

AP LANGUAGE LEVEL 4 PROGRESSIVE PROJECT: KING OR QUEEN OF RHETORIC CASE STUDY

Semester A - Skinner, 2014

OVERVIEW

The purpose of the case study is to delve more deeply into the concepts introduced and implemented in AP language, by focusing on a single rhetor of value. The activities assigned to receive level 4 credit in each MT are focused around the key skills of that unit.

All work will be submitted electronically, via a website created specifically for this case study. Level 4 credit will be awarded based on the rubric provided for an assignment, or per the established rubric for a writing mode.

All written assignments should be typed and in proper MLA format with citations.

BEGINNING TASKS:

Choose ONE of the Kings or Queens of Rhetoric (Churchill, Abigail Adams, Malcolm X, Sheryl Sandberg, Eleanor Roosevelt, Ronald Reagan, Hillary Clinton, Barbara Jordan, Richard Nixon, Franklin Delano Roosevelt, or other with approval). Create website and opening page with which to share your case study of your rhetor's work.

To Create Website

1. Go to education.weebly.com and create an account. It may be best to use your Lindsay school account (id # @lindsay.k12.ca.us) and password. You will use this same account to later create your senior website.
 - a. If you have already created your senior website, simply log into education.weebly.com, and create a new site with your same user information.
2. This is an education site → class project. It is a site (not a blog, etc.)
3. Choose any theme
4. You will publish it with the following address name: lastname + APLang2014.
 - a. Choose to create it as a subdomain of weebly (this is the only free option).
 - b. For example: SkinnerAPLang2014@weebly.com
5. Your Home Page:
 - a. Change "My Site" to "Firstname Lastname's AP Language Level 4 Case Study" (example, "Caitlin Skinner's AP Language Level 4 Case Study")
 - b. Somewhere with Title text, include your rhetor's name in large letters
 - c. Write a 1-3 paragraph summary of this person's life and/or work
 - i. Include why you chose this person
 - ii. Include why they can be considered a "king" or "queen" of rhetoric
 - iii. Include citations or works cited in proper MLA format
6. Set up the Following Pages with the page names given below (delete "About" and "Contact". You should only have the following standard pages):
 - a. "MT 1: Invention"
 - b. "MT 2: Arrangement"
 - c. "MT 3: Style"
 - d. "MT 4: Memory and Delivery"

With any further questions, first explore Weebly's help facilities. Then, if you are still confused, ask your LF

MT 1: FIVE CANONS OF RHETORIC → INVENTION (“The Kings and Queens of Rhetoric”)

MT 1, TASK ONE

Read and create an annotated bibliography for each of your rhetor’s speeches/addresses (should include at least 4). For more information on how to do this task, see the “How to Annotate” resource on the level 4 page for lhsenglish.com → AP language.

	4	3	2
Source Selection:	Sources chosen are highly relevant to the topic; No important sources are left out	Most sources chosen are relevant to the topic; May have ignored one major speech or source	Some sources chosen are relevant to the topic; writer may need additional sources
Annotations:	Annotations succinctly and comprehensively describe the source material; Annotations offer great insight into the source material	Most annotations are succinct; Most comprehensively describe the source material; Some offer insight into the source material	Some annotations may be too short or too long; Annotations adequately describe the source material, but lack insight
Evaluations:	Evaluation clearly and comprehensively analyzes efficacy of rhetorical devices, diction, and syntax in relation to each source’s purpose; demonstrates a clear understanding of each source, with insight.	Most evaluations clearly and sufficiently analyze efficacy of rhetorical devices, diction, and syntax in relation to each source’s purpose; demonstrates an accurate understanding of each source, with insight.	Evaluation sometimes explain efficacy of rhetorical devices, diction, and syntax, with somewhat accurate understanding of each source
Assignment Criteria:	Each sources has a proper citation; All citations are complete; All are in the proper MLA format	Most sources have proper citation; Most citations are complete; Most are in the proper MLA format	Some sources have proper citation; Some citations are complete; some are in the proper MLA format
Mechanics, Grammar, Proofing:	Virtually free from mechanical, grammatical, punctuation, and spelling errors; All of the assignment requirements were met	Occasional minor errors do not distract the reader; the majority of assignment requirements were met	Some significant errors are present, but the overall meaning is clear; about half of the assignment requirements were met

MT 1, TASK TWO

Write a rhetorical analysis of one of the rhetor’s landmark speeches (choose the most famous, but put your personal spin on its interpretation). Focus on the purpose behind the speech and how it is effectively conveyed to the audience.

LHS Grade	AP Grade	Description
4	9	The writers of these well-constructed essays completely answer the question using evidence and explaining the relevance of the evidence. With a convincing thesis, the write demonstrates a clear understanding of the task and the piece. Although not without flaws, these essays reflect the writer’s ability to control a wide range of the elements of effective writing to provide a keen analysis of the text.
4	8	
3.5	7	Developing a sound thesis, these writers answer all parts of the question. These essays may not be entirely responsive to the underlying meanings, but they provide specific examples and meaningful evidence. The analysis is less persuasive and somewhat less sophisticated than 8 & 9 essays. They seem less insightful, or discussion is more limited. Nonetheless, they confirm the writer’s ability to read the non-fiction text for rhetorical influence and effect.
3	6	
3	5	These essays construct a reasonable thesis. They discuss the work without serious errors but the analysis is often superficial. The writer may be vague and demonstrate insufficient development. Typically, these essays reveal simplistic thinking. May include misinterpretations of particular references or illustrations which distract from the overall effect. The writer also exhibits some lack of control over the elements of composition.
2.5	4	These essays attempt to discuss the part of the question. The discussion, however, is undeveloped or inaccurate.
2.5	3	These writers may misread the passage in an essential way or rely on paraphrase. Illustrations and examples tend to be misconstrued, inexact, or omitted altogether. The writing may be sufficient to convey ideas, but typically characterized by weak diction, syntax, grammar, or organization. Essays scored a 3 are even less able, may not refer to technique at all, and will exhibit even more misinterpretation, inadequate development, or serious omissions.
2	2	These essays fail to respond adequately to the question. They may demonstrate confused thinking and/or weaknesses in grammar or other basic elements of composition. Mechanical errors may be distracting. They are often unacceptably brief. Although the writer may have made some attempt to answer the question, the views presented have little clarity or coherence, and significant problems with reading comprehension are evident. Essays that are scored 1 are especially inexact or mechanically unsound, and do less to address the topic.
1	1	
0	0	This score is reserved for essays that make no more than a reference to the task, those that are off-topic, and for a blank sheet.

MT 1, TASK THREE

Record a video of you performing a recitation of one of their speeches. It doesn't need to be memorized, but you shouldn't be looking down at a paper. You must do it justice!

Upload recording of video to a YouTube in such a way that it can only be viewed privately (with the link). Attach the link to your website MT 1 page.

For further info on delivery, see resources at [lhsenglish](#) (Level 4).

	4	3	2
Delivery	Holds attention of entire audience with use of eye contact, never looking at notes. Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points	Uses eye contact consistently, but returns to notes. Speaks with satisfactory variation of volume and inflection.	Displays minimal eye contact with audience, while reading mostly from notes. Speaks in uneven volume with little inflection.
Enthusiasm/ Audience Awareness	Demonstrates strong enthusiasm and energy in delivery. Significantly increases audience understanding and insight about the topic at hand, based on this energy.	Shows some enthusiasm and energy in deliver. Provides insight and understanding about the topic at hand, based on this energy.	Shows little enthusiasm or energy (or emotions ill-suited for the topic at hand), thus conveying little new knowledge or interest to the audience.
Production	Video is filmed in such a way that it provides a clear sound and picture to audience. Uploaded privately on YouTube to share with class and LF.	Video is filmed in such a way that it provides a fairly clear sound and picture to audience. Uploaded privately on YouTube to share with class and LF.	Video's video or audio may be too unclear to properly assess. Failed to upload in a convenient way for viewing.

MT 2: FIVE CANONS OF RHETORIC → ARRANGMENT (“Frederick Douglass”)

☞ Must have completed assignments for MT 1 to a level 4 rigor

MT 2, TASK ONE

- ✓ Complete a Toulmin analysis of two of your rhetor’s speeches.
 - Toulmin analyses will be assessed according to in-class directions and grading scale

MT 2, TASK TWO

Complete a rhetorical analysis compare/contrast essay of the two, regarding their arrangement. Must be sufficient enough in length to relay, in detail:

- the traits which the two speeches have in common
- the qualities of arrangement and/or rhetorical device in which they differ
- includes your analysis as to why your rhetor chose to make these differences between speeches

LHS Grade	AP Grade	Description
4	9	The writers of these well-constructed essays completely answer the question using evidence and explaining the relevance of the evidence. With a convincing thesis, the writer demonstrates a clear understanding of the task and the piece. Although not without flaws, these essays reflect the writer’s ability to control a wide range of the elements of effective writing to provide a keen analysis of the text.
4	8	
3.5	7	Developing a sound thesis, these writers answer all parts of the question. These essays may not be entirely responsive to the underlying meanings, but they provide specific examples and meaningful evidence. The analysis is less persuasive and somewhat less sophisticated than 8 & 9 essays. They seem less insightful, or discussion is more limited. Nonetheless, they confirm the writer’s ability to read the non-fiction text for rhetorical influence and effect.
3	6	
3	5	These essays construct a reasonable thesis. They discuss the work without serious errors but the analysis is often superficial. The writer may be vague and demonstrate insufficient development. Typically, these essays reveal simplistic thinking. May include misinterpretations of particular references or illustrations which distract from the overall effect. The writer also exhibits some lack of control over the elements of composition.
2.5	4	These essays attempt to discuss the part of the question. The discussion, however, is undeveloped or inaccurate. These writers may misread the passage in an essential way or rely on paraphrase. Illustrations and examples tend to be misconstrued, inexact, or omitted altogether. The writing may be sufficient to convey ideas, but typically characterized by weak diction, syntax, grammar, or organization. Essays scored a 3 are even less able, may not refer to technique at all, and will exhibit even more misinterpretation, inadequate development, or serious omissions.
2.5	3	
2	2	These essays fail to respond adequately to the question. They may demonstrate confused thinking and/or weaknesses in grammar or other basic elements of composition. Mechanical errors may be distracting. They are often unacceptably brief. Although the writer may have made some attempt to answer the question, the views presented have little clarity or coherence, and significant problems with reading comprehension are evident. Essays that are scored 1 are especially inexact or mechanically unsound, and do less to address the topic.
1	1	
0	0	This score is reserved for essays that make no more than a reference to the task, those that are off-topic, and for a blank sheet.

MT 2, TASK THREE

Create your own speech (think of it as an argument essay), in the style of your rhetor: focus on arrangement. If your rhetor uses a variety of arrangements, you may model your speech after your favorite one. Think of this as a giant imitation sentence for your good writing files. Except instead of an imitation sentence, it's an imitation speech.

The topic is entirely of your choosing, but it may be best to choose something you are both passionate and knowledgeable about. And be sure to include plenty of rhetorical devices. Length will vary based on model speech(es), but must be lengthy enough to convey, within imitation, your understanding of the rhetor's arrangement and style.

	4	3	2
Content	Shows masterful comprehension and analysis of topic, successfully using ethos, pathos, and logos to convey arguments convincingly to audience	Demonstrates sufficient comprehension and analysis of topic, using ethos, pathos, and logos to convey arguments to audience	Shows some comprehension and analysis of topic, occasionally including ethos, pathos, and logos in an attempt to convince audience
Imitation	Demonstrates clear understanding of master rhetor's arrangement techniques by obviously mirroring them in imitation speech	Shows understanding of master rhetor's arrangement techniques by mirroring them in imitation speech	Shows some understanding of master rhetor's arrangement techniques by attempting to mirror them in imitation speech
Rhetorical Devices	Employs varied rhetorical devices successfully for marked audience comprehension and sway	Uses rhetorical devices to improve audience comprehension and sway	Uses some rhetorical devices in attempt for audience comprehension and sway
Mechanics, Grammar, Proofing:	Virtually free from mechanical, grammatical, punctuation, and spelling errors; All of the assignment requirements were met	Occasional minor errors do not distract the reader; the majority of assignment requirements were met	Some significant errors are present, but the overall meaning is clear; about half of the assignment requirements were met

MT 3: FIVE CANONS OF RHETORIC → STYLE (“Language and Identity”)

☞ Must have completed assignments for MT 1 to a level 4 rigor

MT 3, TASK ONE

Annotated bibliography of sources to be used in synthesis essay (minimum 4 sources).

Must provide proper MLA citations for each source, along with a copy of each source.

	4	3	2
Source Selection:	Sources chosen are highly relevant to the topic; Sources adds greatly to research potential; few, if any additional sources needed	Most sources chosen are relevant to the topic; May require a small amount of additional research	Some sources chosen are relevant to the topic; writer may need additional sources to complete research
Credibility:	All sources are from credible, scholarly materials	Most sources are from credible, scholarly materials	Some sources are from credible, scholarly materials
Annotations:	Annotations succinctly and comprehensively describe the source material; Annotations offer great insight into the source material	Most annotations are succinct; Most comprehensively describe the source material; Some offer insight into the source material	Some annotations may be too short or too long; Annotations adequately describe the source material, but lack insight
Evaluations:	Evaluation clearly explains why the sources were chosen; demonstrates a clear understanding of research process: offers insight into source	Most evaluations explain why the sources were chosen; Understands the process of source acquisition	Evaluation sometimes explains why the sources were chosen; demonstrates some understanding of research process
Assignment Criteria:	Each sources has a proper citation; All citations are complete; All are in the proper MLA format	Most sources have proper citation; Most citations are complete; Most are in the proper MLA format	Some sources have proper citation; Some citations are complete; some are in the proper MLA format
Mechanics, Grammar, and Proofing:	Virtually free from mechanical, grammatical, punctuation, and spelling errors; All of the assignment requirements were met	Occasional minor errors do not distract the reader; the majority of assignment requirements were met	Some significant errors are present, but the overall meaning is clear; about half of the assignment requirements were met

MT 3, TASK TWO

Synthesis essay: develop a topic related to your rhetor’s themes by speaking with your LF first.

Your sources should include:

- ✓ One published op-ed or opinion piece about your rhetor
- ✓ One political cartoon about your rhetor
- ✓ One article involving statistics/facts related to the themes for which your rhetor is most passionate.

LHS Grade	AP Grade	Description
4	9	The writers of these well-constructed essays completely answer the question using evidence and explaining the relevance of the evidence. With a convincing thesis, the write demonstrates a clear understanding of the task and the piece. Although not without flaws, these essays reflect the writer’s ability to control a wide range of the elements of effective writing to provide a keen analysis of the text.
4	8	
3.5	7	Developing a sound thesis, these writers answer all parts of the question. These essays may not be entirely responsive to the underlying meanings, but they provide specific examples and meaningful evidence. The analysis is less persuasive and somewhat less sophisticated than 8 & 9 essays. They seem less insightful, or discussion is more limited. Nonetheless, they confirm the writer’s ability to read the non-fiction text for rhetorical influence and effect.
3	6	
3	5	These essays construct a reasonable thesis. They discuss the work without serious errors but the analysis is often superficial. The writer may be vague and demonstrate insufficient development. Typically, these essays reveal simplistic thinking. May include misinterpretations of particular references or illustrations which distract from the overall effect. The writer also exhibits some lack of control over the elements of composition.
2.5	4	These essays attempt to discuss the part of the question. The discussion, however, is undeveloped or inaccurate.

2.5	3	These writers may misread the passage in an essential way or rely on paraphrase. Illustrations and examples tend to be misconstrued, inexact, or omitted altogether. The writing may be sufficient to convey ideas, but typically characterized by weak diction, syntax, grammar, or organization. Essays scored a 3 are even less able, may not refer to technique at all, and will exhibit even more misinterpretation, inadequate development, or serious omissions.
2	2	These essays fail to respond adequately to the question. They may demonstrate confused thinking and/or weaknesses in grammar or other basic elements of composition. Mechanical errors may be distracting. They are often unacceptably brief. Although the writer may have made some attempt to answer the question, the views presented have little clarity or coherence, and significant problems with reading comprehension are evident. Essays that are scored 1 are especially inexact or mechanically unsound, and do less to address the topic.
1	1	
0	0	This score is reserved for essays that make no more than a reference to the task, those that are off-topic, and for a blank sheet.

MT 3, TASK THREE

Choose one of the rhetor's texts or speeches, and create 10 multiple choice, AP-level questions regarding your chosen text. These questions should look similar to those you've complete. Question topics can include:

- ✓ Rhetorical devices, syntax, or diction
- ✓ Grammar (antecedents)
- ✓ Author's meaning and/or purpose
- ✓ Structure (parallelism, etc.)
- ✓ Main idea
- ✓ Organization and/or structure
- ✓ MLA formatting or citations

Each question should have 5 possible answers.

Your quiz should be typed, with directions and an answer key.

Will be graded on accuracy of questions and determination of their AP-level quality, according to discussion between LF and learner.

MT 4: FIVE CANONS OF RHETORIC → MEMORY AND DELIVERY (“Choice Module”)

☑ Must have completed assignments for MT 1 to a level 4 rigor

MT 4, TASK ONE

Outside research essay on a seminal piece by your rhetor:

What have others had to say about this famous speech you’ve chosen? Often, we see farther by “standing on the shoulders of giants.” In other words, what insight about the speech can you gain by examining what others have written? Do you agree or disagree with them and their analysis? Why and in what ways?

Sources should include at least one visual. Minimum 4 sources.

Criteria	4 (AP 10-9)	3.5 (AP 7, 8)	3 (AP 6)
Ideas and Content	Clearly states thesis and meets requirements in clear, relevant, vivid way with accurate details that enrich the central focus. Topic is sufficiently narrow and manageable, engaging, and potentially inspirational.	Clearly states thesis and meets requirements with relevant details that develop central focus. Topic is sufficiently narrow and manageable, and ideas interest the reader.	Gives vague sense of focus from thesis with accurate and mostly appropriate details that partially develop focus. Topic is fairly broad but manageable. Topic is not completely suited to argumentation
Organization	Paragraphs each address specific aspect of topic, with sequence that fluidly moves the reader through the paper, potentially in an unconventional way. Transitions are sophisticated and clear to enhance meaning.	Paragraphs each address specific aspect of topic with an effective, though potentially formulaic, sequence. Adequate transitions that make paper read smoothly and clearly for purpose.	Paragraphs each address specific aspect of topic with a logical, though overly formulaic, sequence. Some transitions may be unclear or missing.
Diction	Lively, powerful verbs provide energy. (Be verbs are limited). Specific nouns add color and clarity. Modifiers effectively provide strong imagery. Expression is fresh and appealing; original or unusual phrasing adds to meaning. Figurative language is effective. Vocabulary is not overdone or inflated. Diction is concise, avoiding nominalizations, redundancy, etc.	Some powerful verbs, specific nouns, and descriptive modifiers enhance meaning. Expression attempts to be fresh and appealing. Some original or unusual phrasing adds to the meaning. Figurative language, if used, is generally effective. Vocabulary is mature, but, at times imprecise. Diction is usually concise, but shows some redundancy, etc.	Words are reasonably accurate and convey the intended message in a general manner. Some verbs provide energy, and some simply link one point to another. Some nouns are specific; other nouns are fairly general. Figurative language, if used, may be cliché or non-effective. Vocabulary is age-appropriate, but tends to be pedestrian, or confusing in an attempt to be more academic.
Syntax	Sentences are effectively varied in length and structure; sentences effectively use structures such as loose, periodic, cumulative, etc.; non-conventional structures (i.e. fragments) are used effectively. Sentences use purposeful, varied beginnings. Syntax helps convey meaning and writing has cadence.	Sentences are effectively varied in length and structure. Sentences use varied beginnings. Sentences sometimes effectively use rhetorical devices such as rhetorical questions, anaphora, chiasmus, antithesis, etc. Some parts of the writing have cadence.	Sentences are generally constructed correctly, but are routine, functional only. Sentences are not all alike; there is some variety in length, structure, and beginnings although not enough to demonstrate author’s craft. Writer attempts to use a few rhetorical devices, but these do not achieve their purpose; easy enough to read aloud
Voice	The personality of the writer is evident in the writing; writer is confident. The writer’s enthusiasm and/or interest brings the topic to life. The tone is appropriate and consistently controlled. The overall effect is individualistic, expressive, and engaging.	A commitment to the topic is obvious. The writer connects to the audience and clearly indicates a purpose for the writing. The tone is sincere, pleasant and generally appropriate. The overall effect is competent and pleasant	Commitment to the topic seems to vary throughout The writer attempts to connect to the audience; purpose is clear. The tone is generally appropriate. The overall effect is businesslike or neutral.
Conventions	A strong grasp of standard writing conventions is apparent: capitalization is accurate; punctuation is smooth and enhances meaning; spelling is correct even on more difficult words; grammar is essentially correct; usage is correct; paragraphing (indenting) enhances the organization of the paper.	A good grasp of standard writing conventions is apparent: capitalization is correct; punctuation is smooth and enhances meaning; spelling of common words is accurate, and more difficult words are generally correct; grammar is essentially correct; usage is generally correct; paragraphing (indenting) works with the organization of the paper.	Meets the criteria for an 8, but errors are more numerous

Introduction / Conclusion	Introduction, including title, is powerful and insightful and presents the thesis in a compelling way. The conclusion is fully developed and leads to a powerful abstraction (insight), bringing closure to the piece	Introduction, including title, is interesting, meaningful and presents the thesis/main purpose clearly. The conclusion brings the essay to a close in a memorable way, but does not necessarily provide insight	Introduction, including title, is adequate and presents thesis in a general way. Conclusion simply repeats the ideas in the introduction
Support	Support is detailed, specific, correct and embedded. Level of support is consistent throughout. Claim-Data-Explanation/Warrant (CDE) is clear in every developmental paragraphs. Writer balances quotations, summaries, and paraphrases from research. Logical fallacies are avoided.	Support is usually detailed, specific, correct and embedded. Most claims are well supported; one or two may need more. Claim-Data-Explanation/Warrant (CDE) is clear in most developmental paragraphs. Writer balances quotations, summaries, and paraphrases from research. Logical fallacies are avoided.	Support is sometimes detailed, sometimes specific, sometimes awkwardly embedded. Several claims may need more or better support. Some claims may lack adequate explanation/warrant. Writer may rely too heavily on one type of support—most notably quotations—demonstrating less success in synthesizing sources. Writer may commit one or two minor logical fallacies
Ethos/pathos appeal	Writer establishes a strong ethical appeal through demonstration of thorough research--including choosing and clearly introducing reliable source—and fair treatment of differing points of view. Writer establishes strong emotional appeal through purposeful manipulation of language (rhetorical devices). Essay reveals sophisticated understanding of the issue, acknowledging complexities, ambiguities, and/or contradictions.	Writer establishes ethical appeal through demonstration of thorough research--including choosing and clearly introducing reliable source—and fair treatment of differing points of view. Writer establishes emotional appeal through manipulation of language (rhetorical devices). Essay reveals thorough understanding of the issue . Writer takes a clear stand on the issue with only one or two inconsistencies	Writer establishes some ethical appeal through demonstration of adequate research--including usually choosing reliable source—and recognition of differing points of view. Writer attempts to establish emotional appeal through use of language (rhetorical devices),but is inconsistent or not always effective . Essay reveals adequate understanding of the topic. Writer takes an initial stand on the issue, but may lose focus in the body of the essay
MLA Format	NO ERRORS in MLA format, including the Works Cited (NOTE: For the blog, the actual TEXT does not have to be in MLA format. Follow MLA format for your Works Cited list and for including and identifying visuals.)	A few minor errors in MLA format (i.e. punctuation errors)	Too many errors

MT 4, TASK TWO

Based on your analyses from the previous assignments, how do you think your rhetor represents/reflects the changing culture of his/her time? How are their words still applicable to us today? This is an “op-ed” essay, and is primarily your own opinion, but you may need to call on resources from time to time. You will be graded on the rubric below.

For more information, visit lhsenglish.com → 12A module 3 → [Rhetoric of the Op-Ed](#)

	4	3	2
FOCUS	<input type="checkbox"/> Provides insightful point about language, gender, and/or culture, well supported with a variety of relevant evidence <input type="checkbox"/> Clearly demonstrates message throughout the piece.	<input type="checkbox"/> Provides coherent discussion about language, gender, and/or culture well supported with relevant examples <input type="checkbox"/> References messages throughout the piece	<input type="checkbox"/> Comments on a variety of aspects of language, gender, and/or culture in a diffuse manner, supported with some examples <input type="checkbox"/> Mentions message during piece
CONTENT KNOWLEDGE	<input type="checkbox"/> Exemplifies accuracy supported with facts and documentation in MLA format. <input type="checkbox"/> Evaluate and synthesize with clear understanding of content	<input type="checkbox"/> Provides accurate, documented content in MLA format, supported with facts. <input type="checkbox"/> Shows clear understanding of content	<input type="checkbox"/> Contains factual information though not properly documented in MLA format Shows some understanding of content
ATTENTION TO AUDIENCE	<input type="checkbox"/> Authorial choices—particularly framing of discussion, evidence, diction, and style— match the intended purpose and audience well	<input type="checkbox"/> Authorial choices—particularly framing of discussion, evidence, diction, and style— stray toward conventional academic style	<input type="checkbox"/> Authorial choices—particularly framing of discussion, evidence, diction, and style— lean too heavily in the direction of academic argument

VOICE	<input type="checkbox"/> Resonates with an appropriate and individual voice. <input type="checkbox"/> Displays use of multiple strategies that help achieve voice, such as characteristic rhythm, coherent diction, consistent point of view, and repetition	<input type="checkbox"/> Shows strong individual voice, though not entirely appropriate to the purpose of the piece. <input type="checkbox"/> Displays use of strategies that help achieve voice, such as characteristic rhythm, coherent diction, consistent point of view, and repetition	<input type="checkbox"/> Includes enough distinctive language use to show some sense of voice, but may be overly academic or too irregular to establish a strong individual voice
SENTENCE FLUENCY	<input type="checkbox"/> Applies appropriate sentence variety and the absence of all but the most minor or stylistic deviations from conventional usage and punctuation characterize the writing.	<input type="checkbox"/> Utilizes significant sentence variety and the presence of some deviations from conventional usage and punctuation characterize the writing.	<input type="checkbox"/> Uses little sentence variety or enough errors to weaken its effectiveness characterize the writing.
CREATIVITY & ORIGINALITY	<input type="checkbox"/> Grabs the audience with unexpected and novel techniques to illustrate exemplary creativity, originality, and imagination. Leaves the audience with a “wow” reaction.	<input type="checkbox"/> Engages the audience with imaginative design elements that enhance the original idea or message	<input type="checkbox"/> Includes novel ways of presenting an original idea or message but is used inconsistently