Pedagogical Reflections: Presentation and Contextualization of Three Online Course Syllabi

Background and Introduction

My interest in technology proceeds my interest in teaching with technology. During the mid-1980s, I received as a gift a Tandy TRS-80 computer from Radio Shack. I spent countless hours with my new computer. I enjoyed tinkering with technology and subsequently began seeing myself as a future computer programmer.

A false start as a computer science major during college in the late 80s did not dampen my interest in computer technology. I eventually graduated college with a degree in English and a computer science concentration. When listserv usage was popular in the mid-90s, like many other graduate program teaching assistants, I was encouraged to use our university listservs to engage students and to begin envisioning how the technology might become a pedagogical tool. Clunky and unfruitful use of listserv technology during graduate school led me toward experimenting with usage of learning management systems (LMS) when I began teaching for a polytechnic university in 2002. I at first began using the LMS as a repository to collect drafts of student writings and then later as a way to extend peer review outside of classroom time.

In 2004, I completed formal training for the first time in order to teach fully online asynchronous courses for the University System of Georgia. I have now taught online courses for more than 15 years and completed much additional training as an online teacher and online course builder. Results of student evaluations for online courses that I built and taught have consistently been positive. I believe my approach to teaching online has been effective; thus, I am writing to share my online course syllabi along with additional pedagogical reflections that may be helpful to teachers.

The appendix for this article presents a syllabus copy for the following online courses: **(1) Survey of American Literature, (2) Survey of African American Literature, and (3) Workplace Writing.** I make use of this article to contextualize the congruent syllabi grading components for a target audience of teachers. I focus my reflections and commentary on the grading components listed in the syllabi because I believe doing so will help others to develop coursesyllabi for their own online courses.

The next four sections below correspond to grading components found in the three course syllabi: note the major examination header section discusses the midterm exam and final exam grade components under the same header. The last section of this article provides comments about the congruent approach to grading across all three course syllabi and final thoughts about achieving continuous online course improvement.

Weekly Writings and Replies

Students in my courses are required to submit a weekly writing response to a discussion prompt that I provide one week in advance of the response due date. The LMS discussion forum settings are set so that student submissions must receive instructor approval before they become visible to other students in the online discussion forum.

The writing prompts are designed to help students read assigned texts with a purpose and to help them write responses that have a common focus that will spawn meaningful discussion forum exchanges with their peers. The content of each writing prompt provides students with contextual information and a few open-ended questions for them to respond to in paragraph format. Most writing prompts do not exceed 300 words. Prompts in my literature courses are designed to engage students with assigned readings; the prompts in my writing courses are designed to engage students with assigned readings and to guide them in practicing specific writing skills.

The minimum and maximum word count requirement for student submitted responses change based on course enrollment numbers. For example, in 2015 the course enrollments for my courses were often capped at 28 students per course, so the word count requirement for most weekly writing response submissions was 300 words. The required content of a reply posting in 2015 was 150 words. My general education literature course enrollment was 35 students per section in 2021, so I reduced the word count requirement to 200 words for required weekly writing response submissions and reduced the minimum word count reply postings to 100 words.

A point value is assigned to initial writing response submissions and required reply postings. The point value for an initial writing response is 50 points. The point value for a required reply posting to another student's initial writing response is 50 points. As of the writing of this article, I only require students to submit one reply posting. I used to require students to submit two reply postings and I would award 25 points for each reply; however, due to increased enrollment in my courses, the assessment of two reply postings became difficult to manage.

A rubric (included in the course syllabus) describes the point values assigned for initial writing response submissions and required reply postings. Students receive the maximum points for each required submission, or they receive zero points if the submission is not satisfactory or notsubmitted. Students who receive zero points because their submission was not acceptable usually are provided the opportunity to revise and resubmit without penalty. This method of assigning points allows me to evaluate submissions in an efficient manner. If students meet the content requirement, provide a meaningful response to the applicable writing response, then I approve their posting so they will receive all their points and are then able to read and reply to other student postings.

I have not always used a quantitative approach for grading writing responses. From 2004 to 2014 (my first 10 years of teaching asynchronously via LMS platforms), I made use of a qualitative evaluation method for assessing weekly writing responses. I provided a written explanation in the course syllabi that described grades of **Satisfactory, Below Satisfactory**, **Unsatisfactory**, and **Unacceptable**. The qualitative grades were used instead of numerical or letter grades because the weekly writing responses were designed to showcase student's critical thinking rather than polished writing products. However, the use of the qualitative ratings

proved difficult for students to accept as an indication of their weekly progress in my courses. Most students wanted me to tell them what kind of numerical grade was equivalent to each of the qualitative ratings. The amount of time I spent explaining the benefits of my qualitative grading assessment of the weekly writing responses ultimately proved not to be the best use of student-instructor course interactions.

The quantitative approach I now use provides clear grading and learner progress measurements and ultimately results in more instructional time for meaningful engagement experiences with students.

Major Examinations

The major exams in my courses consist of identification, true-false, and matching questions and one open-ended essay question. The LMS quiz tool allows for creating pools of randomized multiple-choice questions so students will receive somewhat unique exams. Students are allowed one-attempt to earn their highest possible score for each major exam.

The focus of the essay question for the **midterm exam** and the **final exam** requires students to reflect on a specific reading selection from the course or requires students to write about what they have learned in the course. Students are provided with essay prompts for the exams usually no less than 7 days in advance; doing so, allows them the opportunity to prepare for the required writing that will take place during examination time, which is usually 75 to 90 minutes. Students that review the exam essay prompt become mentally engaged for a period of time before taking the exam. My goal is to capture the attention of my students so that some amount of critical thinking takes place before exam day.

In the past, I have required students to have their major exams proctored to increase examination integrity. I eliminated required proctoring because sometimes students were required to pay a fee for taking examinations and because my exams often needed to be open for a 5-day period so the proctors could manage meeting the scheduling needs of students. My approach as of late has been to keep exams open for one 24-hour day period and require students to use Respondus Lockdown Browser; the exam scores, questions, and answers are not released until after the exam closes.

Quizzes

During the course of a regular semester, I offer 7 to 10 quizzes, which contain between 12 and 15 multiple choice type questions but no essay questions. The quizzes are meant to provide students with the opportunity to check comprehension of assigned readings and to prepare them for weekly discussion forum writing activities. For each quiz offered, two attempts are allowed; either the highest attempt will count as the recorded quiz grade or the two attempts will be averaged. The reason students are allowed two attempts for quizzes is because they are formative assessment activities that allow me to gauge student learning before they complete summative assessments such as midterm and final examinations. Use of Respondus Lockdown Browser is a requirement for quiz submissions to ensure test taking integrity.

Research/Projects and Miscellaneous Assignments

This broadly labeled grading component is a summative evaluation assignment. The labeling description provides for flexibility in determining the specifics of final writing assignments and attempts to address IRB concerns about the use of the term "Research" in undergraduate courses. The IRB at my university warned faculty that students should not be conducting formal research without appropriate training, which is the reason I now make use of the "projects" descriptor alongside the "research" descriptor.

The use of "miscellaneous" in the grade component description allows for flexibility in designing summative evaluation assignments. There are occasions when students are allowed to complete writing projects that are more like creative writing assignments than traditional end of term papers. For example, a student once created an advertising brochure for my African American Literature courses, and another wrote about themes in Black films that related to assigned course readings. The students in the Workplace Writing Course I teach do not submit end of term papers; they design PowerPoint Presentations with embedded audio that showcase their learning in the course.

For the foreseeable future, I will maintain this broadly labeled grading component for reasons stated above and because often faculty are required to implement summative evaluation assessment assignments for course accreditation review reasons (i.e., a miscellaneous assignment that may be a mandated requirement not designed by the course instructor).

Concluding Thoughts

Readers should note that in each of the syllabi provided with this article that the course grading is congruent across all three syllabi. I have made use of this type of congruency since 2015 and it has allowed me to manage my undergraduate course teaching load in an effective and efficient manner. I highly recommend a congruent approach for developing course syllabi for faculty who have a course load of 3-3 or higher.

Finally, readers should note that ideas in this article result from my willingness to emulate and to modify effective online course development strategies learned from other informed and experienced faculty in both formal and informal settings. I hope my shared syllabi and my shared commentary proves useful to others looking for ideas to improve their own online courses.

Appendix Cover Page

Note: Following this cover page are the three syllabi referenced in the body of the article. The pagination of the three course syllabi is the original pagination for each syllabus.

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**Dr. Terry
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Survey of American Literature
ENGL 2130**

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Office Hours: Tuesday
thru Thursdays: 12-1:00 PM
 (Appointments Only).
Other times by appointments.

Taking This Online Course

Make sure when you enter Desire2Learn (D2L) that you run the "System Check," which you can begin by clicking the "Please click here for a System Check before you login" link.

Pay attention as the System Check runs. Make sure you address any problems with your browser version, browser settings, or display settings.

To take this course, you need to seek proper academic advisement to ensure the course is one that you can use toward your degree program. To register for the course do so via OWL Express.

Minimal Technical Skills: The minimal technical skills require that you be able to navigate D2L, know how to respond to email, do basic web searcher. You should also be able to access KSU's Technology Support for D2L, KSU wireless, student email, and other technology issues; see information as provided below.

You may view my Faculty Web Page Information to learn more about me as your instructor of record.

You are encouraged to contact me when you have questions. You are always welcome to visit. You may wish to call and make an appointment if you plan a visit--just so that the amount of time you think you'll need will be reserved for you. I will respond to email messages and to telephone voice messages via my office number listed above or my mobile number listed within the online course within 24-hours during the week; email messages and voice messages received after 5PM on Fridays will be responded to within 48-hours.

If you haven't already done so, buy your books either at the bookstore or online at various online textbooks sellers. The course syllabus information is located below and on the D2L

home page via the Content Menu and the module for week 1. The course schedule
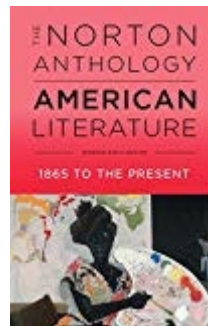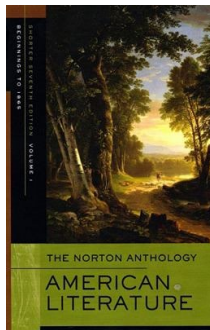information is the D2L module for week 1.

ONLINE COURSE SYLLABUS INFORMATION

ENGL 2130—Survey of American Literature

TEXTS and REQUIREMENTS

Required texts: T*he Norton Anthology of American Literature Shorter Ninth Editio*n.
Author: Robert S. Levine (General Editor).

ISBN: 978-0-393-26452-4 (Volume 1) and ISBN: 978-0-393-26453-1 (Volume 2)

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Lower Cost Electronic Editions of Both Textbook May Be Ordered via KSU Bookstore: Use the following Custom
ISBN: 9780393434453.

Recommended text: *Death of a Salesman* (by Arthur Miller). Publisher: The Penguin Group
Edition: ISBN: 9780140481341. ***** (Note this reading is a play; the play is located in volume 2 of the required
anthologies; however, the recommended text may be better for reading since the type font is larger and the
recommended text may be less cumbersome to carry around.)***

Additional Readings: Relevant articles or book chapters will be placed on Library Reserve and E-Reserve. You will
be required to make copies of these readings.

Additional Technology Requirements:

KSU D2L Student ID and Password. (Online students are required to login in order to participate and access
additional online course material and online course guidelines.)

Access to a computer with reliable internet access and sound and video capabilities.

Note: Many of our videos are in Flash and require a program like iTunes or RealPlayer to view. Visit the iTunes
and RealPlayer websites for free download information. Because many of our videos are in Flash, you will not be
able to rely solely on an iPad or iPhone to successfully complete this course. You will **need access to a desktop or
laptop computer or a tablet computer that runs Flash.**

COURSE DESCRIPTION

This course is a survey of American literature from the mid-nineteenth century to the present.

Required Prerequisite: ENGL 1102.

COURSE OBJECTIVES

1. Differentiate authors, terms, and concepts related to the American literature survey course period
2. Explain how historical time and literary movements impact our understanding of literature.
3. Analyze themes and perspectives relevant to the American literature survey course coverage period.
4. Create a community of learners through common readings and classroom interaction.

COURSE GRADING COMPONENTS ACTIVITIES

Course grade will be determined as follows:

Grade Component	Percentage
Weekly Writing and Replies	25%
Midterm Exam	25%
Final Exam	25%
Quizzes	15%
Research/Projects and Miscellaneous Assignments	10%
Total	**100%**

Weekly Writings and Replies (25%)
(Note: written posts and replies is how students demonstrate active participation in the course.)

Weekly Writings Responses that you to post to D2L and that are approved or deemed acceptable by the course instructor will receive a numerical score ranging from 0 to 50 points depending on the quality of the posting. Unapproved postings will result in a 0. *Note that students may not be able to participate in weekly writing response discussions if they do not have an approved weekly writing response to share with other students.*

Writing Response Replies (that you post to D2L and that are approved or deemed acceptable by the course instructor will earn 0 or students will 25/50 points each depending on the quality of the posted reply. Students will be required to post 1or 2 replies per writing response discussion forum activity unless stated otherwise by the course instructor. (e.g. 2 required replies would equate to 25 points per approved reply for a total of 50 points; 1 required reply would equate to 50 points for the approved reply). Unapproved or unacceptable postings will result in a 0. *Note that students may not be able to post writing response replies if they do not have an approved weekly writing response to share with other students*

Your Writing Responses are for sharing ideas and assignments with your instructor and peers. I will often require that you share them online. The purpose of your writing responses will also be to provide you with feedback and in some cases provide you with ideas for future writing assignments or research projects. I want you to write genuinely and critically when completing all writing assignments.

Your Writing Responses will allow you to make sense of the readings and other topics from your own perspective and understanding. I would argue that the majority of what you learn in this course will develop from your own writings that attempt to make meaning out what we read, discuss, and draft in the online class. I cannot stress enough the importance of spending time to produce your Weekly Writing Responses and Replies for the members of this course (to include the instructor) who are your primary audience.

Most writing responses will vary in terms of length based on the particular writing assignments or exercise; specific length or word-count suggestions will be provided. This course will make use of MLA formatting guidelines unless instructed otherwise. Most writing response replies to other student discussion forum postings or assignments should be approximately 100 to 150 words each unless otherwise stated.

Examination and Quizzes (65%) will receive a number grade ranging from 0-100 unless stated otherwise in writing by the course instructor. There will be a midterm exam and final exam to be weighted at 25% each. Other examinations such as short quizzes will be averaged and weighted at a minimum of 15%.

Research/projects/miscellaneous assignments (10%) will deal with subject matter that you choose and that I approve. If your project does not seem feasible or appropriate for this course, then I will respectfully require you to consider an alternative topic of your own choosing. Each of your projects may require you to include outside research that will need to be documented in proper MLA format. Your writing projects will receive a numerical grade. Grade Scale**:** 100-90 points =A; 89-80= B; 79-70= C; 69-60=D; 59-0 = F.

LATE WORK POLICY: **Late work may or may not be accepted by the course instructor. If late work is accepted, then it may be penalized by a percentage or a reduction in points as deemed appropriate by the course instructor.**

GRADING TURN AROUND TIME:

Weekly writing assignment responses posted in the online course discussion forum will be approved within 2 to 3 days after submission deadlines to facilitate and to allow for instructor moderated discussions that require student active participation via D2L. Approved postings earn full credit; the applicable D2L grades area showing earned grade credit will be updated usually no less than 7 to 10 days after all deadlines have passed for applicable online discussion forum activities.

Major assignments will usually be graded and/or returned within 7 to 10 days after due date or submission.

(Student who are identified as unengaged for a period of a week or longer due no activity risk earning a low to failing course participation)
Relationship Between Course Activities and Course Objectives

Course Graded Activities	Relationship to Course Objectives
Weekly Writing Responses	Objectives 2, 3, & 4
Writing Response Replies	Objectives 2, 3, & 4
Examinations and Quizzes	Objective 1, 2, & 3
Research and Other Projects (Note that students will often be required to share project proposals and drafts with peers and instructor.)	Objectives 2, 3, & 4

Conferences

I may request to have a conference with each of you at some point during the session; do note that you are free to schedule a conference with me at any point during the session. In addition, I may also require you to schedule a conference with our learning support service to work on specific writing skills.

Paper Formatting

Paper Form: Make sure your submitted work is submitted using a word processor. For assignment that require to you present an explanation or brief report, please use 12-point font, preferably Times New Roman or

Arial. Most of your work should have **an appropriate title and conform to MLA guidelines unless instructed otherwise.**

Plagiarism and Academic Policies

Plagiarism is the intentional or unintentional representation of another person's ideas, writing, or images as one's own, including materials found online, from another student or another class.

Students are expected to comply with KSU's academic policies; detailed information for KSU Academic Policies is found on university website.

Please note that plagiarism detection software is in place in this course for all assignments. Even if you do not turn work in to the Assignment Dropbox, your work may be scanned for plagiarism. If you are caught plagiarizing, plagiarism penalties will apply. To learn more about the definition of academic misconduct please review the KSU Codes of Conduct website information.

The Writing Center

The KSU Writing Center helps students in all disciplines improve their written work. Experienced, friendly writing assistants work with you on topic development, revision, research, documentation, grammar, and more. For more information or to make an appointment visit the KSU Writing Center website.

Technology Support for D2L, KSU wireless, student email, and other technology issues:

Students may contact University Technology Information Services (UTIS) in three different ways:
1. Email: studenthelpdesk@kennesaw.edu
2. Phone: 470-578-3555
3. Walk-in & Service Desk: Kennesaw Campus Location: Technology Annex Building 361, Rm. 110
   Walk-in & Service Desk: Marietta Campus Location: Building H Lower Level, East Side

Additional Student Services

KSU provides a variety of services to foster and support student success. To learn more access the following links:

- Department of Student Leadership and Service

- Tutoring & Academic Support

- KSU Housing Academic Support

ADA DISABILITY STATEMENT

Kennesaw State University provides program accessibility and reasonable accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Please visit the following links for additional information.

- Kennesaw State University's Student Disability Services

- KSU's Institutional Policies for Student Disability Services

Course Delivery Required Statement

KSU may shift the method of course delivery at any time during the semester in compliance with University System of Georgia health and safety guidelines. In this case, alternate teaching modalities that may be adopted include hyflex, hybrid, synchronous online, or asynchronous online instruction.

COVID-19 illness Required Statement

If you are feeling ill, please stay home and contact your health professional. In addition, please email your instructor to say you are missing class due to illness. Signs of COVID-19 illness include, but are not limited to, the following:

- Cough
- Fever of 100.4 or higher
- Runny nose or new sinus congestion
- Shortness of breath or difficulty breathing
- Chills
- Sore Throat
- New loss of taste and/or smell

COVID-19 vaccines are a critical tool in "Protecting the Nest." If you have not already, you are strongly encouraged to get vaccinated immediately to advance the health and safety of our campus community. As an enrolled KSU student, you are eligible to receive the vaccine on campus. Please call (470) 578-6644 to schedule your vaccination appointment or you may walk into one of our student health clinics.

For more information regarding COVID-19 (including testing, vaccines, extended illness procedures and accommodations), see KSU's official Covid-19 website.

Face Coverings Required Statement

Based on guidance from the University System of Georgia (USG), all vaccinated and unvaccinated individuals are encouraged to wear a face covering while inside campus facilities. Unvaccinated individuals are also strongly encouraged to continue to socially distance while inside campus facilities, when possible.

Software Accessibility Statements Links

- [D2L Software Accessibility Statements](#)

- [VoiceThread Software Accessibility Statements](#)

- [SoftChalk Software Accessibility Statements](#)

- [Microsoft Software Accessibility Statements](#)

Software Privacy Statements Links

- [D2L Software Privacy Statements](#)

- [VoiceThread Software Privacy Statements](#)

- [SoftChalk Software Privacy Statements](#)

- [Microsoft Software Privacy Statements](#)

***Please note that you are responsible for preserving the original copies (with written responses from teacher or classmates) of all your work. Also, note that I reserve the right to make changes to the above policies and content of this syllabus as I deem necessary.**

Assessment Rubric for General Writing Assignments and Research Projects

Grade Scale:

Exemplary is 90 to 100 points: (Grade of A) **Proficient** is 80 to 89 points: (Grade of B) **Satisfactory** is 70 to 79 points: (Grade of C) **Unsatisfactory** is 60 to 69 points: (Grade of D) **Failing** is 59 to 0 points :(Grade of F)

All assignments must be completed according to the stated or written criteria for the assignment. The following rubric cannot account for all possible criteria and scenarios for assessing writing situations. Students desiring additional feedback should always let me know in a timely fashion.

Elements	Exemplary	Proficient	Satisfactory	Unsatisfactory	Score
Content 60 Pts. **Appropriated for Level of Formality.**	o Content clearly demonstrates strong critical analysis and development o Writer addressed a clear majority of assignment requirements o Use of source material clearly acceptable to strong. o Assignment has definite focus throughout	o Fair to good evidence of critical analysis and development o Writer addressed a clear majority of assignment requirements o Use of source material appropriate and clearly of acceptable degree Assignment has definite focus throughout	o Evidence of critical analysis and development, but much room for improvement o Writer addressed most of the assignment requirements o An attempt to use appropriate sources is evident to an acceptable degree o Assignment has defined focus that is acceptable	o Little to no evidence of critical analysis and development o Writer addressed some of assignment requirements but not to a degree of satisfactory development. o Use of appropriate source material lacking o Assignment lacks focus	
Scoring Range	60 to 54	53 to 48	47 to 42	41 to 0	
Length and Formatting 20 Pts. **Appropriated for Level of Formality.**	o Length requirement is satisfied as stated o Appropriate MLA/APA formatting layout including titles, headers, references and citations as appropriate	o Length requirement is satisfied as stated o Appropriate MLA/APA formatting layout including titles, headers, references and citations as appropriate with only minor mistakes	o Length requirement falls noticeably short o Acceptable MLA/APA formatting layout including titles, headers, references and citations as appropriate with some major mistakes that weakens the quality of the paper	o Length requirement is clearly not satisfied o Unacceptable MLA/APA formatting layout including titles, headers, references and citations; may include major mistakes that weakens the quality of the paper	
Scoring Range	20 to 18	17 to 16	15 to 14	13 to 0	
Grammar and Editing 20 Pts. **Appropriated for Level of Formality.**	o Though the submission may have occasional grammatical errors, the errors do not interfere with the reader's understanding of the writer's main ideas. o Most sentences are properly developed and varied.	o There is one pattern or error or many proofreading errors, but these do not cause reader confusion. o Sentence structure is adequate, but many sentences lack thoughtful development and variation.	o There are errors in sentence structure or other grammatical errors that cause reader confusion. o Sentences may be too simplistic and lack proper development.	o There are significant errors in sentence structure or other grammatical errors that cause reader confusion. o Sentences are simplistic and underdeveloped.	
Scoring Range	20 to 18	17 to 16	15 to 14	13 to 0	

---/100pts

Assessment Rubric for Writing Response Posted In Discussion Forum

Grade Scale: Exemplary is 45 to 50 points. **Proficient** is 40 to 44 points:. **Satisfactory** is 35 to 43 points. **Unsatisfactory** is 34 to 30 points. **Failing** is 29 to 0 points:

Elements	Exemplary	Proficient	Satisfactory	Unsatisfactory	Score
Content 30 Pts. **Appropriated for Level of Formality.**	o Content clearly demonstrates strong critical analysis and development o Writer addressed a clear majority of assignment requirements o Use of source material clearly acceptable to strong. o Assignment has definite focus throughout	o Fair to good evidence of critical analysis and development o Writer addressed a clear majority of assignment requirements o Use of source material appropriate and clearly of acceptable degree Assignment has definite focus throughout	o Evidence of critical analysis and development, but much room for improvement o Writer addressed most of the assignment requirements o An attempt to use appropriate sources is evident to an acceptable degree o Assignment has defined focus that is acceptable	o Little to no evidence of critical analysis and development o Writer addressed some assignment requirements but not to a degree of satisfactory development. o Use of appropriate source material lacking o Assignment lacks focus	
Scoring Range	30 to 27	26 to 24	25 to 21	20 to 0	
Length and Formatting 10 Pts. **Appropriated for Level of Formality.**	o Length requirement is satisfied as stated o Appropriate MLA/APA formatting layout including titles, headers, references and citations as appropriate	o Length requirement is satisfied as stated o Appropriate MLA/APA formatting layout including titles, headers, references and citations as appropriate with only minor mistakes	o Length requirement falls noticeably short o Acceptable MLA/APA formatting layout including titles, headers, references and citations as appropriate with some major mistakes that weakens the quality of the paper	o Length requirement is clearly not satisfied o Unacceptable MLA/APA formatting layout including titles, headers, references and citations; may include major mistakes that weakens the quality of the paper	
Scoring Range	10 to 9	8	7	6 to 0	
Grammar and Editing 10 Pts. **Appropriated for Level of Formality.**	o Though the submission may have occasional grammatical errors, the errors do not interfere with the reader's understanding of the writer's main ideas. o Most sentences are properly developed and varied.	o There is one pattern or error or many proofreading errors, but these do not cause reader confusion. o Sentence structure is adequate, but many sentences lack thoughtful development and variation.	o There are errors in sentence structure or other grammatical errors that cause reader confusion. o Sentences may be too simplistic and lack proper development.	o There are significant errors in sentence structure or other grammatical errors that cause reader confusion. o Sentences are simplistic and underdeveloped.	
Scoring Range	10 to 9	8	7	6 to 0	

----/50pt

Assessment Rubric for Writing Response Replies

Grade Scale:

A Satisfactory =25 or 50 Point (e.g. 2 required replies would equate to 25 points per approved reply for a total of 50 points; 1 required reply would equate to 50 points for the approved reply)

An Unsatisfactory = 0

All assignments must be completed according to the stated or written criteria for the assignment. The following rubric cannot account for all possible criteria and scenarios for assessing writing situations. Students desiring additional feedback should always let me know in a timely fashion.

Satisfactory	Unsatisfactory	Score
o Evidence of critical analysis and development, but much room for improvement o Writer addressed most of the assignment requirements o An attempt to use appropriate sources is evident to an acceptable degree o Assignment has defined focus that is acceptable	o Little to no evidence of critical analysis and development o Writer addressed some of assignment requirements but not to a degree of satisfactory development. o Use of appropriate source material is lacking or below expectation o Assignment lacks focus	
o Length requirement of assignment is acceptable. o Acceptable MLA/APA formatting layout including titles, headers, references and citations as appropriate.	o Length requirement is clearly not satisfied o Unacceptable MLA/APA formatting layout including titles, headers, references and citations; may include major mistakes that weakens the quality of the paper	
o There may be minor errors in sentence structure or other grammatical errors that do cause reader confusion.	o There are significant errors in sentence structure or other grammatical errors that cause reader confusion.	

----/25/50pts

On your submitted written work for grading, I may have not provided written feedback because all students will have the opportunity to speak with me via a conference if one is required or desired.

Comments/Feedback:

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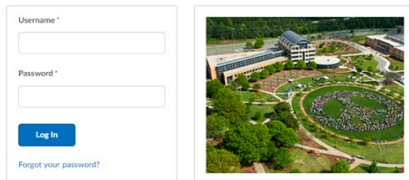
Taking This Online Course

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home page via the Content Menu and the module for week 1. The course schedule
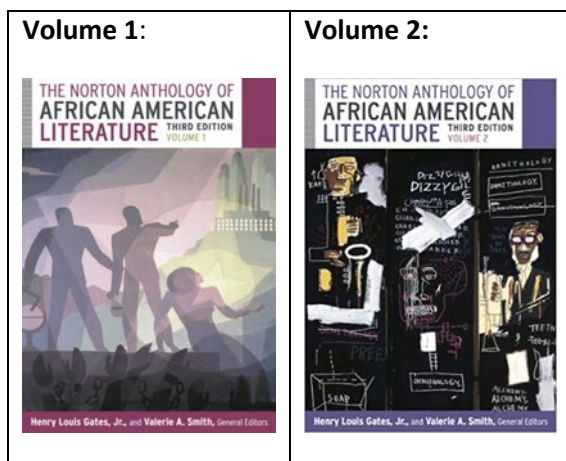information is the D2L module for week 1.

ONLINE COURSE SYLLABUS INFORMATION

ENGL 2300—Survey of African American Literature

TEXTS and REQUIREMENTS

Gates, Henry Louis, Jr. and Valerie A. Smith (General Editors). *The Norton Anthology of African American Literature* (Third Edition*).* New York: W. W. Norton and Company, 2014.

Volume(s): Two Volume Set ISBN 978-0-393-91155-8

Additional Technology Requirements:

KSU D2L Student ID and Password. (Online students are required to login in order to participate and access additional online course material and online course guidelines.)

Access to a computer with reliable internet access and sound and video capabilities.

Note: Many of our videos are in Flash and require a program like iTunes or RealPlayer to view. Visit the iTunes and RealPlayer websites for free download information. Because many of our videos are in Flash, you will not be able to rely solely on an iPad or iPhone to successfully complete this course. You will **need access to a desktop or laptop computer or a tablet computer that runs Flash.**

COURSE DESCRIPTION

This course is a survey of important works of African-American literature. Students will read and analyze a variety of literary forms such as poetry, drama, nonfiction, short stories, and novels.

Required Prerequisite: ENGL 1102.

COURSE OBJECTIVES

1. Recognize and identify key figures, terms, and concepts pertinent to African American literature.

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2.   Explain how historical time and literary movements shape our understanding of literature.

3.   Analyze themes and ideas pertinent to African-American literature.

4.   Create a community of learners through common readings and classroom interaction.

COURSE GRADING COMPONENTS ACTIVITIES

Course grade will be determined as follows:

Grade Component	Percentage
Weekly Writing and Replies	25%
Midterm Exam	25%
Final Exam	25%
Quizzes	15%
Research/Projects and Miscellaneous Assignments	10%
Total	**100%**

Weekly Writings and Replies (25%)
(Note: written posts and replies is how students demonstrate active participation in the course.)

Weekly Writings Responses that you to post to D2L and that are approved or deemed acceptable by the course instructor will receive a numerical score ranging from 0 to 50 points depending on the quality of the posting. Unapproved postings will result in a 0. *Note that students may not be able to participate in weekly writing response discussions if they do not have an approved weekly writing response to share with other students.*

Writing Response Replies (that you post to D2L and that are approved or deemed acceptable by the course instructor will earn 0 or students will 25/50 points each depending on the quality of the posted reply. Students will be required to post 1or 2 replies per writing response discussion forum activity unless stated otherwise by the course instructor. (e.g. 2 required replies would equate to 25 points per approved reply for a total of 50 points; 1 required reply would equate to 50 points for the approved reply). Unapproved or unacceptable postings will result in a 0. *Note that students may not be able to post writing response replies if they do not have an approved weekly writing response to share with other students*

Your Writing Responses are for sharing ideas and assignments with your instructor and peers. I will often require that you share them online. The purpose of your writing responses will also be to provide you with feedback and in some cases provide you with ideas for future writing assignments or research projects. I want you to write genuinely and critically when completing all writing assignments.

Your Writing Responses will allow you to make sense of the readings and other topics from your own perspective and understanding. I would argue that the majority of what you learn in this course will develop from your own writings that attempt to make meaning out what we read, discuss, and draft in the online class. I cannot stress enough the importance of spending time to produce your Weekly Writing Responses and Replies for the members of this course (to include the instructor) who are your primary audience.

Most writing responses will vary in terms of length based on the particular writing assignments or exercise; specific length or word-count suggestions will be provided. This course will make use of MLA formatting guidelines unless instructed otherwise. Most writing response replies to other student discussion forum postings or assignments should be approximately 100 to 150 words each unless otherwise stated.

Examination and Quizzes (65%) will receive a number grade ranging from 0-100 unless stated otherwise in writing by the course instructor. There will be a midterm exam and final exam to be weighted at 25% each. Other examinations such as short quizzes will be averaged and weighted at a minimum of 15%.

Research/projects/miscellaneous assignments (10%) will deal with subject matter that you choose and that I approve. If your project does not seem feasible or appropriate for this course, then I will respectfully require you to consider an alternative topic of your own choosing. Each of your projects may require you to include outside research that will need to be documented in proper MLA format. Your writing projects will receive a numerical grade. Grade Scale**:** 100-90 points =A; 89-80= B; 79-70= C; 69-60=D; 59-0 = F.

LATE WORK POLICY: Late work may or may not be accepted by the course instructor. If late work is accepted, then it may be penalized by a percentage or a reduction in points as deemed appropriate by the course instructor.

GRADING TURN AROUND TIME:

Weekly writing assignment responses posted in the online course discussion forum will be approved within 2 to 3 days after submission deadlines to facilitate and to allow for instructor moderated discussions that require student active participation via D2L. Approved postings earn full credit; the applicable D2L grades area showing earned grade credit will be updated usually no less than 7 to 10 days after all deadlines have passed for applicable online discussion forum activities.

Major assignments will usually be graded and/or returned within 7 to 10 days after due date or submission.

(Student who are identified as unengaged for a period of a week or longer due no activity risk earning a low to failing course participation)
Relationship Between Course Activities and Course Objectives

Course Graded Activities	Relationship to Course Objectives
Weekly Writing Responses	Objectives 2, 3, & 4
Writing Response Replies	Objectives 2, 3, & 4
Examinations and Quizzes	Objective 1, 2, & 3
Research and Other Projects (Note that students will often be required to share project proposals and drafts with peers and instructor.)	Objectives 2, 3, & 4

Conferences

I may request to have a conference with each of you at some point during the session; do note that you are free to schedule a conference with me at any point during the session. In addition, I may also require you to schedule a conference with our learning support service to work on specific writing skills.

Paper Formatting

Paper Form: Make sure your submitted work is submitted using a word processor. For assignment that require to you present an explanation or brief report, please use 12-point font, preferably Times New Roman or

Arial. Most of your work should have **an appropriate title and conform to MLA guidelines unless instructed otherwise.**

Plagiarism and Academic Policies

Plagiarism is the intentional or unintentional representation of another person's ideas, writing, or images as one's own, including materials found online, from another student or another class.

Students are expected to comply with KSU's academic policies; detailed information for KSU Academic Policies is found on university website.

Please note that plagiarism detection software is in place in this course for all assignments. Even if you do not turn work in to the Assignment Dropbox, your work may be scanned for plagiarism. If you are caught plagiarizing, plagiarism penalties will apply. To learn more about the definition of academic misconduct please review the KSU Codes of Conduct website information.

The Writing Center

The KSU Writing Center helps students in all disciplines improve their written work. Experienced, friendly writing assistants work with you on topic development, revision, research, documentation, grammar, and more. For more information or to make an appointment visit the KSU Writing Center website.

Technology Support for D2L, KSU wireless, student email, and other technology issues:

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1. Email: studenthelpdesk@kennesaw.edu
2. Phone: 470-578-3555
3. Walk-in & Service Desk: Kennesaw Campus Location: Technology Annex Building 361, Rm. 110
   Walk-in & Service Desk: Marietta Campus Location: Building H Lower Level, East Side

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COVID-19 illness Required Statement

If you are feeling ill, please stay home and contact your health professional. In addition, please email your instructor to say you are missing class due to illness. Signs of COVID-19 illness include, but are not limited to, the following:

- Cough
- Fever of 100.4 or higher
- Runny nose or new sinus congestion
- Shortness of breath or difficulty breathing
- Chills
- Sore Throat
- New loss of taste and/or smell

COVID-19 vaccines are a critical tool in "Protecting the Nest." If you have not already, you are strongly encouraged to get vaccinated immediately to advance the health and safety of our campus community. As an enrolled KSU student, you are eligible to receive the vaccine on campus. Please call (470) 578-6644 to schedule your vaccination appointment or you may walk into one of our student health clinics.

For more information regarding COVID-19 (including testing, vaccines, extended illness procedures and accommodations), see KSU's official [Covid-19 website](#).

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Assessment Rubric for General Writing Assignments and Research Projects

Grade Scale:

Exemplary is 90 to 100 points: (Grade of A) **Proficient** is 80 to 89 points: (Grade of B) **Satisfactory** is 70 to 79 points: (Grade of C) **Unsatisfactory** is 60 to 69 points: (Grade of D) **Failing** is 59 to 0 points :(Grade of F)

All assignments must be completed according to the stated or written criteria for the assignment. The following rubric cannot account for all possible criteria and scenarios for assessing writing situations. Students desiring additional feedback should always let me know in a timely fashion.

Elements	Exemplary	Proficient	Satisfactory	Unsatisfactory	Score
Content 60 Pts. **Appropriated for Level of Formality.**	o Content clearly demonstrates strong critical analysis and development o Writer addressed a clear majority of assignment requirements o Use of source material clearly acceptable to strong. o Assignment has definite focus throughout	o Fair to good evidence of critical analysis and development o Writer addressed a clear majority of assignment requirements o Use of source material appropriate and clearly of acceptable degree Assignment has definite focus throughout	o Evidence of critical analysis and development, but much room for improvement o Writer addressed most of the assignment requirements o An attempt to use appropriate sources is evident to an acceptable degree o Assignment has defined focus that is acceptable	o Little to no evidence of critical analysis and development o Writer addressed some of assignment requirements but not to a degree of satisfactory development. o Use of appropriate source material lacking o Assignment lacks focus	
Scoring Range	60 to 54	53 to 48	47 to 42	41 to 0	
Length and Formatting 20 Pts. **Appropriated for Level of Formality.**	o Length requirement is satisfied as stated o Appropriate MLA/APA formatting layout including titles, headers, references and citations as appropriate	o Length requirement is satisfied as stated o Appropriate MLA/APA formatting layout including titles, headers, references and citations as appropriate with only minor mistakes	o Length requirement falls noticeably short o Acceptable MLA/APA formatting layout including titles, headers, references and citations as appropriate with some major mistakes that weakens the quality of the paper	o Length requirement is clearly not satisfied o Unacceptable MLA/APA formatting layout including titles, headers, references and citations; may include major mistakes that weakens the quality of the paper	
Scoring Range	20 to 18	17 to 16	15 to 14	13 to 0	
Grammar and Editing 20 Pts. **Appropriated for Level of Formality.**	o Though the submission may have occasional grammatical errors, the errors do not interfere with the reader's understanding of the writer's main ideas. o Most sentences are properly developed and varied.	o There is one pattern or error or many proofreading errors, but these do not cause reader confusion. o Sentence structure is adequate, but many sentences lack thoughtful development and variation.	o There are errors in sentence structure or other grammatical errors that cause reader confusion. o Sentences may be too simplistic and lack proper development.	o There are significant errors in sentence structure or other grammatical errors that cause reader confusion. o Sentences are simplistic and underdeveloped.	
Scoring Range	20 to 18	17 to 16	15 to 14	13 to 0	

---/100pts

Assessment Rubric for Writing Response Posted In Discussion Forum

Grade Scale: Exemplary is 45 to 50 points. **Proficient** is 40 to 44 points:. **Satisfactory** is 35 to 43 points. **Unsatisfactory** is 34 to 30 points. **Failing** is 29 to 0 points:

Elements	Exemplary	Proficient	Satisfactory	Unsatisfactory	Score
Content 30 Pts. **Appropriated for Level of Formality.**	o Content clearly demonstrates strong critical analysis and development o Writer addressed a clear majority of assignment requirements o Use of source material clearly acceptable to strong. o Assignment has definite focus throughout	o Fair to good evidence of critical analysis and development o Writer addressed a clear majority of assignment requirements o Use of source material appropriate and clearly of acceptable degree Assignment has definite focus throughout	o Evidence of critical analysis and development, but much room for improvement o Writer addressed most of the assignment requirements o An attempt to use appropriate sources is evident to an acceptable degree o Assignment has defined focus that is acceptable	o Little to no evidence of critical analysis and development o Writer addressed some assignment requirements but not to a degree of satisfactory development. o Use of appropriate source material lacking o Assignment lacks focus	
Scoring Range	30 to 27	26 to 24	25 to 21	20 to 0	
Length and Formatting 10 Pts. **Appropriated for Level of Formality.**	o Length requirement is satisfied as stated o Appropriate MLA/APA formatting layout including titles, headers, references and citations as appropriate	o Length requirement is satisfied as stated o Appropriate MLA/APA formatting layout including titles, headers, references and citations as appropriate with only minor mistakes	o Length requirement falls noticeably short o Acceptable MLA/APA formatting layout including titles, headers, references and citations as appropriate with some major mistakes that weakens the quality of the paper	o Length requirement is clearly not satisfied o Unacceptable MLA/APA formatting layout including titles, headers, references and citations; may include major mistakes that weakens the quality of the paper	
Scoring Range	10 to 9	8	7	6 to 0	
Grammar and Editing 10 Pts. **Appropriated for Level of Formality.**	o Though the submission may have occasional grammatical errors, the errors do not interfere with the reader's understanding of the writer's main ideas. o Most sentences are properly developed and varied.	o There is one pattern or error or many proofreading errors, but these do not cause reader confusion. o Sentence structure is adequate, but many sentences lack thoughtful development and variation.	o There are errors in sentence structure or other grammatical errors that cause reader confusion. o Sentences may be too simplistic and lack proper development.	o There are significant errors in sentence structure or other grammatical errors that cause reader confusion. o Sentences are simplistic and underdeveloped.	
Scoring Range	10 to 9	8	7	6 to 0	

----/50pt

Assessment Rubric for Writing Response Replies

Grade Scale:

A Satisfactory =25 or 50 Point (e.g. 2 required replies would equate to 25 points per approved reply for a total of 50 points; 1 required reply would equate to 50 points for the approved reply)

An Unsatisfactory = 0

All assignments must be completed according to the stated or written criteria for the assignment. The following rubric cannot account for all possible criteria and scenarios for assessing writing situations. Students desiring additional feedback should always let me know in a timely fashion.

Satisfactory	Unsatisfactory	Score
o Evidence of critical analysis and development, but much room for improvement o Writer addressed most of the assignment requirements o An attempt to use appropriate sources is evident to an acceptable degree o Assignment has defined focus that is acceptable	o Little to no evidence of critical analysis and development o Writer addressed some of assignment requirements but not to a degree of satisfactory development. o Use of appropriate source material is lacking or below expectation o Assignment lacks focus	
o Length requirement of assignment is acceptable. o Acceptable MLA/APA formatting layout including titles, headers, references and citations as appropriate.	o Length requirement is clearly not satisfied o Unacceptable MLA/APA formatting layout including titles, headers, references and citations; may include major mistakes that weakens the quality of the paper	
o There may be minor errors in sentence structure or other grammatical errors that do cause reader confusion.	o There are significant errors in sentence structure or other grammatical errors that cause reader confusion.	

----/25/50pts

On your submitted written work for grading, I may have not provided written feedback because all students will have the opportunity to speak with me via a conference if one is required or desired.

Comments/Feedback:

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Dr. Terry Carter
Kennesaw State University Department of English
Workplace Writing
WRIT 3140

Office: J-315
Phone #: (470) 578-7422
Tcarte63@kennesaw.edu

Office Hours: Tuesday
thru Thursdays: 12-1:00 PM
(Appointments Only).
Other times by appointments.

Taking This Online Course

Make sure when you enter Desire2Learn (D2L) that you run the "System Check," which you can begin by clicking the "Please click here for a System Check before you login" link.

Pay attention as the System Check runs. Make sure you address any problems with your browser version, browser settings, or display settings.

To take this course, you need to seek proper academic advisement to ensure the course is one that you can use toward your degree program. To register for the course do so via OWL Express.

Minimal Technical Skills: The minimal technical skills require that you be able to navigate D2L, know how to respond to email, do basic web searcher. You should also be able to access KSU's Technology Support for D2L, KSU wireless, student email, and other technology issues; see information as provided below.

You may view my Faculty Web Page Information to learn more about me as your instructor of record.

You are encouraged to contact me when you have questions. You are always welcome to visit. You may wish to call and make an appointment if you plan a visit--just so that the amount of time you think you'll need will be reserved for you. I will respond to email messages and to telephone voice messages via my office number listed above or my mobile number listed within the online course within 24-hours during the week; email messages and voice messages received after 5PM on Fridays will be responded to within 48-hours.
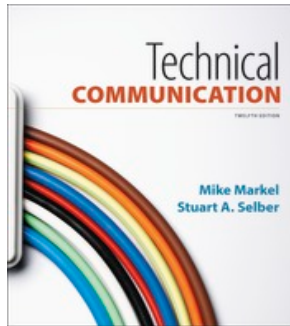
If you haven't already done so, buy your books either at the bookstore or online at various online textbooks sellers. The course syllabus information is located below and on the D2L home page via the Content Menu and the module for week 1. The course schedule information is the D2L module for week 1.

ONLINE COURSE SYLLABUS INFORMATION

WRIT 3140—WORKPLACE WRITING

TEXTS and REQUIREMENTS

Required texts: *Technical Communication,* 12 edition. Mike Markel and Stuart A. Selber
ISBN: 978-1-319-05861-6. (Note e-book and other low-cost options are available for this textbook; be sure to consult with the KSU Bookstore if you decide to select a low-coast option; doing so will ensure you purchase the correct textbook.)

Additional Readings: Relevant articles or book chapters will be placed on Library Reserve and E-Reserve.
You will be required to make copies of these readings.

Additional Technology Requirements:

KSU D2L Student ID and Password. (Online students are required to login in order to participate and access additional online course material and online course guidelines.)

Access to a computer with reliable internet access and sound and video capabilities.

Note: Many of our videos are in Flash and require a program like iTunes or RealPlayer to view. Visit the iTunes and RealPlayer websites for free download information. Because many of our videos are in Flash, you will not be able to rely solely on an iPad or iPhone to successfully complete this course. You will **need access to a desktop or laptop computer or a tablet computer that runs Flash.**

COURSE DESCRIPTION

This course emphasizes strategies for producing effective documents in a variety of professional contexts. Students gain practice with common workplace forms as they master writing clearly and with the needs and expectation of their audiences in mind. This course is particularly valuable to students preparing for careers in business, government, and nonprofit organizations

Required Prerequisite: ENGL 1102.

COURSE OBJECTIVES

1. Explain the relevance of ethics to workplace writing
2. Plan and organize workplace documents appropriately
3. Recognize and apply techniques for writing more clearly, correctly, and concisely
4. Demonstrate knowledge of various genres (types) of workplace writings
5. Evaluate documents with and without assistant of others
6. Critique the documents of others using workplace writing feedback methods

7. Practice communication of ideas professionally and effectively in group settings
8. Collaborate effectively within group settings to build a community of learners
9. Develop and deliver an effective presentation related to or about workplace writing
10. Identify theoretical topics that influence workplace writing situations.

COURSE GRADING COMPONENTS ACTIVITIES
Course grade will be determined as follows:

Grade Component	Percentage
Weekly Writing and Replies	30%
Midterm Exam	20%
Final Exam	20%
Quizzes	15%
Research/Projects and Miscellaneous Assignments	15%
Total	**100%**

Weekly Writings and Replies (30%)
(Note: written posts and replies is how students demonstrate active participation in the course.)

Weekly Writings Responses that you to post to D2L and that are approved or deemed acceptable by the course instructor will receive a numerical score ranging from 0 to 50 points depending on the quality of the posting. Unapproved postings will result in a 0. *Note that students may not be able to participate in weekly writing response discussions if they do not have an approved weekly writing response to share with other students.*

Writing Response Replies (that you post to D2L and that are approved or deemed acceptable by the course instructor will earn 0 or students will 25/50 points each depending on the quality of the posted reply. Students will be required to post 1or 2 replies per writing response discussion forum activity unless stated otherwise by the course instructor. (e.g. 2 required replies would equate to 25 points per approved reply for a total of 50 points; 1 required reply would equate to 50 points for the approved reply). Unapproved or unacceptable postings will result in a 0. *Note that students may not be able to post writing response replies if they do not have an approved weekly writing response to share with other students*

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Your Writing Responses will allow you to make sense of the readings and other topics from your own perspective and understanding. I would argue that the majority of what you learn in this course will develop from your own writings that attempt to make meaning out what we read, discuss, and draft in the online class. I cannot stress enough the importance of spending time to produce your Weekly Writing Responses and Replies for the members of this course (to include the instructor) who are your primary audience.

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Research/projects/miscellaneous assignments (15%) will deal with subject matter that you choose and that I approve. If your project does not seem feasible or appropriate for this course, then I will respectfully require you to consider an

3

alternative topic of your own choosing. Each of your projects may require you to include outside research that will need to be documented in proper APA/ MLA format. Your writing projects will receive a numerical grade. Grade Scale**:** 100-90 points =A; 89-80= B; 79-70= C; 69-60=D; 59-0 = F.

LATE WORK POLICY: Late work may or may not be accepted by the course instructor. If late work is accepted, then it may be penalized by a percentage or a reduction in points as deemed appropriate by the course instructor.

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Relationship between Course Activities and Course Objectives

Course Graded Activities	Relationship to Course Objectives
Weekly Writing Responses	Objectives 1,2, 4,5,6, 7, 8
Writing Response Replies	Objectives 1,2, 4,5,6, 7, 8
Examinations and Quizzes	Objective 1, 3, 4, 10
Research and Other Projects (Note that students will often be required to share project proposals and drafts with peers and instructor.)	Objectives 2,5,6, 7, 8, 9

Conferences

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Assessment Rubric for General Writing Assignments and Research Projects

Grade Scale:

Exemplary is 90 to 100 points: (Grade of A) **Proficient** is 80 to 89 points: (Grade of B) **Satisfactory** is 70 to 79 points: (Grade of C) **Unsatisfactory** is 60 to 69 points: (Grade of D) **Failing** is 59 to 0 points :(Grade of F)

All assignments must be completed according to the stated or written criteria for the assignment. The following rubric cannot account for all possible criteria and scenarios for assessing writing situations. Students desiring additional feedback should always let me know in a timely fashion.

Elements	Exemplary	Proficient	Satisfactory	Unsatisfactory	Score
Content 60 Pts. **Appropriated for Level of Formality.**	o Content clearly demonstrates strong critical analysis and development o Writer addressed a clear majority of assignment requirements o Use of source material clearly acceptable to strong. o Assignment has definite focus throughout	o Fair to good evidence of critical analysis and development o Writer addressed a clear majority of assignment requirements o Use of source material appropriate and clearly of acceptable degree Assignment has definite focus throughout	o Evidence of critical analysis and development, but much room for improvement o Writer addressed most of the assignment requirements o An attempt to use appropriate sources is evident to an acceptable degree o Assignment has defined focus that is acceptable	o Little to no evidence of critical analysis and development o Writer addressed some of assignment requirements but not to a degree of satisfactory development. o Use of appropriate source material lacking o Assignment lacks focus	
Scoring Range	60 to 54	53 to 48	47 to 42	41 to 0	
Length and Formatting 20 Pts. **Appropriated for Level of Formality.**	o Length requirement is satisfied as stated o Appropriate MLA/APA formatting layout including titles, headers, references and citations as appropriate	o Length requirement is satisfied as stated o Appropriate MLA/APA formatting layout including titles, headers, references and citations as appropriate with only minor mistakes	o Length requirement falls noticeably short o Acceptable MLA/APA formatting layout including titles, headers, references and citations as appropriate with some major mistakes that weakens the quality of the paper	o Length requirement is clearly not satisfied o Unacceptable MLA/APA formatting layout including titles, headers, references and citations; may include major mistakes that weakens the quality of the paper	
Scoring Range	20 to 18	17 to 16	15 to 14	13 to 0	
Grammar and Editing 20 Pts. **Appropriated for Level of Formality.**	o Though the submission may have occasional grammatical errors, the errors do not interfere with the reader's understanding of the writer's main ideas. o Most sentences are properly developed and varied.	o There is one pattern or error or many proofreading errors, but these do not cause reader confusion. o Sentence structure is adequate, but many sentences lack thoughtful development and variation.	o There are errors in sentence structure or other grammatical errors that cause reader confusion. o Sentences may be too simplistic and lack proper development.	o There are significant errors in sentence structure or other grammatical errors that cause reader confusion. o Sentences are simplistic and underdeveloped.	
Scoring Range	20 to 18	17 to 16	15 to 14	13 to 0	

---/100pts

Assessment Rubric for Writing Response Posted In Discussion Forum

Grade Scale: Exemplary is 45 to 50 points. **Proficient** is 40 to 44 points:. **Satisfactory** is 35 to 43 points. **Unsatisfactory** is 34 to 30 points. **Failing** is 29 to 0 points:

Elements	Exemplary	Proficient	Satisfactory	Unsatisfactory	Score
Content 30 Pts. **Appropriated for Level of Formality.**	o Content clearly demonstrates strong critical analysis and development o Writer addressed a clear majority of assignment requirements o Use of source material clearly acceptable to strong. o Assignment has definite focus throughout	o Fair to good evidence of critical analysis and development o Writer addressed a clear majority of assignment requirements o Use of source material appropriate and clearly of acceptable degree Assignment has definite focus throughout	o Evidence of critical analysis and development, but much room for improvement o Writer addressed most of the assignment requirements o An attempt to use appropriate sources is evident to an acceptable degree o Assignment has defined focus that is acceptable	o Little to no evidence of critical analysis and development o Writer addressed some assignment requirements but not to a degree of satisfactory development. o Use of appropriate source material lacking o Assignment lacks focus	
Scoring Range	30 to 27	26 to 24	25 to 21	20 to 0	
Length and Formatting 10 Pts. **Appropriated for Level of Formality.**	o Length requirement is satisfied as stated o Appropriate MLA/APA formatting layout including titles, headers, references and citations as appropriate	o Length requirement is satisfied as stated o Appropriate MLA/APA formatting layout including titles, headers, references and citations as appropriate with only minor mistakes	o Length requirement falls noticeably short o Acceptable MLA/APA formatting layout including titles, headers, references and citations as appropriate with some major mistakes that weakens the quality of the paper	o Length requirement is clearly not satisfied o Unacceptable MLA/APA formatting layout including titles, headers, references and citations; may include major mistakes that weakens the quality of the paper	
Scoring Range	10 to 9	8	7	6 to 0	
Grammar and Editing 10 Pts. **Appropriated for Level of Formality.**	o Though the submission may have occasional grammatical errors, the errors do not interfere with the reader's understanding of the writer's main ideas. o Most sentences are properly developed and varied.	o There is one pattern or error or many proofreading errors, but these do not cause reader confusion. o Sentence structure is adequate, but many sentences lack thoughtful development and variation.	o There are errors in sentence structure or other grammatical errors that cause reader confusion. o Sentences may be too simplistic and lack proper development.	o There are significant errors in sentence structure or other grammatical errors that cause reader confusion. o Sentences are simplistic and underdeveloped.	
Scoring Range	10 to 9	8	7	6 to 0	

----/50pt

Assessment Rubric for Writing Response Replies

Grade Scale:

A Satisfactory =25 or 50 Point (e.g. 2 required replies would equate to 25 points per approved reply for a total of 50 points; 1 required reply would equate to 50 points for the approved reply)

An Unsatisfactory = 0

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Satisfactory	Unsatisfactory	Score
o Evidence of critical analysis and development, but much room for improvement o Writer addressed most of the assignment requirements o An attempt to use appropriate sources is evident to an acceptable degree o Assignment has defined focus that is acceptable	o Little to no evidence of critical analysis and development o Writer addressed some of assignment requirements but not to a degree of satisfactory development. o Use of appropriate source material is lacking or below expectation o Assignment lacks focus	
o Length requirement of assignment is acceptable. o Acceptable MLA/APA formatting layout including titles, headers, references and citations as appropriate.	o Length requirement is clearly not satisfied o Unacceptable MLA/APA formatting layout including titles, headers, references and citations; may include major mistakes that weakens the quality of the paper	
o There may be minor errors in sentence structure or other grammatical errors that do cause reader confusion.	o There are significant errors in sentence structure or other grammatical errors that cause reader confusion.	

----/25/50pts

On your submitted written work for grading, I may have not provided written feedback because all students will have the opportunity to speak with me via a conference if one is required or desired.

Comments/Feedback: