

25% of course grade, due 12/10

**Project 3: Finding Common Ground**

	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
<b>Reading comprehension</b>	Builds on a clearly communicated, accurate understanding of the texts, presenting purposefully focused article content through well-worded paraphrases and well-integrated and contextualized quotes.	Demonstrates a reasonably accurate understanding of the texts through competent paraphrasing. Avoids overquoting and does not plagiarize articles. Summaries may, however, be rhetorically unfocused. Quotes may not be grammatically integrated. Language may at times be vague or ambiguous.	Demonstrates major misunderstandings of the text, or else cannot be assessed due to poor clarity/diction, plagiarism, or overquoting.
<b>Analysis &amp; Structure</b>	Shrewd analysis of agreement, disagreement, and rhetorical strategy (or logic) leads to persuasive, non-obvious conclusions. Smooth transitions signal thoughtful connections between adjacent points. Sentences may employ complicated structures and devices to good effect.	Identifies areas of agreement and disagreement through topically organized discussion that arrives at a non-obvious but reasonable thesis/conclusion about the debate. Transitions may be forced or awkward, and the discussion may avoid the subjects of rhetorical strategy or logic.	Fails to accurately identify areas of both agreement and disagreement, often organizing discussion by source rather than topically. Alternatively, the paper may be too unclear or disorganized to assess.
<b>Audience Awareness</b>	Reveals a deep awareness of audience, both in the handling of potentially controversial conclusions or material (where disclaimers, buffers, and other strategies are well-employed), but also in attention to convention and style. The writer may strategically violate some conventions in ways that make the paper more effective. Style is clear and may be highly efficient, drawing on devices, grammars, and word choices that trim fat from the text.	Attempts to build ethos with mixed readership through balanced summaries, disclaimers, meta-commentary, and concessions, though results may vary. Follows academic conventions for formatting, but may struggle with proofreading and style. May try too hard to sound "academic."	Ignores, recklessly alienates, or significantly misrepresents a side of the debate, or else ignores common conventions (proofreading, readable formatting, standard fonts) that readers expect honored.

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<b>Claims &amp; Support</b>	Defends assertions and a clear thesis (which may be complicated, embedded in the conclusion, or implied) with effective textual evidence and sound reasons. Quotations are clearly marked. Citations are clearly built from an understanding of MLA basics, even if they have some minor errors because the writer didn't have a style book on hand.	Defends assertions and a clear thesis with accurately attributed textual evidence from the sources. Connections between claims and evidence are clear, though they may be implied and may not be persuasive. Quotations are clearly marked. Formal citations may not be in perfect MLA, but in-text references clearly match up with entries in an alphabetized Works Cited list.	Has significant problems in either claims or support. Examples: missing or incoherent thesis; undeveloped assertions; unattributed, unclearly attributed, or inaccurately attributed information; misquotations.
<b>Comments:</b>			

**Reflective Overview:**

**A 4.0 quality reflective overview will consider the following, with the author considering both THIS PROJECT *and* the semester as a whole.**

- thoroughly and thoughtfully considers your work on these pieces of writing
- thoroughly and thoughtfully considers your learning (as a student, reader, researcher, writer) on both this project AND on your work and progress on the goals of the course.
- provides a useful map of the skills you want to continue building, and how you will do so
- demonstrates a clear understanding of writing AS a process:
  - Process goals:
    - To see writing as “thinking made visible.”
    - To appreciate that the “product” your writing produces will only ever be as “good” (as successful or effective) as the “process” that goes into it.
    - To begin to see your writing as a product of many decisions you will make about how best to communicate your ideas, your meaning to your intended, ideal reader(s).
    - To develop strategies for generating—or “inventing”—ideas, arranging them in helpful ways, revising ideas and their arrangement as you figure out what you want to say, editing to make your meaning clear, and proofreading to present the written expression of your thoughts and growing knowledge in its best possible form.
    - To accept “at the start” that good writing takes time and effort and a willingness to explore possibilities and alternatives with other writers, both in class and outside.
    - To appreciate that your writing as an “act” that, like the way you talk or dress or spend your time, will be viewed by readers as representations and reflections of your values and beliefs.
- is appropriately developed—is of a satisfactory length to achieve its purposes, and is clearly the result of thoughtful questioning/planning/drafting and revision processes.
- is composed in a fashion appropriate for your audience and purpose, illustrating more than minimum facility with language, and engaging the reader with few sentence-level problems

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<b>(Reflection grade)</b>	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Unsatisfactory</i>
Thoroughly and thoughtfully considers your learning (as a student, reader, researcher, writer) on both this project AND on your work and progress on the goals of the course.			
Demonstrates a clear understanding of writing AS a process			
Is appropriately developed—is of a satisfactory length to achieve its purposes, and is clearly the result of thoughtful questioning/planning/drafting and revision processes.			
Provides thoughtful, honest, and specific self-evaluation of work, both on this project and throughout the semester.			
Makes plans for continuing skills development (on whatever reading, writing, research skills author personally finds need strengthening)			
Is composed in a fashion appropriate for your audience and purpose			
Illustrates more than minimum facility with language, and engaging the reader with few sentence-level problems			