English 1B
Student Learning Outcome

Student Learning Outcome (SLO) Statement: Upon successful completion of English 1B, students will be able to:

1) Write an out-of-class, thesis-driven essay that effectively analyzes the literary elements of a primary text (such as plot, theme, setting, point of view, character, style, symbol, poetic devices, etc.).
2) Demonstrate the ability to effectively incorporate quotes from a primary text.
3) Demonstrate the ability to effectively utilize scholarly sources as secondary support.

Holistic Scoring Rubric

Grading Criteria	A Superior	B Very Good	C Adequate	D Weak	F Poor
Purpose	The thesis is clear, compelling, original, and sets up an interesting interpretation of the text.	The thesis is clear and presents a solid interpretation of the text.	The thesis is clear and presents a basic interpretation of the text.	The thesis is unfocused, too broad, or just summary. It presents poor or little understanding of the text.	No clear thesis is given and/or no interpretation is given.
Development & Support	The paper's thesis is developed through sophisticated analysis of literary elements. From beginning to end, the paper thoughtfully and consistently utilizes relevant supporting quotations and examples from the text and from secondary sources to support the thesis in an insightful manner.	The paper's thesis is developed through thoughtful analysis of sufficient literary elements. The paper utilizes appropriate supporting quotations and examples from the text and from secondary sources to support the thesis in a thorough but not necessarily insightful manner.	The paper's thesis is developed through a rudimentary analysis of literary elements. The paper utilizes general supporting quotations and examples from the text and from secondary sources to support the thesis but these are sometimes awkwardly used.	The paper's thesis is poorly developed. The paper provides little support through analysis of literary elements and/or the quotations are incorrectly used and/or interpreted. Examples from the text and from secondary sources are too simplistic or irrelevant.	The paper has no thesis. There is no analysis of literary elements.

Organization	The paragraphs show insightful planning and organization at the paragraph and entire document levels. The thinking is logical, focused, and unified.	The paper shows solid planning and organization. The thinking is unified.	The paper reflects basic planning and organization. The thinking is occasionally unfocused.	The paper contains numerous undeveloped and disconnected paragraphs. The thinking is often unfocused.	The paper has no visible method of development or order.
Language	Sentence structure and word choice are varied and complex throughout the entire essay. The essay has virtually no grammatical, spelling, or punctuation errors of any kind. Nothing interferes with readability.	Sentence structure and word choice are generally sound. The essay has a couple of minor grammatical, spelling, or punctuation errors but nothing is particularly bothersome.	Sentence structure and word choice are safe and straightforward. The essay has some minor errors in grammar, spelling, and punctuation that slow the reader down on occasion.	Words are frequently misused. Sentences are poorly constructed and unclear. The essay has many major and minor grammar, spelling, and punctuation errors. The meaning is sometimes unclear or takes the reader some effort to figure out.	Words are not used properly. The majority of sentences are not comprehensible. The essay has so many basic grammar, spelling, and punctuation errors that it cannot be readily understood.

Documentation	MLA in-text citation and works cited page(s) are virtually error free.	MLA in-text citation and works cited page(s) contain only a few errors.	MLA in-text citation and works cited page(s) contain errors that lead to some confusion.	MLA in-text citation and works cited page(s) contain numerous sloppy and substantive errors.	MLA in-text citation and works cited page(s) are missing and/or seriously incorrect.