

ENGL 0301 Written Communication Competency

Operational Definition: Upon completion of ENGL 0301 at Amarillo College, a student should be able to write a clear, logically developed, experienced-based paragraph of approximately 250 words.

Rubric (set of criteria used to evaluate assignment):

Point Value	Detailed description of point assessment	Simple explanation
5	<p>An artifact scoring a <u>5</u> demonstrates a majority of the following:</p> <ul style="list-style-type: none"> • Focus: Includes all elements that build upon the topic sentence • Organization: Has an effectively creative pattern of development • Assignment's Requirements: Enhances the assignment • Style: Has a flair for style with sustained grammatical accuracy 	excellent
4	<p>An artifact scoring a <u>4</u> demonstrates a majority of the following:</p> <ul style="list-style-type: none"> • Focus: Includes all elements that effectively support the topic sentence • Organization: Has a clear and consistent pattern of development • Assignment's Requirements: Responds clearly to the assignment • Style: Has an effective style for the rhetorical situation with few interfering sentence-level errors 	good
3	<p>An artifact scoring a <u>3</u> demonstrates a majority of the following:</p> <ul style="list-style-type: none"> • Focus: Has a clear topic sentence but one or two digressive or unresponsive elements • Organization: Has a few minor problems (missing transitions, short introduction and/or conclusion, etc.) • Assignment's Requirements: Meets the assignment's requirements • Style: Has an inconsistent style and/or sentence-level errors, but meaning is not compromised 	average
2	<p>An artifact scoring a <u>2</u> demonstrates a majority of the following:</p> <ul style="list-style-type: none"> • Focus: Involves an unclear or missing topic and/or insufficient support • Organization: Involves missing transitions, introduction, and/or conclusion • Assignment's Requirements: Ignores several requirements • Style: Has an obstructive style and/or contains sentence-level errors that begin to hoard the reader's attention 	marginal
1	<p>An artifact scoring a <u>1</u> demonstrates a majority of the following:</p> <ul style="list-style-type: none"> • Focus: Involves a missing thesis, no support, and/or plagiarized evidence • Organization: Rambles from one thing to another with no attempt at a consistent development • Assignment's Requirements: Does not meet the majority of requirements • Style: Has an offensive style and/or includes sentence-level errors that are glaring throughout the paper and meaning is lost 	poor

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Standard, Percentage (Benchmark): 60% of all artifacts will score a 3 or higher.

Description of Assignments: Assignments to be assessed for the communication competency would require students to present a grammatically correct paragraph effectively organized with an topic sentence, support sentences, and logical reasoning..

Definitions of Concepts

1. **Focus** - is the extent to which the content of the essay corresponds to the document's topic sentence. In other words, good focus means that the topic sentence drives the whole document. Each section, then, focuses on presenting and arguing the topic sentence with logical reasoning and supportive evidence.
2. **Organization** - relates to the order in which ideas are presented in support of the topic sentence. The supporting sentences are developed in a logical, sequential order with clear transitions, and evidence is organized within each section. An artifact with good development includes supportive reasoning and evidence that *build* on each other as the document unfolds.
3. **Assignment's Requirements** – relate to what the instructor has set forth in the assignment. A communications artifact can be delivered well in all aspects and not respond to the assignment.
4. **Style** - is the way in which words and sentences are put together. It involves word choice, sentence structure, and tone appropriate for the rhetorical situation. Different styles can be effective in different genres; however, any style in academic communication should demonstrate control of sentence-level errors such as grammar problems, misspellings, improper use of punctuation, etc.