

First-Year English Program at Marquette University
Rubric for Scoring English 2 – Unit 4, Workplace 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</i> PURPOSE & AUDIENCE <i>The written text...</i></p>	<ul style="list-style-type: none"> • Effectively defines a workplace problem and proposes a solution • Effectively addresses an audience who has the power to solve the problem, with an eye toward (a) informing them, (b) persuading them, (c) generating good will, and (d) saving them time • Effectively indicates whether addressee has requested a report or this is an unsolicited recommendation → Readers are definitely persuaded to consider the text’s ideas. 	<ul style="list-style-type: none"> • Defines a workplace problem and proposes a solution • Addresses an audience who has the power to solve the problem, with an eye toward (a) informing them, (b) persuading them, (c) generating good will, and (d) saving them time • Leaves it to readers to infer whether addressee has requested a report or this is an unsolicited recommendation → Readers are probably persuaded to consider the text’s ideas. 	<ul style="list-style-type: none"> • Ineffectively defines a workplace problem and/or proposes a solution • Does not address an audience who has the power to solve the problem • Neglects to write in ways that (a) inform audience, (b) persuade audience, (c) generate good will, and/or (d) save audience’s time • Does not indicate whether addressee has requested a report or this is an unsolicited recommendation → Readers are not persuaded to consider the text’s ideas.
<p>ORGANIZATION/LOGIC <i>Given the purpose and audience, the written text...</i></p>	<ul style="list-style-type: none"> • Effectively employs business format conventions • Effectively organizes individual ¶s around major problem-solution points (Think: topic sentences & skimmability.) → The organizational logic enhances a reader’s understanding of the text’s ideas. 	<ul style="list-style-type: none"> • Generally follows business format conventions • Organizes individual ¶s around major points (Think: topic sentences & skimmability.) → The organizational logic assists a reader’s understanding of the text’s ideas. 	<ul style="list-style-type: none"> • Does not follow business format conventions • Employs confusing organization of ideas within ¶s (Think: topic sentences & skimmability.) → Organizational problems make it difficult to understand the text’s ideas.
<p>DEVELOPMENT <i>Given the purpose and audience, the written text...</i></p>	<ul style="list-style-type: none"> • Has effectively selected the information to present as support material • Effectively presents the information in terms of reader benefits and needs • Effectively employs purpose statement and problem statement in introduction • Effectively employs conclusions and recommendations 	<ul style="list-style-type: none"> • Has selected adequate information to present as support material • Adequately presents information in terms of reader benefits and needs • Adequately employs purpose statement and problem statement in introduction • Adequately employs conclusions and recommendations 	<ul style="list-style-type: none"> • Has not selected information to present well—too much, too little, or confusing • Does not present information in terms of reader benefits and needs • Ineffectively employs or omits purpose and/or problem statements in introduction • Ineffectively employs conclusions and recommendations
<p>WRITER’S ETHOS <i>Given the purpose and audience, the written text employs a textual voice that...</i></p>	<ul style="list-style-type: none"> • Demonstrates a confident, business-like <i>ethos</i>, including awareness of ethical and legal concerns → Readers perceive this textual voice as knowledgeable and trustworthy. 	<ul style="list-style-type: none"> • Demonstrates an adequate business-like <i>ethos</i>, including some awareness of ethical and legal concerns → Readers perceive this textual voice as mostly knowledgeable and trustworthy. 	<ul style="list-style-type: none"> • Demonstrates little or no business-like <i>ethos</i>, including little or no awareness of ethical and legal concerns → Readers perceive this textual voice as unknowledgeable and 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 • Uses well-chosen vocabulary for an effective workplace style • Effectively employs strategies of business style (e.g., you-view strategy, positive phrasing, clarity, conciseness, clear subject positions) • Effectively provides in-text citation of source materials as needed 	<ul style="list-style-type: none"> • Contains some errors in spelling, grammar, punctuation, or sentence structure, but errors do not affect comprehension • Largely employs appropriate vocabulary for a workplace style • Employs strategies of business style (e.g., you-view strategy, positive phrasing, clarity, conciseness, clear subject positions) • Provides citations for source materials as needed 	<ul style="list-style-type: none"> • Contains numerous errors in spelling, grammar, punctuation, or sentence structure that affect comprehension • Contains vocabulary choices confusing or inappropriate for a workplace style • Too frequently neglects to employ elements of appropriate business style (e.g., you-view strategy, positive phrasing, clarity, conciseness, clear subject positions) • Does not provide needed citations
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Note: Instructors who require a cover memo describing the context for the proposal should stipulate criteria for their grading of that memo, perhaps just by having the first column say "the written texts."