**FRST 1101: College Writing with Professor Emily Van Duyne**

Assignment: Isolate a single fallacious claim from Camille Paglia’s “The Modern Campus Cannot Comprehend Evil” (*Time,* 2014). In a 3-4 page essay, refute the claim, using a combination of your own ideas and 2-4 *credible* sources.

**Objectives:**
Student should be able to:
 -identify and isolate a given claim in a piece of writing
 -evaluate the credibility of a source
 -integrate a credible source into their own writing with proper signal phrasing, quotation, and paraphrasing, using APA citation
-structure and sustain a logical argument with a complex thesis

**Rubric:**

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| --- | --- | --- | --- | --- |
| Criteria | 7-10 (Exemplary) | 4-6(Competent) | 1-3(Needs considerable work) | 0(Does not appear in the essay) |
| **Writing: Global Issues**(Logic, transitions, critical thinking) | Essay contains a logical, structured argument with unified paragraphs, a clearly identifiable thesis, and a conclusion which moves beyond summary. | Essay contains elements of a logical argument, but occasionally goes off topic, or misses a critical thinking connection; paragraphs are somewhat unified, but need stronger transitions; contains a identifiable thesis, and conclusion. | Essay’s argument is unclear, or obviously contradicts itself; paragraphs are not centered on a single concept; lacks a clearly stated thesis and conclusion. | Essay entirely lacks *at least two* of the following essential items: a clear argument, a thesis, paragraph unity, and/or a conclusion. |
| **Writing: Grammar & Mechanics** | Essay contains almost no **errors\***, and reads clearly and fluidly, i.e., the grammar, style, & mechanics lend themselves to supporting the content and logic of the writing. | Essay contains between 2-5 errors, which do not effectively take away from the logic or the content of the writing. | Errors are frequent enough to detract from the content and logic of the essay.  | Errors are so frequent that the essay is essentially unreadable, and makes no logical sense |
| **Credibility/Usefulness of sources** | Sources are properly evaluated and integrated into the essay, using APA Style. Each source is introduced with a signal phrase; each paraphrase or quotation is used with intent, i.e., supports the position of the writer, and is in line with the concept of the paragraph it exists within. Essay adheres to the standards of APA Style and formatting, with everything that entails (title page, abstract, reference page, et al). | Sources are properly evaluated, but integration suffers from a lack of signal phrasing and/or the presence of occasional dropped quotations. Essay adheres to the standards of APA Style and formatting with occasional minor **errors.\*\*** | Essay lacks proper amount of sources, and/or sources are not relevant to the topic at hand. Essay paraphrases to the point that it could be deemed plagiarism. Essay contains dropped quotations, and has major errors in APA Style and formatting. | Essay entirely lacks *at least two* of the following: more than one relevant, scholarly source, a reference page, direct quotations and/or paraphrase, or an abstract. |

**\*Errors here are defined as the presence of the following:

-sentence fragments, or run-on sentences
-comma splices/unnecessary commas
-improper use of capitalization, or conversely, proper nouns without capitals
-improperly marked possessive nouns/improper use of apostrophes
-consistent lack of subject-verb agreement, i.e. “This recipe are good for beginning chefs.”

\*\*Errors are defined here as:

-an improperly punctuated entry on a Reference page or in-text citation
-improperly executed running header, author’s note, heading, or abstract**