Rubric for English 101 Problem-Solving Essay

1) **Purpose** (topic, focus\(^1\), and audience \(^2\)) (33.3%) 

__an A paper fully describes a specific problem, or related problems, and proposes detailed solution(s) or recommendations to an audience in power to solve the problem. Anticipates and refutes objections thoroughly. Topic strongly relates to our text’s themes.

__a B paper describes a problem, or related problems, and proposes solution(s) to an audience somewhat able to solve the problem. Anticipates and refutes at least one objection well. Topic relates to our text’s themes.

__a C paper describes a general problem, or related problems, and proposes at least one solution to general audiences with some ability to help ease the problem but not necessarily solve the problem. Anticipates and attempts to refute at least one objection. Topic vaguely relates to our text’s themes.

__a D/F paper describes no clear problem, or several unrelated problems, and proposes a radical solution, or no solution; vague sense of an audience’s needs; does not raise or refute objections. Topic does not relate to our text’s themes.

2) **Support** \(^3\) (details, examples, and research\(^4\), including source incorporation\(^5\)) (33.3%) 

__an A paper provides detailed anecdotes, statistics, and studies from a variety of scholarly sources and uses smooth and authority-building citing style while demonstrating keen attention to MLA style details\(^6\). Sources link to work cited page gracefully; work cited is formatted correctly.

__a B paper provides some variety of anecdotes, statistics, and studies that could be more scholarly and is approaching a smooth citing and MLA style. Meets source and type expectations. Could be more detailed. Citations link to work cited page nearly flawlessly; work cited is almost formatted correctly.

__a C paper demonstrates use of sources but provides little variety. Scholarliness may be unclear, and citing shows basic MLA style. Nearly meets required number and/or type of sources. Uses a few concrete details. Citations link to work cited page with errors that do not constitute plagiarism; basic work cited page.

__a D/F paper provides far below required sources, the authority of which is highly questionable. May use an inventive citing and incorporation style. Citations, if any, show up in the paper but not on the work cited page. Evidence of intentional plagiarism=0 points on paper
3) **Organization**\(^{17}\) (Structure, transition words, and coherence) (16.6%)

__an A paper presents ideas with a clear beginning, middle, and end. Transitions throughout help reader navigate writer’s ideas, counterarguments, and rebuttals. 

__ a B paper presents ideas with a mostly clear beginning, middle, and end. Transitions usually help the reader. 

__ a C paper presents ideas with a sense of beginning, middle, and end. Ideas need organized into separate paragraphs. Some paragraphs need a beginning, middle, and end. Occasional transitions are not entirely logical. 

__a D/F paper presents ideas missing a sense of beginning, middle, and/ or end. Many ideas need put into separate paragraphs or related back to a main idea. The topics jump with little or no transitions. 

4) **Standard Written English**\(^{19}\) (Punctuation, Grammar, Syntax, Word Choice\(^{18}\), Spelling, Mechanics) (16.6%)

__an A paper shows polished Standard Written English with minor errors, if any, that affect understanding. 

__ a B paper shows minor attention needed in a few areas, but errors do not greatly affect understanding. 

__ a C paper shows some support needed in a few areas, and errors begin to affect understanding. 

__a D/F paper shows much needed support in a few areas; errors significantly affect understanding. 

Grade Calculation:

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<th>Grade</th>
<th>A+</th>
<th>A-</th>
<th>B+</th>
<th>B-</th>
<th>C+</th>
<th>C-</th>
<th>D+</th>
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<th>Support</th>
<th>Organization + Standard Written English</th>
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<tr>
<td>33.3%</td>
<td>33.3%</td>
<td>33.3%</td>
<td>100%</td>
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Notes: This rubric emphasizes the following GRCC Campus Wide Learning Outcome and competencies:

Written Communication

Definition

Written Communication encompasses all the abilities necessary for effective expression of thoughts, feelings, and ideas in written form.

Competencies

1.2. Demonstrate a clear sense of purpose, focus, thesis, or design in writing.
1.3. Demonstrate the ability to develop an idea with support.
1.4. Demonstrate audience awareness in writing.
1.5. Demonstrate appropriate methods of integrating and documenting outside sources.
1.6. Demonstrate ability to use common tools of information research in writing.
1.7. Demonstrate clear organization of thoughts in coherent written form.
1.8. Demonstrate appropriate choice of format, style, and tone for each particular writing assignment.
1.9. Use appropriate mechanics, grammar, and word usage based on the language of instruction.