



Saint Louis Christian College

GEN 110, English Composition I, sections A & B

Assignments, forms, grading rubrics, and other things you
didn't know you needed

Professor Alice Perrey
Spring, 2012

Narrative Essays

Story telling, but with a point

Features of Narratives

- A central point (thesis), which your story will support and explain.
- An introduction
- Anecdotes (personal stories)
- Reflection on the human experience
- Usually first person writing (I, me, us, our)
- Vivid, detailed, specific language

Other Characteristics

- A plot
 - Conflict
 - Setting
 - Climax (relating to the thesis)
- Characterization: who
- Theme: the great lesson about life (your thesis)
- Setting: where and when
- Time order

Time order transitions

Words

Finally,
First, (second, etc.),
Later,
Meanwhile,
Then
Soon

Phrases

At last,
After chapel,
Early in the morning,
Before my first class,
After many years,
The next day

What is Good Writing?

Purpose

Why are you writing?

Who is your reader?

What is your persona?

Persona: how you wish to be perceived by your readers.

Good writing has:

- Ideas that are interesting and important.
- Organization that is logical and effective.
- A voice that is individual and appropriate.
- Word choice that is specific and memorable.
- Sentence fluency that is smooth and expressive.
- Conventions that are correct and communicative.

http://www.ttms.org/writing_quality/writing_quality.htm

Summaries, Paraphrases, and Quotations

From *A Sequence for Academic Writing* by Laurence Behrens and Leonard J. Rosen, 2007

What is a summary?

A summary is a brief restatement, in your own words, of the content of a passage.

A summary concentrates on the central idea of the passage.

It may or may not include major details, but it will not include minor details.

Key Words

- **Brevity**
- **Entirety**—must contain the major points, in the order presented
- **Objectivity**—should not reflect your particular bias, but your experience and personal frame of reference will have some bearing

Uses of Summaries

Academic Writing

Critiques
Synthesis papers
Analyses
Research papers
Argument papers
Essay exams

Ministry Writing

Lessons
Project plans
Memos
Newsletters
sermons
letters

Why write summaries?

- They help you understand what you read because you must put the text in your own words.
- They are useful to your readers.
- They are required for most college assignments.

Reading to Summarize

- Examine the context.
- Note the title and subtitle.
- Find main point and subordinate points.
- Read in sections—use subheadings as a guide.
- Watch for transitions within and between paragraphs.
- Read actively—mark the text, recap frequently.

Writing Summaries

- Read carefully—note the structure and author’s purpose.
- Reread and divide the material into sections.
- Write one-sentence summaries of each section.
- Write a thesis statement for the whole passage.
- Write a first draft.
- Check your draft against the original.
- Revise for clarity and coherence.

Summaries of Narratives

- Should be short—at most one paragraph.
- Name the main character and describe the main actions/events.
- Describe the significance of the events on the character/narrator.

Using Quotations

- For memorable language
- For clear and concise language
- For authoritative language

Quotations in Your Sentences

- Quote only the part of the writing that you need.
- Avoid freestanding quotations. Use a signal word that attributes the source—at beginning, middle, or end.
- Use ellipsis marks to indicate deleted language in the middle of a quotation.
- Use brackets to add or substitute words.

Summary, Paraphrase, or Quote?

Summarize

- if you want to present main points of a lengthy passage
- To condense points necessary to your discussion

Paraphrase

- To clarify a short passage
- To emphasize main points

Quote

- For memorable language
- For clear and concise language
- For authoritative language

Critical Reading

Reading an author's written communication with a skeptic's eye, looking to evaluate the author's views.

Involves summarization and evaluation of an author's presentation.

How well does the author succeed in his purpose?

Information

- Is he accurate?
- Is the information significant?
- Has he interpreted the information fairly?

Persuasion

- Are terms defined clearly?
- Is information used fairly?
- Is he logical?

Entertainment

Logical Fallacies

- Emotionally loaded language
- Ad hominem attacks
- Faulty cause and effect
- Either/or reasoning
- Hasty generalization
- False analogy
- Begging the question
- Non sequitur
- Oversimplification

How much do you agree with the author?

- Identify points of agreement or disagreement.
- Explore the reasons for agreement or disagreement.

Benefits of Critical Reading

- More careful decision-making
- Sound ability to evaluate written material
- Ability to recognize, evaluate, and assess arguments
- Ability to judge policies and programs

Characteristics

- Flexibility
- Organization
- Time-consuming
- Research-oriented

Use of the Internet for Research

- Use common sense
- Judge reliability of the source
- Determine the expertise of the author and his bias
- Examine the bibliography, if available.

Your Worldview

Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will is—his good, pleasing and perfect will. Rom. 12:2, NIV

The Task of the Christian Writer

Results of the Fall

- Man's close communion with God was severed.
- Language became disordered.

God's Restoration

- Jesus is the restorer.
- God's gift of language enables us to communicate the Word to others and restore them to communion with God.

Your Responsibility as a Christian Writer

- Choosing the right words to articulate the Word.
- Remembering that your words have an audience.
- Being transparent with your audience—not having an ulterior motive which is not plain to the reader.

The Christian View of Writing

- An effort to discover an order and clarity that brings us to a knowledge of God
- A mandate to use ordered, clear writing in an ethical spirit of the Bible
 - Reveal truth
 - Ennoble ideas and language
 - Dignify the audience

Writing a Critique

Steps

- Introduce
- Summarize
- Assess
- Respond
- Conclude

The Introduction

- Provide background—the bridge from the reader’s world to the world of the passage.
- Explain why the article is of current interest
- Reference a controversy—either the subject of the passage or the passage itself
- Provide biographical information about the author
- Tell the circumstances under which the passage was written
- Refer to the intended audience.

Other Parts of the Introduction

- Introduce both the passage and the author.
- State the thesis of the article.
- State your thesis: the point you want to make.

The Summary

- Give the author’s main points
- Be sure to include the author’s purpose for writing.

Your Assessment

- This has little to do with whether or not you agree with the author.
- Review 3 or 4 points:
 - Is the information accurate?
 - Is the information significant?
 - Did the author define his terms?
 - Did the author use information fairly?
 - Was the argument logical?

Your Response

- Identify points of agreement or disagreement
- When possible, tie points to assumptions—the author’s and yours
- Use examples/quotes from the article and outside sources for support

Conclusion

- Make your point about the author's success at proving his thesis
- Give your reaction to the author's views.
- Remind the reader of strengths and weaknesses.

The Thesis Statement:

A statement of purpose, intent, or main idea of an essay.
A *debatable* point or claim

Kinds of Thesis Statements

Narrative: the lesson the author learned through the story and wants to share.

Persuasive: the claim the author wants you to adopt.

Expository: the information the author wants you to have.

Parts of a Thesis Statement

- Your topic
- The analysis, explanation(s), or assertion(s) you are making about your topic
- Your purpose determines the type of thesis.
- Some purposes do not require a thesis: narratives and descriptions.
- Your thesis should be specific—only cover what will actually be in your paper.

Analytical Thesis Statements

Analysis: breaking your topic down into its parts and evaluating each part.

Analytical thesis statements contain:

What you are analyzing

The parts of your analysis

The order in which you will present your analysis.

Expository Thesis Statements

Exposition: an explanatory account.

Parts of an expository thesis:

What you will explain

The categories you are using

The order you will use to present your categories

An Argumentative Thesis

Argument: Making a claim and using reasons and evidence to support it. Your thesis must be a statement that invites disagreement. Your goal is to get the reader to accept your claim.

Types of claims:

Opinions

Policy proposal

Evaluation

Cause/effect

Interpretation

A poor thesis statement:

John Milton's poetry includes many biblical references.

Why the statement is a poor thesis:

Statement of fact

No debatable point

A Good Thesis Statement

John Milton's poetry includes many biblical references, but he often embellishes on scripture to suit his needs.

Why the statement is a good thesis:

Demands support—some proof or evidence.

<http://www.englishdiscourse.org/thesis.definition.html>

Developing the Thesis

Introduce your subject.

Narrow the subject to a topic.

Make a claim about the topic—a point that can be debated.

An Example from the Textbook**The Academic (working) Thesis**

Gives the essay's arguments.

Comes at the end of the introduction.

Completes this unwritten statement: In this essay, I will (inform, describe, etc.) this topic in these three ways.

Echoes the main topics of the essay.

Paragraph Unity

Paragraphs should be built around a unified topic: each part of the paragraph should support the topic, just as the walls of a house support the roof.

Paragraph Coherence

Paragraph coherence refers to the way ideas are connected to one another within a paragraph.

Coherent paragraphs can be described as “smooth,” since sentences flow logically from one to another.

Techniques to Build Coherence

- Transitions between paragraphs
- Repetition of key words
- Imagery and vivid language
- Language appropriate to the audience

Evaluating Coherence

- Does your draft match your outline?
- Are your supporting points presented in an effective order?
- Are your paragraphs linked by transitions or other information?
- Are the details in each body paragraph where they belong?

The Explanatory Synthesis

Aka “The Research Paper”

Definition and Salient Points

- A written discussion that draws on two or more sources.
- Relationships between sources are inferred and explained.
- The writer makes judgments about the quality and validity of sources, and determines whether he agrees or disagrees.
- The writer selects ideas and information from each source to achieve his purpose.

Using Your Sources

Your purpose determines what parts of your sources you will use, and how you will relate your sources to one another.

Guidelines for Writing

Consider your purpose—what are you trying to accomplish?
The purpose will dictate how you use your sources.

Reading your Sources

- Read carefully, keeping your purpose in mind.
- Label and underline, just as you do for reading assignments.
- Take notes. Write short summaries, and mark good quotes.

The Thesis

- Predraft after doing some readings.
- Use one-sentence summaries to help brainstorm connections between sources.
- Consider where the thesis fits in your paper.
 - Sometimes first
 - Usually the last sentence of the first paragraph.
 - May not appear until the end in an inductive paper.
- Use source material wisely.

Writing the Synthesis

- Develop an organizational plan, according to the thesis.
- Draft the topic sentences for the main sections.
- Write the first draft.
- Revise, using transitional words and phrases.

Documentation

Credit sources within the body, using parenthetical documentation.

- Zinsser claims, “Writing is not a special language owned by the English teacher” (147).
- English teachers do not possess a special language called “writing” (Zinsser, 147).

Document all sources used in the Works Cited page.

- Zinsser, William. On Writing Well. New York: Collins, 2006. Print.

Types of Syntheses

- Explanatory—presents the facts, more or less objectively
- Argument—persuades the reader to agree with the author, and perhaps take some action.

Synthesis Organization

Wrong—by source+summary

- Thesis
- Summary of source A to support thesis
- Summary of source B to support thesis
- Summary of source C to support thesis
- Conclusion

Synthesis Organization

Correct—organize by idea

- Thesis
- First idea: refer to and discuss *parts* of sources (perhaps A, C, F) in support of thesis
- Second idea: refer to and discuss *parts* of sources (perhaps B, E) in support of thesis
- Third idea: refer to and discuss *parts* of sources (perhaps A, E, G) in support of thesis
- Conclusion

Argument

- A specific proposition, whether stated explicitly or implied, that the writer wants us to accept.
- The subject matter involves *controversy*, is subject to *speculation*, and it is capable of supporting *a wide variety of opinion*.

From *Developing Critical Reading Skills* by Deanne Milan Spears

Explicit arguments—the author’s point is clearly stated

Implicit arguments—the author’s point must be inferred

Definitions in arguments

Good arguments take care to define key words, especially abstract words open to subjective interpretation.

Abortion should be prohibited because it means taking the life of a human being.

Unstated Assumptions

- All arguments rest on certain premises—the seemingly self-evident beliefs that underlie our thinking.
- Our accepting an argument may depend on accepting the assumptions propping it up.
-

Elements of Argument

- Claim
- Support
- Assumption

Three Appeals of Argument

- Logos
- Ethos
- Pathos

Logos—Inductive Reasoning

All squirrels have tails.
JoJo is a squirrel.
JoJo has a tail.

False reasoning—illogical

All squirrels have tails.
JoJo has a tail.
JoJo is a squirrel.

Real-life Example

Logos—Deductive Reasoning

- Preponderance of the evidence—is there enough to prove your claim?
- Begins with evidence, leading the audience to the desired conclusion.

Ethos—the Ethical Appeal

The arguer must have credibility: good character, sound sense, and qualified to give an opinion on the matter at hand.

Pathos—the Emotional Appeal

Should not be the *primary* basis for making an argument

The Working Outline

Why Outline?

- Visual representation of the whole essay
- Irrelevant arguments are more apparent, and can be cut
- Thesis can be related to whole essay
- Aid to planning research

Objections to Outlining

- Freewriting is a better way to discover what you really think.
 - So freewrite, then outline.
- Outlining takes time.
 - But it helps you see where your completed essay is out of balance.
 - A working outline might actually save time in the long run.

What is a working outline?

- A rough plan that probably will be revised as the writing process continues.
- The final outline can be made from the working outline, if necessary.

Introduction

- Decide your subject, topic, and thesis.
- The thesis is the first part of the outline.
- The introduction involves setting up the reader for the thesis—decide what the reader has to know *before* he or she is ready to understand your thesis.
- As you outline your introduction, include reference notes of material you will quote or paraphrase.

Body

- Include transitional sentences to help you get from the introduction to the support for your argument.
- Arrange your arguments in a logical order.
- Include at least one example, and note what you will include.
- Reference your notes; it makes citing your sources much less time-consuming.

Things to Remember

- Work on transitions *before* the essay is written.
- A working outline can include reminders to use various kinds of sentences.
- A good working outline can help you to structure your whole composition in parallel form.

Writing an Analysis

Definition

Analysis=argument that uses an analytical tool (principle or definition) to examine the parts of something.

An analysis might show:

- How something works.
- What something means.
- Why something is significant.

Uses of Analysis

Academic Writing

Lab reports
Research papers
Process analysis
Literary analysis
Essay exams

Ministry Writing

Proposals for funding
Reviews of books and movies
Case studies
Sermons and lessons

Writing your Analysis

1. Consider your purpose

t.

Locate an Analytical Principle

Look for a sentence that makes a **general statement** about the way something works.

Another Analytical Principle

The definition

2. Formulate a Thesis

Part one: Principle "X" (or definition "X") is valuable.

Part two: Apply specific parts of your principle or definition to the topic.

3. The Organizational Plan

Turn key elements of your principle or definition into questions.

4. The First Draft

- *Write an analysis, not a summary.*
 - You must apply a principle or definition, and reach a conclusion about your subject.
- *Make your analysis systematic.*
 - Tackle one subject per paragraph.
 - If you set out several elements in a definition, discuss all the elements.

- *Make the reader want to read.*
 - Show originality; make the reader examine your topic in a new way.
 - You should learn something through the act of analyzing. Communicate what you have learned.
 - Write a conclusion that ties your analysis together.

- *Attribute your sources appropriately.*
 - Use well-chosen quotes.
 - Use Scripture and scriptural principles.
 - Cite dictionary definitions.

Blogs

As a ministry professional, you will need to engage in several writing tasks, and most of them will be needed weekly. In order to practice these tasks, you will contribute to a class blog, <http://writtenchurch.wordpress.com>. To contribute, you will email your assigned portion as a Word attachment to aperrey@slcconline.edu no later than 5:00 p.m. on the due date. Your blog entry may or may not appear in that week's blog, depending on the quality of your writing and the space available.

Audience: anyone on the internet, but particularly SLCC students, faculty, and staff. Your tone should be appropriate for a ministry professional.

Assignment specifics:

Letters: Letters should be written in business letter format, with block paragraphs. Remember to include both your address (which you would omit if you had letterhead stationery) and the recipient's address. See the sample letter in this packet.

Letters should not exceed 1 page, single spaced. Most letters will not be printed in the blog; if they are, names may be changed, and just an excerpt may be published.

- A thank you letter
- A letter of apology
- A letter of condolence

Communion meditation: This writing should lead the reader into the contemplation of the significance of communion. Most meditations include scripture, but may also include personal anecdotes. You may acknowledge the time of year or current events. For inspiration, look at the meditations in the weekly issue of The Lookout in the library. Please maintain a 500 word limit. If you use scripture, you must write out the scripture you are using.

Offering meditation: This writing should give devotional thoughts about giving to the Lord's work. Like the communion meditation, the offering meditation may contain anecdotes as well as scripture. Limit: 300 words.

Pastoral prayer: Write a prayer appropriate for congregational use. Except for public officials (the President and members of the government), no one is to be mentioned by name. You may refer to current events. Limit: 300 words

Newsletter article: Prepare an article appropriate for inclusion in the church newsletter. This article may be serious or entertaining, and may include short quotations from other works (which you will cite in proper MLA format). Your article may reference the time of the year, incidents around campus (no names) or current events. This article should be interesting to read. Limit: 500 words

1360 Grandview Drive
Florissant, MO 63033
December 4, 2008

Mr. Joe Disciple
1360 Grandview Drive
Florissant, MO 63033

Dear Mr. Disciple:

This is my business letter. Business letters use at least 2-inch top margins to accommodate letterhead stationery. The number of spaces between your own address and the recipient's address varies. You want your letter to look centered top-to-bottom, so longer letters require less space between the two addresses. Side margins are flexible, but not more than 1½ inches. Please note that my own address is at the top, and your address is below. I have used only single spacing within the letter, with double spacing between sections and paragraphs. Paragraphs usually begin flush with the left margin with no indents. Also notice that the date in a business letter uses the American date format, with no abbreviations.

Business letters should be concise. The first paragraph may contain a brief greeting and then the main point. Other paragraphs may justify the importance of the main point or add details and background. The closing paragraph may restate the main point and/or request some type of action, depending on the purpose of the letter. While business letters may be any length, they usually are only 3-4 paragraphs long and fit nicely on one page.

The closing begins at the left margin and a double space after the last line of the letter. Capitalize only the first word of the closing (Sincerely yours) and is followed by a comma. Leave 2 double spaces (4 single spaces) after the closing to leave room for your signature, then type your name. If you have any enclosures with the letter, indicate this by typing Enclosures one line below the signature. **Don't forget to sign your letter before you mail it!**

Sincerely,

Professor Alice K. Perrey

MLA Assignment

The Body of the Paper

You are to practice formatting a paper in MLA style. At SLCC, we require no formal cover sheet, unless specified by the professor. For the first page,

1. Set your margins for 1" at the left, top, and bottom. You should use "Portrait" for the layout. Headers should be set to ½" at both top and bottom. (Note: if you print in the library, you may have to set the bottom margin to 0.8 in order to have a 1" bottom margin.)
2. Set line spacing to double space (2.0), with no extra spacing before or after paragraphs.
3. Set your font to "Times New Roman." Use 12 as the font size.
4. In the header, make sure the right tab is even with the right margin (1"). At the right tab, type your last name, one space, and then insert the page number (which may look like a page with # printed on it). This will place your name and page number at the top of each page.

Now you are ready to begin your paper. On the first line, type your own name and mailbox number and hit "Enter." Now type Professor Perrey as the instructor's name. Under this, type English Composition I GEN 110. On the line under that, type the date, in this format: 15 January 2010.

On the next line, type your title: Finding God's Blessing through Alzheimer's Disease.

Now you are ready to type the first paragraph of your paper. Type it, remembering to indent the first line ½ inch. The tab should be set automatically to do this.

The disease process begins slowly in your early twenties. Quietly, without your knowledge, plaques and tangles slowly invade your brain tissue. One by one, neurons become inflamed and then die. But you are young and your brain is otherwise healthy, so there are no external signs. You marry, raise your children, and excel at your job. Then, in your late fifties, you begin to notice that you don't learn new tasks as easily as you once did; you blame it on growing older. Your family is puzzled by your repetition of questions, but they chalk it up to stress. Your emotions become unstable and small things anger you, but you are under so much pressure now, aren't you? Then one day you drive to the grocery store for a gallon of milk, and there is a detour. Suddenly, you are unable to figure out how to get home. The truth can no longer be ignored—you have Alzheimer's.

Now, on to the second paragraph. Hit enter then tab once to indent the second paragraph, and type: Is there hope? Perhaps. Sousa says this:

This will be followed by a block quote. Quotations more than 4 typed lines long must be inserted in block format. This quote will be indented 1" from the left margin. You may either change the margin of this portion of the paper or use the indent button to format this part. Block quotes are double-spaced. Here is the block quote for you to type:

Conventional wisdom has been that neurons were the only body cells that never regenerate. However, researchers have discovered that the adult human brain does generate neurons in at least one site—the hippocampus. This discovery raises the question of whether neurons regenerate in other parts of the brain and, if so, if it might be possible to stimulate them to repair and heal damaged brains, especially for the growing number of people with Alzheimer's disease. Research into Alzheimer's disease is exploring ways to stop the deadly mechanisms that trigger the destruction of neurons. (Sousa, 22-23)

Notice the parenthetical reference after the quote, and also note that the block quote does not require quotation marks.

You have completed page 1. Now click the “insert” menu at the top of the screen, and insert a page break. (“insert”-“break”-“page break”). If you have completed this part of the assignment correctly, you should have exactly filled page 1. If you have spilled over onto page 2, check your margins and be sure to set spaces before and after paragraphs to 0.

The Works Cited Page

The Works Cited page contains the publication information for each work that you cited within the paper. For each work, you must determine what *kind* of work it is, and what *medium* was used in its publication. Kinds of works include books, websites, interviews, articles in journals, newspapers, etc. Publication media include print, recording, and web. Determining the type of resource tells you how to format the Works Cited entry, and makes using the MLA book and website much easier.

Formatting and Procedure:

1. Center the title “Works Cited” at the top of the page. Do not underline it, do not put it in quotation marks, do not put it in bold type, and capitalize only the letters “w” and “c.”
2. Arrange the items in the Works Cited list alphabetically by the last name of the author. If no author is given for a work, list it according to its title, excluding articles (the, a, an).
3. Be sure the first line of each entry touches the left-hand margin. Subsequent lines are indented one-half inch. To do this, click the “hanging indent” (the upward-pointing triangle in the ruler above the paper) and move it to the right 5 spaces. This will automatically begin the second line of each entry ½ inch in.
4. Double-space the entire list. Do not quadruple-space between entries.
5. Punctuate items in the list carefully. Don’t forget the period at the end of each entry. Use the MLA handbook or your MLA handout to find the appropriate entry for each type of literature.
6. Names of newspaper articles, magazine articles, short stories, short poems, essays in a collection of essays, episodes in a television series, names of chapters, individual selections on a music CD, etc. should be between quotation marks.
7. Names of books, movies, magazines, journals, newspapers, television series, CD’s, etc. should be underlined or italicized. Underlining is usually preferred, since it is more readable.

Entries:

For this part of your assignment, refer either to the MLA Handbook, the MLA handout from The Hundred, or use <http://owl.english.purdue.edu/owl/resource/557/06/> . For your paper, you consulted the following sources, which are not in the format in which they will appear in your paper:

- A book called The 36-Hour Day by Nancy L. Mace and Peter V. Rabins. It was published The Johns Hopkins University Press in Baltimore, Maryland. It was copyrighted in 1991.
- A book called Last Light: Staying True Through the Darkness of Alzheimer’s by Harold Burchett. This book was published by Navpress in Colorado Springs in 2002.
- You interviewed Tom McGee on August 15, 2007.
- In The World Book Encyclopedia, published in 1989, you looked up “Alzheimer’s Disease”. The article was written by Leonard L. Heston.
- Proverbs 23:22, The New International Version, published by Zondervan in Grand Rapids, Michigan, in 1984.
- “Stages of Alzheimer’s” which you found on the Alzheimer’s Association’s website. It was copyrighted in 2007, and you accessed the information on Aug. 17, 2007, at this URL: http://www.alz.org/alzheimers_disease_stages_of_alzheimers.asp

When you have finished your Works Cited page, save the document and print it.

Name _____

MLA Practice

	Points Possible	Your Points
1-inch margins	1	
All double spacing	1	
12-point, Times New Roman font	1	
Last name in header	1	
Space before page number	1	
Header at right margin	1	
Heading correct:		
Student name	1	
Professor's name	1	
Course name	1	
Date in proper form	1	
Title Centered	1	
Title capitalized correctly	1	
Paragraphs indented ½"	1	
Block quote indented correctly—2 inches from left edge of paper	1	
Parenthetical reference after the period of block quote, no period after	1	
Works Cited title correct	1	
Entries in alphabetical order	3	
2 nd line of multi-line entries indented	1	
Entries in correct form	6	
Total points	26	

Cover Sheet for Written Assignments

The cover sheet for your essays should include two parts:

1. **A paragraph or two evaluating your learning.** This paragraph might include descriptions of what you did well, what you will change for the next assignment, changes you made to the current assignment through the revising process, or what you learned as a result of the assignment. Be sure to credit anyone who helped you during the writing process.
2. **A statement of academic honesty.** You may use this one:

I certify that this is entirely my own work. In those instances in which I have used other people's material, such as written sources on the internet or published in books, articles, or other formats, I have accurately and fully credited the authors of those sources.

Signed _____ Date_____

Your cover sheet will not be complete unless you sign the statement of academic honesty.

Narrative: A Personal Testimony

Requirements: 3 pages, not more than 4, MLA format. You will turn in all prewriting, rough drafts, and peer review sheets with your final draft.

Situation: You wish to share your faith with a friend. You know that the friend is not a Christian and not receptive to a full presentation of the gospel. Your friend has not grown up in the church and does not understand “church language.”

Your purpose: To share a personal story to show your friend how God has worked in your life, without making the friend feel pressured to accept Christ immediately. This is to be the beginning of a gentle dialogue which you hope will lead to the salvation of your friend and the deepening of your friendship.

You are to tell a “slice of life” story that will appeal to most people of your age group which shows a time when you realized that God cares about you individually. Your story probably took place over a very short time period—maybe only minutes.

Your audience: A friend who is about your age. The friend does not have a church background and will not understand “Christianese.” This friend is somewhat hostile to the idea of Christianity, and may even question the existence of God. He or she believes that if there is a God, he does not care about individual people or work in individuals’ lives.

Constraints:

- Use an attention-getting title.
- Your paper should not contain phrases such as “I grew up in a Christian home.” You should deal with a situation most people will identify with. The most effective situations for this paper will not have occurred in church, church camp, or missions trips.
- God, Jesus, or any other Christian terminology should not enter your paper until the end, as you are making your point. You do not want to turn your friend off.
- Describe your situation as specifically as possible. Use details to make the scene come alive for your reader. Your objective is to get the reader to care about you.
- Your essay will probably be organized chronologically. Remember to use time order transitions to help your readers follow the story smoothly.
- Keep your sentence short so that your essay will be easily understood.
- Remember your goal: to bring your friend along the path to Christianity, not to complete the conversion in one sitting.

Hand in:

1. Cover sheet
2. All prewriting—notes, outlines, etc.
3. Rough draft #1 and peer review
4. Rough draft #2 and peer review
5. Final draft
6. Grading rubric

Writer _____ Responder _____

Peer Revision Worksheet #1
Personal Testimony Essay

1. What part of the essay do you like best? Why?
2. What part of the essay still needs work? Why?
3. In your opinion, what was the author's **purpose** in writing this testimony? How well is that purpose achieved?
4. Is there any information missing that would help the reader understand the writer's purpose more clearly? What, specifically, is lacking?
5. How vivid and believable are the **details**? Should they be intensified or decreased in any way?
6. Locate the sentence which you think is most likely the author's **thesis**. Circle it, and write "thesis."
7. Who do you think is the target audience for this essay?

FOR MARGIN NOTES:

Circle the word, phrase, or sentence, then draw a line to the margin and write your comment.

FIND GOOD THINGS TO NOTATE

Use the above list to find where the writer uses good word choice, supports his main points, is clear, etc. Notate that in the margin, too.

Writer _____ Responder _____

Peer Revision #2

1. Evaluate the introduction. Do you find it interesting? How would you change it?

2. Are there topic sentences that communicate the major points of the essay?

3. Look at the transitions between paragraphs and sections of the essay. In the margin, note good transitions. Also note where transitions are unclear or missing. Make suggestions of good transitions.

4. Does each paragraph develop a single topic?

5. What parts of the essay need more active verbs?

6. Does the author use a variety of sentence types? Find, underline, and label:
 - a. A compound sentence—two independent clauses joined with a comma and a conjunction
 - b. A complex sentence—one independent clause and at least one subordinate clause
 - c. A simple sentence—one subject, one verb

7. Does the conclusion refer to the thesis?
Does it introduce any new argument? (It should not.)
Does the essay end in a “preachy” fashion? (It should not.)
How would you change the conclusion to make it more effective?

8. Find a part that you think is particularly well-written. Circle it in the paper and comment.

9. How do you think the essay could be improved?

10. Note spelling, punctuation, or format errors that should be corrected.

Name _____

Self-Evaluation of My Testimony

1. Who is my audience?
2. Have I avoided using Christian jargon and language that might alienate my audience?
3. What pre-writing processes did you use?
4. Do I have a thesis? If yes, what is it? If no, what is the point you are trying to make with your testimony?
5. Give an example of vivid language you used.
6. What weaknesses do you observe in your own writing?

What changes have you made so far on the basis of the peer evaluation? What do you like about the changes you have made?

Use the information from this worksheet to help you write your cover sheet.

Name _____

Personal Narrative Essay

	Points	Your Points
Prewriting	2	
Cover Sheet	3	
First Draft	10	
1 st Peer Review	5	
Second Draft	10	
2 nd Peer Review	5	
Self-Evaluation	5	
Correct length: ~2-3 pages, not more than 4	5	
Attention-getting Title	5	
Conforms to the assignment: a personal story which tells of God's working in your life, aimed at a peer.	10	
No Christian jargon	5	
WAG—final draft	35	
Total points	100	

Name _____

Score _____

**Summary Rubric
Philemon (in-class writing assignment)**

Summary Elements	Unacceptable	Progressing	Proficient
Main ideas	Summary does not include main ideas. 6 points	Main ideas are included, but are poorly written or not written in your own words. 8 points	Main ideas are well-written and in the student's own words. 10 points
Details and Support	Details are missing from the summary. 6 points	Details are provided, but do not support main ideas. 8 points	Details are provided and support main ideas. 10 points
Length	Summary is too brief, and important elements are omitted. 6 points	Summary contains irrelevant information 8 points	Summary is brief and contains relevant information to support main ideas. 10 points
Writing Style	Summary is not written in complete sentences and contains grammatical errors. 6 points	Complete sentences are used, but there are a few grammatical errors. 8 points	Summary has good paragraph structure, with complete sentences and no grammatical errors. 10 points
Total Points Possible			40

Summary of James

Purpose: To demonstrate careful, thoughtful, critical reading skills, and to communicate the central ideas in the Epistle of James.

Length: Your summary paper should be roughly 2 typed pages. It should not exceed 3 typed pages, nor be less than 1 page long.

Format: MLA, which means 12-point Times New Roman font, 1-inch margins, and double-spaced. Consult the MLA handbook. No Works Cited Page is necessary.

Hand in:

1. Cover sheet
2. Rough draft of James summary, with peer edits
3. Final draft
4. Grading rubric

Writer _____ Responder _____

James Summary Peer Evaluation

Note: Peer evaluations will be counted as 20 points of the final summary grade.

Summary Elements	Unacceptable	Progressing	Proficient
Summary contains main ideas, written in your own words.	Summary does not include main ideas. 3 points	Main ideas are included, but are poorly written or not written in your own words. 4 points	Main ideas are well-written and in the student's own words. 5 points
Summary provides details that support the main idea.	Details are missing from the summary. 3 points	Details are provided, but do not support main ideas. 4 points	Details are provided and support main ideas. 5 points
Summary is brief and provides relevant information	Summary is too long and contains irrelevant information. 3 points	Summary is either too brief or contains relevant information, but not both. 4 points	Summary is brief and contains relevant information to support main ideas. 5 points
Summary has good paragraph structure, with complete sentences and no grammatical errors	Summary is not written in complete sentences and contains grammatical errors. 3 points	Complete sentences are used, but there are grammatical errors. 4 points	Complete sentences are used and there are no grammatical errors. 5 points
Total Points Possible			20

Comments:

Writer _____ Responder _____

James Summary Peer Evaluation

Note: Peer evaluations will be counted as 20 points of the final summary grade.

Summary Elements	Unacceptable	Progressing	Proficient
Summary contains main ideas, written in your own words.	Summary does not include main ideas. 3 points	Main ideas are included, but are poorly written or not written in your own words. 4 points	Main ideas are well-written and in the student's own words. 5 points
Summary provides details that support the main idea.	Details are missing from the summary. 3 points	Details are provided, but do not support main ideas. 4 points	Details are provided and support main ideas. 5 points
Summary is brief and provides relevant information	Summary is too long and contains irrelevant information. 3 points	Summary is either too brief or contains relevant information, but not both. 4 points	Summary is brief and contains relevant information to support main ideas. 5 points
Summary has good paragraph structure, with complete sentences and no grammatical errors	Summary is not written in complete sentences and contains grammatical errors. 3 points	Complete sentences are used, but there are grammatical errors. 4 points	Complete sentences are used and there are no grammatical errors. 5 points
Total Points Possible			20

Comments:

Name _____

James Summary

Summary Elements	Unacceptable	Progressing	Proficient
Summary contains main ideas, written in your own words.	Summary does not include main ideas. 12 points	Main ideas are included, but are poorly written or not written in your own words. 16 points	Main ideas are well-written and in the student's own words. 20 points
Summary provides details that support the main idea.	Details are missing from the summary. 12 points	Details are provided, but do not support main ideas. 16 points	Details are provided and support main ideas. 20 points
Summary is brief and provides relevant information	Summary is too long and contains irrelevant information. 12 points	Summary is either too brief or contains relevant information, but not both. 16 points	Summary is brief and contains relevant information to support main ideas. 20 points
Summary has good paragraph structure, with complete sentences and no grammatical errors	Summary is not written in complete sentences and contains grammatical errors. 12 points	Complete sentences are used, but there are grammatical errors. 16 points	Complete sentences are used and there are no grammatical errors. 20 points
Total Points Possible			80

Points from Peer Edit 1: _____

Points from Peer Edit 2: _____

Average of Peer Edits: _____

Peer Edits + Teacher Evaluation: _____

Name _____

Psalm 51 Paraphrase

Paraphrase Elements	Unacceptable	Progressing	Proficient
All ideas of the original are included	Few of the ideas were included. 12 points	Most of the ideas were included. 16 points	All ideas were included. 20 points
Paraphrase is written in your own words.	Little of the paraphrase is in your own words. 12 points	The paraphrase is mostly in your own words, but some phrases of the original remain. 16 points	Your own words were used exclusively. 20 points
The paraphrase retains the meaning of the original work.	The paraphrase changed the meaning of the original. 12 points	Some meaning is lost in the paraphrase. 16 points	Excellent restatement of the original. 20 points
The paraphrase has good paragraph structure, with complete sentences and no grammatical errors	Paraphrase is not written in complete sentences and contains grammatical errors. 12 points	Complete sentences are used, but there are grammatical errors. 16 points	Complete sentences are used and there are no grammatical errors. 20 points
Total Points		80 points possible	

Critique

Requirements: 4 pages, MLA format.

Specific Requirements:

1. Cover sheet
2. All prewriting
3. An outline, including your thesis statement.
4. Your critique should follow the Introduction (with the thesis statement), body paragraphs (including 3 to 5 points to support the thesis), and a conclusion.
5. Rough draft #1 and peer edit
6. Rough draft #2 and peer edit
7. Use third person writing only (no *I's* or *you's*).
8. Any sources outside of the assigned article must be appropriately cited within the paper and credited on a Works Cited page.
9. Grading rubric

Rationale: When choosing sources for a piece of writing, the author must know what the writing says, what he or she thinks about what the writing says, and how the source can be used to support a point the author wants to make. This assignment gives you a chance to practice the critical thinking skills of evaluating an author, understanding his or her argument, and evaluating the writing. You will practice critical reading and thinking skills.

Your Task: You will read the assigned article carefully, analyze it, determine your reaction to it, and develop an essay explaining and supporting your reaction. You may discuss the author's credibility, the style of writing, the validity of the author's claims, the author's handling of research, his bias, etc. Use quotations and paraphrases from the work to support your opinion. Remember that your reader may not have read the original source material, so you must summarize carefully as you make your points.

Writer _____ Peer Reviewer _____

Critique Peer Edit #1

1. Outline
 - a. Is the outline logical and complete? _____ Yes _____ No How would you improve it?

 - b. Does the paper follow the outline? _____ Yes _____ No
2. Find the thesis statement and write it here: _____

3. On a scale of 1(very poor)-10(excellent), how effective is the introduction? _____ What would you change to make it more effective? _____

4. Find the topic sentence of each body paragraph and underline it. (Each paragraph should have one.)
 - a. What support is used from the source article? Underline the support with a broken line.
 - b. What suggestions do you have for improving the body? _____

5. On a scale of 1-10, rate the effectiveness of the conclusion. _____

Writer _____ Peer Reviewer _____

Critique Peer Edit #2

1. Outline

a. Is the outline logical and complete? _____ Yes _____ No How would you improve it?

b. Does the paper follow the outline? _____ Yes _____ No

2. Find the thesis statement and write it here: _____

3. On a scale of 1(very poor)-10(excellent), how effective is the introduction? _____ What would you change to make it more effective? _____

4. Find the topic sentence of each body paragraph and underline it. (Each paragraph should have one.)

a. What support is used from the source article? Underline the support with a broken line.

b. What suggestions do you have for improving the body? _____

5. On a scale of 1-10, rate the effectiveness of the conclusion. _____

Name _____

Critique Paper Rubric

Prewriting and Peer edit	Both prewriting and peer edits are missing. 0 points	*Prewriting missing *Peer edit suggestion not followed 2 points	*Prewriting is missing * peer edit suggestions were followed. 3 points	*Evidence of prewriting *Peer editing suggestions were not followed. 4 points	*Evidence of prewriting *Peer edit suggestions were heeded. 5 points
Outline	Outline is missing. 0 points		Outline is present, but lacks detail or is illogical. 3 points	Outline is present and logical, but paper does not follow it. 4 points	Outline is present and logical, and the paper follows it. 5 points
Cover Sheet	Cover sheet is missing 0 points		Minimal reflection on learning. 3 points	Adequate reflection on learning 4 points	Excellent reflection on learning 5 points
Thesis statement	Piece is not clearly written about one topic. 0 points	Thesis may be inferred, but is not clearly stated. 7 points	Main idea is clearly stated in a topic sentence, but is not specific. 8 points	Thesis statement is specific and opinion-based. 9 points	Thesis statement is specific, opinion-based, provable. 10 points
Introduction	No introduction 0 points	Author provides an opening for the piece, but thesis is not evident. 7 points	Contains the main idea or the thesis statement. 8 points	Contains hook and thesis statement, but transition to the body is not smooth. 9 points	Contains hook, thesis statement, and transitions smoothly to the body. 10 points
Body Paragraphs	No support is given to the thesis 0 points	Author attempts to develop the thesis 14 points	*Related to the thesis *logically arranged 16 points	*One main idea per paragraph, related to the thesis *Logically arranged *Sufficient details 18 points	*One main idea per paragraph, related to the thesis *Logically arranged *sufficient details * smooth transitions. 20 points
Conclusion	No conclusion 0 points	Author attempts to close the piece, but does not refer to the thesis 7 points	Refers to the thesis 8 points	Contains: *reference to the thesis *closure techniques 9 points	Contains: *reference to the thesis *closure techniques *no new points 10 points
Style, Grammar, Format	Unacceptable 0 points	Many errors which greatly interfere with communication 16 points	Errors are numerous; interfere with communication 19 points	Some errors, but they do not interfere with communication 22 points	Few or no errors 25 points
Variable criteria	No sources used 0 points	Some sources were used, but were not cited. 7 points	Missing 2 elements 8 points	Missing 1 element 9 points	*Sources cited appropriately *Works Cited page *3 rd person 10 points

Score _____

Persuasive Synthesis—A Biblical Argument

Reflect upon the firm beliefs you have about your faith and defend your perspective in a persuasive essay that uses the Bible and other sources as support for your view.

Length: 1500 words, 5 page minimum, 7 page maximum; at least 3 sources

Format: MLA, including a Works Cited page

Specific Requirements:

1. Cover sheet
2. All prewriting.
3. An outline, containing your thesis statement. Your paper must follow your outline, so make your outline detailed.
4. Rough drafts (2) with peer edits
5. Final draft, including the Works Cited page, containing at least 3 sources, including the Bible. The Bible is your primary source. Other sources may be books, print journals, online journals, other online sources, or interviews. Sources used must be cited parenthetically within the paper.
6. Grading rubric

Rationale: This paper is the culmination of all the skills learned in Comp. I. As such, it fulfills one of the Student Learning Objectives of Saint Louis Christian College, to be a capable and reliable communicator of the Bible. This paper is also in partial fulfillment of General Education Objective 1, which demands that you will demonstrate effective communication and can use a variety of research and documentation techniques.

Your task: You will select a position that can be supported scripturally. You will be attempting to persuade a reader to adopt a certain point of view. Your argument must contain sound reasoning and provide solid evidence using facts and evidence gleaned from your source materials. You must use scripture to prove your point, and your paper will not be accepted without scriptural support for your argument.

Planning Your Argument:

1. Choose your issue and take your position. Note—this may take some preliminary library research to find an appropriate topic that can be covered in the space you have.
 - a. Choose one of the following biblical issues and where you stand on it.
 - i. Lying is/is not ever morally permissible.
 - ii. Christian women must have long hair. (Or, Christian women do not have to have long hair.)
 - iii. It is/is not right to eat in restaurants that have shrines to Buddha.
 - iv. Pets will/will not be in heaven.
 - v. Christians should not/may celebrate Halloween.
 - vi. Christians may/may not date non-Christians.
 - vii. Christians may/may not view R-rated movies.
 - viii. Christians may/may not drink alcoholic beverages.
 - b. What are the premises your conclusion will be based on?
 - c. Is your logic sound?
 - d. What is your biblical support?
2. Analyze your argument.
 - a. State your proposition in a declarative sentence.
 - b. State your premises. Every premise **must** be supported by a biblical text reference.
 - i. Define your terms and list your support as declarative sentences.
 - ii. What are the arguments for the opposing view? Opposing views should be addressed in your paper.
 - c. State the logical conclusion based on the logical flow of each premise.

3. Research your topic.
 - a. Look online—*Google* is a good resource to begin.
 - b. Use biblical tools—*Strong's Concordance* can help you find scriptures. So will topical Bibles or a subject search on sites like biblegateway.com.
 - c. Use a *Thompson Chain-Reference Bible* and follow the topic through scripture.
 - d. Find library books on the topic.
 - e. Take notes as you read.
4. Structure your argument in a working outline. See *In The World*, pp. 67-71.
 - a. Write out your argument as a multi-pronged academic thesis statement.
 - b. Decide how you will present the topic logically. Include the opposing viewpoint and your refutation of it.
 - c. Define your terms.
 - d. Consider your evidence. What evidence supports your point of view best? Which evidence is weak?
 - e. Note where you will use each piece of evidence, especially quotes.
 - f. Write some transitional sentences to get from one part of the paper to the next.

Writer _____ Responder _____

**Biblical Argument Essay
Peer Review of Outline and Thesis**

Content:

1. Write the thesis of the paper.
2. Does the thesis provide for an argument that can be proven or disproven on a Biblical basis?
3. What are the main points of the argument?
4. Are the points of the argument arranged logically? How would you rearrange them to make the paper stronger?
5. What are the author's sources? There should be the Bible (and more than one verse) plus two others.
6. How skillfully is the Bible used to prove the author's points? What other scriptures could be used?

Name _____

Biblical Argument Essay Peer Review

Content:

1. Write the thesis of the paper.
2. Does the thesis provide for an argument that can be proven or disproven on a Biblical basis?
3. What are the main points of the argument?

4. Does the paper follow its outline?
5. Are the points of the argument arranged logically? How would you rearrange them to make the paper stronger?

6. Find and mark the following types of paragraphs: definition (the author should define important terms), examples, comparison/contrast, cause/effect, description, narration. Not all types of paragraphs may be present, but each paragraph should have a clear purpose.
7. Does the author prove his or her thesis? What evidence would make his or her argument stronger?

Style:

1. Mark any paragraph which does not seem to have one main idea.
2. Mark any sentence that does not fit the main idea of its paragraph.
3. Are paragraphs complete?
4. Does the author vary the length of his or her sentences?
5. Find instances of parallelism—wording, phrasing, clauses, or sentences.
6. Mark places where transitions should be improved.
7. Watch for wordiness—mark places where wording is awkward or should be condensed.
8. Mark any clichés or slang.

Mechanics

1. Mark any incomplete sentences (Frag.) or run-ons (RO).
2. Mark any comma splices (CS).
3. Mark pronouns whose antecedents are unclear.
4. Mark punctuation and spelling errors.

Format

1. Does the paper use proper MLA format (margins, headings, title, font, double spacing)?
2. Documentation—
 - a. Paraphrase: is there a longer summary of a source's ideas? This should be attributed to the source.
 - b. Quotations: Does the quote contain a lead-in of the author's last name? The quote should also be punctuated correctly.
 - c. Block quote: If the quotation is more than 4 lines long, it should be indented one-inch, with no quotation marks.

Biblical Argument Essay Peer Review

Content:

1. Write the thesis of the paper.
2. Does the thesis provide for an argument that can be proven or disproven on a Biblical basis?
3. What are the main points of the argument?
4. Does the paper follow its outline?
5. Are the points of the argument arranged logically? How would you rearrange them to make the paper stronger?
6. Find and mark the following types of paragraphs: definition (the author should define important terms), examples, comparison/contrast, cause/effect, description, narration. Not all types of paragraphs may be present, but each paragraph should have a clear purpose.
7. Does the author prove his or her thesis? What evidence would make his or her argument stronger?

Style:

1. Mark any paragraph which does not seem to have one main idea.
2. Mark any sentence that does not fit the main idea of its paragraph.
3. Are paragraphs complete?
4. Does the author vary the length of his or her sentences?
5. Find instances of parallelism—wording, phrasing, clauses, or sentences.
6. Mark places where transitions should be improved.
7. Watch for wordiness—mark places where wording is awkward or should be condensed.
8. Mark any clichés or slang.

Mechanics

1. Mark any incomplete sentences (Frag.) or run-ons (RO).
2. Mark any comma splices (CS).
3. Mark pronouns whose antecedents are unclear.
4. Mark punctuation and spelling errors.

Format

1. Does the paper use proper MLA format (margins, headings, title, font, double spacing)?
2. Documentation—
 - a. Paraphrase: is there a longer summary of a source's ideas? This should be attributed to the source.
 - b. Quotations: Does the quote contain a lead-in of the author's last name? The quote should also be punctuated correctly.
 - c. Block quote: If the quotation is more than 4 lines long, it should be indented one-inch, with no quotation marks.

Name _____

**GEN 110, English Composition I
Persuasive Synthesis Grading Rubric**

	F	D	C	B	A
Thesis Statement: Clear, focused, and guides the direction of the paper.	Unacceptable 0 points	Minimal 2 points	Adequate 3 points	Proficient 4 points	Exceptional 5 points
Outline: Logical organization, leading to the conclusion; paper follows the outline.	Unacceptable 0 points	Minimal 2 points	Adequate 3 points	Proficient 4 points	Exceptional 5 points
Cover Sheet	Not included 0 points		Minimal reflection 3 points	Adequate reflection 4 points	Exceptional reflection 5 points
1st rough draft and peer edit	Not included 0 points		Missing either the rough draft or peer edit 3 points		Both are present 5 points
2nd rough draft	0 points				5 points
3 required sources	No sources 0 points		1 source 3 points	2 sources 4 points	All sources used 5 points
Skillful use of the Bible	Unacceptable 0 points	Minimal 7 points	Adequate 8 points	Proficient 9 points	Exceptional 10 points
Introduction <ul style="list-style-type: none"> Leads the reader into the argument Contains the thesis 	Unacceptable 0 points	Minimal 8 points	Adequate 9 points	Proficient 11 points	Exceptional 12 points
Body Paragraphs <ul style="list-style-type: none"> Logical organization Appropriate use of sources 	Unacceptable 0 points	Minimal 10 points	Adequate 12 points	Proficient 13 points	Exceptional 15 points
Conclusion <ul style="list-style-type: none"> Restates the thesis Effective 	Unacceptable 0 points	Minimal 8 points	Adequate 9 points	Proficient 11 points	Exceptional 12 points
Style Paragraphs exhibit coherence, unity, and a clear purpose; sentences are varied, with good use of parallelism and transitions between sentences and paragraphs; word choice is appropriate, concise, and specific.	Unacceptable 0 points	Minimal 7 points	Adequate 8 points	Proficient 9 points	Exceptional 10 points
Grammar/Punctuation/Mechanics	Unacceptable 0 points	Minimal 5 points	Adequate 6 points	Proficient 7 points	Exceptional 8 points
Format <ul style="list-style-type: none"> Layout In-text documentation 	Unacceptable 0 points		Adequate 1 point	Proficient 2 points	Exceptional 3 points

Score _____

Analysis paper

Purpose: To polish your argument skills by studying the parts of something in order to understand its purpose and significance.

Length: Your Analysis paper should be roughly 5 typed pages. It should not exceed 7 typed pages, nor be less than 4 pages long.

Your task: Study this passage: Galatians 5:21-6:10. Analyze your MAP work in light of the passage. You will have to explain what your MAP job is, and then detail how your service is helping you to mature according to the passage.

You may use other scriptures in your analysis, as well as any other source material you choose. Your sources may include interviews.

Cite additional sources, including interviews, on a Works Cited page.

See *What It Takes: Writing in College*, Chapter 4, "Analysis."

Name _____

Analysis Paper Scoring Rubric

	F	D	C	B	A
Content: Thesis, application, summary	The paper does not develop a thesis with relevant, specific, and sufficient evidence. 15 points	The paper barely develops a thesis with relevant, specific, and sufficient evidence. 20 points	The paper partly develops a thesis with relevant, specific, and sufficient evidence. 24 points	The paper mostly develops a thesis with relevant, specific, and sufficient evidence. 27 points	The paper clearly develops a thesis with relevant, specific, and sufficient evidence. 30 points
Analysis	The paper did not analyze the source. 28 points	The paper barely makes an attempt at analysis. 30 points	The paper used an analytical tool, but it was not logical or complete. 32 points	The paper used an analytical tool, but it was not skillfully applied. 35 points	The paper clearly identified an analytical tool and applied it logically and completely. 40 points
Structure	The paper does not follow a sequence with smooth transitions. 6 points	The paper barely follows a logical sequence with smooth transitions. 7 points	The paper partly follows a logical sequence with smooth transitions. 8 points	The paper mostly follows a logical sequence with smooth transitions. 9 points	The paper clearly follows a logical sequence with smooth transitions. 10 points
Style	The paper does not contain complete and unified paragraphs, varied and consistent sentences, and precise and appropriate diction. 6 points	The paper barely contains complete and unified paragraphs, varied and consistent sentences, and precise and appropriate diction. 7 points	The paper partly contains complete and unified paragraphs, varied and consistent sentences, and precise and appropriate diction. 8 points	The paper mostly contains complete and unified paragraphs, varied and consistent sentences, and precise and appropriate diction. 9 points	The paper clearly contains complete and unified paragraphs, varied and consistent sentences, and precise and appropriate diction. 10 points
Grammar	The paper does not demonstrate proper usage of grammar, punctuation, mechanics, and spelling. 0 points	The paper barely demonstrates proper usage of grammar, punctuation, mechanics, and spelling. 2 points	The paper partly demonstrates proper usage of grammar, punctuation, mechanics, and spelling. 3 points	The paper mostly demonstrates proper usage of grammar, punctuation, mechanics, and spelling. 4 points	The paper clearly demonstrates proper usage of grammar, punctuation, mechanics, and spelling. 5 points
Format	The paper does not demonstrate proper usage of MLA format and documentation. 0 points	The paper barely demonstrates proper usage of MLA format and documentation. 2 points	The paper partly demonstrates proper usage of MLA format and documentation. 3 points	The paper mostly demonstrates proper usage of MLA format and documentation. 4 points	The paper clearly demonstrates proper usage of MLA format and documentation. 5 points

Total _____/100

Portfolio

The compilation portfolio is worth 10% of your final grade. It is a collection of all assignments throughout the semester. The following section is the criteria for assessing each portfolio assignment as it is graded throughout the semester.

Each section of the portfolio must show your entire writing process: all prewriting, drafts, and the final copies. Save everything!

NOTE: Failure to turn in the portfolio will result in failure of the class, no matter what grades on individual projects have been!

OPENING—Letter to the Reviewer

Write an opening letter introducing the portfolio and acknowledging any others who have helped you with the writing and publishing of the portfolio. Explain to the reviewer specific changes you have made in your writing behaviors and habits this semester. This section will be done at the conclusion of the semester.

Length: 300 words (one page)

Assessment: Writing Assessment Guide rubric (WAG)

Format: business letter (typed and single-spaced) instead of MLA requirements.

SECTION 1—Narrative Writing: Personal Testimony Essay

SECTION 2—Critique

SECTION 3—Persuasive Synthesis: Biblical Argument

SECTION 4—Analysis

SECTION 5—Miscellaneous Writings: Summary, Paraphrase, Quizzes

Name _____

Portfolio Grading Rubric

Student Score	Points Possible (20)	Description
	1.4 points 2.4 points 3.4 points 4.4 points 5.4 points	1. One-inch notebook. 2. 5 dividers 3. All sections included in the correct order. 4. Exceptionally Creative Cover 5. Neat and orderly.
	1.3 points 2.3 points 3.3 points 4.3 points 5.3 points	1. One-inch notebook but the wrong kind. 2. Missing one divider. 3. All sections included, but one or two sections in the wrong order. 4. Good cover. 5. Some sections not neat and orderly.
	1.2 points 2.2 points 3.2 points 4.2 points 5.2 points	1. Not a one-inch notebook or the wrong kind 2. Missing two dividers 3. All sections included but three in the wrong order. 4. Average cover. 5. Several sections not neat and orderly.
	1.1 point 2.1 point 3.1 point 4.1 point 5.1 point	1. Not in the appropriate notebook. 2. Three of the dividers missing. 3. All sections included, but four or more sections in the wrong order. 4. Poor cover 5. Overall appearance is sloppy or unprofessional.
	1.0 points 2.0 points 3.0 points 4.0 points 5.0 points	1. No notebook 2. No dividers. 3. Sections in no apparent order and some sections missing. 4. No decorative cover. 5. Unacceptable appearance.
	Class Failure	Not submitted. Student will fail the class, not just this assignment.

Total Points _____

Comments:

WRITING ASSESSMENT GUIDE (WAG)

Student's Writing Skills						Trait Description	
** Ex →Pro→Ad→Mi→Un							
CONTENT – 30%						Focus	
					Purpose	Utilizes the appropriate purposes—reflection, analyzes, information, or persuasive—to communicate the topic.	
					Audience	Addresses the target readers—their knowledge, interest, and motivation towards the thesis.	
					Voice/Persona	Contains an effective point of view and your personal tone and perspective	
						IDEAS	
					Thesis	Includes an engaging and meaningful topic, displayed in a specific, manageable, and engaging declarative sentence that meets the objectives of the assignment.	
					Evidence	Shows accurate, reliable, and effective sources--experiential and/or documented--to support the thesis, using a variety of summaries, paraphrases, and quotations.	
						Structure	
					Outline	Exhibits a logical progression of thought, clear transitions between ideas, and appropriate structure to complement and support the thesis and evidence.	
					Patterns	Organizes the ideas around appropriate paragraph patterns—narration, description, comparison/contrast, definition, examples, cause/effect, and classification/division to enhance the thesis.	

						Paragraphs	
STYLE – 30%					Coherent	Exhibits understandable and clear readability.	
					Unified	Demonstrates one main idea with an explicit or implicit topic sentence.	
					Complete	Includes sufficient information yet varied lengths.	
					Engaging	Introduces the topic with an engaging beginning.	
					Strong	Concludes the topic with a strong ending.	
						Sentences	
					Varied and Diverse	Demonstrates a variety of lengths – short, medium, and long and a variety of structures – cumulative, periodic, compound, complex, and absolute.	
					Parallel	Contains equal or parallel wording, phrases, clauses, or sentences.	
					Transitional	Incorporates significant transitions within and between sentences.	
						Words	
					Appropriate	Shows appropriate levels for the audience without the use of jargon, colloquialisms, slang and clichés.	
					Concise	Incorporates as few words as possible	
					Specific	Demonstrates precise and exact wording including active verbs and descriptive nouns.	
				Inclusive	Incorporates sensitive language when referring to gender, race, religion, occupation, economic status, and age.		

	Student's Writing Skills <i>Ex →Pro→Ad→Mi→Un</i>					Trait	Description
GRAMMAR/PUNCTUATION/MECHANICS – 25%						Fragments	Incomplete sentences.
						Run-On	Two or more complete sentences without proper punctuation.
						Comma Splice	Two or more complete sentences separated by a comma.
						Person Change	Interchanging first, second, and third person.
						Subject-Verb Agreement	Subject and verb do not agree in number—singular or plural.
						Pronoun Disagreement	Pronoun does not agree in number—singular or plural—with antecedent.
						Past Tense/Past Participle Mix	Past tense of a verb is substituted with the participle of a verb.
						Verb Tense Shift	Multiple verb tenses within the same context.
						Adjective/Adverb Shift	Use an adjective as an adverb or an adverb as an adjective.
						Dangling Modifier	A modifier has nothing to modify.
						Passive Voice	The subject receives the action of the verb.
						Correct Punctuation	Exhibits the acceptable usage of all punctuation marks.
						Writing Conventions & Spelling	Shows an accurate usage of capitalization, italics, abbreviations, acronyms, and numbers. Uses proper spelling.

						Layout	
FORMAT – 15%						Margins	One-inch margins
						Spacing	All double spacing
						Font	12-point – Times New Roman
						Indent Paragraph	One-half inch
						Page #	In Header: Last name / Page number /align right
						Title	Title of the essay
						Paper	8.5 x 11
						Heading	Student's name/ Professor's name/Class name/Date/align left
						IN-TEXT DOCUMENTATION	
						Paraphrase	Longer summary of the author's ideas in your own words.
						Quotation	Use a lead-in of the author's last name and correct punctuation
						Block Quote	Indent one-inch with no quotation marks over four lines long.

In order to receive Adequate, your paper must...

1. Meet the requirements of the Writing Assessment Guide rubric.
2. Meet the requirements of the assignment according to the syllabus.
3. Meet the length requirement of the assignment according to the syllabus.
4. Address the assigned topic or purpose of the assignment.
5. Be turned by the assigned due date.

**** Ex: Exceptional / Pro: Proficient / Ad: Adequate / Mi: Minimal / Un: Unacceptable**

Additional Scoring Information

- Any form of plagiarism will not be tolerated. Intentional plagiarism will result in an F for the class. All other forms of plagiarism will result in an F for the assignment.
- Any essay requiring a minimum number of words will be reduced 5% for every 100 words short of the requirement.
- Your papers will be looked at from four major categories—content, style, grammar, and format.
- Each of those categories is broken down into subcategories, each with specific traits.
- Each trait will be looked at and then the entire category will be assessed according to these guidelines:
- The grading begins with the assumption that the student writer is going to do adequate work.
- Rubric Grading Scale by Sections
 - Content & Style: 30% each (total 60%)
 - Exceptional – 30 – 28%
 - Proficient – 27 – 25%
 - Adequate – 24 – 22%
 - Minimal – 21 – 19%
 - Unacceptable – 18 – 0%
 - Grammar / Punctuation / Mechanics: 25%
 - Exceptional – 25 – 24%
 - Proficient – 23 - 21%
 - Adequate – 20 - 18%
 - Minimal – 17 - 15%
 - Unacceptable – 14 – 0%
 - Format: 15%
 - Exceptional – 15 - 14%
 - Proficient – 13 - 12%
 - Adequate – 11 - 10%
 - Minimal – 9 - 7%
 - Unacceptable – 6 – 0%

A: Exceptional	B: Proficient	C: Adequate	D: Minimal	F: Unacceptable
The strengths far exceed a few insignificant weaknesses.	The strengths outweigh a number of weaknesses	“Nothing wrong, but nothing right.” The strengths and weaknesses are about the same.	The weaknesses outweigh a number of strengths.	The weaknesses far exceed a few insignificant strengths.