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| **ENGL 150 Assignment #2: Essay/Letter and Map** | **Excellent** (Writer responds thoughtfully and creatively, requiring little or no revision) | **Good** (Writer responds fully, requiring some revision) | **Fair** (Writer responds mostly competently, requiring focused, substantive revision) | **Needs Work** (Writer responds incompletely, requiring extensive revision) |
| **Context** | Clear and engaging articulation of context and purpose; the reader is well oriented from the outset: | Adequate articulation of context; the introduction is mostly engaging and the reader is mostly well oriented from the outset: | Essay’s/Letter’s introduction is not engaging, and orientation for the audience is inadequate: | Essay/Letter does not meet audience needs by not providing engagement and orientation at the outset: |
| **Introduction** | Introduction engages the audience, making the reader want to read more. Opening paragraphs orient the reader to the topic and the purpose of the essay/letter. Avoids introductory clichés not related to context. Approach to topic shows evidence of original thinking and attention to interesting details. | Introduction uses adequate details to develop reader interest. Opening paragraphs mostly orient the reader to the topic and the purpose of the essay/letter. Some introductory clichés may appear. Approach to topic is conventional. | Introduction may use some stock or cliché phrasing rather than interesting details, giving the reader little reason to continue reading. Opening paragraphs are vague and provide little orientation to the topic and purpose of the essay/letter. Strategy for approaching the topic is more writer-oriented and not readily apparent to the reader. | The introduction is not relevant to the essay’s/letter’s topic and purpose. Topic-relevant information is missing from the introduction to orient the audience. |
| **Purpose** | Approach to topic shows evidence of original thinking. Purpose of essay/letter goes beyond a description of campus place to engage reader in a complex and nuanced description of campus, its meaning, and the relationship to ISU history. Purpose for writing is clear and provides an answer to the reader’s “So what?” question. | Writer goes beyond a description of campus place to engage reader in a complex description of campus, but meaning and the relationship to ISU history or mission may be incomplete. Purpose for writing is stated but lacks strategy for developing interest, leaving reader searching for reason to read on. | Author adequately describes campus place but only mentions its meaning and its relationship to ISU history or mission. By end of first two paragraphs, reader may be somewhat unclear about writer’s purpose and therefore is less motivated to continue reading. The “So what?” question is answered in a minimal or incomplete way.  | Main points are not discussed in the first page. Essay/letter omits or is incomplete in its description of campus place and does not address its meaning or relationship to ISU history or mission. Reader cannot discern purpose of the essay/letter. The “So what?” question is not answered for reader. |
| **Substance** | Content is well selected and developed; focus is clear and audience’s needs are accounted for: | Content is mostly well selected and developed to meet most of the audience’s needs in terms of focus and interest: | Some content is superfluous or not clearly connected to focus. Audience’s needs are not consistently accounted for: | Focus of essay/letter is unclear. Content is not specific enough to engage reader: |
| **Details** | Paragraphs fully reflect the purpose of the essay/letter. Each paragraph focuses on and develops a single topic or idea in an interesting and vivid way. The writer’s paragraphs are supported by detailed, factual, and descriptive sentences that go beyond a mere description of campus place. | The paragraphs focus on individual topics, but some paragraphs lack identifiable topics or lack interesting details. Writer presents description of campus place that may lack some depth. | Several paragraphs lack identifiable topics, and details may not all fit well in the paragraph in which they appear. Description of campus place is complete but may be missing some detail and does not provide vivid picture of campus. | Main ideas and their supporting details are not differentiated with conventional paragraphing. Description of campus place is overly general and significantly lacking. |
| **Relevance** | Writer skillfully paints a picture of his/her campus place. Writer explains personal meaning of campus place and develops this in relevant way for audience and analyzes and articulates place’s relationship to ISU history or mission. Writer’s interest in the topic is conveyed (the reason this topic was chosen over another is obvious). | Writer provides adequate description and discussion of personal meaning of campus place and clarification of place’s relationship to ISU history or mission. The writer’s interest in the topic is present, but the reason for this topic choice is not strongly apparent. | Writer offers a minimal and/or general explanation of personal meaning of campus place. Writer relies almost entirely on either description or personal experience to discuss campus place with little articulation of place’s relationship to ISU history or mission. Writer’s interest in topic seems forced. | Writer does not include personal meaning of campus place and does not articulate place’s relationship to ISU history or mission. Writer does not mention site visit. Writer lacks interest in the topic; why this campus place as topic is not apparent. |
| **Organization** | Organization is appropriate to topic and emphasis, with some originality; shows attention to audience needs: | Organization is conventional, showing some attention to audience needs: | Organization of essay/letter is more writer-oriented, creating diffuse emphasis and difficulty as reader tries to follow argument: | Organizational strategies are not useful for topic or audience: |
| **Body and Conclusion** | Essay/Letter is organized logically and perhaps innovatively around a specific and insightful point about campus place; writer includes both a description of campus place and its personal and institutional meaning. The paper is arranged for effective emphasis and audience engagement; transitions function well to tie one idea to the next. Conclusion sums up main points and leaves the reader with something to think about. | Most of essay/letter relates to central point about campus place. The paper shows some deliberate arrangement for emphasis and audience needs; most ideas are tied to the next one. Transitions used often to move from one paragraph to the next. Conclusion sums up main points. | Arrangement of information about campus place is more writer-based than reader-based and is sometimes difficult to follow. Main point of essay/letter is not entirely clear because of loose organization. Some transitions are weak, and the conclusion may be general or clichéd. | Arrangement of information shows little accounting for audience’s needs. Main point of essay/letter is not clear; transitions between paragraphs are not clear or are missing entirely. Conclusion seems like an afterthought rather than a functional section of the letter. |
| **Individual** **Paragraphs** | Each paragraph contributes to describing and analyzing campus place, with clear topics and deliberately arranged supporting details. All paragraphs support implied thesis and are structured around controlling ideas. | Most paragraphs adequately describe and analyze campus place. Most paragraphs support implied thesis and are mostly structured around controlling ideas. | Some paragraphs show attempt to describe campus place, but organization of information within paragraphs is more writer-oriented than reader-oriented, and may occasionally seem random to the audience. Some paragraphs show little connection to main point and are only loosely structured around a controlling idea. | Paragraphing is not used effectively to separate and develop related ideas. Relationships among ideas are not made clear to the audience. |
| **Style** | Style is particularly well suited for topic and audience: | Style is conventional: | Style interferes with clarity in some places: | Style significantly detracts from clarity: |
| **Sentence Level** | Writing is clear, fluid, and mature. Precise, vivid, and appropriate word choice. Sentences varied. Subordination and coordination used effectively.  | Writing is understandable and competent with mostly precise and vivid word choice. Most sentence structures are varied, and subordination and coordination mostly used well. | Writing is vague and disjointed. Some sentences are structurally varied with some vivid word choice. | Writing is confusing with conventional word choice. Sentences are structured similarly and/or are simple sentences. |
| **Correctness** **Conventions** | Assignment is free from sentence-level and word-level errors. | Assignment has a few sentence-level and/or word-level errors. | Assignment has several sentence-level and/or word-level errors. | Sentence-level and/or word-level errors impede reader’s understanding. |
| **Delivery** | Innovative accommodation of media and conventions; audience expectations and processing are carefully accounted for: | Adequate accommodation of media and conventions; audience expectations and processing are mostly accounted for: | Some problems with audience first impressions; inadequate proofreading interferes in places with audience processing: | Delivery choices distract from paper and interfere with audience expectations and processing: |
| **Document** **Formatting** | Essay/Letter formatted correctly as an essay or a letter (e.g, if a letter, it includes a date and appropriate opening and closing salutations; if an essay, MLA formatting is used); the visual appearance of the document is attractive and promotes audience accessibility | Essay/Letter is formatted as an essay or letter but may be missing one feature of those genres. | Essay/Letter may not be formatted as the appropriate genre; it is missing more than one of the appropriate features.  | Genre formatting is confusing and mislead audience. |
| **Proper** **Style Conventions (map)** | Map of campus, or relevant portion of campus, draws viewer in, uses labels to orient viewer, and looks like time and thought were put into it. | Map of campus, or relevant portion of campus, has labels to orient reader but lacks overall focus that draws viewer in; may appear rushed. | Map of campus, or relevant portion of campus, may not show much effort, and may be missing some labels to orient viewer. | Map of campus, or relevant portion of campus, shows minimal effort and most labels are missing; not audience-oriented. |