

<p>Opening Sentence</p> <p>This criteria refers to the student's ability to craft an intriguing opening sentence that reflects strong basic writing style and relevance to the chosen topic.</p> <p>threshold: 15.0 pts</p>	<p>15 pts</p> <p>Yes, the student's opening sentence is intriguing, reflecting strong writing style and a strong relevance to the chosen topic.</p>	<p>7.5 pts</p> <p>The student's opening sentence attempts to draw readers into the writing but does not quite do so yet; however, it does reflect at least some strong writing style, as well as a strong relevance to the chosen topic.</p>	<p>0 pts</p> <p>No, the student's opening sentence is not intriguing, and it does not reflect strong writing style or a strong relevance to the chosen topic.</p>	<p>15 pts</p>
<p>Thesis Statement</p> <p>This criteria refers to the student's ability to employ a thesis statement with a complex concept and clear writing style.</p> <p>threshold: 30.0 pts</p>	<p>30 pts</p> <p>Yes, the student crafts a thesis statement that refers to their claim/purpose/overarching argument/etc. in a clear manner while remaining intriguing but not losing the complexity of the concept they are trying to put forward.</p>	<p>15 pts</p> <p>The student attempts to craft a thesis statement that refers to their claim/purpose/overarching argument/etc. in a clear manner while remaining intriguing but not losing the complexity of the concept they are trying to put forward; however, the student's thesis content falls short of this goal in 1-2 of these areas.</p>	<p>0 pts</p> <p>No, the student does not craft a thesis statement that refers to their claim/purpose/overarching argument/etc. in a clear manner while remaining intriguing but not losing the complexity of the concept they are trying to put forward.</p>	<p>30 pts</p>
<p>Iterary Statement</p> <p>This criteria refers to the student's ability to employ a sentence that IMMEDIATELY follows the thesis statement.</p>	<p>15 pts</p> <p>Yes, the student employs a sentence that IMMEDIATELY follows the thesis statement, in which the student previews the elements they will cover within their essay body to support their thesis statement.</p>	<p>7.5 pts</p> <p>The student makes an attempt to employ a sentence that IMMEDIATELY follows the thesis statement, in which the student previews the elements they will cover within their essay body to support their thesis statement; however, the sentence lacks clarity, does not explicitly address the elements that the essay body will cover, or fails to connect to the thesis content itself.</p>	<p>0 pts</p> <p>No, the student does not employ a sentence that IMMEDIATELY follows the thesis statement, in which the student previews the elements they will cover within their essay body to support their thesis statement.</p>	<p>30 pts</p>

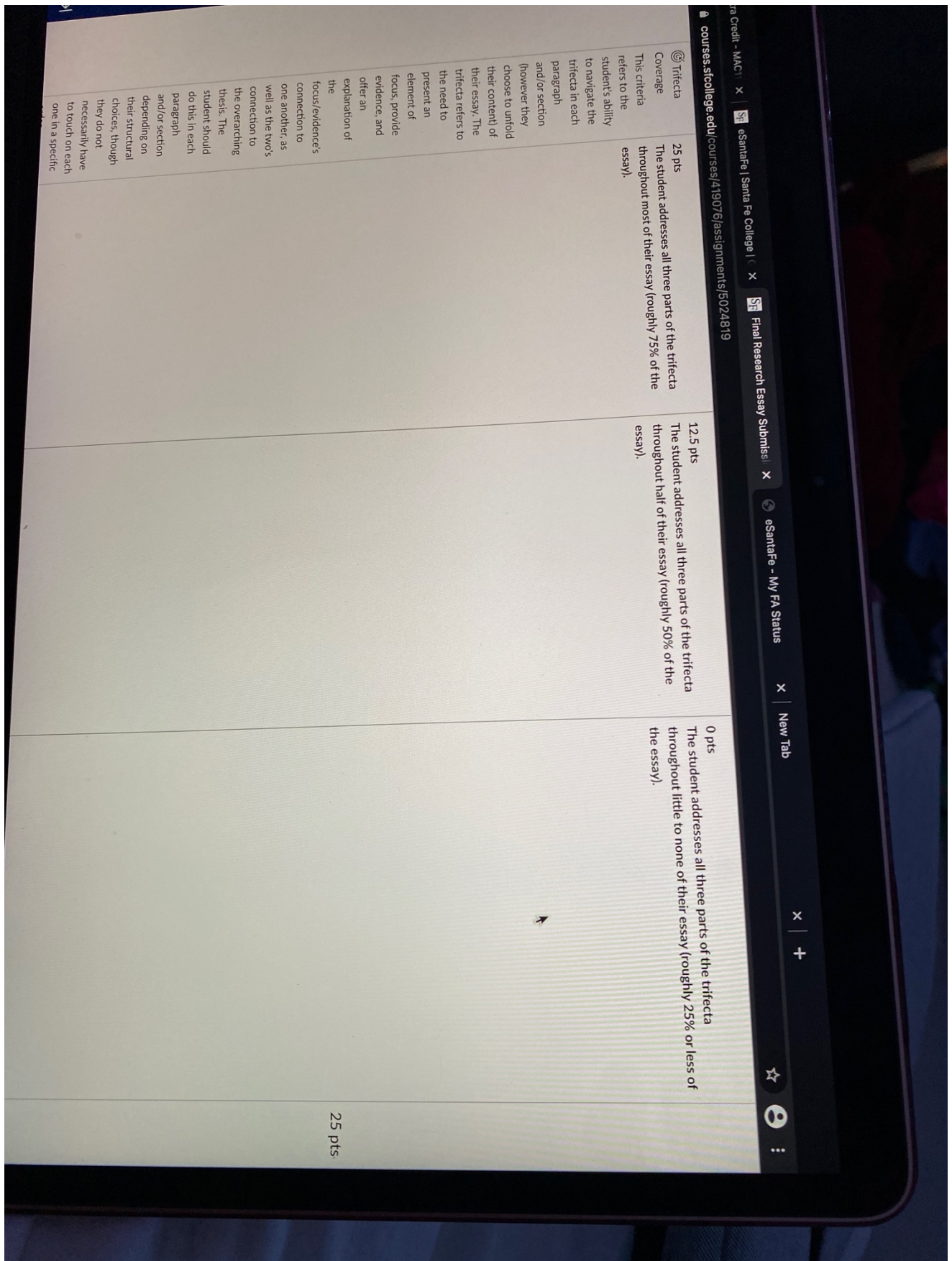
<p>Iterary Statement</p> <p>This criteria refers to the student's ability to employ a sentence that IMMEDIATELY follows the thesis statement, in which the student previews the elements they will cover within their thesis statement.</p>	<p>15 pts</p> <p>Yes, the student employs a sentence that IMMEDIATELY follows the thesis statement, in which the student previews the elements they will cover within their thesis statement.</p>	<p>7.5 pts</p> <p>The student makes an attempt to employ a sentence that IMMEDIATELY follows the thesis statement, in which the student previews the elements they will cover within their essay body to support their thesis statement; however, the sentence lacks clarity, does not explicitly address the elements that the essay body will cover, or fails to connect to the thesis content itself.</p>	<p>0 pts</p> <p>No, the student does not employ a sentence that IMMEDIATELY follows the thesis statement, in which the student previews the elements they will cover within their essay body to support their thesis statement.</p>
<p>Evidence Integration</p> <p>This criteria refers to the student's ability to best select when to quote evidence directly versus when to paraphrase said evidence instead, along with how well the student signals and integrates that evidence into the other existing, written content of the</p>	<p>10 pts</p> <p>The student selects the best possible evidence integration strategy most of the time, which means they typically select between paraphrasing or quoting successfully, as well as signal (integrate) the evidence into the rest of the written content smoothly.</p>	<p>5 pts</p> <p>The student selects the best possible evidence integration strategy much of the time (though not always), which means they usually select between paraphrasing or quoting successfully, as well as usually signal (integrate) the evidence into the rest of the written content smoothly.</p>	<p>0 pts</p> <p>The student struggles to select the best possible evidence integration strategy, which means they struggle to select between paraphrasing or quoting successfully, as well as struggle to signal (integrate) the evidence into the rest of the written content smoothly.</p>

10 pts

15 pts

<p>instead, along with how well the student integrates that evidence into the other existing, written content of the paragraph and/or section. threshold: 10.0 pts</p>			10 pts
<p>⑤ Topic Comprehension This simply begs the question, "Does the student's writing reflect that he or she knows the topic they've chosen well? If they've spent enough time researching the topic, they should know it well enough to have a conversation with other people about it without much difficulty. threshold: 10.0 pts</p>	<p>10 pts The student's writing reflects a solid comprehension of the topic they chose for their research essay.</p>	<p>5 pts The student's writing reflects some comprehension of the topic they chose for their research essay.</p>	<p>0 pts The student's writing reflects little to no comprehension of the topic they chose for their research essay.</p>
<p>④ Trifecta Coverage</p>	<p>25 pts The student addresses all three parts of the trifecta</p>	<p>12.5 pts The student addresses all three parts of the trifecta</p>	<p>0 pts The student addresses all three parts of the trifecta</p>

10 pts



Tripecta
Coverage
This criteria refers to the student's ability to navigate the tripecta in each paragraph and/or section (however they choose to unfold their content) of their essay. The tripecta refers to the need to present an element of focus, provide evidence, and offer an explanation of the focus/evidence's connection to one another, as well as the two's connection to the overarching thesis. The student should do this in each paragraph and/or section depending on their structural choices, though they do not necessarily have to touch on each one in a specific

25 pts

<p>Order: threshold: 25.0 pts</p>	<p>10 pts Yes, the student achieves the appropriate balance.</p>	<p>0 pts No, the student does not achieve the appropriate balance.</p>	<p>10 pts</p>
<p>Topic Focus This criteria refers to how well the student focused their topic for the essay. The topic must be narrow enough that it is manageable in the space of a single paper; however, it must be broad enough that there is enough content available through outside sources to study the topic, and also, that the student is able to write enough content about the topic to meet the word count requirements. threshold: 10.0 pts</p>			
<p>Reflection of Focused Knowledge This criteria refers to how well the student's writing</p>	<p>10 pts The student is closest to the level of focused knowledge regarding their chosen topic.</p>	<p>5 pts The student is closest to the level of working knowledge regarding their chosen topic.</p>	<p>0 pts The student is closest to the level of basic knowledge regarding their chosen topic.</p>

<p>10 Extra Credit - MACI X eSantafe Santa Fe College X Final Research Essay Submis... X eSantafe - My FA Status X New Tab</p> <p>courses.sfcollge.edu/courses/419076/assignments/5024819</p> <p>requirements</p> <p>threshold: 100 pts</p> <p>⑥ Reflection of Focused Knowledge</p> <p>This criteria refers to how well the student's writing reflects on their research practices. Their writing should prove that their research was in-depth and given careful attention, enough to move them from no knowledge/basic knowledge --> working knowledge --> focused knowledge, which was the end goal.</p> <p>threshold: 100 pts</p>	<p>10 pts</p> <p>The student is closest to the level of focused knowledge regarding their chosen topic.</p>	<p>5 pts</p> <p>The student is closest to the level of working knowledge regarding their chosen topic.</p>	<p>0 pts</p> <p>The student is closest to the level of basic knowledge regarding their chosen topic.</p>	<p>10 pts</p>
<p>⑥ Logical Fallacies</p> <p>This criteria refers to the student's misuse of logical fallacies. Because logical fallacies require extensive</p>	<p>10 pts</p> <p>Yes, the student avoids excessive use of logical fallacies (i.e., it should not be possible to find one per page of the essay).</p>		<p>0 pts</p> <p>No, the student does not avoid excessive use of logical fallacies (i.e., it is sometimes possible to find more than one per page of the essay).</p>	

<p>Logical fallacies</p> <p>This criteria refers to the student's misuse of logical fallacies. Because logical fallacies require extensive explanation, students should review the handout under "Modules" > "Writing Well" (rather than Nik offering another full-length lecture here). A student who scores well in this set of criteria is one who does not have rampant logical fallacies throughout their essay.</p> <p>threshold: 10.0 pts</p>	<p>10 pts</p> <p>Yes, the student avoids excessive use of logical fallacies (i.e., it should not be possible to find one per page of the essay).</p>	<p>0 pts</p> <p>No, the student does not avoid excessive use of logical fallacies (i.e., it is sometimes possible to find more than one per page of the essay).</p>	<p>10 pts</p>
<p>Strength of Body Paragraph and/or Section Completions</p> <p>This criteria refers to the student's ability</p>	<p>10 pts</p> <p>Yes, the student creates written content within the body of the essay that falls onto strong completions, despite whether those completions are broken into paragraphs or sections. Those completions intentionally or unintentionally follow narrative or hierarchy completion style</p>	<p>5 pts</p> <p>The student attempts to create written content within the body of the essay that falls onto strong completions, despite whether those completions are broken into paragraphs or sections. The student is not always successful. However, those completions do intentionally or unintentionally follow narrative or hierarchy completion</p>	<p>0 pts</p> <p>The student makes little attempt to create written content within the body of the essay that falls onto strong completions, despite whether those completions are broken into paragraphs or sections. As a result, the student is often unsuccessful. Those completions do not follow narrative or hierarchy completion, and they rarely if ever</p>

Strength of Body Paragraph and/or Section Completions	10 pts	9 pts	8 pts	7 pts	6 pts	5 pts	4 pts	3 pts	2 pts	1 pts	0 pts
<p>③ This criteria refers to the student's ability to compile body paragraph and/or section completions that reflect either narrative or hierarchy or compilation style. These completions display strong paragraph unity, paragraph development, and paragraph coherence. The overall content is sound.</p> <p>threshold: 100 pts</p>	<p>10 pts The submission has an average of 1 grammatical, punctuation, spelling, syntactical, or MLA Style</p>	<p>9 pts The submission has an average of 2 grammatical, punctuation, spelling, syntactical, or MLA Style</p>	<p>8 pts The submission has an average of 3 grammatical, punctuation, spelling, syntactical, or MLA Style</p>	<p>7 pts The submission has an average of 4 grammatical, punctuation, spelling, syntactical, or MLA Style</p>	<p>6 pts The submission has an average of 5 grammatical, punctuation, spelling, syntactical, or MLA Style</p>	<p>5 pts The submission has an average of 6 grammatical, punctuation, spelling, syntactical, or MLA Style</p>	<p>4 pts The submission has an average of 7 grammatical, punctuation, spelling, syntactical, or MLA Style</p>	<p>3 pts The submission has an average of 8 grammatical, punctuation, spelling, syntactical, or MLA Style</p>	<p>2 pts The submission has an average of 9 grammatical, punctuation, spelling, syntactical, or MLA Style</p>	<p>1 pts The submission has an average of 10 grammatical, punctuation, spelling, syntactical, or MLA Style</p>	<p>0 pts The submission has an average of 11 or more grammatical, punctuation, spelling, syntactical, or MLA Style</p>
<p>④ Yes, the student creates written content within the body of the essay that falls onto strong completions, despite whether those completions are broken into paragraphs or sections. Those completions intentionally or unintentionally follow narrative or hierarchy compilation style while maintaining strong paragraph unity, development, and coherence.</p>											
<p>⑤ The student attempts to create written content within the body of the essay that falls onto strong completions, despite whether those completions are broken into paragraphs or sections. The student is not always successful. However, those completions do intentionally or unintentionally follow narrative or hierarchy compilation style while maintaining above average paragraph unity, development, and coherence.</p>											
<p>⑥ The student makes little attempt to create written content within the body of the essay that falls onto strong completions, despite whether those completions are broken into paragraphs or sections. As a result, the student is often unsuccessful. Those completions do not follow narrative or hierarchy compilation, and they rarely if ever maintain paragraph unity, good paragraph development, and paragraph coherence.</p>											

10 pts

10 pts	The submission has an average of 1 grammatical, punctuation, spelling, syntactical, or MLA Style formatting errors per page.	9 pts	The submission has an average of 2 grammatical, punctuation, spelling, syntactical, or MLA Style formatting errors per page.	8 pts	The submission has an average of 3 grammatical, punctuation, spelling, syntactical, or MLA Style formatting errors per page.	7 pts	The submission has an average of 4 grammatical, punctuation, spelling, syntactical, or MLA Style formatting errors per page.	6 pts	The submission has an average of 5 grammatical, punctuation, spelling, syntactical, or MLA Style formatting errors per page.	5 pts	The submission has an average of 6 grammatical, punctuation, spelling, syntactical, or MLA Style formatting errors per page.	4 pts	The submission has an average of 7 grammatical, punctuation, spelling, syntactical, or MLA Style formatting errors per page.	3 pts	The submission has an average of 8 grammatical, punctuation, spelling, syntactical, or MLA Style formatting errors per page.	2 pts	The submission has an average of 9 grammatical, punctuation, spelling, syntactical, or MLA Style formatting errors per page.	1 pts	The submission has an average of 10 grammatical, punctuation, spelling, syntactical, or MLA Style formatting errors per page.	0 pts	The submission has an average of 11 or more grammatical, punctuation, spelling, syntactical, or MLA Style formatting errors per page.
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Grammar, Syntax, Punctuation, Spelling, and MLA Style Formatting
 This criteria refers to the student's ability to proofread for grammar, punctuation, spelling, syntax, and MLA Style formatting errors.

***PLEASE NOTE: Any plagiarism (including self-plagiarism) will result in an auto-fail of this assignment (at the least). At the most, you will fail the course and face the academic dishonesty board. Please take plagiarism of any kind seriously and know how difficult it is to get away with it this day and age. MLA Style

10 pts

<p>Word Count This criteria refers to the length of the student's essay. threshold: 150 pts</p>	<p>15 pts The document is 2500+ words long. OR the document's content/writing style is so strong that the word count is irrelevant.</p>	<p>10 pts 2000 - 2499 words</p>	<p>5 pts 1500 - 1999 words</p>	<p>0 pts 1499 words or fewer</p>	<p>15 pts</p>
<p>Word Choice This criteria refers to the student's ability to choose the strongest, most appropriate words for the linguistic situation (i.e., using "scuttle" to refer to a crab's movement versus the word "walk"), as well as the student's ability to eliminate weak modifiers in place of strong, single-word selections (i.e., instead of saying "really cold," say "freezing"). threshold: 200 pts</p>	<p>20 pts The student selects the best possible word or word combinations most of the time.</p>	<p>10 pts The student selects the best possible word or word combinations much of the time (though not always).</p>	<p>0 pts The student often makes poor word or word combination selections.</p>		<p>20 pts</p>
<p>Sentence Structure This criteria refers to the</p>	<p>10 pts The student's writing reflects excellent sentence structure overall, and it reflects less than two instances of passive voice per page of the essay. In addition, the</p>	<p>5 pts The student's writing reflects average sentence structure overall, and it reflects only 3-4 instances of passive voice per page of the essay. In addition, the</p>	<p>0 pts The student's writing reflects below average sentence structure overall, and it reflects anywhere from 5 or more instances of passive voice per page of the essay. In addition,</p>		

Structure	10 pts	5 pts	5 pts	7 pts	0 pts	10 pts
<p>Structure</p> <p>This criteria refers to the student's ability to craft strong sentences with solid sentence structure - this criteria refers, most often and most specifically, to the student's ability to remain in active voice and maintain parallel sentence structure as applicable.</p> <p>threshold: 100 pts</p>	<p>10 pts</p> <p>The student's writing reflects excellent sentence structure overall, and it reflects less than two instances of passive voice per page of the essay. In addition, the essay remains parallel in sentence structure as applicable - the student makes no more than 1 error in sentence parallelism throughout the essay as a whole.</p>	<p>5 pts</p> <p>The student's writing reflects average sentence structure overall, and it reflects only 3-4 instances of passive voice per page of the essay. In addition, the essay remains parallel in sentence structure as applicable - the student makes no more than 2-3 errors in sentence parallelism throughout the essay as a whole.</p>	<p>5 pts</p> <p>The student's writing reflects below average sentence structure overall, and it reflects anywhere from 5 or more instances of passive voice per page of the essay. In addition, the essay struggles to remain parallel in sentence structure as applicable - the student makes 4 or more errors in sentence parallelism throughout the essay as a whole.</p>	<p>7 pts</p> <p>The student successfully captures the reader's attention with either engaging prose or reliable content, but they fail to maintain the interest of the reader. The student is able to "re-capture" the reader's interest often enough to keep them reading, but it is likely that their interest will eventually wane off without enough engaging prose or reliable content to keep them invested in the essay. This might be, in part, due to some lack in use of writing techniques meant to harness reader interest, such as dialogue, scene, descriptive language, fiction incorporation, case study usage, anecdotes, etc.</p>	<p>0 pts</p> <p>The student successfully captures the reader's attention with either engaging prose or reliable content only once (during the introductory material), but they fail to maintain the interest of the reader after that. The student's inability to "re-capture" the reader's interest again is likely due to a failure to use most of or all of the writing techniques meant to harness reader interest, such as dialogue, scene, descriptive language, fiction incorporation, case study usage, anecdotes, etc.</p>	<p>20 pts</p>
<p>Reader</p> <p>This criteria refers to the student's ability to write prose that will capture and sustain a reader's attention for the length of the essay. In doing so, the student is able to communicate their desired information to said reader.</p> <p>threshold: 200 pts</p>	<p>20 pts</p> <p>The student successfully captures the reader AND maintains the interest of the reader with engaging prose AND reliable content. These come and go at the appropriate times, with just the right balance sustained to keep the reader invested in the student's work. The student often leans on writing techniques meant to harness reader interest, such as dialogue, scene, descriptive language, fiction incorporation, case study usage, anecdotes, etc.</p>	<p>13 pts</p> <p>The student successfully captures AND mostly (but not always) maintains the interest of the reader with either engaging prose or reliable content. These come and go at the appropriate times, with enough of a balance sustained to keep the reader interested (though not always deeply interested). The student often leans on writing techniques meant to harness reader interest, such as dialogue, scene, descriptive language, fiction incorporation, case study usage, anecdotes, etc.</p>	<p>7 pts</p> <p>The student successfully captures the reader's attention with either engaging prose or reliable content, but they fail to maintain the interest of the reader. The student is able to "re-capture" the reader's interest often enough to keep them reading, but it is likely that their interest will eventually wane off without enough engaging prose or reliable content to keep them invested in the essay. This might be, in part, due to some lack in use of writing techniques meant to harness reader interest, such as dialogue, scene, descriptive language, fiction incorporation, case study usage, anecdotes, etc.</p>	<p>0 pts</p> <p>The student successfully captures the reader's attention with either engaging prose or reliable content only once (during the introductory material), but they fail to maintain the interest of the reader after that. The student's inability to "re-capture" the reader's interest again is likely due to a failure to use most of or all of the writing techniques meant to harness reader interest, such as dialogue, scene, descriptive language, fiction incorporation, case study usage, anecdotes, etc.</p>	<p>20 pts</p>	

Treatment Topics	10 pts	5 pts	5 pts	0 pts	10 pts
<p> Consideration of Larger Context: This criteria refers to the student's ability to remember the human element of their chosen topic. Specifically, this refers to the student's ability to remember that there are always at least two humans involved at all times (one on each side of the page) when an essay is written/read. threshold: 10.0 pts </p>	<p> 10 pts The student's writing reflects an exploration of all facets of their chosen topic without veering into blatant, unnecessary disrespect for others involved in those facets of the process/conversation. The student handles sensitive moments in their own text with care, still excluding the same confidence in their own content without unnecessarily degrading other people involved in the subject matter of the text. </p>	<p> 5 pts The student's writing reflects an exploration of all facets of their chosen topic without intentionally veering into blatant, unnecessary disrespect for others involved in those facets of the process/conversation. However, the student does unintentionally straddle or step over this line at times, veering into disrespect or poor judgment. The student tries to handle sensitive moments in their own text with care, still excluding the same confidence in their own content without unnecessarily degrading other people involved in the subject matter of the text; they are, for the most part, successful. </p>	<p> 5 pts The student's written text has the potential to speak to 2 out of 3 different groups: 1) those who begin the essay claiming a particular hatred for or disagreement with part or all of the student's chosen topic 2) those who begin the essay claiming not to care about the student's chosen topic at all one way or the other, and 3) those who begin the essay already just as invested in the student's topic as the student is invested in it. </p>	<p> 0 pts The student's writing reflects an exploration of all facets of their chosen topic that shows little to no care about whether they veer into blatant, unnecessary disrespect for others involved in those facets of the process/conversation. At times, it even seems as if the student intentionally veers into disrespect or poor judgment, prioritizing their confidence and content over all else. </p>	<p>10 pts</p>
<p> Stakeholders: This criteria refers to the student's ability to consider and speak to the interests of the various stakeholders involved with their chosen topic. threshold: 10.0 pts </p>	<p> 10 pts The student's written text has the potential to speak to 3 out of 3 different groups: 1) those who begin the essay claiming a particular hatred for or disagreement with part or all of the student's chosen topic 2) those who begin the essay claiming not to care about the student's chosen topic at all one way or the other, and 3) those who begin the essay already just as invested in the student's topic as the student is invested in it. </p>	<p> 5 pts The student's written text has the potential to speak to 2 out of 3 different groups: 1) those who begin the essay claiming a particular hatred for or disagreement with part or all of the student's chosen topic 2) those who begin the essay claiming not to care about the student's chosen topic at all one way or the other, and 3) those who begin the essay already just as invested in the student's topic as the student is invested in it. </p>	<p> 0 pts The student's written text has the potential to speak to 1 out of 3 different groups: 1) those who begin the essay claiming a particular hatred for or disagreement with part or all of the student's chosen topic 2) those who begin the essay claiming not to care about the student's chosen topic at all one way or the other, and 3) those who begin the essay already just as invested in the student's topic as the student is invested in it. </p>	<p>10 pts</p>	

Intellectual Curiosity
This criteria refers to the student's ability to select a topic they had (have) intellectual curiosity about and sustain it. Alternatively, it also refers to those students' ability to select a topic, create intellectual curiosity about the topic, and then sustain that intellectual curiosity throughout the writing of the research essay. This ability is easy to identify in the student's written work - overall level of success speaks to the amount of intellectual curiosity the student was able to maintain throughout their research.
threshold: 10.0 pts

10 pts
Yes, the student's written work does reflect a high level of intellectual curiosity about the chosen topic.

0 pts
No, the student's written work does not reflect a high level of intellectual curiosity about the chosen topic.

10 pts

<p>10 pts</p> <p>Yes, the essay does reflect a concern for the reader's expectations going into the piece.</p>	<p>0 pts</p> <p>No, the essay does not reflect a concern for the reader's expectations going into the piece.</p>
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Consideration of Readers' Expectations
This criteria refers to the student's consideration of the reader's expectations for the essay based on the student's chosen writing style.
perspective, and topic. Excellent writing typically reflects this type of consideration because the writing matches the expectations of those selections to give the reader what they anticipated. So, the question becomes, in short, does the essay's writing reflect a concern for the reader's expectations going into the piece? Yes or no. threshold: 10.0 pts

10 pts

piece# yes or no. threshold: 10.0 pts	10 pts Yes, the essay does reflect a concern for the reader's interest in the piece.	0 pts No, the essay does not reflect a concern for the reader's interest in the piece.	10 pts
Ⓢ Consideration of Overall Reader Interest This criteria refers to the student's consideration of the reader's overall interest in the finished essay product they finally delivered. In short, does the essay's writing reflect a concern for the reader's interest in the piece? Yes or no. threshold: 10.0 pts			
Ⓢ "Style" Selection Structure Adherence This criteria refers to the student's ability to follow the guidelines of their chosen writing style/structure, whether that style chosen is informative. threshold: 10.0 pts	15 pts The student follows the structural guidelines of their chosen writing style for most of the essay (roughly 75% of the essay).	7.5 pts The student follows the structural guidelines of their chosen writing style for much of the essay (roughly 50% of the essay).	0 pts The student follows the structural guidelines of their chosen writing style for some or none of the essay (roughly 0 - 25% of the essay).