Doing the Assignments	self	instructor			
A: Addresses all assignments in complex, university-level thinking					
B: Addresses questions intelligently but occasionally oversimplifies issues.					
C: Addresses questions through idiosyncratic concerns that emphasize the writer over the content/issue.					
Identifiable Audience					
A: Addresses an identifiable audience in terms and conventions appropriate to that audience.					
B: Addesses an identfiable audience, but occasionally uses inconsistent strategies.					
C: Paper does not have an identifiable audience.					
Evolution of thesis/claim					
A: Papers carefully evolve the complexity of the original thesis to develop a larger, intelligent, and understandable claim.					
B: Papers simply repeats the original thesis throughout the pargraphs without nuancing it.					
C: Papers lack an adequate thesis/focus.					
Participating in the Discourse Community					
A: Papers effectively use established discourse - articles, books, images, etc. - to buttress claims and identify issues.					
B: Papers use supporting material, but the material is occasionally unconnected to the claims, out of date, etc.					
C: Papesr use either no supporting materials and/or frequently use materials unconnected to the claim, out of date, etc.					
Paragraph development					
A: Paragraphs effectively use four functions: transition, information, comment on information; return to and/or nuancing of major claim.					
B: Paragraphs omit one or more functions in one or two cases.					
C: Paragraphs omit one or more functions in more than two cases.					
Sentence Clarity					
A: Meaning is in the words on the page; reader does not have to supply inferences.					
B: Writer occasionally expects reader to supply key connections					
C: Writer regularly confuses her/his own knowledge of the subject with that of the reader.					
Mechanics/grammar					
A: Mechanics/grammar are those expected by a university audience					
B: Mechanics/grammar recognize expectations of a professional audience but occasionally depart from those expectations					
C: Mechanics/grammar frequently depart from expectations of professional audiences and interfere with the reading.					
Voice					
A: Papers' style is crisply unique and appropriate.					
B: Papers occasionally sink into atonality at inappropriate moments.					
C: Paper lacks "voice."					

						Notes About Grades
					A	A: an "A" grade means that ALL the submitted versions of the assignments present well-documented, well-supported claims. These documents are free of major errors and would require only minor revisions, at most, to be acceptable as exemplary models. "A" work is consistent at both the process and the product level.
					A-	
					B+	
						B: a "B" grade means that some documents have some significant element missing and would require a significant amount of revision. Often, these must be developed in more detail, be more carefully supported, or a major portion needs revision.
					B-	
					C+	
					C	C: a "C" grade meanss that most documents have serious problems, sections missing, or inaccurate information. They reflect the need for a more serious and complex approach to the assignment. Substantial revisions are needed throughout.
						Grades below C are seriously late or incomplete.