

SACS ASSESSMENT RUBRIC AND ASSIGNMENT GUIDELINES

Exemplary	Satisfactory	Developing	Deficient
<p>Demonstrates a thorough understanding of and engagement with the sources referenced, including varied author attributions, identification of major claims, and detailed examples from those sources.</p> <p>Demonstrates thorough response to rhetorical situation with sophisticated development of content, detailed attention to audience and context, effective presentation and formatting, and deliberate stylistic choices throughout the work.</p> <p>Uses language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.</p>	<p>Demonstrates adequate understanding of and engagement with the sources referenced, including author attributions, identification of major claims, and appropriate examples from those sources.</p> <p>Demonstrates adequate response to rhetorical situation with logical development of content, attention to audience, context, presentation and formatting, and some intentional stylistic choices throughout the work.</p> <p>Uses language that intentionally conveys meaning to readers with few errors.</p>	<p>Demonstrates basic understanding of the sources referenced with minimal engagement through author attributions, identification of most major claims, and general examples from those sources.</p> <p>Demonstrates basic response to rhetorical situation evident through consistent development of content, awareness of audience, context, presentation and formatting, and occasional stylistic choices throughout most of the work.</p> <p>Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.</p>	<p>Demonstrates minimal understanding of the sources referenced through summary but with no analytic engagement (through author attributions, identification of major claims, with few or no examples from those sources.)</p> <p>Demonstrates minimal attention to rhetorical situation, with little reference to audience, context, or purpose, and uses content to develop simple ideas in some parts of the work. Some attention to presentation, formatting, and style may appear.</p> <p>Uses language that often impedes meaning because of errors in usage.</p>

GENERAL EDUCATION OUTCOMES FOR ENGL 1101/1102:

Reading comprehension: Students will demonstrate an ability to comprehend, analyze, & interpret texts in various modes, genres, media, and/or contexts. **Written communication:** Students will write & communicate at a college level in various modes, media, and/or rhetorical contexts.

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General guidelines for embedded ENGL 1102 assessment assignment

- Requires composing from at least two sources that allow students to analyze and interpret the sources' major claims.
- Requires students to respond to a specific rhetorical situation.
- Requires citation of sources.
- Requires equivalent of 500-1000 words of text + additional works cited page/entries. The minimum length for the submission is 500 words (excluding works cited entries); multimodal projects should be submitted as pdf.
- Requires students to complete a writing process that includes brainstorming, drafting, and revision, representing the student's best attempt at the assignment.

Please note that these are general requirements for instructors of ENGL 1102 courses to guide selection of an appropriate embedded assignment from their own course design. While the assignment should fall within these parameters, the specific guidelines will be designed and introduced by individual instructors to align with their individual courses.