# WRIT1001 – Assessment Overview(Short Writing Tasks and Final Essay)

In WRIT1001 you submit four short writing tasks corresponding to different aspects of the writing process. These tasks will be submitted throughout the semester as you build toward the completion of an argumentative academic essay. The final essay will conduct a rhetorical analysis of a topic that is relevant to you and where methods of analysis from the field of rhetoric and writing studies can help build an original argument about communication on the topic. In a sense, all essays in WRIT1001 answer the same question: **how has rhetoric been used in arguments about the topic you have chosen?** To produce a high quality response to this topic, the short writing tasks guide you through the writing process so that, in total, you:

* identify various scholarly and/or non-scholarly viewpoints on your topic and analyse those opinions using rhetorical concepts and terms
* refer to (and accurately cite) academic sources related to your topic AND related to rhetoric
* create your own argument that is supported by a rhetorical analysis of the topic
* use academic sources (both related to your topic AND to rhetoric) to support your claims and define key terms
* write and present your argument in a style (formality, tone, complexity, layout, etc) that is suitable for an academic reader with general knowledge about your topic and a special interest in the study of rhetoric

Because the Short Writing Tasks build to the Final Essay, within WRIT1001 you can re-use research and writing submitted for the Short Writing Tasks. You cannot re-use writing you have completed for any other course in WRIT1001. Equally, you cannot re-use writing completed in WRIT1001 for any other course.

Following academic conventions, for all assessments submitted in WRIT1001 you should reference and cite all sources you refer to in your submission. Students should follow APA or MLA style guidelines for citation, referencing, and formatting. See: <http://libguides.library.usyd.edu.au/c.php?g=508212&p=3476096> (Library’s APA guide)
or

<https://owl.english.purdue.edu/owl/section/2/> (Purdue Online Writing Lab’s APA and MLA guides)

Marking is de-identified – please ensure that you do not include your name in your submission or in the file name of your submission.

If you have any difficulties completing or submitting an assessment, reach out to your tutor or the coordinator for help. You can apply by email directly to the coordinator for a Simple Extension of two working days. You can also use the Special Consideration system to apply for longer extensions or special arrangements (<https://sydney.edu.au/students/special-consideration.html>).

The remainder of this document contains detailed instructions and marking criteria for the four Short Writing Tasks (SWTs) and the Final Essay. The final page of the document includes grade descriptors (ie, typical features of work at each grade level).

# Assessment Instructions

## Short Writing Task 1: Proposal Task

**DUE** (online via Canvas): due **Monday 26 August, 11:59pm**;
**WEIGHTING**: marked out of 10, worth 10% of your overall grade for the unit

**LATE** **WORK**: late work is penalised 5% (0.5/10) per calendar day and will not be assessed if submitted more than 10 working days after the due date

**LENGTH**: 500 words, reference list not included

**INSTRUCTIONS:**

The goal of this task is to introduce and propose how you will investigate the topic of your final essay. HINT – you will use rhetorical concepts to investigate opinions or arguments on the topic. In order to pass this task, your proposal must:

* describe the topic and identify at least two views on the issue. These views should be attributed to a person or text.
* define a rhetorical concept that you could use to evaluate viewpoints and stances on the topic.

Note - You might use concepts such as the rhetorical situation, rhetorical appeals, rhetorical fallacies, canons of rhetoric, branches of rhetoric. Or you might use single components of these concepts (eg, ethos, pathos, logos, slippery slope fallacies, scare tactics, invention, arrangement, Rogerian argumentation, deliberative / epideictic / forensic rhetoric, etc).

* explain why your analysis will be of interest to an academic reader with general knowledge about your topic and a special interest in the study of rhetoric.
* cite three or more sources including at least one *academic* source relating to the study of rhetoric. On a separate page at the end of your SWT1 you must include a Reference list or Works Cited list for all sources mentioned in the submission. You should follow APA or MLA style requirements.

**MARKING CRITERIA**

This unit uses standards-based assessment for award of assessment marks. Your assessments will be evaluated solely on the basis of your individual performance. See the Appendix for information on the Interpretation of Grades.

|  |
| --- |
| **Criteria** |
| Overall: communicate competently and confidently in writing across a range of modalities and contexts |
| *Depth of disciplinary experience* – identifying the disciplinary relevance of a topic; discussing an academic source from rhetoric and writing studies |
| *Broader skills: critical thinking … communication* – discussing three sources (at least one scholarly); identifying multiple points of view on an issue; employing critical terminology; accurate referencing |
| *Interdisciplinary effectiveness* – connecting an issue or debate to the field of rhetoric and writing studies |

**RELEVANCE**

This task develops skills that are important to your future studies and work. For example, before you can develop a response to an academic question, you must first consider different opinions on the topic. This task also highlights how different kinds of research are suited to different disciplines or subject areas. In professional settings you may be called upon to propose a response to a problem. Your proposal will need to acknowledge what others think of the issue and the method you propose to address the problem.

## Short Writing Task 2: Research Task

**DUE** (online via Canvas): due **Monday 9 September, 11:59pm.**

**WEIGHTING**: marked out of 10, worth 10% of your overall grade for the unit

**LATE** **WORK**: late work is penalised 5% (0.5/10) per calendar day and will not be assessed if submitted more than 10 working days after the due date

**LENGTH**: 500 words, excerpts and reference list not included

The goal of this task is to engage with research relevant to your topic AND to the study of rhetoric. You will find two scholarly sources: one academic source on your topic and one academic source about rhetoric. For *each* of your academic sources you must:

* under the subheading ‘Excerpt’, include and reference an excerpt that is 4-5 sentences long
* under the subheading ‘Summary’, summarise and cite the excerpt
* under the subheading ‘Paraphrase’, paraphrase and cite the excerpt
* under the heading ‘Direct Quotation’, use a signal phrase to introduce a short quote from the excerpt, cite the quote, and follow the quote with one or two sentences that describe how the content of the quote might be used in your final essay

On a separate page at the end of your submission for SWT2 you must include a Reference list or Works Cited list. You should follow APA or MLA style requirements. You can use any academic sources you used in SWT1 for SWT2.

**MARKING CRITERIA**

This unit uses standards-based assessment for award of assessment marks. Your assessments will be evaluated solely on the basis of your individual performance. See the Appendix for information on the Interpretation of Grades.

|  |
| --- |
| **Criteria** |
| Overall: communicate competently and confidently in writing across a range of modalities and contexts |
| *Depth of disciplinary experience* – identifying a source from rhetoric and writing studies; establishing the relevance of research to readers in the discipline of rhetoric and writing |
| *Interdisciplinary effectiveness* – connecting an issue or debate to the field of rhetoric and writing studies |
| Overall: understand more about essay writing conventions in academic contexts |
| *Broader skills: critical thinking … communication* – engaging with scholarly research; demonstrating an awareness of referencing and citation practices; responding to research |

**RELEVANCE**

This task develops research methods and different ways of responding to the ideas of other people. As such, you will use skills that are important to future study or professional work. A hallmark of academic research is an engagement with other people’s ideas. This task helps you practice three methods for incorporating ideas or research into your writing. In professional settings you will have to refer to other people’s ideas – maybe not academic ideas, but you will refer to customer feedback, industry reports, company documents, and so on. This task develops your ability to summarise, paraphrase or quote from such sources.

## Short Writing Task 3: Outline Task

**DUE** (online via Canvas): due **Monday 23 September, 11:59pm**

**WEIGHTING**: marked out of 10, worth 10% of your overall grade for the unit

**LATE** **WORK**: late work is penalised 5% (0.5/10) per calendar day and will not be assessed if submitted more than 10 working days after the due date

**LENGTH**: 500 words, quotes and reference list not included

The goal of this task is to build on previous SWTs and create an outline for an essay that will use rhetorical concepts to analyse arguments about your topic. Your outline should:

* include a draft thesis statement that is clear and complex, and that will be supported by an analysis of rhetoric
* use an arrangement strategy discussed in class to plan an essay that analyses rhetoric
* include an essay title that mentions rhetoric and argumentative subheadings that show the stages of your argument, and use different levels/indentations of dot points to distinguish between major points and supporting points/evidence
* include accurately referenced/cited academic sources (at least two on rhetoric and two on your topic) and describe how they will be used in your argument

On a separate page at the end of your submission for SWT3 you must include a Reference list or Works Cited list. You should follow APA or MLA style requirements. You can use the sources you used in previous Short Writing Tasks as well as any paragraphs/sentences written for assessment tasks in WRIT1001.

**MARKING CRITERIA**

This unit uses standards-based assessment for award of assessment marks. Your assessments will be evaluated solely on the basis of your individual performance. See the Appendix for information on the Interpretation of Grades.

|  |
| --- |
| **Criteria** |
| Overall: demonstrate an increased awareness of how to produce effective arguments |
| *Depth of disciplinary experience* – employing strategies from rhetoric and writing studies to present the outline of an effective argument; planning an argument that relies on the method of rhetorical analysis; incorporating terminology from rhetoric and writing studies into an essay plan |
| Overall: understand more about essay writing conventions in academic contexts |
| *Broader skills: critical thinking … communication* – engaging with scholarly research; use of referencing and citation practices; presenting a plan for an essay that anticipates the responses of a scholarly reader and adapts a suitable arrangement strategy |

**RELEVANCE**

This task develops organization skills and requires that you consider how your audience might perceive your topic. These are vital skills in academic study and professional work. The ability to plan an argument will help you communicate scholarly ideas with more clarity and persuasiveness. Further, your ability to adapt presentations to particular audiences will help you be more persuasive in the workplace. This could help you attract new clients, deliver feedback, present interesting case studies, and so on.

## Short Writing Task 4: Style Task

**DUE** (online via Canvas):due **Monday 7 October, 11:59pm**

**WEIGHTING**: marked out of 10, worth 10% of your overall grade for the unit

**LATE** **WORK**: late work is penalised 5% (0.5/10) per calendar day and will not be assessed if submitted more than 10 working days after the due date

**LENGTH**: 500 words, reference list not included

The goal of this task is to practice using and/or adapting academic language and paragraph conventions to best support your argument. You will draft an introduction and a body paragraph from your essay.

The introductory paragraph should:

* contain an interesting hook and opening comments suitable to a rhetorical analysis
* contain a clear and complex thesis statement that can be supported by a rhetorical analysis
* indicate the overall method or outline of the essay

The body paragraph should:

* make a contribution to the essay’s rhetorical analysis and use research about rhetoric
* engage with evidence to display advanced critical thinking
* draw a strong connection between the paragraph and the overall argument

Both paragraphs should be written in a style engaging an academic reader with general knowledge about your topic and a special interest in the study of rhetoric while accurately citing and referencing sources mentioned in the paragraphs.

On a separate page at the end of your submission for SWT4 you must include a Reference list or Works Cited list. You should follow APA or MLA style requirements. You can use the sources you used in previous SWTs as well as any sentences written for assessment tasks in WRIT1001.

**MARKING CRITERIA**

This unit uses standards-based assessment for award of assessment marks. Your assessments will be evaluated solely on the basis of your individual performance. See the Appendix for information on the Interpretation of Grades.

|  |
| --- |
| **Criteria** |
| Overall: demonstrate an increased awareness of how to produce effective arguments |
| *Depth of disciplinary experience* – drafting an argument that relies on the method of rhetorical analysis; incorporating rhetoric and writing studies terminology into paragraphs*Influence* – presenting a persuasive thesis statement that is supported by analysis |
| Overall: understand more about essay writing conventions in academic contexts; and edit their own work effectively |
| *Broader skills: critical thinking … communication* – engaging with scholarly research; use of referencing and citation practices; using accurate language appropriate for academic readers; a high level of precision and clarity in language use |

**RELEVANCE**

This task is largely about responding to audience expectations and using appropriate language. In your future study, you will need to adapt to different disciplinary audiences by altering the order of paragraph features and/or the type of concepts and language you use. In professional settings, you will need to identify features of different genres of writing (emails, reports, etc) and use language that engages your particular audience.

## Final Essay

**DUE** (online via Canvas): due **Friday 8 November, 11:59pm**

**WEIGHTING**: marked out of 40, worth 40% of your overall grade for the unit

**LATE** **WORK**: late work is penalised 5% (2/40) per calendar day and will not be assessed if submitted more than 10 working days after the due date

**LENGTH**: 1500 words, reference list not included.

The goal of the final essay is to respond to feedback to deliver a clear and complex argument supported by a rhetorical analysis. The essay should be arranged using a strategy discussed in the course, should display advanced critical thinking, and be written in an inclusive style that engages an academic reader with general knowledge about your topic and a special interest in the study of rhetoric. In a sense, all essays in WRIT1001 answer the same question: **how has rhetoric been used in arguments about the topic you have chosen?** Standard responses will define rhetorical concepts and describe how arguments on the topic display such rhetorical features. Advanced responses will form an overall evaluation of the use of rhetoric, for example, by defining ethical communication (or inclusive communication, or unethical rhetoric, or manipulative speech, etc) and describing how the features of rhetoric in the arguments you’ve analysed represent such communication.

On a separate page at the end of your submission for the Final Essay you must include a Reference list or Works Cited list. You should follow APA or MLA style requirements. You can use previous work written for assessment tasks in WRIT1001.

**MARKING CRITERIA**

This unit uses standards-based assessment for award of assessment marks. Your assessments will be evaluated solely on the basis of your individual performance. See the Appendix for information on the Interpretation of Grades.

|  |
| --- |
| **Criteria** |
| Overall: communicate competently and confidently across a range of modalities; and construct written arguments appropriate for multicultural audiences |
| *Interdisciplinary effectiveness* *and Cultural competence* – making a topic relevant to the field of rhetoric and writing studies; using inclusive language and explaining terminology to make the argument and analysis accessible |
| Overall: demonstrate an increased awareness of how to produce effective arguments |
| *Influence* – presenting a persuasive thesis statement that is supported by rhetorical analysis; employing strategies of arrangement to present a persuasive discussion*Integrated professional, ethical, personal identity* – presenting a persuasive argument that takes a stance on an issue and argues for that position reasonably and with authority |
| Overall: understand more about essay writing conventions in academic contexts; and edit their own work effectively |
| *Broader skills: critical thinking … communication* – including an identifiable argument statement; including well planned paragraphs; engaging with multiple perspectives on a topic; use of referencing and citation practices; using accurate language appropriate for academic readers; a high level of precision and clarity in language use |

**RELEVANCE**

This task requires you to present an essay as a result of proposal, research, planning and drafting. In future studies, you will produce such polished work. So too, in professional settings, will the planning, preparation and revision of work to high standards be important. Your influence in assessments and workplaces will depend greatly on your ability to plan and produce a detailed argument like what is expected here.

# APPENDIX: INTERPRETATION OF GRADES

This Guide indicates broadly the qualitative judgments implied by the various grades which may be awarded.

## 85%+ (High Distinction)

* a deep understanding of material; nuanced analysis of focal texts or issues;
* clearly presents a novel, critically supported argument;
* indicates awareness of complexities and qualifications in argumentation;
* demonstrates careful thought about an argument’s critical or historical context;
* provides evidence of wide-ranging scholarly reading;
* is properly referenced and well-presented.

The writing is characterized by creativity, clarity, and independent insight. A HD is distinguished from a D by an awareness of subtleties, nuances, and qualifications.

## 75-84% (Distinction)

* an intelligent understanding of material; analyses issues appositely;
* presents a well-argued, coherent case;
* careful thought about an argument’s critical or historical context;
* provides evidence of reading beyond what is strictly required for the task;
* is properly referenced and well presented.

The writing is characterized by clarity and independent insight. A D is distinguished from a C by theoretical understanding and a range of intellectual enquiry.

## 65-74% (Credit)

* evidence of independent reading and thinking about issues and their contexts;
* clear understanding of relevant critical considerations and conceptual issues raised by a unit of study;
* quotes and summarises to support analysis;
* attempts a critical or theoretical argument;
* is clearly and effectively written and adequately referenced.

A C is distinguished from a P by independent discussion, clarity of writing and an attempt at critical argument.

## 50-64% (Pass)

* evidence of having read and thought about relevant texts or issues;
* there may be errors, tangents, or a lack of clarity about the argument;
* some critical analysis, often overshadowed by summary or paraphrase;
* quotation for illustrative purposes only;
* may present simplistic comment or unsubstantiated assertions;
* is adequately expressed though there may be some weaknesses in this area;
* may contain some referencing errors.

## Below 50% (Fail)

Work may fail for any of the following reasons:

* no evidence of having read course material or assessment instruction closely;
* sloppy, inconsistent presentation; quotation without analysis; overuse of summary and paraphrase; excessive generality in answering a question;
* inappropriate expression; writing style that is difficult to understand; incoherent general structure; inadequate referencing;
* late submission of work without extension.