

First-Year English Program at Marquette University
Rubric for Scoring English 2 – Unit 1, Visual Literacy

WRITING CONVENTIONS	3 – Proficient Outcome (A, AB)	2 – Competent Outcome (B, BC, C)	1 – Developing Outcome (CD, D, F)
<p><i>Rhetorical Negotiation of PURPOSE & AUDIENCE</i></p> <p><i>The written text...</i></p>	<ul style="list-style-type: none"> • Effectively expresses via introduction & thesis statement assigned purpose to analyze and interpret the rhetorical impact of narrative and cultural elements in two visual texts w/ “common denominator” • Effectively shows how analyzing the two visuals together reveals cultural and narrative dimensions and rhetorical purposes of each • Effectively addresses class and teacher w/in common conversation about visual rhetoric and narrative <p>→ Readers are definitely persuaded to consider the student’s ideas.</p>	<ul style="list-style-type: none"> • Expresses in introduction and/or thesis statement assigned purpose to analyze and interpret the rhetorical impact of narrative and cultural elements in two visual texts • Connects rhetorical effect of narrative and cultural elements in one text to those of the other • Addresses class and teacher as part of common conversation about visual rhetoric and narrative <p>→ Readers are probably persuaded to consider the student’s ideas.</p>	<ul style="list-style-type: none"> • Vaguely expresses assigned purpose to analyze and interpret the rhetorical impact of narrative and cultural elements in two visual texts—thesis unclear, missing, or purely descriptive • Ignores or inadequately develops rhetorical effect of narrative & cultural elements; discussion relies primarily on formal description of the visual texts • Gives little attention to conversation and experience shared with audience <p>→ Readers are not persuaded to consider the text’s ideas.</p>
<p>ORGANIZATION/LOGIC</p> <p><i>Given the purpose and audience, the written text...</i></p>	<ul style="list-style-type: none"> • Employs thesis statement that responds specifically to the interpretive assignment, focuses the paper, and forecasts paper’s organization • Employs logical arrangement of ¶s • Employs logical arrangement of ideas within paragraphs • Employs effective introduction and conclusion, which moves beyond summary <p>→ The organizational logic enhances a reader’s understanding of the text’s ideas.</p>	<ul style="list-style-type: none"> • Employs thesis statement that connects with the interpretive assignment, provides focus, and suggests an organizational logic for the paper • Employs clear arrangement of ¶s • Employs clear arrangement of ideas within most paragraphs • Employs a clear introduction and conclusion <p>→ The organizational logic assists a reader’s understanding of the text’s ideas.</p>	<ul style="list-style-type: none"> • Lacks thesis statement connecting to the interpretive assignment, or lacks focus that connects to body of the paper • Employs confusing arrangement of ¶s • Employs confusing arrangement of ideas within most paragraphs • Employs formulaic introduction and conclusion disconnected from interpretive purpose of the paper <p>→ Organization problems make it difficult for reader to understand text’s ideas.</p>
<p>DEVELOPMENT</p> <p><i>Given the purpose and audience, the written text...</i></p>	<ul style="list-style-type: none"> • Effectively develops body paragraphs centered on writer’s own general points, which serve as reasons supporting the thesis • Effectively supports/develops these points with details about the visual texts derived from personal observation, ideas in source texts, and external research 	<ul style="list-style-type: none"> • Adequately centers body paragraphs on statements of writer’s own general points, which support the thesis • Adequately supports/develops these points with details about the visual texts derived from personal observation, ideas in source texts, and external research 	<ul style="list-style-type: none"> • States general points that are vague, confusing, or unrelated to thesis; or presents paragraphs without point sentences • Presents details that function as description or summary, but not as evidence • Or provides too few supporting details • Omits or uses confusing ¶ breaks
<p>WRITER’S ETHOS</p> <p><i>Given the purpose and audience, the written text employs a textual voice that...</i></p>	<ul style="list-style-type: none"> • Demonstrates confident, authoritative understanding of the assigned interpretive purpose and content • Demonstrates personal engagement with purpose & content (via the writer’s ideas, insights, values, beliefs) <p>→ Readers perceive this textual voice as trustworthy.</p>	<ul style="list-style-type: none"> • Demonstrates general understanding of the assigned interpretive purpose and content • Demonstrates some personal engagement with purpose & content (via the writer’s ideas, insights, values, beliefs) <p>→ Readers perceive this textual voice as mostly trustworthy.</p>	<ul style="list-style-type: none"> • Demonstrates little or no understanding of the assigned interpretive purpose and content • Demonstrates little or no personal engagement with purpose and content <p>→ Readers perceive this textual voice as untrustworthy or unconvincing</p>

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<p>READABILITY</p> <p><i>Given the purpose and audience, the written text...</i></p>	<ul style="list-style-type: none"> • Contains few or no errors in spelling, grammar, punctuation, or sentence structure • Effectively uses sentences with clear subjects & verbs, parallelism, transitions • Shows evidence of having attended to old-new contract to enhance readability • Uses well-chosen vocabulary for an effective style 	<ul style="list-style-type: none"> • Contains some distracting errors in spelling, grammar, punctuation, or sentence structure, but these errors do not interfere with comprehension • Needs clearer subject-verb sequences, parallel structures, or explicit transitions to enhance clarity • Needs application of old-new contract principles to enhance readability • Largely employs appropriate academic style 	<ul style="list-style-type: none"> • Contains numerous distracting errors in spelling, grammar, punctuation, or sentence structure, some of which interfere with a reader's understanding • Contains little or evidence of attention to subject-verb sequence, parallelism, transitions, or the old-new contract to enhance clarity and readability • Contains vocabulary choices confusing or inappropriate for an academic style
<p>INFORMATION LITERACY</p> <p><i>Given the purpose and audience, the written text...</i></p>	<ul style="list-style-type: none"> • Effectively addresses need for information fr external sources • Effectively employs rhetorical analysis in discussion of all texts • Provides clear attributive phrases and effectively credits sources via consistent internal APA style parenthetical citations • Presents thorough and accurate APA references list with few or no errors • Effectively presents the visual texts under discussion with conventional APA format and captions for visual figures 	<ul style="list-style-type: none"> • Addresses need for information from external sources • Devotes some attention to rhetorical analysis in discussion of texts • Provides attribution and credits sources via internal APA style parenthetical citation with only a few inconsistencies or errors • Presents competent APA references list with format errors only, no content errors • Includes the visual texts under discussion but without good APA format and captions for visual figures 	<ul style="list-style-type: none"> • Inadequately addresses need for information from external sources • Includes little or no attention to rhetorical analysis in discussion of texts • Includes too few attributive phrases and uses few or unclear APA citations • Presents incomplete or incorrectly formatted APA references list • Includes the visual texts under discussion without attention to APA formatting, or fails to include them