reader to the essay's content or purpose.	/5
Organization	20-15 pts. Essay is logically structured around a central claim. Body paragraphs follow a clear order and include strong topic sentences and transitions that guide the reader.	14-7 pts. Essay is largely organized, but structure may lack consistency. Some topic sentences or transitions may be underdeveloped or missing.	6-0 pts. Essay lacks clear organization. The central claim is underdeveloped or missing, and paragraphs are disjointed.	/20
Context and Audience	30-23 pts. Essay demonstrates a strong awareness of the context surrounding the text and anticipates	22-12 pts. Essay shows partial awareness of context or audience, but this may not	11-0 pts. Essay lacks consideration of the text's context or audience. Analysis appears	/30

Criteria	Meets Expectations	Approaching Expectations	Does Not Meet Expectations	Points (100)
	audience expectations and assumptions.	consistently inform the analysis.	isolated or overly general.	
Content Development	20-15 pts. Ideas are well-developed, supported by specific examples and analysis. Rhetorical strategies are effectively connected to the essay's claims.	14-7 pts. Ideas are somewhat developed with examples that may be unclear. Poor connections between strategies and claims.	6-0 pts. Content lacks development. Few textual examples are used, and analysis of rhetorical strategies is missing.	/20
Conclusion	5-4 pts. Conclusion effectively reinforces the essay's main purpose and leaves the reader with a clear takeaway.	3-2 pts. Conclusion is present but may repeat previous ideas without reinforcing the essay's purpose.	1-0 pts. Conclusion is missing or ineffective, offering no clear reflection on the essay's purpose.	/5
Style	15-12 pts. Writing is clear and polished, with minimal errors. Style reflects attention to tone and editing. Source use is ethical	11-6 pts. Writing is mostly clear but may contain minor inconsistencies in tone. Source attribution may be	5-0 pts. Writing is frequently unclear or contains distracting errors. Source use is unethical or	/15

Criteria	Meets Expectations	Approaching Expectations	Does Not Meet Expectations	Points (100)
	and attribution is appropriate.	inconsistent or lack clarity.	attribution is missing.	
Format	5-4 pts. Formatting is correct with minimal or no errors in layout, headings, spacing, or citation style.	3-2 pts. Some formatting issues are present, but they do not impede understanding.	1-0 pts. Formatting is incorrect or distracting, showing lack of attention to detail.	/5

Unit 3 Summative Assessment:

Scholarly Article Analysis

ENGL 1301: Composition I

See below for attribution information⁵

Purpose

Reading scholarly articles can be intimidating. However, these articles are invaluable for academic work. They represent the strongest research available which then undergoes rigorous peer review to ensure credibility and reliability. However, when we first start reading them, we can struggle to understand the main point of the article's argument.

The Scholarly Article Analysis will help you understand how scholarly articles advance knowledge and language practices and allow you to practice strategic reading. The most important thing to know is that scholarly articles demonstrate experts' awareness of existing publications in their field. This means that the writers of scholarly articles cite the work of other experts before offering their unique contribution to the topic.

An expert's unique contribution to a topic presents analysis (how and why something happens), so when we read these sources, we want to make sure we understand the major analysis component: What does the author present that is new to the field? How does this aid us in understanding and expanding our language practices? Students are typically asked

⁵ Information for Attribution: Cooper, Khimen, Christa Eshleman, S.R. Fish, and Kimberly Droddy Stelly. "Unit 3 Summative Assessment: Scholarly Article Analysis." *Writing and Rhetoric: First Semester Composition*, May 2026. This item is licensed under a Creative Commons Attribution 4.0 International License, except where otherwise noted. For more information, see <https://creativecommons.org/licenses/by/4.0/>.

to use scholarly articles to support their academic writing. This assessment focuses on improving your strategies for locating, reading, and integrating these sources.

Student Learning Outcomes

Upon successful completion of this assessment, you will have demonstrated evidence of the following learning outcomes:

1. Demonstrate rhetorical agency when communicating with audiences about your language practices.
2. Understand key concepts such as audience, purpose, and genre.
3. Analyze texts using the class's key concepts.
4. Reflect on your individual writing processes.
5. Critically examine your language practices.
6. Collaborate with peers.

Texas Core Curriculum Objectives

Upon successful completion of this assessment, you will have demonstrated the following core curriculum objectives:

1. **Critical Thinking:** Analyze and evaluate scholarly articles for use of sources and contribution to new knowledge in the field/industry.
2. **Effective Communication:** Use the academic essay as a vehicle for communicating, learning, and analysis.
3. **Teamwork:** Communicate with peers and the instructor at various stages of the writing process to improve the final essay assessment.

4. **Personal Responsibility:** Demonstrate ethical decision-making with source integration into essay writing, avoiding scholastic dishonesty.

Disciplinary Knowledge

This assessment will also help you become familiar with important disciplinary knowledge:

1. **Writing Process:** Engage in the writing process, including brainstorming, drafting, revising, and editing, to produce a polished and effective essay.
2. **Research Process:** Demonstrate the ability to locate relevant and appropriate scholarly articles when researching a topic.
3. **Reading Process:** Demonstrate the ability to effectively and strategically read scholarly articles to locate authors' main topics/arguments.
4. **Genre Conventions:** Communicate understanding of unique components for the scholarly article genre.
5. **Style Conventions:** Apply formatting conventions of the MLA style guide.

Tasks

Using your selected topic and advancing on the ideas you worked with in the Unit 1 Personal Narrative and the Unit 2 Rhetorical Analysis, you will begin exploring industry experts' perspectives. You will locate a scholarly article related to your topic to learn more about what experts say about your topic and understand how experts build their perspectives/their viewpoints. When you are searching for a scholarly article, it is okay if you find different perspectives on the topic. What we know is always being updated and revised. Choose an article to analyze for this assessment that feels interesting and compelling to you and that was published in the last five years.

Focus your Scholarly Article Analysis on what you learned about scholarly articles:

1. How did the author(s) develop their writing with sources from other experts to support the unique contribution to the field/industry? How many sources in the works cited are scholarly articles or books? Why would an author want/need to incorporate other scholarly texts to improve the credibility of their perspective?
2. What unique perspective about the topic does the article present, and how do these perspectives work with or against each other? Consider what the article's main argument is, the similarities and differences within those arguments, and why authors' contributions to the field/industry offer new perspectives.
3. How has the article informed you about your selected topic and what new ideas have emerged as a result? What information surprised or shocked you, what information made you re-think your initial perspective about the topic, and/or what information made you think about something you might do because of what you learned from these articles.

The following sequential steps will guide you through this Scholarly Article Analysis:

1. **Conduct** research to advance your knowledge about a selected topic.
 - Conduct research on your selected topic that you wrote about in the Unit 1 Personal Narrative and the Unit 2 Rhetorical Analysis and look for a scholarly article that gives you experts' perspectives on the topic.
 - Save a copy of the scholarly source selected to access without internet connection and/or outside the library database.
2. **Annotate** the selected texts.
 - Break down the scholarly article by applying the reading strategies reviewed in class. Review the title, abstract, introduction, and conclusions to understand the author's/authors' unique contributions to their field.

- Use the questions above to inform your annotations for the scholarly article, highlighting specific examples for each question you can use as you draft.
 - Create works cited and in-text citations as you annotate.
3. **Draft** the Scholarly Article Analysis.
- Draft the main points of the analysis, focusing on the three guiding questions and integrating material from the scholarly article.
 - Draft the introduction to establish an overview for your main points.
 - Draft the conclusion to remind the reader of the purpose of the assignment and explain what you have learned from the scholarly article.
4. **Complete** peer review.
- Submit or share required draft materials for peer review workshops.
 - Collaborate with peers during peer review workshops to locate strengths and areas for improvement.
5. **Revise** and edit the Scholarly Article Analysis.
- After a peer-review writing workshop, incorporate peer and professor feedback and make necessary revisions to the content and the structure.
 - Edit for document formatting elements to align the paper with MLA style.
 - Revise and edit any attribution missteps like missing in-text citations.
 - Edit for grammar, spelling, punctuation, and overall clarity.
6. **Finalize** the Scholarly Article Analysis.
- Prepare the final polished and professional version of your analysis.
 - Confirm your analysis meets all requirements and core objectives.

Criteria for Success

1. **Length and Format Requirements:** The essay should be between 850-1,050 words, providing an introduction, main points, and conclusion. The document needs to use MLA formatting guidelines for the header, heading, font, and spacing.
2. **Research Requirements:** The essay must integrate a scholarly article. Any research citations need to use MLA formatting guidelines.
3. **Reflection:** After submitting your essay, reflect on your completed work in Writing Goals Journal #4. What strategies worked well, and what changes might you make in future writing tasks to improve your performance? What changes need to be made to your writing style? What writing strategies should be changed, developed, and/or eliminated?
4. **Grading Criteria:** The Scholarly Article Analysis will be graded based on the following criteria:
 - a. **Introduction (5 points):** The introduction addresses audience needs with an appropriate approach for the opening and a clear walkthrough for what a reader can expect from the essay's content.
 - b. **Organization (20 points):** The essay is organized for presenting the required information. The essay's central thesis establishes the body paragraphs, and the body paragraphs include topic sentences and transitions. Ultimately, the writing is easy to follow with minimal distraction from the overall purpose.
 - c. **Scholarly Source Engagement (20 points):** The essay demonstrates knowledge and familiarity with scholarly source conventions and addresses these elements in their analysis. These elements include engagement with

the scholarly conversation surrounding the topic and articulation of the article's contribution to the industry/field.

- d. **Development (30 points):** The content is developed in a logical way that showcases student learning in academic writing and textual analysis. The essay develops claims with specific textual examples and critically analyzes the text through specific examples.
- e. **Conclusion (5 points):** The conclusion addresses audience needs by reminding the reader about the writing's purpose (what someone should take away from reading the essay).
- f. **Style (15 points):** The writing showcases clear prose with minimal grammar and mechanical concerns that do not distract from the text's readability, demonstrating a commitment to the editing process. Source integration is ethical with minimal attribution concerns, demonstrating a commitment to revising for academic audiences.
- g. **Format (5 points):** Formatting guidelines are followed with minimal errors.

Rubric

The rubric provided is based on the criteria for success outlined above.

Criteria	Meets Expectations	Approaching Expectations	Does Not Meet Expectations	Points (100)
Introduction	5-4 pts. Introduction engages the audience and	3-2 pts. Introduction shows some effort	1-0 pts. Introduction is vague or fails to	/5

Criteria	Meets Expectations	Approaching Expectations	Does Not Meet Expectations	Points (100)
	outlines what to expect from the essay. The approach is appropriate and purposeful.	to engage the audience or preview the essay, but approach is underdeveloped.	orient the reader to the essay's purpose.	
Organization	20-15 pts. Essay is structured around a central thesis. Body paragraphs follow a clear order and include strong topic sentences and transitions that guide the reader.	14-7 pts. Essay shows signs of organization, but structure may lack clarity or consistency. Some topic sentences or transitions may be missing.	6-0 pts. Essay lacks clear organization. The thesis is underdeveloped and paragraphing is ineffective.	/20
Scholarly Source Proficiency	50-36 pts. Demonstrates thorough knowledge and familiarity with scholarly source conventions. Engages effectively with the scholarly conversation surrounding the topic and clearly articulates the	14-7 pts. Shows some knowledge of scholarly source conventions, but there may be inconsistencies. Engagement with the scholarly conversation is present but could be more precise.	17-0 pts. Lacks sufficient understanding of scholarly source conventions. There's minimal or no engagement with the scholarly conversation, and the article's contribution is unclear.	/50

Criteria	Meets Expectations	Approaching Expectations	Does Not Meet Expectations	Points (100)
	article's contribution to the field.			
Development	5-4 pts. Content is developed and well-organized, clearly showcasing strong student learning in academic writing and textual analysis. The essay develops claims effectively with specific textual examples and provides critical analysis of the text through these examples.	3-2 pts. Content is adequately developed, but some areas lack flow. Demonstrates some learning in academic writing and textual analysis. Claims are developed with textual examples, but analysis is inconsistent.	1-0 pts. Content is poorly developed, showing limited student learning in academic writing and textual analysis. Claims are weakly developed or lack specific textual examples, and critical analysis of the text through specific examples is absent.	/5
Conclusion	15-12 pts. Conclusion effectively reinforces the essay's main purpose and leaves the reader with a clear takeaway.	11-6 pts. Conclusion is present but may repeat previous ideas without reinforcing the essay's purpose.	5-0 pts. Conclusion is missing or ineffective, offering no clear reflection on the essay's purpose	/15
Style	5-4 pts.	3-2 pts.	1-0 pts.	/5

Criteria	Meets Expectations	Approaching Expectations	Does Not Meet Expectations	Points (100)
	Writing is clear and polished, with minimal errors. Style reflects attention to academic tone and careful editing. Source use is ethical and attribution is appropriate.	Writing is mostly clear but may contain minor inconsistencies in tone. Source use may be inconsistent or lack clarity in attribution.	Writing is frequently unclear or contains distracting errors. Source use is unethical or attribution is missing.	
Format	5-4 pts. Formatting is correct with minimal or no errors in layout, headings, spacing, or citation style.	3-2 pts. Some formatting issues are present, but they do not impede understanding.	1-0 pts. Formatting is incorrect or distracting, showing a lack of attention to detail.	/5

Unit 4 Summative Assessment:

Persuasive Essay

ENGL 1301: Composition I

See below for attribution information⁶

Purpose

Throughout the semester, we have focused on analyzing the structure and merits of well-crafted compositions, exploring how evidence-supported writing strengthens these works. The emphasis has been on engaging with the ideas of others to deepen our understanding of your selected topic. Now, it is your turn to write a persuasive essay on the topic you have been exploring all semester. This essay will reflect your emerging perspective on the topic and how it developed through your language, research, and analysis. Remember, your journey began with a personal interest, then evolved through analyzing a popular source and a scholarly source related to your topic, all of which should now inform your language practices and persuasive argument. In this essay, you will present your stance on the topic using the organizational approach presented in class to structure your argument.

The persuasive essay is designed to meld together all the reflective and analytic writing skills and strategies you practiced through the Writing Goals Journal and previous summative assignments (the Personal Narrative, Rhetorical Analysis, and Scholarly Article Analysis). Your ultimate goal is to develop a sustained argument about the process of exploring your chosen topic through these reflective and analytic writing assignments. This assignment also serves as a bridge as you look ahead to Composition II, in which you will move from analysis and evaluation to knowledge generation. In Composition I you have learned about

⁶ Information for Attribution: Cooper, Khimen, Christa Eshleman, S.R. Fish, and Kimberly Droddy Stelly. "Unit 4 Summative Assessment: Persuasive Essay." *Writing and Rhetoric: First Semester Composition*, May 2026. This item is licensed under a Creative Commons Attribution 4.0 International License, except where otherwise noted. For more information, see <https://creativecommons.org/licenses/by/4.0/>.

the language of research and reflected on how you situate yourself within this linguistic environment; in Composition II, you will begin to develop your own original research.

Your Persuasive Essay should include the following five major elements:

1. A central claim that reflects your position on the topic you have been researching.
2. Relevant, meaningful support for your claims, drawing from analyzed sources.
3. An acknowledgment of and refutation of opposing views to demonstrate a well-rounded understanding of the topic.
4. Sound reasoning that avoids logical fallacies and strengthens your argument.
5. An effective use of various rhetorical strategies to engage your audience.

Student Learning Outcomes

Upon successful completion of this assessment, you will have demonstrated evidence of the following learning outcomes:

7. Demonstrate rhetorical agency when communicating with audiences about your language practices.
8. Understand key concepts such as audience, purpose, and genre.
9. Analyze texts using the class's key concepts.
10. Reflect on your individual writing processes.
11. Critically examine your language practices.
12. Collaborate with peers.

Texas Core Curriculum Objectives

Upon successful completion of this assessment, you will have demonstrated the following core curriculum objectives:

5. **Critical Thinking:** Analyze, evaluate, and integrate sources into your own original analysis, demonstrating the ability to begin a more informed argument.
6. **Effective Communication:** Use the academic essay as a vehicle for communicating learning, analysis, and synthesis of sources.
7. **Teamwork:** Communicate with peers and the instructor at various stages of the writing process to develop ideas and analyze example texts.
8. **Personal Responsibility:** Demonstrate ethical decision-making with source integration into essay writing, avoiding scholastic dishonesty.

Disciplinary Knowledge

This assessment will also help you become familiar with important content knowledge in the discipline:

6. **Writing Process:** Engage in the writing process, including brainstorming, drafting, revising, and editing, to produce a polished and effective essay.
7. **Research Process:** Demonstrate the ability to integrate relevant and appropriate researched information into analysis.
8. **Reading Process:** Demonstrate the ability to review prior material to locate relevant and appropriate information needed to develop an academic essay.
9. **Genre Conventions:** Communicate understanding of unique components of critical research-based essays.
10. **Style Conventions:** Apply formatting conventions of the MLA style guide.

Tasks

The Persuasive Essay will be a culmination of all your work this semester. Using the topic and sources you have been working with all semester, you will articulate your own unique perspective that you have arrived at after thinking, researching, and writing all semester.

Use the following guidelines to structure your Persuasive Essay:

- **Introduction:** Your introduction should clearly establish your persuasive focus by engaging the reader, building common ground, and highlighting the importance of the issue. It should also demonstrate your credibility on the topic and lead to a clear central claim that outlines your position and previews how your argument will unfold.
- **Body Content:** Your body paragraphs should effectively use rhetorical appeals to readers while also acknowledging and rebutting the opposition when appropriate. The paragraphs should integrate source material seamlessly and build from each other to develop a complex argument using rhetorical strategies for structure.
- **Conclusion:** Your conclusion should explain what the fully developed argument of the essay is and reflect on the implications of that argument for the essay's audience. Make sure it is clear what you want the audience to think or do. This is also a good place to reinforce your credibility. Consider adding any logical and/or emotional appeals to further move your audience toward your call to action.

The following sequential steps will guide you through this Persuasive Essay:

1. **Brainstorm** a position-based stance to your topic.
 - Complete a brainstorming session as a first step in the writing process.
2. **Evaluate** your prior research.
 - Evaluate your sources and identify support for your claims.

- Add additional sources if needed or required.

3. **Annotate** additional research texts (if needed).

- Break down the scholarly articles by applying the reading strategies reviewed in class. Review the title, abstract, introduction, and conclusion to understand the authors' unique contributions to their field.
- Create works cited and in-text citations as you annotate.

4. **Draft** the Persuasive Essay.

- Draft the main points of the essay, integrating relevant source material.
- Draft the introduction to establish an overview of the essay's main points.
- Draft the conclusion to remind the reader of the purpose of the essay and clearly restate your perspective.

5. **Complete** peer/instructor review.

- Bring required draft materials to drafting and revising workshops.
- Collaborate with peers during workshops to locate strengths and areas for improvement.

6. **Revise** and edit the Persuasive Essay.

- After a peer review writing workshop, incorporate peer and professor feedback and make necessary revisions to the content and the structure.
- Revise and edit any attribution missteps such as missing in-text citations.
- Edit for grammar, spelling, punctuation, and overall clarity.
- Edit document formatting to align with MLA style.

7. **Finalize** the Persuasive Essay.

- Prepare the final version of the essay, ensuring it is polished and professional.
- Confirm that the essay meets project requirements and core objectives.

Criteria for Success

5. **Length and Format Requirements:** The essay should be between 950-1,500 words. The document must be formatted according to MLA style, including a properly formatted works cited page at the end.
6. **Research Requirements:** The essay needs to integrate the required sources (at least one popular and one academic) used to support your claims. All research citations need to use MLA formatting including a works cited page listing all your sources cited within the essay. These sources should be used in significant ways to develop the essay's argument. All sources should be credible.
7. **Style and Tone:** This essay requires you to work closely with multiple sources, which means you will need to use signal phrases and in-text citation consistently and properly to effectively manage your source material. In describing and responding critically to your source material, you must be sure to avoid unintentional plagiarism. Your tone should remain respectful and considerate.
8. **Reflection:** Reflect on your completed work in Writing Goals Journal #5. What strategies worked well, and what changes might you make in future writing tasks to improve your performance? What changes need to be made to your writing style? What writing strategies should be changed, developed, and/or eliminated? What have you learned about persuasive writing that you can use again later and in what situations?
9. **Grading Criteria:** The Persuasive Essay will be graded on the following criteria:
 - a. **Context and Purpose for Writing (10 points):** The essay responds to the prompt and engages with its broader purpose. The writing demonstrates a thorough understanding of context, considers the expectations of an

academic audience, positions itself within a larger conversation or issue, and maintains focus appropriate to the purpose throughout the essay.

- b. **Content Development (15 points):** Ideas are explored and expanded using detailed explanation, relevant examples, and supporting evidence. The content illustrates mastery of the subject, conveying your understanding and shaping for the whole work. The integration of research and critical thinking builds complexity and depth in the essay.
- c. **Organization (10 points):** Ideas are clearly and logically arranged and connected throughout the essay. The use of transitions, paragraph structure, and an overall sense of flow helps readers move through the argument or narrative. Introductory and concluding paragraphs skillfully frame the discussion. Body paragraphs are well developed, coherent, and build off each other to advance the argument in meaningful ways.
- d. **Control of Syntax and Mechanics (10 points):** Sentence structures, punctuation, grammar, spelling, and word choice demonstrate clarity and fluency of language. Attention to readability is shown.
- e. **Thesis (10 points):** The thesis or central claim demonstrates thoughtful placement, clarity, and appropriate scope as well as how it frames the discussion that follows. The thesis statement is easily identifiable and makes an arguable claim that is specific, original, and compelling for the essays intended audience.
- f. **Stance and Counterargument (15 points):** The essay presents a position on an issue and addresses opposing views. The essay builds a strong case

in favor of the position, and different perspectives are acknowledged, described, and situated in relation to the writer's own stance.

- g. **Word Count (5 points):** The word count is within the expected range and meets the required length, indicating appropriate development and effort.
- h. **Works Cited Page (10 points):** Sources are properly documented, complete, and listed at the end of the essay using the formatting style discussed in class. Alphabetical order, punctuation, and consistency with in-text citations are demonstrated.
- i. **In-Text Citations (2.5 points):** Formatting and placement of in-text citations are according to MLA style guidelines. Parenthetical or narrative citations are accurately used when quoting, summarizing, or paraphrasing.
- j. **Quotation and Paraphrase Attribution (2.5 points):** Quoted and paraphrased material are appropriately introduced, framed, and attributed to its original source. Signal phrases are appropriately used, and there is a balance between the writer's voice and source material.
- k. **Source Usage (10 points):** Sources are effectively woven into the essay to support claims, provide context, or offer different viewpoints. Sources are relevant and contribute to the development of the essay's ideas. All of the sources on the works cited page clearly appear in the essay.

Rubric

The rubric provided is based on the criteria for success outlined above.

Criteria	Meets Expectations	Approaching Expectations	Does Not Meet Expectations	Points (100)
Context and Purpose for Writing	10-8 pts. Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s). All elements of the work maintain focus to the purpose.	7-4 pts. Demonstrates basic awareness of context, audience, and purpose with a generally clear focus. Shows understanding of audience assumptions but may lack full development.	3-0 pts. Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s).	/10
Development	15-12 pts. Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding and shaping the whole work.	11-6 pts. Uses appropriate and relevant content to explore and develop ideas within the context of the discipline though depth and consistency.	5-0 pts. Uses appropriate and relevant content to develop simple ideas in some parts of the work.	/15
Organization	10-8 pts.	7-4 pts.	3-0 pts.	

Criteria	Meets Expectations	Approaching Expectations	Does Not Meet Expectations	Points (100)
	Argument proceeds along clear path of development with lucid transitions and without digressions. Introductory and concluding paragraphs frame the discussion. Body paragraphs are well developed, coherent, and build off of each other to advance the argument.	The argument's development shows some clarity but may be unclear in parts. Transitions might be awkward or missing. Introductory and concluding paragraphs may insufficiently frame the discussion. Body paragraphs are related but may lack full development.	Argument lacks unity or any discernible path of development. Little or no attempt is made to frame the discussion, and paragraphs lack development and internal coherence.	/10
Control of Syntax and Mechanics	10-8 pts. Uses graceful language that skillfully communicates meaning to readers with clarity and fluency	7-4 pts. Uses straightforward language that generally conveys meaning to readers with clarity, though	3-0 pts. Uses language that sometimes impedes meaning because of errors in usage.	/10

Criteria	Meets Expectations	Approaching Expectations	Does Not Meet Expectations	Points (100)
	and is virtually error-free.	writing includes noticeable errors.		
Thesis	10-8 pts. Thesis statement is easily identifiable and makes an arguable claim that is specific, original, and compelling for the essay's intended audience.	7-4 pts. Thesis statement is identifiable but may be vague, factual rather than arguable. It may also show confusion about formulating an argument within parameters.	3-0 pts. Thesis statement is missing (or unidentifiable) or demonstrates little or no effort to formulate an argument within the parameters set by the essay's prompt.	/10
Stance and Counterargument	15-12pts. Builds a strong case in favor of position stated in thesis; acknowledges a counterargument OR makes a concession that does not detract from the position.	11-6 pts. Establishes a case in favor of the position stated in the thesis though development may be uneven. May acknowledge a counterargument but not fully.	5-0 pts. Does not establish support for position stated in thesis OR gets off topic to the point of distraction from original objective.	/15

Criteria	Meets Expectations	Approaching Expectations	Does Not Meet Expectations	Points (100)
Word Count	5 pts. Meets the minimum word count required for the essay.	4-3 pts. Meets between 60% and 90% of the minimum word count required.	2-0 pts. Meets less than 60% of the minimum word count required for the essay.	/5
Works Cited Page	10-8 pts. All reference elements are present. All citations contain all required elements in the correct order.	7-4 pts. Most citations (50–75%) contain the required elements in order, though several have errors.	3-0 pts. Many (75%) citations do not contain required elements.	/10
In-Text Citation Format	2.5 pts. All in-text citations follow MLA citation style.	2-1 pts. Most citations follow MLA style; some have formatting errors.	0.5-0 pts. Citations are largely incorrect or missing altogether.	/2.5
Quotation and Paraphrase Attribution	2.5 pts. All quotes and paraphrases are attributed.	2-1 pts. Majority (60–75%) of quotations and paraphrases are clearly attributed, though lack consistency.	1-0 pts. Quotations and paraphrases are rarely attributed OR missing.	/2.5
Source Usage	10-8 pts.	7-4 pts.	3-0 pts.	

Criteria	Meets Expectations	Approaching Expectations	Does Not Meet Expectations	Points (100)
	All of the sources on the works cited page clearly appear in the essay. There are no sources in the essay that are missing from the works cited page.	No more than one or two sources from the works cited page are missing from the essay, OR no more than one or two in-text citations are missing from the works cited page.	Three or more sources from the works cited page are missing from the essay, OR three or more in-text citations are missing from the works cited page. Some sources are missing from the works cited page or in-text citations OR there is no works cited page.	/10

Final Assessment: Digital Writing Portfolio

ENGL 1301: Composition I

Purpose

This semester, as you have worked through the writing process across four units and their Summative Assessments, you have also reflected on those writing experiences, personal

goals, and language practices in your Writing Goals Journal. Now, as your first semester as a university writer comes to a close, you will reflect on your overall growth as a writer in a digital writing portfolio that you submit to Blackboard prior to our Final Conference.

Tasks

For this assessment, you will compile all your completed Summative Assessments and Writing Goals Journal entries into a digital writing portfolio. You will then write an introduction reflecting on and examining your individual writing processes and language practices. After completing your introduction, you will combine it with all of your portfolio artifacts into a Word document or PDF, and then upload that file to Blackboard. When we meet for your final conference in my office, we will discuss your digital writing portfolio.

1. **Review** all your Summative Assessments and Writing Goals Journal entries.
 - Revise and edit any of these artifacts as needed.
2. **Draft** the introduction to your Digital Writing Portfolio.
 - Your introduction should be at least 350 words.
 - Introduce yourself and briefly explain your thought process for each artifact.
3. **Compile** your introduction and artifacts into a single Word or PDF file.
 - Your introduction, Summative Assessments, and Writing Goals Journal entries will each be worth 10 points for this portfolio (100 points total).
4. **Complete** peer review.
 - Submit or share required draft materials for peer review workshops.
 - Collaborate with peers to locate strengths and areas for improvement.
5. **Revise** and edit the Digital Writing Portfolio.
 - Use peer feedback to make necessary revisions.

- Edit for grammar, spelling, punctuation, and overall clarity.
- Edit for document formatting elements to align with MLA style.

6. **Finalize** the Digital Writing Portfolio.

- Submit your portfolio file to Blackboard prior to your Final Conference.