

**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:	
Course Prefix & Number:	
Division & Department:	

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 \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

Equated Pay Hours: \_\_\_\_\_

Catalog Course Description:

Pre-Requisites:

Co-Requisites:

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

	Signature	Date
<b>Prepared by:</b>		
<b>Department Head:</b>		
<b>Division Chair:</b>		
<b>Dean/VPI:</b>		
<b>Approved by CIR:</b>		

## Administrative Master Syllabus

**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).



**II. Course Learning Outcomes**

<b>Learning Outcomes: Upon successful completion of this course, students will:</b>	<b>Methods of Assessment:</b>

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

**IV. Suggested course maximum:** \_\_\_\_\_

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

**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.

**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.



## Core Curriculum Review Form

Foundational Component Area: **Communication**

Course Prefix & Suffix: \_\_\_\_\_

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:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			

Department Head: \_\_\_\_\_  
 WCJC Core Curriculum Review Form-Communication (April 2013)  
 (Modified from Collin College)

Date: \_\_\_\_\_



## Core Curriculum Review Form

Foundational Component Area: **Communication**

Course Prefix & Suffix: \_\_\_\_\_

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:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			

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## Core Curriculum Review Form

Foundational Component Area: **Communication**

Course Prefix & Suffix: \_\_\_\_\_

Core Objective: **Teamwork**—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

*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:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			

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 WCJC Core Curriculum Review Form-Communication (April 2013)  
 (Modified from Collin College)

Date: \_\_\_\_\_





## Core Curriculum Review Form

Foundational Component Area: **Communication**

Course Prefix & Suffix: \_\_\_\_\_

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:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			

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Department Head: \_\_\_\_\_  
 WCJC Core Curriculum Review Form-Communication (April 2013)  
 (Modified from Collin College)

Date: \_\_\_\_\_

## Essay Rubric A – For Essays Not Involving Research

Student Name: \_\_\_\_\_

	Excellent-100%	Very Good-85%	Acceptable-75%	Poor-60%	Inadequate-50%	Unacceptable-0%
<p><b>Content</b> (35%)</p> <p>Critical thinking, development, originality, creativity, use of examples, title.</p>	<ul style="list-style-type: none"> <li>Provides significant and relevant development that thoroughly explains the topic.</li> <li>Reflects significant depth of thought.</li> <li>Thoroughly and effectively meets the content requirements of the assignment. (32-35)</li> </ul>	<ul style="list-style-type: none"> <li>Provides development that sufficiently explains the topic.</li> <li>Reflects depth of thought.</li> <li>Effectively meets the content requirements of the assignment. (28-31)</li> </ul>	<ul style="list-style-type: none"> <li>Provides development that explains the topic.</li> <li>Reflects some depth of thought.</li> <li>Meets the content requirements of the assignment. (24-27)</li> </ul>	<ul style="list-style-type: none"> <li>Has one or more of the following issues:                             <ul style="list-style-type: none"> <li>Partially develops the topic.</li> <li>Reflects little depth of thought.</li> <li>Meets some of the content requirements of the assignment. (21-23)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Has one or more of the following issues:                             <ul style="list-style-type: none"> <li>Contains inappropriate or inadequate development.</li> <li>Does not reflect depth of thought.</li> <li>Does not meet several of the content requirements of the assignment. (17-20)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Content does not meet the requirements of the assignment and/or does not convey a clear point.</li> </ul>
<p><b>Organization</b> (30%)</p> <p>Introduction, conclusion, thesis, clarity of purpose, topic sentences, concluding sentences, transitions, coherence, structure.</p>	<ul style="list-style-type: none"> <li>Thorough and effective introduction leads to the thesis; engaging and effective conclusion provides context/ significance for the topic.</li> <li>Thesis provides an effective overview of the essay, the essay's purpose, and the essay's intended structure.</li> <li>Ideas are thoroughly and effectively linked throughout the essay.</li> <li>Meets the organizational guidelines required by the assignment with effective placement of all essay components. (27-30)</li> </ul>	<ul style="list-style-type: none"> <li>Effective introduction leads to the thesis; effective conclusion provides context/ significance for the overall topic.</li> <li>Thesis provides a clear overview of the essay, the essay's purpose, and the essay's intended structure.</li> <li>Ideas are clearly linked throughout the essay.</li> <li>Meets the organizational guidelines required by the assignment with strong placement of all essay components. (24-26)</li> </ul>	<ul style="list-style-type: none"> <li>Introduction leads to the thesis, and conclusion provides a context/ significance for the topic.</li> <li>Thesis provides an overview of the essay, the essay's purpose, and the essay's structure.</li> <li>Ideas are linked throughout the essay.</li> <li>Meets the organizational guidelines required by the assignment with appropriate placement of all essay components. (21-23)</li> </ul>	<ul style="list-style-type: none"> <li>Has one or more of the following issues:                             <ul style="list-style-type: none"> <li>Introduction lacks effectiveness and does not lead into the thesis.</li> <li>Conclusion provides minimal context/significance for the overall topic; thesis provides no overview in terms of purpose and/or intended structure.</li> <li>Ideas are vaguely linked.</li> <li>Meets most of the organizational guidelines required by the assignment but may have inappropriate placement of components. (18-20)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Has two or more of the following issues:                             <ul style="list-style-type: none"> <li>Introduction lacks an effective thesis.</li> <li>Conclusion provides minimal significance for the overall topic.</li> <li>Ideas are not linked throughout the essay.</li> <li>Text does not meet some of the organizational guidelines required by the assignment because some essay components are placed inappropriately. (15-17)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Organization has many weaknesses.</li> </ul>

<p><b>Style</b> (10%)</p> <p>Word choice, writing skills.</p>	<ul style="list-style-type: none"> <li>• Words, phrases, and sentence structure effectively contribute to the communication of ideas.</li> <li>• Uses vivid, scholarly vocabulary for an academic audience.</li> <li>• Level of diction is highly effective.</li> <li>• Does not shift in point of view (first, second, and third person) (9-10)</li> </ul>	<ul style="list-style-type: none"> <li>• Words, phrases, and sentence structure appropriately contribute to the communication of ideas.</li> <li>• Uses academic vocabulary.</li> <li>• Level of diction is effective for the assignment.</li> <li>• Does not shift in point of view (first, second, and third person) (8)</li> </ul>	<ul style="list-style-type: none"> <li>• Words, phrases, and sentence structures contribute to the communication of ideas.</li> <li>• Uses appropriate vocabulary.</li> <li>• Level of diction is appropriate for the assignment.</li> <li>• Has no more than one shift in point of view (7)</li> </ul>	<ul style="list-style-type: none"> <li>• Has one or more of the following issues: <ul style="list-style-type: none"> <li>○ Some words, phrases, and sentence structures do not enhance communication.</li> <li>○ Occasional inappropriate vocabulary and/or diction.</li> <li>○ Has two or more shifts in point of view (6)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Has one or more of the following issues: <ul style="list-style-type: none"> <li>○ Some words, phrases, and sentence structures detract from communication.</li> <li>○ Uses inappropriate vocabulary.</li> <li>○ Level of diction is inappropriate for the assignment.</li> <li>○ Has excessive shifts in point of view. (5)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The writing style is inappropriate for a formal writing assignment/academic audience.</li> <li>• Paper is written in the incorrect point of view.</li> </ul>
<p><b>Grammar</b> (20%)</p>	<ul style="list-style-type: none"> <li>• Text uses correct grammar and mechanics. (18-20)</li> </ul>	<ul style="list-style-type: none"> <li>• Text uses generally correct grammar and mechanics with only a few minor errors. (16-17)</li> </ul>	<ul style="list-style-type: none"> <li>• Text uses mostly correct grammar and mechanics, but the paper has several minor errors and no more than three major errors. (14-15)</li> </ul>	<ul style="list-style-type: none"> <li>• Texts uses mostly correct grammar and mechanics, but the paper has several minor errors and more than three major errors. (12-13)</li> </ul>	<ul style="list-style-type: none"> <li>• Text has frequent grammatical and mechanical errors. (10-11)</li> </ul>	<ul style="list-style-type: none"> <li>• The frequency of grammatical and mechanical errors obscures meaning.</li> </ul>
<p><b>MLA Format</b> (5%)</p>	<ul style="list-style-type: none"> <li>• Uses correct MLA formatting. (5)</li> </ul>	<ul style="list-style-type: none"> <li>• Has one error in MLA formatting. (4)</li> </ul>	<ul style="list-style-type: none"> <li>• Has two-three errors in MLA formatting. (3.5)</li> </ul>	<ul style="list-style-type: none"> <li>• Has four errors in MLA formatting. (3)</li> </ul>	<ul style="list-style-type: none"> <li>• Has five errors in MLA formatting. (2.5)</li> </ul>	<ul style="list-style-type: none"> <li>• Has more than five errors in MLA formatting.</li> </ul>

## Essay Rubric B – For Essays Involving Research —2015

Student Name: \_\_\_\_\_

	Excellent-100%	Very Good-85%	Acceptable-75%	Poor-60%	Inadequate-50%	Unacceptable-0%
<p><b>Content</b> (30%)</p> <p>Critical thinking, development, originality, creativity, use of examples, title.</p>	<ul style="list-style-type: none"> <li>• Provides significant and relevant development that thoroughly explains the topic.</li> <li>• Reflects significant depth of thought.</li> <li>• Thoroughly and effectively meets the content requirements of the assignment. (27-30)</li> </ul>	<ul style="list-style-type: none"> <li>• Provides development that sufficiently explains the topic.</li> <li>• Reflects depth of thought.</li> <li>• Effectively meets the content requirements of the assignment. (24-26)</li> </ul>	<ul style="list-style-type: none"> <li>• Provides development that explains the topic.</li> <li>• Reflects some depth of thought.</li> <li>• Meets the content requirements of the assignment. (21-23)</li> </ul>	<ul style="list-style-type: none"> <li>• Has one or more of the following issues:                             <ul style="list-style-type: none"> <li>○ Partially develops the topic.</li> <li>○ Reflects little depth of thought.</li> <li>○ Meets some of the content requirements of the assignment. (18-20)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Has one or more of the following issues:                             <ul style="list-style-type: none"> <li>○ Contains inappropriate or inadequate development.</li> <li>○ Does not reflect depth of thought.</li> <li>○ Does not meet several of the content requirements of the assignment. (15-17)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Content does not meet the requirements of the assignment and/or does not convey a clear point.</li> </ul>
<p><b>Organization</b> (25%)</p> <p>Introduction, conclusion, thesis, clarity of purpose, topic sentences, concluding sentences, transitions, coherence, structure.</p>	<ul style="list-style-type: none"> <li>• Thorough and effective introduction leads to the thesis; engaging and effective conclusion provides context/ significance for the topic.</li> <li>• Thesis provides an effective overview of the essay, the essay's purpose, and the essay's intended structure.</li> <li>• Ideas are thoroughly and effectively linked throughout the essay.</li> <li>• Meets the organizational guidelines required by the assignment with effective placement of all essay components. (23-25)</li> </ul>	<ul style="list-style-type: none"> <li>• Effective introduction leads to the thesis; effective conclusion provides context/ significance for the overall topic.</li> <li>• Thesis provides a clear overview of the essay, the essay's purpose, and the essay's intended structure.</li> <li>• Ideas are clearly linked throughout the essay.</li> <li>• Meets the organizational guidelines required by the assignment with strong placement of all essay components. (20-22)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction leads to the thesis, and conclusion provides a context/ significance for the topic.</li> <li>• Thesis provides an overview of the essay, the essay's purpose, and the essay's structure.</li> <li>• Ideas are linked throughout the essay.</li> <li>• Meets the organizational guidelines required by the assignment with appropriate placement of all essay components. (18-19)</li> </ul>	<ul style="list-style-type: none"> <li>• Has one or more of the following issues:                             <ul style="list-style-type: none"> <li>○ Introduction lacks effectiveness and does not lead in to the thesis.</li> <li>○ Conclusion provides minimal context/significance for the overall topic; thesis provides no overview in terms of purpose and/or intended structure.</li> <li>○ Ideas are vaguely linked.</li> <li>○ Meets most of the organizational guidelines required by the assignment but may have inappropriate placement of components. (15-17)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Has two or more of the following issues:                             <ul style="list-style-type: none"> <li>○ Introduction lacks an effective thesis.</li> <li>○ Conclusion provides minimal significance for the overall topic.</li> <li>○ Ideas are not linked throughout the essay.</li> <li>○ Text does not meet some of the organizational guidelines required by the assignment because some essay elements are placed inappropriately. (13-14)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Organization has many weaknesses.</li> </ul>

<p><b>Style (10%)</b></p> <p>Word choice, writing skills.</p>	<ul style="list-style-type: none"> <li>Words, phrases, and sentence structure effectively contribute to the communication of ideas.</li> <li>Uses vivid, scholarly vocabulary for an academic audience.</li> <li>Level of diction is highly effective.</li> <li>Does not shift in point of view (first, second, and third person) (10)</li> </ul>	<ul style="list-style-type: none"> <li>Words, phrases, and sentence structure appropriately contribute to the communication of ideas.</li> <li>Uses academic vocabulary.</li> <li>Level of diction is effective for the assignment.</li> <li>Does not shift in point of view (first, second, and third person) (9)</li> </ul>	<ul style="list-style-type: none"> <li>Words, phrases, and sentence structures contribute to the communication of ideas.</li> <li>Uses appropriate vocabulary.</li> <li>Level of diction is appropriate for the assignment.</li> <li>Has no more than one shift in point of view (7-8)</li> </ul>	<ul style="list-style-type: none"> <li>Has one or more of the following issues: <ul style="list-style-type: none"> <li>Some words, phrases, and sentence structures do not enhance communication.</li> <li>Occasional inappropriate vocabulary and/or diction.</li> <li>Has two or more shifts in point of view</li> </ul> </li> </ul> <p>(6)</p>	<ul style="list-style-type: none"> <li>Has one or more of the following issues: <ul style="list-style-type: none"> <li>Some words, phrases, and sentence structures detract from communication.</li> <li>Uses inappropriate vocabulary.</li> <li>Level of diction is inappropriate for the assignment.</li> <li>Has excessive shifts in point of view.</li> </ul> </li> </ul> <p>(5)</p>	<ul style="list-style-type: none"> <li>The writing style is inappropriate for a formal writing assignment/ academic audience.</li> <li>Paper is written in the incorrect point of view.</li> </ul>
<p><b>Grammar (10%)</b></p>	<ul style="list-style-type: none"> <li>Text uses correct grammar and mechanics. (10)</li> </ul>	<ul style="list-style-type: none"> <li>Text uses generally correct grammar and mechanics with only a few minor errors. (9)</li> </ul>	<ul style="list-style-type: none"> <li>Text uses mostly correct grammar and mechanics, but the paper has several minor errors &amp; no more than three major errors. (7-8)</li> </ul>	<ul style="list-style-type: none"> <li>Texts uses mostly correct grammar and mechanics, but the paper has several minor errors and more than three major errors. (6)</li> </ul>	<ul style="list-style-type: none"> <li>Text has frequent grammatical and mechanical errors. (5)</li> </ul>	<ul style="list-style-type: none"> <li>The frequency of grammatical and mechanical errors obscures meaning.</li> </ul>
<p><b>MLA/APA Format (5%)</b></p>	<ul style="list-style-type: none"> <li>Uses correct MLA/APA formatting.</li> </ul>	<ul style="list-style-type: none"> <li>Has one error in MLA/APA formatting.</li> </ul>	<ul style="list-style-type: none"> <li>Has two-three errors in MLA/APA formatting.</li> </ul>	<ul style="list-style-type: none"> <li>Has four errors in MLA/APA formatting.</li> </ul>	<ul style="list-style-type: none"> <li>Has five errors in MLA/APA formatting.</li> </ul>	<ul style="list-style-type: none"> <li>Has more than five errors in MLA/APA formatting.</li> </ul>
<p><b>Documentation/ Lists (6%)</b></p> <p><b>Works Cited/ References Page</b></p>	<ul style="list-style-type: none"> <li>All paraphrases, summaries, and quotations have entries on the Works Cited/ References page.</li> <li>All entries on the Works Cited/ References page are correct.</li> <li>All sources listed on the Works Cited/ References page are used in the paper. (6)</li> </ul>	<ul style="list-style-type: none"> <li>All paraphrases, summaries, &amp; quotations have entries on the Works Cited/ References page.</li> <li>Entries on the Works Cited/ References page may have minor punctuation errors.</li> <li>All sources listed on the Works Cited/ References page are used in the paper. (5)</li> </ul>	<ul style="list-style-type: none"> <li>Entries on the Works Cited/ References page may have minor punctuation errors.</li> <li>Essay has one of the following issues: <ul style="list-style-type: none"> <li>One text used in the paper is not listed on the Works Cited/References page.</li> <li>One entry on the Works Cited/ References page is incorrect.</li> <li>One source listed on the Works Cited/ References page is not used in the paper.</li> </ul> </li> </ul> <p>(4)</p>	<ul style="list-style-type: none"> <li>Entries on the Works Cited/ References page may have minor punctuation errors.</li> <li>Essay has at least two &amp; no more than four instances of the following: <ul style="list-style-type: none"> <li>A text used in the paper is not listed on the Works Cited/ References page.</li> <li>One entry on the Works Cited/ References page is incorrect.</li> <li>A source on the Works Cited/References page is not used.</li> </ul> </li> </ul> <p>(3.5)</p>	<ul style="list-style-type: none"> <li>Entries of the Works Cited/References page may have minor errors.</li> <li>Essay has numerous documentation errors: <ul style="list-style-type: none"> <li>A text is used in the paper, but not listed on the Works Cited/ References page.</li> <li>An entry on the Works Cited/ References page is incorrect.</li> <li>A source listed on the Works Cited/ References page is not used in the paper.</li> </ul> </li> </ul> <p>(3)</p>	<ul style="list-style-type: none"> <li>Works Cited/ References page has one or more of the follow errors: <ul style="list-style-type: none"> <li>List of sources is riddled with errors</li> <li>Several sources on list of sources are not used.</li> <li>Several sources used in the paper are not listed on the list of sources.</li> </ul> </li> </ul>

<p><b>Documentation/ In-Text Citations (7%)</b></p> <p><b>In-text citations/ integration of sources</b></p>	<ul style="list-style-type: none"> <li>• All source material is thoroughly and effectively introduced and is relevant to the thesis.</li> <li>• Documentation of source material is punctuated correctly.</li> <li>• Ellipses and quotation marks are handled appropriately. (6)</li> </ul>	<ul style="list-style-type: none"> <li>• All source material is effectively introduced and is relevant to the thesis.</li> <li>• Documentation of source material is generally punctuated correctly with possibly one or two errors.</li> <li>• Ellipses and quotation marks are handled appropriately. (5)</li> </ul>	<ul style="list-style-type: none"> <li>• All source material is introduced and is relevant to the thesis.</li> <li>• Documentation of source material is generally punctuated correctly with three-four errors.</li> <li>• Ellipses and quotation marks are occasionally incorrect, but the essay may have no more than one-two errors. (4)</li> </ul>	<ul style="list-style-type: none"> <li>• Essay has one of the following issues: <ul style="list-style-type: none"> <li>○ Ineffective or missing integration of source material.</li> <li>○ Some ineffective source material.</li> <li>○ Several incorrect uses of punctuation marks, ellipses, and/or quotation marks with source material. (3.5)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Essay has two or more of the following issues: <ul style="list-style-type: none"> <li>○ Ineffective or missing integration of source material.</li> <li>○ Numerous incorrect uses of punctuation marks, ellipses, and/or quotation marks with source material. (3)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Documentation and integration of source material within the paper is so poorly done that meaning is obscured.</li> </ul>
<p><b>Sources (7%)</b></p> <p><b>Quality &amp; number of sources</b></p>	<ul style="list-style-type: none"> <li>• Uses the required number of sources.</li> <li>• No more than 1/3 of the sources can be unique to the Internet.</li> <li>• Highly credible, respectable sources used. (6)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the required number of sources.</li> <li>• No more than 1/3 of the sources can be unique to the Internet.</li> <li>• Credible, respectable sources used. (5)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the required number of sources.</li> <li>• No more than 1/3 of the sources can be unique to the Internet.</li> <li>• Sources with acceptable credibility used. (4)</li> </ul>	<ul style="list-style-type: none"> <li>• Essay has one of the following problems: <ul style="list-style-type: none"> <li>○ Uses too few sources.</li> <li>○ More than 1/3 of the sources are unique to the Internet.</li> <li>○ Some sources have minimal credibility. (3.5)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Essay has one or more of the following problems: <ul style="list-style-type: none"> <li>○ Fewer than half the required number of sources is used.</li> <li>○ Too many Internet or all Internet sources are used.</li> <li>○ Sources lacking credibility are used. (3)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Sources are so weak that the paper does not meet the requirements of the assignment, or the essay uses no sources.</li> </ul>