

ESL 110 Student Learning Outcome

1. Write focused, coherently organized, well-developed texts, appropriate to the transfer level, that effectively integrate, synthesize, and document sources.
2. Demonstrate critical reading, thinking, and research skills through analysis, synthesis, and evaluation of important ideas encompassing multiple points of view.

E.S.L. 110 SLO Assessment Rubric for Argumentative Research Essay

Writing	Exceeds Expectations 2	Meets expectations 1	Does not meet expectations 0
Organization	<p>The research paper is coherently organized; presents a well-developed, logical progression of ideas based on the thesis and follows the academic essay structure</p> <p>Uses a highly effective title, an introduction with a clear argument, body paragraphs with integrated support and relevant examples, and a conclusion that summarizes the main claims of body paragraphs and restates the thesis</p> <p>Provides clear and directive topic sentences, uses transitions within and between paragraphs to maintain unity</p> <p>Remains focused on the thesis --meets the assigned topic and purpose</p>	<p>The research paper is focused, coherently organized; shows development of ideas and follows the academic essay structure</p> <p>Presents a relevant title, an introduction with an argument, body paragraphs with some variety of evidence, and a conclusion with a brief summary of the main ideas and restatement of the argument</p> <p>Provides topic sentences for most body paragraphs and uses some transitions</p> <p>Meets the assigned topic and purpose</p>	<p>The research paper mostly but not fully follows the academic essay structure</p> <p>Might use a title, presents very generalized, vague introduction that lacks a clear argument, few or no integrated support in body, and has an un-developed, very short or no conclusion</p> <p>Fails to provide topic sentences and uses very few or no transitions</p> <p>Loses focus within some paragraphs</p> <p>Relies on a progression of ideas that is not entirely logical and/or is not always related to the thesis, to assigned topic, and purpose</p>
Thesis & Counter-argument	<p>Offers a clear and debatable viewpoint / personal argument addressing the prompt.</p> <p>The argument is specific and can be supported with logical reasons and explanations developed in the body paragraphs.</p> <p>Presents a paragraph that <u>acknowledges</u> the counterargument, <u>validates</u> with possible advantages of the opposing choice, then <u>rebuttals</u> by showing certain risks or disadvantages of the counterargument. Finally, <u>re-establishes</u> the argument of the thesis by emphasizing how its supporting reasons outweigh the opposing viewpoint.</p>	<p>Offers an acceptable viewpoint that addresses the prompt.</p> <p>The argument is imprecise but can be supported with logical explanations developed in the body paragraphs.</p> <p>Presents a paragraph that <u>acknowledges</u> the counterargument, may or may not <u>validate</u> the opposing viewpoint with possible advantage, then attempts to <u>rebuttal</u> by presenting some disadvantage of the counterargument. Ends the refute paragraph by <u>re-establishing</u> the argument of the thesis as a better choice.</p>	<p>Offers an unclear, hardly debatable viewpoint or is missing the thesis.</p> <p>Presents a paragraph with an argument that opposes the thesis but is weakly developed or presents a section that exhibits no understanding of the counter-argument or the need for disputing it; or is missing the refute paragraph</p>

<p>Writing Conventions Vocabulary & Mechanics</p>	<p>Uses the conventions of standard written English and demonstrates a complex vocabulary appropriate or above the transfer level. Presents varied syntax, appropriate use of tense, and few mistakes with grammar and punctuation, yet none that interfere with meaning. Maintains a consistent point of view and correctly uses MLA standards for formatting/page layout and in-text citations</p>	<p>Uses the conventions of standard written English and above-average vocabulary appropriate to the transfer level May display occasional mistakes with syntax, grammar, and punctuation, which do not interfere with meaning Rarely strays from a consistent point of view and uses MLA standards for formatting /page layout and for in-text citations with only few mistakes</p>	<p>Fails to show mastery of the conventions of standard written English and demonstrates simplistic vocabulary with few complex or compound sentences. Displays serious patterns of error with syntax, grammar, and punctuation that substantially interfere with the meaning Lacks control over point of view and tenses and does not display knowledge of MLA standards for formatting and citation</p>
<p>Critical Reading & Thinking</p>	<p>Exceeds Expectations 2</p>	<p>Meets expectations 1</p>	<p>Does not meet expectations 0</p>
<p>Critical Reading and Reasoning</p>	<p>Demonstrates critical reading, thinking, and research skills by evaluating ideas and convincingly responding to varying claims of multiple points of view as sufficient evidence supporting the thesis.</p>	<p>Demonstrates critical reading, thinking, and research by evaluating ideas encompassing multiple points of view as supporting evidence for the thesis.</p>	<p>Demonstrates careless reading, biased/subjective thinking, and poor research skills. Lacks consideration of varying claims</p>
<p>Source Integration, Analysis & Documenting the Sources</p>	<p>Significantly engages the assigned reading(s) and/or researches supporting evidence from credible sources and effectively integrates, synthesizes, and documents those sources. Accurately and credibly summarizes, paraphrases, and/or directly quotes relevant source materials; synthesizes and provides explanation and analysis to the quotes Provides source information in the in-text citation and includes a well-constructed Works Cited page that follows MLA guidelines of citation.</p>	<p>Engages the assigned reading(s) and/or researches relevant information and effectively integrates, synthesizes, and documents the sources. Credibly summarizes, paraphrases, and/or directly quotes relevant source materials offering some explanation to the quotes Synthesizes the quotes with the content of the paper. Provides in-text citations mentioning the sources and includes Works Cited page following MLA citation guidelines</p>	<p>Does not include the assigned reading(s) and/or includes researched source material that is inaccurately represented or is irrelevant to the thesis Fails to properly integrate, synthesize, and documents the sources. Provides no examples and/or direct quotes; generalizes without any kind of support, and/or plagiarizes extensively. Works Cited page is missing or is incorrectly presenting the cited sources/doesn't follow MLA citation guidelines</p>

