

*English*  
*Composition*  
*in the Core*  
*Curriculum*



*Handbook*  
*for faculty*

*2008-2009*

The Composition Program  
Department of English  
University of Southern Indiana

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## INTRODUCTION

This handbook is designed to support instruction in the Rhetoric and Composition Program, which administers English 100, 101, and 201, in the Department of English at the University of Southern Indiana. Included in this handbook are course descriptions; goals, objectives, and approved texts; shared course goals; templates for syllabi; and information on placement options. The handbook also contains special information for full time and adjunct faculty.

Pedagogical resources, including tips for teaching grammar and sample mini-lessons on style, invention, revision, etc., can be found online through the English Department's website at [www.usi.edu/libarts/ENGLISH](http://www.usi.edu/libarts/ENGLISH).

## SPECIAL INFORMATION FOR RHETORIC AND COMPOSITION FACULTY

**The Adjunct Office XS 213 Administrative Services South Annex Building.** The Adjunct Office has desks, telephones, and computers.

**Keys.** Faculty should arrange with the Liberal Arts Secretarial staff for keys to the Liberal Arts offices. These keys can be picked up at the Physical Plant Service Center with picture ID.

**Telephone.** Adjunct faculty will be assigned individual Voice Mail numbers if requested. The number for XS 213 is 461-5382.

**Mail.** Faculty receive mail in Liberal Arts Office 3057. Mailboxes are located on the third floor behind the elevators. The University's address is 8600 University Blvd., Evansville, Indiana, 47712.

**Faculty Identification Card.** Faculty should contact Human Resources at 464-1770 for a faculty identification card, the Eagle Access Card, so that they can have access to library materials. Faculty can arrange to have their picture taken for the ID on the first floor of the UC, next door to the bookstore. The Eagle Access Office can be reached by phone at 812-465-1124.

**Parking.** Faculty may park in any parking lot on campus.

**Email.** USI instructors MUST USE A USI EMAIL ACCOUNT, ending in @usi.edu. To establish an email account, contact the Computer Center at 812-465-1080. All official departmental communications will be sent to this account; faculty are free to forward email from the USI account to a personal email, but no personal email accounts will be used for official departmental correspondence.

**Copying Materials.** Copying machines are located in LA 3002 and 3029 for making 10 or fewer copies of teaching materials. These machines can also make overhead transparencies; transparency material and additional copy paper are located in the nearby cabinets. For more than 10 copies, faculty should complete a “Copy Center Request Form” and place their materials in the bin next to the mailboxes, allowing twenty-four hours for these requests to be fulfilled. During midterm and finals week, a forty-eight hour notice will ensure that your copies are finished on time.

Because of the rising costs related to paper and copying, faculty should use overhead transparencies, Blackboard, and course texts to supplement their teaching whenever possible.

**Bluebooks.** Bluebooks are used for in-class essay exams or in-class writing. Contact the English Department’s Administrative Assistant in LA 3034 and indicate the number of blue books needed at least one week before the scheduled exam. (A semester estimate at the beginning of the semester would be most helpful.)

**Office Supplies.** See Gayle Jessie in LA 3034 for office supplies.

**Computer Access.** Faculty have access to email, internet, and word-processing in their offices. New faculty should complete a Network Request Form to obtain passwords for accessing their email and network functions. (Ask Gayle for details about procedure.)

**Instructional Technology Services.** Audiovisual equipment should be ordered at least twenty-four hours before planned use from Instructional Technology Services at 464-1888. This equipment will be delivered to the classroom. If you are having difficulty with SmartBoards or other in-room technology, you should also contact ITS.

**Payroll.** Payroll disbursements are made once a month. Green timesheets must be filled out, signed in and turned in to the Liberal Arts Administrative Associate on time to avoid delays in payment. Further payroll information can be obtained from Angela Torres in the Liberal Arts Office (812-464-1735).

Through MyUSI, faculty can check their benefits, tax deductions, sick time, etc. The Self-Service Tab on MyUSI has links to this information.

**MyUSI and Blackboard.** MyUSI allows you to access both faculty and student information and is the portal for entering midterm and final course grades, checking class rosters, and accessing Blackboard. To get your user name and password, contact the computer center help desk at 812-465-1080.

**Absences.** If faculty must miss a class because of an unexpected illness, the Director of Composition or the English Department Chairperson should be notified immediately so that the class can be covered by another member of the English faculty. Most faculty report to the English Department Administrative Assistant Gayle Jessie, who notifies the appropriate parties. In any event, **faculty must speak to a person; messages regarding absences cannot be left on voicemail or via email.**

If faculty must be away from classes for any other reason, such as family emergencies or conference travel, they should make arrangements with other faculty or with the Director of Composition to have their classes covered. (Adjunct faculty are not expected to act as substitutes.) A departmental form for this purpose is available from Gayle Jesse and must be submitted to the English Department Chair at least a week before the absence.

**Course Syllabi.** Electronic copies of all English 100, 101, and 201 course syllabi must be given to the Director of Composition and the English Department Chair at the beginning of each semester (preferably within the first two weeks of classes). These syllabi will be filed in the English Department. Composition copies should be emailed to Patrick Shaw at [pjshaw@usi.edu](mailto:pjshaw@usi.edu); department copies should be emailed to Gayle Jessie, the English Department's Administrative Assistant, at [GJessie@usi.edu](mailto:GJessie@usi.edu).

## INSTRUCTOR RESOURCES

### The Rhetoric and Composition Placement Exam Options

Placement in composition courses at University of Southern Indiana is based upon a matrix consisting of SAT/ACT scores, including SATII and ACTII Writing Tests, plus a number of criteria from high school performance. As of fall 2008, the placement system uses high school GPA as its base score, but the Director of Composition has recommended changing the system so that students would be placed in English 101 only if they meet two of the following three criteria:

- High school percentile of 51% or above;
- SAT Critical Reading score of 450 or above;
- SAT Writing score of 450 or above.

(In cases where students submit ACT scores instead of SAT scores, equivalent scores will be used.)

Students who do not meet two of these three criteria will write a placement exam prior to registering for their composition courses. Placement exams will determine whether students are placed in GEN 098, ENG 100 or ENG 101.

Questions about placement should be directed to the Director or Assistant Director of Composition.

## Minimum Requirements for Course Syllabi

All faculty will distribute printed copies of course syllabi during the first week of classes. A course syllabus is a contract between teachers and their students, in which teachers describe the department's objectives for the course and the means whereby they intend to help students reach those goals. A syllabus should also state how student performance will be evaluated. The minimum contents for the course syllabus are listed below.

### *Minimum Requirements*

- Title of course
- Course and section number
- Meeting time and location
- Teacher's name
- Office location
- Office hours
- Office phone
- Required texts
- Optional texts (if applicable)
- Additional supplies (if applicable)
- UCC Goals (see syllabi templates)
- Course Goals (see syllabi templates)
- Course description (see syllabi templates)
- Description of required course work
- Course evaluation criteria
- Policy statements on attendance, class participation, late and missed assignments
- Tentative schedule of reading and writing assignments and final exam
- Statement on academic dishonesty and plagiarism
- Statement on disability support services

Check the Rhetoric and Composition webpage for electronic templates of all syllabi. Hard copy templates are provided below.

# English 100 Syllabus Template

**Title of Course**  
**Course and Section Number**  
**Meeting Time and Location**

**Faculty Name**  
**Office Location**  
**Office Phone**  
**Faculty Email Address**  
**Office Hours**

**Boldface items are  
required elements.**

**Required Texts**  
**Optional Texts** (if applicable)  
**Additional Supplies** (if applicable)

## **Course Description:**

A portfolio-based, preparatory course in reading, writing, reflection, and discussion, emphasizing rhetorical analysis and strategies for focusing, developing, and organizing writing. Special attention is also given to strategies for revising and editing writing. Course credits will apply as electives toward graduation. *Students must receive a grade of “C” or better to pass English 100 and continue to English 101. Students who do not earn a “C” must retake the course.* Prerequisites: General Studies 098 or appropriate placement. Basic keyboarding skills required; see ASBE 121.

## **Course Goals:**

To convey to students the following principles and practices in the basic writing course:

- Students should value themselves as thinkers and producers of ideas worth writing down, developing critical thinking skills and understanding that what they write “counts”; students should understand that this is an important course because it has permitted them access to the university, and with that comes responsibility of adapting to the university community; and students should distinguish between academic and nonacademic discourse and mastering academic skills to ensure their success as students;
- Students should recognize the importance of and the role of writing beyond the writing class, including across the curriculum, as citizens, and in the workplace;
- Students should realize the relationship between reading and writing, and to review strategies for reading that include pre-reading, formulating questions, journaling, and written response;
- Students should be exposed to a range of texts, student work and essays written by professional writers, whereby they have features of texts and language conventions pointed out to them that they might model in their own process upon;
- Students see that writing is rhetorical, that when we write it is to an particular audience, for a specific purpose;



- **Students should discuss issues and implications of correctness and, when necessary, be taught structure, style, and grammatical and mechanical correctness in the context of student writing to illustrate the effect of coherence and fluidity on a writer's credibility.**

## **Description of Required Coursework**

### **Course Evaluation Criteria**

**Example. 60% Final Course Portfolio** You will include a number of your essays along with all drafting materials (see above section). Also, you will write a final, short, reflective essay.

#### **20% Participation**

**10% First Drafts** The drafts you turn in to me (which are actually your second drafts) will be given a grade.

**10% Other Writing And Work** This category covers everything else you write in the class. Included also are your weekly blackboard posts. It may include quizzes, which I reserve the right to give.

### **Policy Statement on Attendance**

### **Policy Statement on Class Participation**

### **Policy on Late and Missed Assignments**

### **Statement on Academic Dishonesty and Plagiarism:**

**All work submitted for this course must be your own and written exclusively for this course. If you have any questions regarding this policy, please see me. According to the University of Southern Indiana Bulletin, "The University considers plagiarism a form of academic dishonesty and proof of plagiarism may subject a student or student organization to disciplinary action as outlined in the University of Southern Indiana Code of Conduct."**

### **Statement on Disability Support Services:**

**If any member of the class feels that he or she has a disability, please advise the instructor of desired accommodations by the end of the first week of class or as soon as you have written documentation. The instructor will work with you and the staff of Disability Support Services to provide reasonable accommodations to ensure that you have a fair opportunity to perform and participate in class.**

### **Tentative Schedule of Reading and Writing Assignments/ or Daily or Weekly Syllabus**

# English 101 Syllabus Template

**Title of Course**  
**Course and Section Number**  
**Meeting Time and Location**

**Faculty Name**  
**Office Location**  
**Office Phone**  
**Faculty Email Address**  
**Office Hours**

**Boldface items are  
required elements.**

**Required Texts**  
**Optional Texts** (if applicable)  
**Additional Supplies** (if applicable)

## **Course Description:**

A course in the critical arts of reading, writing, reflection, and discussion with an introduction to rhetoric and informal logic. Meets University Core Curriculum Goal A1: Composition/Speech. Prerequisites: ENG 100 or appropriate placement. Basic keyboarding skills required; see ASBE 121.

## **University Core Curriculum Goals for English 101**

### ***A. The Mind: Enhancement of Cognitive Abilities***

#### **A1. The ability to communicate effectively**

Students should be able to write clear, concise, and coherent prose in both expository and persuasive modes. They should be able to speak clearly, effectively, and persuasively in both formal and informal circumstances.

## **Course Goals:**

To convey the following principles and philosophies about the expository writing course:

- Writing considers a particular audience, the writer's relationship to that audience, and the shared values and language use that exemplify that relationship. Students should understand the importance of, and orientation to the university community as a primary or secondary audience, and develop the ability to write successfully within the university context;
- Writing is done for a purpose—to solve a problem, call for action, propose a solution, or create awareness—and writers should consider their purpose for writing to state, develop, organize, and support an argument or position;
- The writing process as a recursive act that consists of planning, drafting, revising and editing;
- Writing must consider the rhetorical situation, and thereby students and instructors should be willing to accept flexible, rather than mechanistic views of

**text. Organizational strategies or formulaic structures, while perhaps useful teaching strategies, do not develop an awareness for writing in real-world contexts;**

- **We use writing to learn or as a means of discovery to help us better understand and situate ourselves in cultural and social contexts;**
- **Structure, style, and grammatical and mechanical correctness facilitate effective communication by preventing awkwardness and incoherence which may affect the writer's credibility.**

## **Description of Required Coursework**

You should include a description of the ways the work and evaluation in the course measure the UCC objective for the course. Boilerplate language could go as follows:

“Each major writing assignment in the course requires that students write either in the expository or the persuasive mode, or in a combination of these modes. Peer editing, revising, and assigned readings will emphasize student mastery of clarity, concision, and coherence. As noted in the grading rubric for this course, a student's writing must display these qualities (clarity, concision, and coherence) in order for the student to pass the course.”

## **Course Evaluation Criteria**

**Example. 60% Final Course Portfolio** You will include a number of your essays along with all drafting materials (see above section). Also, you will write a final, short, reflective essay.

**20% Participation**

**10% First Drafts** The drafts you turn in to me (which are actually your second drafts) will be given a grade.

**10% Other Writing And Work** This category covers everything else you write in the class. Included also are your weekly blackboard posts. It may include quizzes, which I reserve the right to give.

## **Policy Statement on Attendance**

## **Policy Statement on Class Participation**

## **Policy on Late and Missed Assignments**

## **Statement on Academic Dishonesty and Plagiarism:**

**All work submitted for this course must be your own and written exclusively for this course. If you have any questions regarding this policy, please see me. According to the University of Southern Indiana Bulletin, “The University considers plagiarism a form of academic dishonesty and proof of plagiarism may subject a student or student organization to disciplinary action as outlined in the University of Southern Indiana Code of Conduct.”**

## **Statement on Disability Support Services:**

**If any member of the class feels that he or she has a disability, please advise the instructor of desired accommodations by the end of the first week of class or as soon as you have written documentation. The instructor will work with you and the staff of Disability Support Services to provide reasonable accommodations to ensure that you have a fair opportunity to perform and participate in class.**

## **Tentative Schedule of Reading and Writing Assignments/ or Daily or Weekly Syllabus**

# English 201 Syllabus Template

**Title of Course**  
**Course and Section Number**  
**Meeting Time and Location**

**Faculty Name**  
**Office Location**  
**Office Phone**  
**Faculty Email Address**  
**Office Hours**

**Boldface items are  
required elements.**

**Required Texts**  
**Optional Texts** (if applicable)  
**Additional Supplies** (if applicable)

## **Course Description:**

A second course in the critical arts of reading, writing, reflection, and discussion emphasizing the responsibilities of written inquiry and structured reasoning. Meets University Core Curriculum Goal A1: Composition/Speech. Prerequisite: English 101 or approved equivalent.

## **University Core Curriculum Goals for English 201**

### ***A. The Mind: Enhancement of Cognitive Abilities***

#### **A1. The ability to communicate effectively**

Students should be able to write clear, concise, and coherent prose in both expository and persuasive modes. They should be able to speak clearly, effectively, and persuasively in both formal and informal circumstances.

## **Course Goals:**

To convey the following principles/practices/philosophies about written argument and research:

- **Writers write with a specific purpose and audience in mind, and that they use language in appropriate ways to reach those audiences and select genres to best frame their discourse;**
- **Research in argumentation and academic inquiry by reinforcing the power of writing as a tool for investigation and as a means of both understanding and evaluating ideas in academia and social contexts;**

In support of these goals students will

- **Learn various methods of conducting research, including but not limited to library and online research; learn skills related to these methods such as synthesizing information from various sources, evaluating sources, and integrate their analysis into their own research project to fit the needs of their audience;**

- **Learn how appropriately to document sources, and recognize /understand/distinguish among specific conventions of form, style and citation and documentation as situated and representative of meaning-making in academic and social contexts.**
- **Be reminded that structure, style, and grammatical and mechanical correctness contributes to a writer’s credibility and authority.**

## **Description of Required Coursework**

You should include a description of the ways the work and evaluation in the course measure the UCC objective for the course. Boilerplate language could go as follows:

“Each major writing assignment in the course requires that students write either in the expository or the persuasive mode, or in a combination of these modes. Peer editing, revising, and assigned readings will emphasize student mastery of clarity, concision, and coherence. As noted in the grading rubric for this course, a student’s writing must display these qualities (clarity, concision, and coherence) in order for the student to pass the course.”

## **Course Evaluation Criteria**

**Example. 60% Final Course Portfolio** You will include a number of your essays along with all drafting materials (see above section). Also, you will write a final, short, reflective essay.

**20% Participation**

**10% First Drafts** The drafts you turn in to me (which are actually your second drafts) will be given a grade.

**10% Other Writing And Work** This category covers everything else you write in the class. Included also are your weekly blackboard posts. It may include quizzes, which I reserve the right to give.

## **Policy Statement on Attendance**

## **Policy Statement on Class Participation**

## **Policy on Late and Missed Assignments**

## **Statement on Academic Dishonesty and Plagiarism:**

**All work submitted for this course must be your own and written exclusively for this course. If you have any questions regarding this policy, please see me. According to the University of Southern Indiana Bulletin, “The University considers plagiarism a form of academic dishonesty and proof of plagiarism may subject a student or student organization to disciplinary action as outlined in the University of Southern Indiana Code of Conduct.”**

## **Statement on Disability Support Services:**

**If any member of the class feels that he or she has a disability, please advise the instructor of desired accommodations by the end of the first week of class or as soon as you have written documentation. The instructor will work with you and the staff of Disability Support Services to provide reasonable accommodations to ensure that you have a fair opportunity to perform and participate in class.**

## **Tentative Schedule of Reading and Writing Assignments/ or Daily or Weekly Syllabus**

## **Using MyUSI and Blackboard**

MyUSI is the campus-wide portal for accessing your up-to-the-minute class lists, entering midterm and final grades, conducting student advisement, checking student addresses and phone numbers, changing your mailing addressing, checking pay stubs and benefit information, and so forth. MyUSI is also the portal to Blackboard, the online teaching environment offered by USI, which includes email, discussion boards, online exams, and so on.

### **To log onto MyUSI:**

- 1) Log onto the internet
- 2) Go to [www.usieagles.org](http://www.usieagles.org)
- 3) Enter your User Name and Password. If you do not know or have forgotten your user name and/or password, contact the Computer Center help desk at 812/465/1080.

The most helpful MyUSI information is located under the tab titled “Self-Service” on your MyUSI page. To see class lists, enter grades, etc., click on the tab titled “Self-Service” and choose “Faculty.” To see pay information, benefits, deductions, etc., choose “Employee.” To see student/advisee information, including unofficial transcripts, choose “Student Information.” To change address, emergency contact information, etc. for the faculty member, choose “Personal Information.”

To access course webpages (NOT Blackboard), click on the tab titled “School Services” from your MyUSI page.

### **To log onto Blackboard:**

- 1) Log onto MyUSI
- 2) Choose “Log into Blackboard”
- 3) Choose your desired class from the list of available courses.

For Blackboard tutorials, to create Blackboard courses, or any other questions, contact the Computer Center.

## **Academic Skills and the Writer’s Room**

Academic Skills, located in the new Science and Education building in EDUC 1111 and EDUC 1102, offers students free tutoring five days a week. Tutors take English 490: Practicum -Tutoring and Individualized Instruction in English, taught by the English Specialist in Academic Skills, to learn non-directive tutoring techniques such as active listening, questioning, and reacting as a reader (see below).

All too often students see The Writer’s Room as a one-stop, fix-it shop for grammar and usage problems, when in fact writing center tutors are trained to help students at any stage in the writing process. In-class instruction and one-

on-one conferencing with an instructor is valuable, but research shows that the growth that can come from students working with their peers is considerable and should be fostered and encouraged.

Tutoring sessions will be more productive if students know to bring their writing assignments and texts with them. Some teachers have found it helpful to schedule a short tour of the Writer's Room so that students know where the center is located and what services are available to them. The Writer's Room tutors on a walk-in basis, but appointments are also available.

Referring students to the Writer's Room is as simple as asking them to attend and giving them directions. If you want a more formal approach, call 464-1743 and ask for a referral form. Students may request that you be sent a progress report of their visits.

### **Tutoring: English 490**

If you have a student in English 201 who shows strong interpersonal and communication skills, you may want to suggest that s/he take English 490 and work in Academic Skills as a writing tutor. Academic Skills needs good tutors and we are in a unique position to know which students are the most likely to be the best tutors. These are the qualifications:

- A GPA of at least 3.5
- "A" or "B" in ENG 101 and ENG 201
- Strong interpersonal skills

Students will attend class 1.5 hours per week and tutor 5 hours per week. Any questions about English 490 should be addressed to Deanna Odney at 464-1743. The application is on the next page.

## ENGLISH 490: TUTORING PRACTICUM APPLICATION

Student's Name: \_\_\_\_\_ Student I.D. #: \_\_\_\_\_

College Major: \_\_\_\_\_ Minor: \_\_\_\_\_

Year in School: \_\_\_\_\_ Phone # or E-mail \_\_\_\_\_

G.P.A.: \_\_\_\_\_ Grade in English 101: \_\_\_\_\_ Grade in English 201: \_\_\_\_\_

Describe the attitudes you believe a good tutor should possess.

What personal skills do you possess that would aid you as a tutor?

Have you had experience as a tutor (experience is not required to register for the class)? \_\_\_\_\_

If yes, when? \_\_\_\_\_ Where? \_\_\_\_\_

\_\_\_\_\_

Subject? \_\_\_\_\_

Faculty Recommendation:

I recommend \_\_\_\_\_ for the tutor training class, English 490:

Tutoring Practicum. I know this student from \_\_\_\_\_

\_\_\_\_\_.

Signature of Faculty Member: \_\_\_\_\_

Position of Faculty Member: \_\_\_\_\_

Return this form to the Writing Specialist in Academic Skills and make an appointment to discuss the class and its requirements.

## English 101 Portfolio Award

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**During the Spring Liberal Arts Honors Day, a \$101 award will be presented to the English 101 Student at USI who submits the most outstanding writing portfolio. Deadlines are in early December; more specific deadline information will be sent via email.**

The portfolio must be nominated by an English 101 instructor and contain the following:

1. One 3 to 6 page writing project.
2. One 3 to 6 page writing project with evidence of writing process (prewriting, drafts, revisions, etc).
3. An introduction to the portfolio including a brief student biography, a short discussion of each project (i.e., definition of purpose, restatement of thesis, and description of audience), and a self-evaluation of writer's learning as made evident in the portfolio.

All of these ingredients must have been composed exclusively for the student's English 101 course and follow MLA guidelines for paper format and documentation.

In addition, in January nominated students will sit for a special one-hour writing task to be administered by the English 101 Portfolio Award Committee.

### Evaluation Criteria

The Department of English has agreed that students in English 101 should learn to

1. develop a composing technique
2. develop the skills, attitudes, and character of a critical thinker
3. define a problem or issue
4. develop an awareness of language
5. discover one's own ideas
6. discover and deal with the thoughts of others
7. test and evaluate ideas
8. use standard written English effectively

The Portfolio Award Committee will pay particular attention to these goals when evaluating the submissions, especially numbers 2, 3, 6, 7, and 8.

For further information see your English 101 instructor or the Director of Composition.



# The English 101 Portfolio Award Nomination Form

Complete the information below, include this form in the student's portfolio, and give to the Director of Composition by the December deadline.\*

Student's Name: \_\_\_\_\_

Student's Address and Telephone: \_\_\_\_\_  
\_\_\_\_\_

English 101 Instructor: \_\_\_\_\_

Portfolio Ingredients:

Title of Essay One: \_\_\_\_\_

Title of Essay Two \_\_\_\_\_

Title of Portfolio Introduction \_\_\_\_\_

I nominate this English 101 student for the English 101 Portfolio Award and verify that accompanying work contains writing composed exclusively for my class.

Instructor's signature: \_\_\_\_\_

I accept the nomination of my English 101 instructor for the English 101 Portfolio Award and agree to sit for the special one-hour writing task to be administered by the English 101 Portfolio Award Committee in January.

Student's signature: \_\_\_\_\_

\*Student should submit work in regular manila file folder with his or her name typed on tab.

## POLICIES

### **University of Southern Indiana Mission Statement**

American education assumes a link between the truth of an idea and the good it promotes for individuals and society. An educated person can be expected not only to be knowledgeable and more financially secure, but also a better citizen, among whose virtues are tolerance, judgment, and belief in freedom for self and others. These values develop in an atmosphere of open inquiry and pursuit of truth. Therefore, as the University of Southern Indiana seeks to support education, social and economic growth, and civic and cultural awareness in southwestern Indiana, it will be devoted primarily to preparing students to live wisely.

### **Department of English Mission Statement**

As an important component of the University of Southern Indiana and its core curriculum, the English Department guides students in their studies of language, literature, and writing. It seeks to broaden their knowledge, strengthen rhetorical and critical thinking skills, and deepen cultural awareness by providing unique experiences in reading, thinking, and writing for aesthetic pleasure and wise application to their personal, professional, and civic lives. In addition, the English Department encourages professional development and assistance to the community and the nation through its expertise in literature, language, and rhetoric.

### **Rhetoric and Composition Program Mission Statement**

The purpose of the Rhetoric and Composition Program is to teach students how to become effective communicators and critical thinkers, and how to use language creatively and coherently within a broad spectrum of communities. *These purposes are supported by a pedagogy based in process writing.*

### **University Core Curriculum Objectives Supported by the Rhetoric and Composition Program**

The UCC's goals focus on four areas: The Mind (enhancement of cognitive abilities), The Self (enhancement of individual development), The World (enhancement of cultural and natural awareness), and The Synthesis (the integration and application of knowledge). These are then subdivided into 11 smaller objectives concerned with oral and written communication, mathematics, ethics, the arts, health and fitness, history, individual development and social behavior, science, western culture, global communities, and inter-disciplinary studies. Critical thinking and information

processing are overriding goals of the entire program. (See *University Core Curriculum: A Guidebook for Students and Faculty Advisors, 2003*)

English 101 and 201 are designed to support the first of these areas, The Mind, and the first of the smaller objectives, A1: The ability to communicate effectively, listed below.

*A. The Mind: Enhancement of Cognitive Abilities*

A1. The ability to communicate effectively

Students should be able to write clear, concise, and coherent prose in both expository and persuasive modes. They should be able to speak clearly, effectively, and persuasively in both formal and informal circumstances.

### **The Rhetoric and Composition Program**

Three English courses comprise the Rhetoric and Composition Program at the University of Southern Indiana: English 100 - Introduction to Rhetoric and Composition, English 101 - Rhetoric and Composition I: Critical Thinking, and English 201- Rhetoric and Composition II: Argumentation. The following section includes catalog descriptions for these courses with additional comments on each, the shared and specific course goals, and a list of the approved texts for each course.

### **Shared Course Goals for English 100, 101, and 201**

- 1. *Developing a rhetorical awareness:*** Students should be introduced to the power of rhetoric through reading, reflection, and discussion, and should learn to access a full range of writing strategies during the various phases of the composing process to help them develop their own particular written styles. They should come to understand that language is a tool for discovering as well as communicating ideas, and that it shapes our thinking in complex ways.
- 2. *Developing a critical awareness:*** Students should be introduced to the process of thinking critically through 1) learning to analyze the writing of others by noting the focus, arrangement, logical development, vocabulary and style, and 2) learning to acknowledge how their own experiences and attitudes shape their reading responses.
- 3. *Discovering one's own ideas:*** Students should become adept at using brainstorming tools such as journals, grids, clustering, lists, etc. that can help them identify ideas. In particular, they should discover the heuristic value of writing and revising for discovery purposes, and the collaborative nature of knowledge.

4. **Discovering other's ideas:** Students should learn how to seek out and consider facts and opinions beyond their own experience through research, including an introduction to the library's principal resources. Students should appreciate the difference between primary and secondary sources. They also should learn to use both deductive and inductive analysis of source materials and the difference between them. Finally, students need to know how and when to use source materials: how to incorporate them within their texts properly and acknowledge them accurately.
5. **Testing and evaluating ideas:** Students need to be aware of logical fallacies and how to avoid them. They must also learn how to distinguish between different points of view, find and then evaluate the hidden assumptions of each point of view, determine how the context affects the ideas argument, and then judge the merits of the idea.
6. **Focusing writing:** Students should learn to focus their essays upon a central idea or thesis. They should also learn the role a thesis can play in setting up readers' expectations about an essay's development and organization.

### **Record-Keeping, Attendance, and Grades**

Keeping accurate records of student attendance and grades is important for three main reasons: (1) students may be withdrawn from classes for non-attendance, (2) teachers become ill unexpectedly, and substitute or replacement teachers may require student records for the class, and (3) teachers may be called upon to justify students' progress and final grades.

Recording attendance is expected of all faculty. According to the *University Handbook*,

Students are expected to attend all classes. Each instructor will inform his students of the consequences of absences from class. It is the responsibility of the student to keep instructors informed regarding his absences from classes.

Students who expect to be absent from classes should confer with their instructors prior to the absence. Students who miss classes are not excused from their obligations to their instructors.

The instructor is expected to give students an opportunity to meet class obligations based upon an evaluation of the student's reason for absences.

The faculty member is expected to assume the following responsibilities:

1. Announce attendance requirements to each class.
2. Report excessive absences of students to the dean and registrar.
3. Keep students on class rolls unless officially dropped.

4. When turning in semester grades to the Office of the Registrar, report the last day of attendance as well as the final grade for any student whose final grade is the result of non-attendance.

Students should also know that missing a scheduled conference is considered an absence. If an instructor substitutes an individual conference for two regular class periods, the missed conference would be equivalent to two absences. Students who do not come to a conference with the required materials or drafts should also be considered absent.

At the University of Southern Indiana, the only grades that can be reported on the final grade roster are A, B+, B, C+, C, D+, D, F, IN, W. It is also recommended that instructors use this scale on all major papers and projects in order to simplify final grade tabulation.

While many composition faculty follow the portfolio model, which may mean that students' course grades are not easily assigned at times other than the end of the semester, the Dean's office requests that students be provided with progress reports throughout the semester so that students understand generally how well they are faring in the class. The Director of Composition suggests that students be provided with tentative grades (e.g., "if the semester were to end today, your grade would be...") at midterm and again midway through the second half of the semester.

Students may withdraw from classes any time during the term before finals week.

### **Administrative Withdrawal Procedures**

A number of times during the term, the Registrar will send class rosters to faculty in order to verify student enrollment and attendance. Students who are in attendance but who are not listed on the class roster should be notified that they are not officially registered for the class and should contact the Registrar's office. Faculty should not accept any work from students who are not officially enrolled in their classes. Students who fail to attend regularly during the first weeks of classes will be administratively withdrawn from the class.

### **Student Academic Grievance Procedures**

When students have academic grievances concerning their grades or policies related to the Rhetoric and Composition Program, they should first seek to resolve the matter with their instructors. If they are unable to find satisfaction with their instructors, they should make their case to the Director of Composition or English Department Chair. The specific guidelines for student academic grievance are outlined in the *University Bulletin* as follows:

#### *General Condition*

If a student has a possible grievance with a faculty member, the student may resolve the matter through any or all of the following procedures. Since most such student/faculty matters can be resolved through informal discussion, the student must pursue two of the three informal procedures before employing the formal procedures. The student may withdraw the grievance at any time during the procedure. In the event an allegation involves a faculty-student grievance covered in the University's Affirmative Action Plan, the procedures outline in that plan will be followed.

#### *Informal Procedures*

1. The student should discuss the matter with the faculty member. This is highly recommended as the first step.\*
2. The student may discuss the matter with an academic advisor, or with another faculty member, or with the counselor in the Counseling Center, or with the director of Affirmative Action.
3. The student must discuss the matter with the dean. If the dean, however, is the faculty member with whom a student has a possible grievance, the student must pursue informal procedure #2. Then the student may discuss the matter with the vice president of Academic Affairs, who should attempt to resolve the matter through discussion with the concerned persons.

#### *Formal Procedures*

1. If, after pursuing the informal procedures, the student judges the matter to be serious enough for a formal grievance with the vice president for Academic Affairs, the vice president of Academic Affairs should attempt to resolve the matter within ten days through discussion with the concerned persons.
2. If the matter remains unresolved, the vice president for Academic Affairs must refer a written copy of the grievance to the faculty member and to the Student Academic Grievance Committee for a hearing. As soon as the Student Academic Grievance Committee receives the grievance, the Committee must notify the faculty member and the student, hold a hearing, and report its decision to the vice president of Academic Affairs within ten days after receipt of the grievance. Within ten days after the vice president for Academic Affairs has received the decision of the Committee, the vice president for Academic Affairs must announce the decision to the student and faculty member.

\* English 100, 101, or 201 students should discuss the matter with the Director of Composition or English Department Chair after talking to their instructors and before moving on to the second of the informal procedures.

### **Online Hybrid Course Policy**

While the English Department respects and encourages the incorporation of technology in the teaching of writing, traditional (classroom-based) courses are not distance-education courses. Traditional courses should not hold 50% or more of regularly-scheduled class periods in an online environment (i.e., Blackboard or MyCompLab). Furthermore, before instructors of traditional courses can hold class periods online, *instructors must submit a proposal and receive permission from each of the following* (listed in order of submission):

1. Director of Composition
2. English Department Chair
3. College of Liberal Arts Dean

Online activities that could replace regularly-scheduled class periods include peer review sessions, collaborative writing sessions, or peer invention sessions, among many other possibilities. Successful online activities should involve student-to-student and/or student-to-teacher interaction; simply posting lecture notes online and asking students to read them, for instance, diminishes the necessary interaction between students and teachers that facilitates learning. Successful online activities should also be designed to maximize the online environment, or in other words, should not simply be activities that could just as easily be completed during a regularly-scheduled class period but should be enhanced in pedagogically significant ways by the online environment.

Proposals for hybrid courses must be submitted in writing to the Director of Composition and must receive approval before regularly-scheduled classes can be cancelled. Proposals should include a description and tentative list of dates for online activities, and instructors should be prepared to provide a pedagogical rationale for the hybrid course.

Once a hybrid course receives approval, instructors must inform their students in writing, preferably on the course syllabus, that some class periods will be held in an online environment. Each instructor is responsible for letting the English Department administrative assistant as well as students know which dates class will be held online; students should be required to complete the online activity or be counted absent for the day when online meetings replace regularly-scheduled class meetings.

For questions about the online hybrid course policy and/or ideas for including an online component to traditional classes, see either the Director or the Assistant Director of Composition.

### **College Achievement Program**

The University of Southern Indiana's College Achievement Program (CAP) is managed by the Office of Continuing Education. CAP is a cooperative program between USI and participating high schools which allows high school students to take English 101: Rhetoric and Composition I: Critical Thinking in their own high

schools. These sections of English 101 are taught by qualified high school English faculty selected by the English Department.

**Program Assessment.** The Rhetoric and Composition Program is working toward on-going assessment of English 100, 101 and 201, because we believe consistent assessment is the key to building strong academic programs. Each semester, representative sections of English 100, 101 and/or 201 will be selected for assessment; instructors of assessment sections will be contacted directly by the Assistant Director of Composition, who will explain assessment procedures.

Assessment is not intended to evaluate the teaching methods of any single instructor. Rather, programmatic assessment attempts to measure the learning outcomes of students in English 100, 101 and/or 201, based on the learning goals for each course. Questions about assessment may be directed to the Director or Assistant Director of Composition.

## PROFESSIONAL DEVELOPMENT

**Student Evaluations of Teaching.** Student evaluations of teaching contribute to faculty professional development and reflective practice. The university administers student evaluations of teaching in one of two ways: online or through paper-based evaluations completed in class. Faculty will be requested, via email, to choose which mode of delivery they prefer; the default mode as of fall 2008 is paper-based.

Students receive notification of online evaluation availability via their USI student email accounts; instructors are also notified via their USI faculty email accounts when evaluations are available, and instructors are encouraged to remind students of deadlines for submitting the online evaluations.

At the close of each semester, instructors will receive the results of their student evaluations of teaching electronically. Student evaluations of teaching are coordinated through the Office of the Provost.

If you choose to have students complete a separate evaluation form to include in your teaching portfolio, it is important to contextualize your choices in your evaluation section of your portfolio. Below are some guidelines for designing your own student evaluation forms.

### Guidelines for Developing Instructor-Designed Student Evaluations of Teaching

When developing surveys of student opinion, faculty should consider the following issues:

- a) When do I want to administer the survey?

- i) midterm?
  - ii) finals week?
  - iii) other times?
- b) How will I design survey to guarantee student anonymity?
  - i) take home?
  - ii) word processed?
- c) What kinds of surveys have other teachers designed and found successful?
- d) What do I want to learn from my students about the course and my approach?
  - i) course objectives?
  - ii) writing assignments?
  - iii) computer lab activities?
  - iv) class discussions
  - v) group activities
  - vi) field trips
  - vii) lectures?
  - viii) mini-lessons?
  - ix) assigned readings?
  - x) writing process?
  - xi) responses to papers?
  - xii) what would they change about the class?
  - xiii) conferences?
  - xiv) portfolios?
  - xv) library tour?
  - xvi) new practices I've incorporated?
  - xvii) other student concerns or needs?
- e) What will be appropriate for them to judge?
- f) What kinds of questions should I ask?
  - i) true/false?
  - ii) multiple choice?
  - iii) short answer?
- g) How many questions are appropriate for students to answer?
- h) How many questions are adequate for my needs?
- i) How will I use their responses?
  - i) teaching portfolio?
  - ii) professional development?
    - a) additional research in the field?
    - b) rhet/comp workshops?
    - c) conference papers?
    - d) publishing?
  - iii) revised approaches?
  - iv) compare to similar classes?
    - a) previous semesters?
    - b) same semesters?
  - v) compare to peer responses?

- a) peer class visitation?
- b) peer reading of student evaluations?
- c) teacher collaboration?
- d) curriculum development committees?
- j) How will I explain the survey design?
- k) How will I evaluate and interpret student responses?

Student evaluations of teaching are specifically designed by instructors to provide them with another way to improve their teaching. While not all student responses are helpful, they do provide us with one more perspective on the quality of our teaching. Student evaluation items, for instance, can help us focus students' attention on certain aspects of our teaching and the course and measure the degree to which they think our efforts have been successful. For example, if I want to know student perspectives on whether I am helping them improve as critical thinkers, I can select a variety of evaluation items that relate to that issue.

### **Procedures for Faculty Evaluation**

The purpose of faculty evaluation is to foster professional development by providing opportunities for faculty to engage in collegial discussion about effective means for teaching and learning in English. Please also see the *USI Faculty Handbook* and *Contexts and Criteria*. Evaluation policies are currently under review by the English Department.

### **Odd-numbered years. Protocol for Evaluation of Contract Faculty in Year(s) 1, 3 and 5 (of appointment)**

Actions:

- Visitation by Director of Composition (DOC) or designee (Visitation includes pre-visit conference, classroom visitation, and post-visit consultation)
- Peer visit (optional)

Materials:

- Letter from DOC or designee addressing visitation
- Faculty response to letter (*optional*)
- Professional portfolio (see pg. 43 in the Handbook for components)
- Letter garnered from peer visit (*optional*)
- Draft of evaluation letter from Faculty Evaluation Committee<sup>1</sup> to Dean of Liberal Arts, provided to the faculty member before being sent to the dean
- Faculty response to letter from Faculty Evaluation Committee (even if the response is "I choose not to respond")

- Evaluation letter from Faculty Evaluation Committee to Dean

Full-time contract faculty will receive written evaluations from the DOC and from the faculty evaluation committee. The letter from the faculty evaluation committee will address teaching (based on the DOC's evaluation, student evaluations, and evidence in the portfolio), scholarship and creative activity, service, and the professional portfolio. The faculty evaluation committee letter will also make a recommendation regarding reappointment. Contract faculty members are encouraged to respond to these written evaluations, although not required. All documentation regarding evaluation will be sent to the faculty member and a copy will be placed in their employment file<sup>2</sup>.

Additionally, contract faculty members are encouraged to include documentation from peer visits, *a useful collegial and formative activity*, in the professional portfolio.

### **Even-numbered years. Protocol for Evaluation of Full-Time Contract Faculty during Year(s) 2, 4, and 6 (of appointment)**

Actions:

- One-week peer visitation (peer assigned by DOC)  
(Peer visitation to include pre-visit conference, classroom visitations, and post-visit consultation)
- Meeting with DOC to discuss essay sets and memo to be included in portfolio

Materials:

- Letter from peer addressing visitation
- Response to letter from peer (required)
- Professional portfolio
- Syllabus, assignment, six sets of graded writing assignments and rationale  
(A set is defined as pre-writing, drafts, peer responses, and graded final draft with instructor comments for one student)

Peer collaboration and review is an effective means of encouraging dialogue among instructors so that they may share their various approaches to teaching. Modeling pedagogical practices for peers motivates instructors to reconsider their course preparation and organization, and how their knowledge of the discipline gets translated into course objectives to accommodate different levels of student competence and learning styles. Peer collaboration and review is a way to empower faculty by putting them in charge of the quality of their work in the context of a valuable learning opportunity.

## Protocol for Evaluation of Adjunct Faculty

All adjunct faculty teaching in the composition program will be visited during the first semester they are appointed and will be visited each year thereafter. All adjunct faculty who are new to the program will also be visited at least once during their second semester

Following the class visit, the DOC (or designee) will write a letter of evaluation; the adjunct faculty member may respond to the letter, if desired. The DOC may also request samples of assignments and graded essays. Decisions for subsequent visits are at the discretion of the Department Chair and the Director of Composition.

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<sup>1</sup> Faculty evaluation committee consists of the following four members: Director of Composition (permanent); two members of the tenure-track faculty, appointed by the Department Chair, serving staggered two-year terms; one member of the contract faculty; one outside member selected by the other members of the committee.

<sup>2</sup> Employment files are maintained by the Liberal Arts Main Office and the Director of Composition.

**CLASSROOM OBSERVATION PROCESS AND FORMS** . The Rhetoric and Composition Classroom Observation process is composed of eight parts.

1. A Pre-Observation Conference, which can be completed via email (see the questions on the form below).
2. Course materials, to be provided by the instructor to the observer either prior to or immediately after the Classroom Observation. These may include, but are not limited to: a syllabus, assignment sheets, and handouts used during the class period observed. They must be collected in a folder and the folder delivered to the observer (do not email items).
3. A Classroom Observation Narrative Draft, to be drafted after the observer visits the agreed-upon class meeting (see the instructions on the form below).
4. A Post-Observation Conference, which can be completed via email (see the questions on the form below).
5. An Observer's Finalized Narrative.
6. An optional Instructor's Response to the Finalized Narrative.

7. Copies of the Pre-and Post-Observation Conference notes, course materials, Finalized Narrative, and Instructor's Response (if completed) will be submitted to the DOC.

**RHET/COMP PRE-OBSERVATION NOTES**  
(can be completed via email)

**Instructor:**

**Course and Section:**

**Date and Time:**

**Observer:**

What is the context of the observation – new or continuing pedagogy?

What will be the observers role in the classroom (participant or observation only)?

What aspects of the class does the instructor want the observer to focus on (e.g., student-teacher interaction, methods of presentation, student-student interaction)?

## RHET/COMP OBSERVATION NARRATIVE DRAFT

**Instructor:**

**Course and Section:**

**Date and Time:**

**Observer:**

The observer will write a narrative of approximately one page single-spaced that discusses some or all of the following:

- The lesson or activities, including the topic, objectives or goals, and methods used. Describe any physical conditions in the classroom that may have affected instruction.
- The instructor's contribution of content, questions, techniques.
- The clarity of the presentation and/or the instructions, new terms or assignments, and examples.
- The appropriateness of the activities in level and quality for first-year writing students and the Rhet/Comp Program.
- The instructor's style of presentation, enthusiasm, confidence, etc.;
- The instructor's ability to establish and maintain contact and communication with students.
- The students' collective level of interest and preparation for the class, their collective level of participation in class discussion, and their collective comfort with asking relevant questions and offering relevant opinions.
- The instructor's major strengths and weaknesses and the strengths and weaknesses of the activities in class.
- Materials provided by the instructor: syllabus, assignment sheet(s), graded essays, handouts, etc.

**RHET/COMP POST-OBSERVATION NOTES**  
(can be completed via email)

**Instructor:**

**Course and Section:**

**Date and Time:**

**Observer:**

The observer will provide the instructor with a draft of the observation. In turn, the instructor will respond to the following questions.

To what extent was this class typical of your teaching style? Please explain.

To what extent was the student behavior typical? Please explain.

Does the instructor agree with the observer regarding his or her strengths and weaknesses in this instance? Please address both and explain your responses.

## RHET/COMP OBSERVATION FINALIZED NARRATIVE

**Instructor:**

**Course and Section:**

**Date and Time:**

**Observer:**

## RHET/COMP OBSERVATION NARRATIVE – INSTRUCTOR’S RESPONSE

**Instructor:**

**Course and Section:**

**Date and Time:**

**Observer:**



**Rubric for Essay Evaluation.** Below is a suggested rubric for evaluating student essays. It should be adapted to your particular assignment(s) and learning goals.

### **Essay Evaluation Criteria for Rhetoric and Composition Program**

*A (6 pt) or superior essays will:*

- have a clear aim, a strong introduction, and a thoughtful conclusion;
- contain strong supporting details;
- be logically developed and very well organized;
- use a tone appropriate to the aim of the essay;
- show stylistic maturity and confident facility with language as demonstrated by sentence variety and appropriate word choice;
- be virtually free of surface and usage errors.

*B (5 pt) or proficient essays will:*

- have a clear aim and a strong introduction and conclusion;
- contain good supporting details;
- be logically developed and well organized;
- use a tone appropriate to the aim of the essay;
- lack the stylistic maturity and facility with language of an A essay;
- be largely free of surface and usage errors.

*C (4 pt) or average essays will:*

- have a clear aim, an introduction, and a conclusion;
- contain adequate supporting details;
- display competence in logical development and organization, although it may exhibit occasional organizational and developmental weakness;
- use a tone appropriate to the aim of the essay;
- display basic competence in sentence variety and word choice;
- demonstrate a pattern of surface and usage errors.

*D (3 pt) or unacceptable essays will:*

- be weakened by one or more of the following:
  - lack of a clear aim, focus, or conclusion;
  - lack of sufficient support;
  - supporting details may be trivial, inappropriate, logically flawed;
  - flaws in organization/development;
  - inappropriate tone;
  - stylistic flaws characterized by lack of sentence variety and by evidence of limited vocabulary;
  - frequent usage or surface errors.

*F (2 pt) or failing essays will:*

- address the topic, but will be weakened by one or more of the following:
  - focus may be too general or too specific;
  - lack of support;
  - lack of organization;
  - inappropriate tone;
  - serious stylistic flaws;
  - serious usage or surface errors.

*Essays receiving no grade will:*

- fail to address the topic or assignment,

fail to fulfill other requirements of the assignment,  
show evidence of plagiarism,  
or fail to be accompanied by previous drafts.

Below are more suggestions for creating rubrics, culled from various rhetoric and composition sources.

**Holistic Scoring Guide from Edward M. White's *Assigning, Responding, Evaluating*:**

A **superior** response addresses the question fully and explores the issues thoughtfully. It shows substantial depth, fullness, and complexity of thought. The response demonstrates clear, focused, unified, and coherent organization and is fully developed and detailed. The essay evidences superior control of diction, syntactic variety, and transition but may have a few minor flaws.

A **strong** response clearly addresses the question and explores the issues. It shows some depth and complexity of thought and is effectively organized. The strong essay is well developed, with supporting detail. It demonstrates control of diction, syntactic variety, and transition, though it may have a few flaws.

A **competent** response adequately addresses the question and explores the issues. It shows clarity of thought but may lack complexity. A competent essay is organized and adequately developed, with some detail. This response demonstrates competent writing, though it may have some flaws.

A **weak** response may distort or neglect parts of the question. It may be simplistic or stereotyped in thought. It may demonstrate problems in organization. It may use generalizations without supporting detail or detail without generalizations; details may be underdeveloped. The weak response shows patterns of error in language, syntax, or mechanics.

An **inadequate** response demonstrates serious problems in one or more of the areas specified for the weak response above.

An **incompetent** response fails in its attempt to discuss the topic, or it may be deliberately off-topic. A response in this category is incompletely developed and mechanically inept. (75-76)

## Two Sample Essay Evaluation Forms

NAME \_\_\_\_\_ ESSAY NUMBER \_\_\_\_\_ VERSION \_\_\_\_\_

Focus/Aim/Thesis/Introduction:

Development:

Organization:

Tone/Style:

Correctness:

Other Quality:

Revision recommendations:

1.

2.

3.

## Rubric For Evaluating Essays

Writer's Name \_\_\_\_\_

5=Outstanding 4=Above Average  
3=Average 2=Below Average 1=Failing

**Comments:**

\_\_\_\_\_ **Breadth of Knowledge** (Essay exhibits thought going beyond merely "common knowledge.")

\_\_\_\_\_ **Thesis** (Sets up goals of essay.)

\_\_\_\_\_ **Introduction** (Interesting. Clear in purpose.)

\_\_\_\_\_ **Conclusion** (Wraps up essay efficiently.)

\_\_\_\_\_ **Organization** (Effectively and clearly moves reader from point to point in essay.)

\_\_\_\_\_ **Transitions** (Clearly leads reader from paragraph to paragraph. And sentence to sentence.)

\_\_\_\_\_ **Focus** (Essay is focused. Doesn't wander away from topic. Doesn't waver in tone.)

\_\_\_\_\_ **Grammar/Mechanics** (Proper surface conventions. Projects credible ethos.)

\_\_\_\_\_ **Documentation** (MLA citations are correct, as is Works Cited page.)

### Mature Writing Style

\_\_\_\_\_ **Complex Sentences** (Appropriate subordination and variety of structure.)

\_\_\_\_\_ **Complex Vocabulary** (Vocabulary goes beyond the conversational.)



**FURTHER SUPPORT FOR TEACHING RHETORIC AND COMPOSITION**

For additional instructor resources, see the Rhetoric and Composition website at [www.usi.edu/libarts/ENGLISH](http://www.usi.edu/libarts/ENGLISH).

**IMPORTANT TELEPHONE NUMBERS**

Security and Safety, AC 105:

Emergency: 465-7777

Non-Emergency: 464-1845

Liberal Arts Office, LA3001: 464-1855

English Department Administrative Assistant, Gayle Jessie: 465-7128

English Department Chair, Dr. Stephen Spencer: 465-7063

Director of Composition, Dr. Patrick Shaw: 461-5258

Assistant Director of Composition, Dr. Evon Hawkins: 465-7144

Academic Skills Writer’s Room, OC12: 464-1743

Computer Center, OC46: 464-1899

Counseling Center, OC1022: 464-1867

Human Resources, FA166: 464-1815

Instruction Technology, FA184: 464-1888

The Rice Library: 464-1824

OTHER NUMBERS

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