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| **Assignment #3: Rhetorical Analysis of Text** | **Excellent**  (Writer responds thoughtfully and creatively) | **Good**  (Writer responds fully) | **Fair**  (Writer responds mostly competently) | **Needs Work**  (Writer responds incompletely) |
| **Context** | Clear and engaging articulation of context and purpose in the introduction | Adequate articulation of context and purpose in the introduction | Somewhat inadequate articulation of context and purpose in the introduction | Inadequate articulation of context and purpose in the introduction |
|  | - Writer introduces author, date, title, and audience in engaging/innovative way  - Thesis is clear, sophisticated, and/or original  - Introduction skillfully forecasts main points of essay | - Writer introduces author, date, title, and audience  - Thesis is clear  - Introduction clearly forecasts main points of essay | - Writer does not introduce one or two of the following: author, date, title, and/or audience  - Thesis is unclear/confusing, but the argument is apparent  - Introduction does not clearly forecast main points of essay | - Writer does not introduce author, date, title, and/or audience  - Thesis is unclear/confusing, and the argument is unclear  - Introduction does not forecast main points of essay |
| **Substance** | Content is well selected and developed; focus is clear and audience’s needs are accounted for: | Content is mostly well selected and developed; focus is mostly clear and audience’s needs are mostly accounted for: | Content is somewhat poorly selected and developed; focus is somewhat unclear and audience needs are not well accounted for: | Content is poorly selected and developed;  focus is unclear and audience needs are not accounted for: |
|  | - Essay analyzes text using two or three strategies that go beyond ethos, pathos, and logos  - Uses well-selected quotations and paraphrases  - Summary, if necessary, is minimal and clearly separated from analysis  - Writer offers insightful analysis of persuasive strategies used in text  - Writer anticipates audience needs and expectations | - Essay analyzes text using two or three strategies  - Uses somewhat well-selected quotations and paraphrases  - Summary is somewhat minimal and somewhat clearly separated from analysis  - Writer offers analysis of text of persuasive strategies used in text  - Writer mostly anticipates audience needs and expectations | - Essay analyzes text using too many strategies  - Uses some quotations and paraphrases, but also includes vague or general references to the text  - Summary is either largely unnecessary or unnecessarily long  - Writer offers analysis of some irrelevant persuasive strategies in the text  - Writer does not consistently anticipate audience needs and expectations | - Essay analyzes text using too many strategies  - Uses few or no quotations and paraphrases, and many vague or general references to the text  - Writer focuses on summarizing the text rather than analyzing OR writer offers analysis of irrelevant persuasive strategies  - Writer does not anticipate audience needs and expectations |
| **Organization** | Organization is audience-oriented, appropriate to topic and emphasis, and is somewhat original; shows attention to audience needs: | Organization is mostly audience-oriented, appropriate to topic and emphasis, and conventional; shows some attention to audience needs: | Organization of paper is more writer-oriented, creating difficulty for the audience: | Organization is writer-oriented, which impedes the audience’s movement through the paper: |
|  | - Writer uses innovative and sophisticated topic sentences and transitions  - Paragraphs focus on one idea each  - Writer creates engaging and clear conclusion that wraps up main points  - Audience has no trouble following the writer’s argument | - Writer uses clear topic sentences and transitions  - Paragraphs mostly focus on one idea each  - Writer creates clear conclusion that wraps up main points  - Audience has very little trouble following the writer’s argument | - Writer uses somewhat weak topic sentences and transitions  - Paragraphs sometimes focus on one idea each  - Writer creates somewhat clear conclusion  - Audience has some little trouble following the writer’s argument | - Writer omits topic sentences and transitions  - Paragraphs focus on multiple ideas each  - Writer creates indistinct conclusion  - Audience has considerable trouble following the writer’s argument |
| **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: |
|  | - Writing is clear, fluid, and mature.  - Precise, vivid and appropriate word choice.  - Sentences varied; subordination and coordination used effectively.  - Assignment is free from sentence-level and word-level errors, and passive voice. | - Writing is understandable and competent - Mostly precise and vivid word choice.  - Most sentence structures are varied, and subordination and coordination mostly used well.  - Assignment has a few sentence- and/or word-level errors, and passive voice. | - Writing is vague and disjointed.  - Some sentences are structurally varied with some vivid word choice.  - Assignment has several sentence-level and/or word-level errors, and passive voice. | - Writing is confusing with conventional word choice.  - Sentences are structured similarly and/or are simple sentences.  - Sentence-level and/or word-level errors impede reader’s understanding, and contains many instances of passive voice. |
| **Delivery &**  **Formatting** | Innovative accommodation of conventions; audience expectations are carefully accounted for: | Adequate accommodation of 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: |
|  | - Paper is formatted correctly following MLA style.  - Any visual is placed correctly into text and has appropriate captioning and in-text reference  - In-text and end-of-text citations follow correct MLA style. | - Paper is mostly formatted correctly following MLA style.  - Any visual is placed mostly correctly into text has captioning or an in-text reference.  - In-text and end-of-text citations mostly follow correct MLA style. | - Paper is formatted somewhat incorrectly following MLA style.  - Any visual is placed somewhat incorrectly and lacks captioning or an in-text reference  - In-text and end-of-text citations only somewhat follow correct MLA style. | - Paper is formatted incorrectly following MLA style.  - Any visual is placed incorrectly and lacks captioning and an in-text reference  - In-text and end-of-text citations may be entirely missing. |