

English 1A: Reading and Composition Student Learning Outcome

Upon completion of this course, students will:

1. Complete a research-based essay that has been written out of class and undergone revision. It should demonstrate the student's ability to thoughtfully support a single thesis using analysis and synthesis.
2. Integrate multiple sources, including a book-length work and a variety of academic databases, peer-reviewed journals, and scholarly websites. Citations must be in MLA format and include a Works Cited page.
3. Demonstrate logical paragraph composition and sentence structure. The essay should have correct grammar, spelling, and word use.

Grading Criteria	A Superior Thought-provoking and insightful	B Very Good	C Adequate	D Weak	F Poor
Purpose	The thesis is clear, compelling, and reflects a sophisticated point of view and awareness of the sources, issue, and/or research topic throughout the entire essay.	The thesis has a clear point of view and shows a solid awareness of the issue and/or research topic through the majority of the essay.	The thesis is more a summary of other writers' positions or a statement of fact than a position with a point of view that is developed and supported in response to outside research.	The thesis and point-of-view are weak. The paper does not reflect very much outside research and is frequently unclear, unfounded, and/or inconsistent throughout the paper.	No clear thesis is given. No clear or focused point of view is given. The thesis does not reflect any outside research. It is unfocused and purely the opinion or invention of the writer.
Sources and Documentation	<p>Uses multiple, varied, and sophisticated sources to consistently and thoughtfully support the thesis. Analysis and synthesis of sources are outstanding.</p> <p>Direct and indirect quotations are exceptionally well chosen and analyzed. Quotes are incorporated seamlessly into the text.</p> <p>MLA in-text citation and works cited page(s) are virtually error free.</p>	<p>Source type is varied and clearly used to support the thesis in a thorough but not necessarily insightful manner. Synthesis and analysis of sources are very good.</p> <p>Direct and indirect quotations are solidly analyzed and incorporated into the text with only a few awkward transitions.</p> <p>MLA in-text citation and works cited page(s) contain only a few errors.</p>	<p>Source type is varied and supports the thesis but is sometimes awkwardly used. Analysis and synthesis of ideas attempted but inconsistent.</p> <p>Direct and indirect quotations are present but not always thoughtfully used or edited. Quotes are given, but the ideas are not incorporated into the argument as often as they are summarized.</p> <p>MLA in-text citation and works cited page(s) contain errors that lead to some confusion.</p>	<p>Source type is not varied enough or is too simplistic to be used to support the thesis. Analysis and synthesis of sources are weak and need improvement.</p> <p>Direct and indirect quotations are summaries or are presented as self-evident support. Little thinking on the writer's part is evident.</p> <p>MLA in-text citation and works cited page(s) contain numerous sloppy and substantive errors.</p>	<p>Sources are simplistic and give irrelevant or completely inadequate support to the thesis. Little or no analysis or synthesis of sources is apparent.</p> <p>Direct and indirect quotations are either absent or just lifted and inserted. The writer appears to have not given much thought to the sources by themselves or how they might support his or her argument.</p> <p>MLA in-text citation and works cited page(s) are missing and/or seriously incorrect.</p>

Organization	The paragraphs show careful planning and organization at the paragraph and entire document levels. The thinking is logical, focused, and unified.	The paper shows planning and organization but may be formulaic at times.	The paper reflects adequate planning and organization but is frequently formulaic and repetitive. Sometimes the author drifts away from the point.	The paper contains numerous undeveloped and disconnected paragraphs.	The paper has no visible method of development or order.
Language	Sentence structure and word choice are sophisticated, varied, and complex throughout the essay. The essay has virtually no grammatical, spelling or punctuation errors of any kind. Nothing interferes with readability.	Word choice and sentence structure are generally sound but are unremarkable. Problems are very minor. The essay has a couple of minor grammatical, spelling, or punctuation errors but no errors that are particularly bothersome.	Word choice and sentence structure is safe and straightforward. Problems occasionally occur. 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.
Length 1250 word/ 5 pages min.	The writer's thinking is sustained exceptionally well through the required length of the essay. (no padding)	The writer's thinking is sustained reasonably well for most of the required length. (no padding)	The writer's thinking is adequately sustained for most of the required length. (minor padding)	The writer's thinking is barely sustained and/or writer's original writing is overshadowed by outside sources. (largely padded)	The writer does not submit an essay of appropriate length. The paper is too short to develop a thesis. (lengthy padding)