

ENGL 0302 Written Communication Competency

Operational Definition: Upon completion of ENGL 0302 at Amarillo College, a student should be able to write a logically organized, multi-paragraphed essay of at least 500 words.

Rubric (set of criteria used to evaluate assignment):

Point Value	Detailed description of point assessment	Simple explanation
5	An artifact scoring a <u>5</u> demonstrates a majority of the following: <ul style="list-style-type: none">• Focus: Includes all elements that build upon the thesis• 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	An artifact scoring a <u>4</u> demonstrates a majority of the following: <ul style="list-style-type: none">• Focus: Includes all elements that effectively support the thesis• 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	An artifact scoring a <u>3</u> demonstrates a majority of the following: <ul style="list-style-type: none">• Focus: Has a clear thesis but one or two digressive or unresponsive elements• Organization: Has a few minor problems (missing transition, 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	An artifact scoring a <u>2</u> demonstrates a majority of the following: <ul style="list-style-type: none">• Focus: Involves a missing thesis 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	An artifact scoring a <u>1</u> demonstrates a majority of the following: <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 argumentative essay effectively organized with an introduction, conclusion, thesis statement, and logical reasoning.

Definitions of Concepts

1. **Focus** - is the extent to which the content of the essay corresponds to the document's thesis statement. In other words, good focus means that the thesis statement drives the whole document. Each section, then, focuses on presenting and arguing the thesis statement with logical reasoning and supportive evidence.
2. **Organization** - relates to the order in which ideas are presented in support of the thesis statement. The introduction, body, and conclusion 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.