

First-Year English Program at Marquette University
Rubric for Scoring English 2 – Unit 3, Civic 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 establishes a social issue as a rhetorical problem • Effectively states its purpose/thesis at the end or the beginning of the essay • Effectively addresses general audience of <i>Newsweek</i> “My Turn” readers → Readers are definitely persuaded to consider the text’s ideas. 	<ul style="list-style-type: none"> • Establishes a social issue as a rhetorical problem • States its purpose/thesis at the end or the beginning essay • Addresses general audience of <i>Newsweek</i> “My Turn” readers → Readers are probably persuaded to consider the text’s ideas. 	<ul style="list-style-type: none"> • Does not establish a social issue as a rhetorical problem • Vaguely states its purpose/thesis • Gives little attention to audience → Readers are not persuaded to consider the text’s ideas.
<p>ORGANIZATION/LOGIC</p> <p><i>Given the purpose and audience, the written text...</i></p>	<ul style="list-style-type: none"> • Effectively employs <i>genre conventions of creative non-fiction</i> • Effectively organizes ¶s • Effective organizes ideas within each ¶ • Effectively introduces and concludes the essay, avoiding a summary conclusion → The organizational logic enhances a reader’s understanding of the text’s ideas. 	<ul style="list-style-type: none"> • Clearly employs <i>genre conventions of creative non-fiction</i> • Clearly arranges ¶s • Clearly organizes ideas within most ¶s • Adequately introduces and concludes the essay → The organizational logic assists a reader’s understanding of the text’s ideas. 	<ul style="list-style-type: none"> • Ineffectively employs (or omits) <i>genre conventions of creative non-fiction</i> • Employs confusing arrangement of ¶s • Employs confusing organization of ideas within most ¶s • Employs vague introduction and/or conclusion → Organization problems make it difficult for a reader to understand the text’s ideas.
<p>DEVELOPMENT</p> <p><i>Given the purpose and audience, the written text...</i></p>	<ul style="list-style-type: none"> • Effectively tells a story linked to larger social issue that would interest readers • Effectively reflects on what the story means for writer and others, using reflection as a form of truth-seeking • Effectively employs reflections as reasons to support stated purpose/thesis • Effectively employs specific details to develop story and provide evidence for reflections 	<ul style="list-style-type: none"> • Adequately tells a story linked to larger social issue that would interest readers • Adequately reflects on what the story means for writer and others, using reflection as a form of truth-seeking • Adequately employs reflections as reasons to support stated purpose/thesis • Adequately employs specific details to develop story and provide evidence for reflections 	<ul style="list-style-type: none"> • Ineffectively links story to larger social issue that may or may not interest readers • Ineffectively reflects on what the story means for writer and others, ineffectively using reflection as a form of truth-seeking • Ineffectively employs reflections as reasons to support stated purpose/thesis • Ineffectively employs specific details to develop story and provide evidence for reflections
<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 content • Demonstrates personal engagement with the content (via the writer’s ideas, values, beliefs) → Readers perceive this textual voice as trustworthy. 	<ul style="list-style-type: none"> • Demonstrates general understanding of the content • Demonstrates some personal engagement with the content → Readers perceive this textual voice as mostly trustworthy. 	<ul style="list-style-type: none"> • Demonstrates little or no understanding of the content. • Demonstrates little or no personal engagement with the content. → Readers perceive this textual voice as untrustworthy.
<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 • Employs effective “My Turn” style 	<ul style="list-style-type: none"> • Contains some errors in spelling, grammar, punctuation, or sentence structure, but these errors do not interfere with comprehension • Employs some elements of a “My Turn” style 	<ul style="list-style-type: none"> • Contains numerous errors in spelling, grammar, punctuation, or sentence structure that interfere with comprehension. • Does not employ a “My Turn” style