Wharton County Junior College

Administrative Master Syllabus

Purpose: It is the intention of this Administrative Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title:	World Literature II
Course Prefix & Number:	ENGL 2333
Division & Department:	Communications & Fine Arts: English & Philosophy

Course Type	
	Academic General Education Course (from ACGM, but not WCJC Core)
✔	Academic WCJC Core Course
	WECM Course
	This course is a Special Topics or Unique Needs Course.

Semester Credit Hours (SCH): Lecture Hours: Lab/Other Hours 3 : 3 : 0

Equated Pay Hours: 3

Catalog Course Description:

A survey of world literature from the seventeenth century to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions. ENGL 2332 is not a prerequisite for ENGL 2333.

List Lab/ Other Hours	
Lab Hours	0
Clinical Hours	0
Practicum Hours	0
Other (List)	0

Pre-Requisites:

ENGL 1302

Co-Requisites:

None

Signature		Date
Prepared by:	Sharon Prince — Digitally signed by Sharon Prince DN: cn=Sharon Prince, o=WCJC, ou=English Department, email=sharonp@wcjc.edu, c=US Date: 2016.07.21 14:10:48 -05'00'	July 21, 2016
Department Head:	Sharon Prince — Digitally signed by Sharon Prince DN: cn=Sharon Prince, o=WCJC, ou=English Department, email=sharonp@wcjc.edu, c=US Date: 2016.07.21 14:11:03 -05'00'	July 21, 2016
Division Chair:	Patrick Ralls — Digitally signed by Patrick Ralls DN: cn=Patrick Ralls, o, ou=Speech Department, email=rallsp@wcjc.edu, c=US Date: 2016.08.30 10:00:16 -05'00'	8-30-16
Dean/VPI:	Leigh Ann Collins — Digitally signed by Leigh Ann Collins DN: cn=Leigh Ann Collins, o=Wharton County Junior College, ou=Vice President of Instruction, email=lacollins@wcjc.edu, c=US Date: 2016.10.21 18:23:45 -05'00'	10-21-16
Approved by CIR:	Tracy Emmons — Digitally signed by Tracy Emmons DN: cn=Tracy Emmons, o=WCJC, ou=Instructional Assessment, email=emmonst@wcjc.edu, c=US Date: 2016.10.24 12:29:57 -05'00'	10-20-16

I. Topical Outline: Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical, or other non-lecture instruction).

1. Literature of the Seventeenth Century
2. Literature of the Eighteenth Century
3. Literature of the Nineteenth Century
4. Literature of the Twentieth Century
5. Literature of the Twenty-first Century
6. At least three different critical approaches to be chosen by the instructor

Strategies, Techniques, Procedures:

1. Lectures to provide a foundation and to set the stage for study and discussion.

2. Discussion (students and instructor) to encourage critical thinking and to provide an outlet for student views.

3. Written work, in class and out of class, to fix in the student's mind what has been covered or to challenge the student to conduct independent research and discovery.

4. Use of media.

5. Group presentations (optional).

Departmental Essays

Instructions to the Student: Write a formal essay of approximately 500 words for

Departmental Essays

Instructions to the Student: Write a formal essay of approximately 500 words for each prompt. Use proper writing conventions for literary papers.

Directions for the Instructor: Fill-in the bracketed areas with appropriate titles, authors, literary periods, or regions (as needed) to complete the prompts.

1. Situate [insert a major text read during the semester including the author's name] in its cultural and historical context, including an assessment of the main character's civic and personal responsibilities.

2. Evaluate the author's civic and social responsibilities in [insert a major text read during the semester including the author's name] while also assessing the author's style and aesthetic considerations within the historical and social context of the text.

Grading and Reporting Instructions for the Instructor: All essays should be scored following the established departmental rubric for grading/marking papers for literature survey courses.

Graded using Essay B rubric.

II. Course Learning Outcomes

Learning Outcomes: Upon successful completion of this course, students will:	Methods of Assessment:
1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.	1. Exams, essays, research paper.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.	2. Exams, essays, research paper.
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.	3. Exams, essays.
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.	4. Exams, essays, research paper.
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.	5. Essays, research paper.

III. Required text(s), optional text(s) and/or materials to be supplied by the student:

Norton Anthology of World Literature, Volumes D, E, and F

IV. Suggested course maximum: 30

V. List any specific or physical requirements beyond a typical classroom required to teach the course.

Classrooms with computer which projects instructor's screen for students is needed.

VI. Course Requirements/Grading System—Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course.

1. Short quizzes (if they are deemed useful in the context of a particular class) and/or oral reports (optional): 10-30%
2. Essays written in class and out of class: 10-30%
3. Major paper requiring research and analysis and using a critical approach: 15-25%
4. Major examinations: 10-25%
5. Substantial final examination which includes the departmental essays: 15-25%

90-100—A;
80-89—B;
70-79—C,
60-69—D,
59 and below F

VII. Curriculum Checklist

- ☐ **Academic General Education Course** (from ACGM-but not in WCJC core)
  - No additional documentation needed.
- ☑ **Academic WCJC Core Course**. Attach the Core Curriculum Review Forms.
  - ☑ Critical Thinking
  - ☑ Communication
  - ☐ Empirical & Quantitative Skills
  - ☐ Teamwork
  - ☐ Social Responsibility
  - ☑ Personal Responsibility
- ☐ **WECM Course**
  - If needed, revise the Program SCANS Matrix and Competencies Checklist.

Wharton County Junior College

Core Curriculum Review Form

Foundational Component Area: **Language, Philosophy, & Culture** **Course Prefix & Suffix:** ENGL 2333

Core Objective: **Critical Thinking Skills—**to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Student Learning Outcome supporting core objective: *For each core objective, there must be at least two different methods of assessment.*

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
■ Existing ☐ Revised ☐ New ■ State Mandated	Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.	Class discussions (online and f-2-f), homework, quizzes, class work, critical essays, exams (world literature from the seventeenth century to the present)	Rubric-scored final exam question 1 or 2, Rubric-scored research papers
■ Existing ☐ Revised ☐ New ■ State Mandated	Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.	Class discussions (online and f-2-f), homework, quizzes, class work, critical essays, exams (world literature from the seventeenth century to the present)	Rubric-scored final exam question 1, Rubric-scored research papers
■ Existing ☐ Revised ☐ New ■ State Mandated	Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.	Class discussions (online and f-2-f), homework, quizzes, class work, critical essays, exams (world literature from the seventeenth century to the present)	Rubric-scored final exam question 1, Rubric-scored research papers

Department Head: Sharon Prince Date: July 11, 2016

Wharton County Junior College

Core Curriculum Review Form

Foundational Component Area: **Language, Philosophy, & Culture** **Course Prefix & Suffix:** ENGL 2333

Core Objective: **Communication Skills—**to include effective development, interpretation and expression of ideas through written, oral and visual communication

Student Learning Outcome supporting core objective: *For each core objective, there must be at least two different methods of assessment.*

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
■ Existing ☐ Revised ☐ New ■ State Mandated	1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions. 2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.	Class discussions (online and f-2-f), homework, quizzes, class work, critical essays, exams, oral presentation(world literature from the seventeenth century to the present)	Rubric-scored final exam question 1 or 2, Rubric-scored research papers
■ Existing ☐ Revised ☐ New ■ State Mandated	3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions. 4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.	Class discussions (online and f-2-f), homework, quizzes, class work, critical essays, exams (world literature from the seventeenth century to the present)	Rubric-scored final exam question 2, Rubric-scored research papers
■ Existing ☐ Revised ☐ New ■ State Mandated	5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.	Class discussions (online and f-2-f), homework, quizzes, class work, critical essays, exams (world literature from the seventeenth century to the present)	Rubric-scored research papers

Department Head: Sharon Prince Date: July 11, 2016

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Core Curriculum Review Form

Foundational Component Area: **Language, Philosophy, & Culture** **Course Prefix & Suffix:** ENGL 2333

Core Objective: **Social Responsibility—**to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Student Learning Outcome supporting core objective: *For each core objective, there must be at least two different methods of assessment.*

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
■ Existing ☐ Revised ☐ New ■ State Mandated	Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.	Class discussions (online and f-2-f), homework, quizzes, class work, critical essays, exams (world literature from the seventeenth century to the present)	Rubric-scored final exam question 1, Rubric-scored research papers
☐ Existing ☐ Revised ☐ New ☐ State Mandated			
☐ Existing ☐ Revised ☐ New ☐ State Mandated			

Department Head: Sharon Prince Date: July 11, 2016

Wharton County Junior College

Core Curriculum Review Form

Foundational Component Area: **Language, Philosophy, & Culture** **Course Prefix & Suffix:** ENGL 2333

Core Objective: **Personal Responsibility—**to include the ability to connect choices, actions and consequences to ethical decision-making

Student Learning Outcome supporting core objective: *For each core objective, there must be at least two different methods of assessment.*

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
■ Existing ☐ Revised ☐ New ■ State Mandated	Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.	Class discussions (online and f-2-f), homework, quizzes, class work, critical essays, exams, oral presentations (world literature from the seventeenth century to the present)	Rubric-scored final exam question 1, Rubric-scored research papers
☐ Existing ☐ Revised ☐ New ☐ State Mandated			
☐ Existing ☐ Revised ☐ New ☐ State Mandated			

Department Head: Sharon Prince Date: July 11, 2016

Research Paper Rubric 2015 for Literature Survey Courses

Student Name: _____

	Excellent-100%	Very Good-85%	Average-75%	Poor-60%	Inadequate-50%	Unacceptable-0%
Content (30%) ✓ Critical Thinking ✓ Development ✓ Originality ✓ Creativity ✓ Use of Examples ✓ Title	• Significant and relevant development that analyzes the primary text using a specific form of literary criticism. • Significant depth of thought. • Thoroughly and effectively meets the content requirements of the assignment.	• Sufficiently analyzes the primary text using a specific form of literary criticism. • Reflects depth of thought. • Effectively meets the content requirements of the assignment.	• Analyzes the primary text using a specific form of literary criticism. • Reflects some depth of thought. • Meets the content requirements of the assignment.	• Text has one of the following issues: ○ Does not analyze the primary text using a specific form of literary criticism. ○ Reflects little depth of thought. ○ Meets some of the content requirements of the assignment.	• Text has one or more of the following issues: ○ Contains inappropriate or ineffective analysis of the primary text . ○ Does not reflect depth of thought. ○ Does not meet several of the content requirements of the assignment.	• Text's content does not meet the requirements of the assignment and/or does not convey a clear point.
Organization (25%) ✓ Introduction ✓ Conclusion ✓ Thesis ✓ Clarity of Purpose ✓ Topic Sentences ✓ Concluding Sentences ✓ Transitions ✓ Coherence ✓ Structure	• Thorough and effective introduction. • Thesis analyzes the text using a specific form of literary criticism. • Engaging and effective conclusion provides context/significance for the literary work. • Thesis provides an effective overview of the essay, the essay's purpose, and the essay's intended structure. • Coherence devices effectively link ideas throughout the essay. • Text meets the organizational guidelines required by the assignment with effective placement of all essay components.	• Effective introduction. • Thesis analyzes the text using a specific form of literary criticism • Effective conclusion provides context/significance for the literary work. • Thesis provides a clear overview of the essay, the essay's purpose, and the essay's intended structure. • Coherence devices clearly link ideas throughout the essay. • Text meets the organizational guidelines required by the assignment with strong placement of all essay components.	• Introduction leads to a thesis which analyzes the text using a specific form of literary criticism. • Conclusion provides a context/significance for the literary work. • Thesis provides an overview of the essay, the essay's purpose, and the essay's intended structure. • Coherence devices link ideas throughout the essay. • Text meets the organizational guidelines required by the assignment with appropriate placement of all essay components.	• Text has one or more of the following issues: ○ Introduction lacks some effectiveness in leading to the thesis. ○ Thesis does not reflect the use of specific form of literary criticism. ○ Conclusion provides minimal context/significance for the literary work. ○ Thesis does not provide overview of the essay, the essay's purpose, and/or the essay's intended structure. ○ Coherence devices vaguely link ideas throughout the essay. ○ Text meets most of the organizational guidelines required by the assignment but may have inappropriate placement of essay components.	• Text has two or more of the following issues: ○ Introduction lacks a thesis. ○ Thesis is ineffective. ○ Conclusion provides minimal content/significance for the literary work. ○ Coherence devices missing and/or do not link ideas throughout the essay. ○ Text does not meet several of the organizational guidelines required by the assignment because some essay elements are placed inappropriately.	• Text's organization has many weaknesses.
Conventions (10%) ✓ Grammar ✓ Mechanics ✓ MLA	• Text uses correct grammar, correct mechanics, and correct MLA format.	• Text uses correct, grammar, correct mechanics, and correct MLA format with only a few minor errors.	• Text uses correct, grammar, correct mechanics, and correct MLA format with several minor errors and no more than three major errors.	• Text uses mostly correct, grammar, mechanics, and correct MLA format with several minor errors and/or several major errors.	• Text has frequent errors in grammar and mechanics, and MLA format may be incorrect.	• The frequency of grammatical and mechanical errors obscures meaning.

Style (10%) ✓ Word Choice ✓ Writing Skills	• Words, phrases, and sentence structure effectively contribute to the communication of ideas. • Text uses vivid, scholarly vocabulary. • Level of diction is highly effective for the assignment. • Does not shift in point of view (first, second, and third person)	• Words, phrases, and sentence structure appropriately contribute to the communication of ideas. • Text uses academic vocabulary. • Level of diction is effective for the assignment. • Does not shift in point of view (first, second, and third person)	• Words, phrases, and sentence structure contribute to the communication of ideas. • Text uses appropriate vocabulary. • Level of diction is appropriate for the assignment. • Has no more than one shift in point of view.	• Essay has one or more of the following issues: ○ Words, phrases, and sentence structure at times do not enhance the communication of ideas. ○ Text occasionally uses inappropriate vocabulary. ○ Diction is occasionally inappropriate for the assignment. ○ Has two or more shifts in point of view.	• Essay has one or more of the following issues: ○ Words, phrases, and sentence structure at times detract from the communication of ideas. ○ Text uses inappropriate vocabulary. ○ Level of diction is inappropriate for the assignment. ○ Has several shifts in point of view.	• The writing style is entirely inappropriate for a formal writing assignment. • Paper is written in the incorrect point of view.
Documentation/Lists (7%) ✓ Works Cited	• All paraphrases, summaries, and quotations have entries on the works cited. • All entries on the works cited are correct. • All sources listed on the works cited are used in the paper.	• All paraphrases, summaries, and quotations have entries on the works cited. • Entries on the works cited may have minor punctuation errors. • All sources listed on the works cited are used in the paper.	• Essay has one of the following issues: ○ One text used in the paper is not listed on the works cited. ○ One entry on the works cited is incorrect. ○ One source listed on the works cited is not used in the paper.	• Essay has at least two and no more than four instances of the following: ○ A text used in the paper is not listed on the works cited. ○ One entry on the works cited is incorrect. ○ A source on the works cited is not used.	• Essay has numerous documentation errors: ○ A text is used in the paper, but not listed on the works cited. ○ An entry on the works cited is incorrect ○ A source listed on the works cited is not used in the paper.	• Works cited has one or more of the follow errors: ○ Works cited is riddled with errors. ○ Several sources on works cited are not used ○ Several sources used in the paper are not listed on the works cited.
Documentation/ In-Text Citations (9%) ✓ In-Text Citations ✓ Integration of Sources	• All source material is thoroughly and effectively introduced and is relevant to the thesis. • Documentation of source material is punctuated correctly. • Ellipses and quotation marks handled appropriately.	• All source material is effectively introduced and is relevant to the thesis. • Documentation of source material is punctuated correctly. • Ellipses and quotation marks handled appropriately.	• All source material is introduced and is relevant to the thesis. • Documentation of source material, and ellipses and quotation marks are occasionally incorrect, but the essay may have no more than three errors.	• Essay has one of the following issues: ○ Ineffective or missing integration of source material. ○ Some ineffective source material. ○ Incorrect punctuation of source material. ○ Several incorrect uses of ellipses and/or quotation marks.	• Essay has two or more of the following issues: ○ Ineffective or missing integration of source material ○ Incorrect punctuation of source material ○ Incorrect use of ellipses and/or quotation marks.	• Documentation and integration of source material within the paper is so poorly done that meaning is obscured.
Sources (9%) ✓ Quality and Number of Sources	• Uses the required number of sources • No more than 1/3 of the sources can be unique to the Internet. • Highly credible, respectable sources used.	• Uses the required number of sources • No more than 1/3 of the sources can be unique to the Internet. • Credible, respectable sources used.	• Uses the required number of sources • No more than 1/3 of the sources can be unique to the Internet. • Sources with acceptable credibility used.	• Essay has one of the following problems: ○ Uses too few sources. ○ More than 1/3 of the sources are unique to the Internet. ○ Some sources have minimal credibility.	• Essay has one or more of the following problems: ○ Fewer than half the required number of sources is used. ○ Too many Internet or all Internet sources are used. ○ Sources lacking credibility are used.	• Sources are so weak that the paper does not meet the requirements of the assignment. • Paper does not use secondary sources.

Essay Rubric B – For Essays Involving Research —2015

Student Name: _____

	Excellent-100%	Very Good-85%	Acceptable-75%	Poor-60%	Inadequate-50%	Unacceptable-0%
Content (30%) Critical thinking, development, originality, creativity, use of examples, title.	• Provides significant and relevant development that thoroughly explains the topic. • Reflects significant depth of thought. • Thoroughly and effectively meets the content requirements of the assignment.	• Provides development that sufficiently explains the topic. • Reflects depth of thought. • Effectively meets the content requirements of the assignment.	• Provides development that explains the topic. • Reflects some depth of thought. • Meets the content requirements of the assignment.	• Has one or more of the following issues: ○ Partially develops the topic. ○ Reflects little depth of thought. ○ Meets some of the content requirements of the assignment.	• Has one or more of the following issues: ○ Contains inappropriate or inadequate development. ○ Does not reflect depth of thought. ○ Does not meet several of the content requirements of the assignment.	• Content does not meet the requirements of the assignment and/or does not convey a clear point.
Organization (25%) Introduction, conclusion, thesis, clarity of purpose, topic sentences, concluding sentences, transitions, coherence, structure.	• Thorough and effective introduction leads to the thesis; engaging and effective conclusion provides context/ significance for the topic. • Thesis provides an effective overview of the essay, the essay's purpose, and the essay's intended structure. • Ideas are thoroughly and effectively linked throughout the essay. • Meets the organizational guidelines required by the assignment with effective placement of all essay components.	• Effective introduction leads to the thesis; effective conclusion provides context/ significance for the overall topic. • Thesis provides a clear overview of the essay, the essay's purpose, and the essay's intended structure. • Ideas are clearly linked throughout the essay. • Meets the organizational guidelines required by the assignment with strong placement of all essay components.	• Introduction leads to the thesis, and conclusion provides a context/ significance for the topic. • Thesis provides an overview of the essay, the essay's purpose, and the essay's structure. • Ideas are linked throughout the essay. • Meets the organizational guidelines required by the assignment with appropriate placement of all essay components.	• Has one or more of the following issues: ○ Introduction lacks effectiveness and does not lead in to the thesis. ○ Conclusion provides minimal context/significance for the overall topic; thesis provides no overview in terms of purpose and/or intended structure. ○ Ideas are vaguely linked. ○ Meets most of the organizational guidelines required by the assignment but may have inappropriate placement of components.	• Has two or more of the following issues: ○ Introduction lacks an effective thesis. ○ Conclusion provides minimal significance for the overall topic. ○ Ideas are not linked throughout the essay. ○ Text does not meet some of the organizational guidelines required by the assignment because some essay elements are placed inappropriately.	• Organization has many weaknesses.
Style (10%) Word choice, writing skills.	• Words, phrases, and sentence structure effectively contribute to the communication of ideas. • Uses vivid, scholarly vocabulary for an academic audience. • Level of diction is highly effective. • Does not shift in point of view (first, second, and third person)	• Words, phrases, and sentence structure appropriately contribute to the communication of ideas. • Uses academic vocabulary. • Level of diction is effective for the assignment. • Does not shift in point of view (first, second, and third person)	• Words, phrases, and sentence structures contribute to the communication of ideas. • Uses appropriate vocabulary. • Level of diction is appropriate for the assignment. • Has no more than one shift in point of view	• Has one or more of the following issues: ○ Some words, phrases, and sentence structures do not enhance communication. ○ Occasional inappropriate vocabulary and/or diction. ○ Has two or more shifts in point of view.	• Has one or more of the following issues: ○ Some words, phrases, and sentence structures detract from communication. ○ Uses inappropriate vocabulary. ○ Level of diction is inappropriate for the assignment. ○ Has excessive shifts in point of view.	• The writing style is inappropriate for a formal writing assignment/ academic audience. • Paper is written in the incorrect point of view.
Conventions (10%)	• Text uses correct grammar and mechanics.	• Text uses generally correct grammar and mechanics with only a few minor errors.	• Text uses mostly correct grammar and mechanics, but the paper has several minor errors & no more than three major errors.	• Texts uses mostly correct grammar and mechanics, but the paper has several minor errors and more than three major errors.	• Text has frequent grammatical and mechanical errors.	• The frequency of grammatical and mechanical errors obscures meaning.
MLA/APA Format (5%)	• Uses correct MLA/APA formatting.	• Has one error in MLA/APA formatting.	• Has two-three errors in MLA/APA formatting.	• Has four errors in MLA/APA formatting.	• Has five errors in MLA/APA formatting.	• Has more than five errors in MLA/APA formatting.

Documentation/ Lists (6%) **Works Cited/ References Page**	• All paraphrases, summaries, and quotations have entries on the Works Cited/ References page. • All entries on the Works Cited/ References page are correct. • All sources listed on the Works Cited/ References page are used in the paper.	• All paraphrases, summaries, & quotations have entries on the Works Cited/ References page. • Entries on the Works Cited/ References page may have minor punctuation errors. • All sources listed on the Works Cited/ References page are used in the paper.	• Entries on the Works Cited/ References page may have minor punctuation errors. • Essay has one of the following issues: ○ One text used in the paper is not listed on the Works Cited/References page. ○ One entry on the Works Cited/ References page is incorrect. ○ One source listed on the Works Cited/ References page is not used in the paper.	• Entries on the Works Cited/ References page may have minor punctuation errors. • Essay has at least two & no more than four instances of the following: ○ A text used in the paper is not listed on the Works Cited/ References page. ○ One entry on the Works Cited/ References page is incorrect. ○ A source on the Works Cited/References page is not used.	• Entries of the Works Cited/References page may have minor errors. • Essay has numerous documentation errors: ○ A text is used in the paper, but not listed on the Works Cited/ References page. ○ An entry on the Works Cited/ References page is incorrect. ○ A source listed on the Works Cited/ References page is not used in the paper.	• Works Cited/ References page has one or more of the follow errors: ○ List of sources is riddled with errors ○ Several sources on list of sources are not used. ○ Several sources used in the paper are not listed on the list of sources.
Documentation/ In-Text Citations (7%) **In-text citations/ integration of sources**	• All source material is thoroughly and effectively introduced and is relevant to the thesis. • Documentation of source material is punctuated correctly. • Ellipses and quotation marks are handled appropriately.	• All source material is effectively introduced and is relevant to the thesis. • Documentation of source material is generally punctuated correctly with possibly one or two errors. • Ellipses and quotation are marks handled appropriately.	• All source material is introduced and is relevant to the thesis. • Documentation of source material is generally punctuated correctly with three-four errors. • Ellipses and quotation marks are occasionally incorrect, but the essay may have no more than one-two errors.	• Essay has one of the following issues: ○ Ineffective or missing integration of source material. ○ Some ineffective source material. ○ Several incorrect uses of punctuation marks, ellipses, and/or quotation marks with source material.	• Essay has two or more of the following issues: ○ Ineffective or missing integration of source material. ○ Numerous incorrect uses of punctuation marks, ellipses, and/or quotation marks with source material.	• Documentation and integration of source material within the paper is so poorly done that meaning is obscured.
Sources (7%) **Quality & number of sources**	• Uses the required number of sources. • No more than 1/3 of the sources can be unique to the Internet. • Highly credible, respectable sources used.	• Uses the required number of sources. • No more than 1/3 of the sources can be unique to the Internet. • Credible, respectable sources used.	• Uses the required number of sources. • No more than 1/3 of the sources can be unique to the Internet. • Sources with acceptable credibility used.	• Essay has one of the following problems: ○ Uses too few sources. ○ More than 1/3 of the sources are unique to the Internet. ○ Some sources have minimal credibility.	• Essay has one or more of the following problems: ○ Fewer than half the required number of sources is used. ○ Too many Internet or all Internet sources are used. ○ Sources lacking credibility are used.	• Sources are so weak that the paper does not meet the requirements of the assignment, or the essay uses no sources.