Hello again 1C instructors,

For your convenience, I am attaching and pasting below the 1C SLO and rubric. If you have not yet RSVP’d for one of the workshop dates, please do so soon. Also, feel free to send me your SLO-aligned assignment prompt at any time😊

**English 1C**

**Student Learning Outcome**

Students will compose an argumentative essay that shows an ability to support a claim using analysis, elements of argumentation, and integration of primary and secondary sources. This essay will be well organized, follow proper MLA format, and be technically correct in paragraph composition, sentence structure, grammar, spelling, and usage.

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>A Superior Thought-provoking and insightful</th>
<th>B Very Good</th>
<th>C Adequate</th>
<th>D Weak</th>
<th>F Poor</th>
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<tbody>
<tr>
<td><strong>Argumentative Claim</strong></td>
<td>The claim is clearly communicated and worth developing. It may acknowledge contradictions, qualifications, or limits.</td>
<td>The claim is stated but may have minor lapses in development. It is less ambitious than the A paper.</td>
<td>The claim is adequately made but it is not complex.</td>
<td>The claim is not clearly or appropriately made.</td>
<td>The claim is absent.</td>
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<tr>
<td><strong>Development Using Critical and Logical Reasoning</strong></td>
<td>The essay demonstrates an ability to use logic and identity fallacies. It guides the reader through a chain of reasoning or progression of ideas that support the thesis.</td>
<td>While the essay is fairly logical, some points may be shaky even though the general argument supports the thesis.</td>
<td>The essay presents ideas in a random structure lacking clear logic. The thesis is not consistently supported.</td>
<td>The essay lacks coherence and is poorly organized. The thesis is weakly supported.</td>
<td>The essay lacks a clear sense of organization. The thesis is unsupported.</td>
</tr>
<tr>
<td><strong>Support Using Primary and</strong></td>
<td>The essay uses a variety of</td>
<td>The essay uses multiple,</td>
<td>The essay uses only a few sources. Some</td>
<td>The essay has an inadequate number</td>
<td>The essay uses no sources or</td>
</tr>
</tbody>
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**Subject:** RE: English 1C RSVP: WORKSHOPS OCT 4 OR OCT 9
**Date:** Friday, September 06, 2013 3:24:31 PM
**Attachments:** ENGL 1C SLO Rubric.doc
### Secondary Sources
| sophisticated and relevant sources along with correct MLA documentation. | appropriate sources, but they lack sophistication. Documentation is correct. | sources may be incorrectly documented. | ones that are totally inappropriate. Documentation is missing. |

### Organization and Composition – Paragraph Level
| The essay has a logical organizational structure and uses appropriate and varied rhetorical/expository modes. A sophisticated sense of audience is present. Topic sentences are clear and compelling. The transitions are sophisticated. | The essay is organized and uses proper rhetorical/expository modes. A general sense of audience is present. Topic sentences and transitions are present, but they are often general. | The essay is organized but contains some errors using rhetorical/expository modes. Reasoning is not always consistent. Audience awareness is minimal. A few topic sentences may be vague. The transitions are not always clear. | The essay is randomly organized, poorly reasoned, and minuses rhetorical/expository modes. Audience awareness is weak. The majority of the sentences are unclear. Transitions are missing. |

### Mechanics/Usage/Grammar/Spelling (MUGS)
| Very minimal, random MUGS errors but nothing that slows the reader down. | A few MUGS errors that rarely slow the reader down. | Pattern of MUGS errors sometimes slows the reader down. | MUGS errors consistently lead to reader confusion. | Excessive MUGS errors prevent reader understanding. |

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Hello, fall ’13 English 1C instructors,

Attached to this email and pasted below is the criteria list for the SLO-aligned assessment instrument that you will use for this semester’s 1C SLO assessment. You were emailed on July 8 this criteria list, and since then some modifications to items 4 & 5 have been made. If you can incorporate the modifications, please do. If you cannot, please note that when you submit your SLO-aligned assignment prompt (which will reflect the criteria list).

**To do now:**

- **RSVP to one of the following dates for the Consistency Project/SLO assessment workshop:**
  - Friday, October 4, 11:00-1:00 a.m. (location TBA)
  - Wednesday, October 9, 3:00 p.m. to 5:00 p.m. (location TBA)
As soon as possible (preferably before October 4) submit to me (Elise) your assignment prompt (either emailed or hard copy).

To do later:
- Collect two copies of SLO-aligned essays.
- Fill out data collection handout (to be provided later) when grading essays.
- Keep one copy of student essay with grade noted on it for our records.

There will be a final meeting after the semester end to discuss the results of the assessment.

Let me know if you have any questions.

Thank you!!

Elise

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**English 1C Consistency Project—SLO Assignment (note modifications in items #4 & #5)**

1. Students will express critical viewpoints and develop original thesis-driven arguments in response to social, political, and philosophical issues and/or to works of literature and literary theory. This argumentative essay will be well organized, demonstrate an ability to support a claim using analysis and elements of argumentation, and integrate primary and secondary sources.

2. The paper should use at least three sources and not over-rely on one secondary source for most of the information. Rather, it should use multiple sources and synthesize the information found in them.

3. This paper will be approximately 4-5 pages in length, not including the Works Cited page, which is also required. The Works Cited page does NOT count toward length requirement.

4. Within your argument, address issues of bias, credibility, and relevance in primary and secondary sources.

5. Demonstrate understanding of analytical methods and structural concepts such as inductive and deductive reasoning, cause and effect, logos, ethos, and pathos, and the recognition of formal and informal fallacies in language and thought.

6. You must use MLA format for the document, in-text citations, and Works Cited page.

7. You must integrate quotations and paraphrases using signal phrases and analysis or commentary.

8. You must sustain your argument, use transitions effectively, and use correct grammar, spelling, and punctuation.