

Written Communications Final Assessment: Outline & Rubric

Final Assessment Outline

Written Communications

Competency Name: Written Communications

Competency Statement: Compose written arguments that are coherent, grammatically correct, and rhetorically aware.

Summative Assessment Submission Title: Research Essay Portfolio: Topic Proposal, Research Essay, Reflection Essay

Competency Objectives:

1. Write grammatically correct multi-paragraph essays.
2. Identify the central ideas in a text, including distinguishing facts from assertions.
3. Assess a reading and one's own writing by analyzing audience, purpose, ethos, pathos, and logos.
4. Demonstrate the writing process by drafting, revising, and editing an academic essay.
5. Construct a written argument that synthesizes several points of view and anticipates readers' responses.
6. Document and cite sources accurately, using the APA citation system.

Program Learning Outcomes: N/A

Institutional Learning Outcomes: N/A

Purpose of This Assessment

The purpose of the final assessment for this competency is for you to demonstrate knowledge of the writing and research process to clearly convey your thoughts and develop sound arguments through written words.

Items Required for Submission

The Written Communications final assessment is a portfolio of work. Unlike other competencies in your program, the portfolio requires **separate** submissions of three required items. Each item has its own checklist and scoring rubric. The items are:

1. A topic proposal
2. A 2,000 to 2,500-word research essay
3. A 500 to 750-word reflection essay

(NOTE: Each of these items must be written following APA formatting guidelines.)

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Step ONE: Complete Topic Proposal (Item 1)

Your topic proposal requires the following:

- Identify your research question, thesis statement, and topic rationale. Suggested topics are listed below.*
 1. Draft your research question in the form of a question and make sure it is controversial.
 2. Ensure that your thesis statement is clearly arguable and supportable.
 3. Clearly state why you chose this topic (or why you think it is important) in your topic rationale with a well-developed explanation.
- Conduct an audience analysis.
 1. Clearly identify your primary audience and be as specific as possible. For example, “Parents of lower-elementary students in public schools” is specific; “All parents” is not.
 2. Provide sophisticated rationale for selecting this specific audience.
 3. Include a thoughtful, detailed evaluation of audience needs and/or desires with your perception of their awareness about the topic.
 4. Address the audience's level of interest in your topic (do you expect them to be open, hostile, indifferent?).
 5. Explain how you intend to approach the audience.
 6. Describe what you hope will happen after they have read your paper.
- Develop your working list of references.
 1. As you identify your list of resources, make sure that you have a balanced list of at least eight sources, both in type of resources and in the positions they represent. Internet sources may be used if they are from credible sites such as the National Institute of Health (NIH), The Center for Disease Control (CDC), or The Congressional Budget Office (CBO). Popular sources such as People magazine, Readers Digest, Time, and daily newspapers are not appropriate for this essay.
 2. List a minimum of eight sources using proper APA format. Do not include sources you do not intend to use in your essay; however, some of these sources may change as you become more involved in the research process.
 3. Begin the list with the heading “References.”
- Demonstrate knowledge of the writing and research process to clearly convey your thoughts and develop sound arguments through written words.
 1. APA format (6th edition) is followed consistently throughout.
 2. Topic proposal's sentences are marked by varying opening words and structure; effective syntax and grammar demonstrate a mastery of writing conventions and serve the author's purpose; few if any misspellings or punctuation errors.

Sample Topics:

- Should students who engage in cyberbullying, even from off campus, face sanctions at school?
- Was the Supreme Court's decision in *Kelo vs. New London* the correct one? (Eminent Domain)
- Should other states adopt Oregon's “Death with Dignity Act” or similar legislation?

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- Should college athletes be paid to play?
- Are the current security methods employed by the TSA effective?
- Are video games making children smarter?
- Should there be a national law that prohibits paparazzi from taking and/or selling photos of children whose parents are famous?
- Is nuclear power a safe form of energy?
- Should the minimum wage be raised to \$10.00 an hour?
- Should Florida's "stand your ground" law be introduced in other states?
- Should there be a limit on how much homework K-12 students are given each night?
- Are genetically engineered foods safe?
- Should photo identification be required to cast a vote?
- Should torture be used to interrogate suspected terrorists?
- Is obesity the result of behavior, environment, or genetics?

Step TWO: Complete Checklist for Submission of Your Topic Proposal (Item 1)

Before you submit, check to see if you believe you have met the criteria noted below.

Did you....

- ✓ Present your research question, working thesis, and topic rationale as described in Step ONE: Complete Topic Proposal (Item 1)?
- ✓ Conduct an audience analysis that clearly identifies, in detail, all of the information required in all six components?
- ✓ Develop a list of references by citing a minimum of eight sources?
- ✓ Demonstrate APA academic writing style and a sophisticated presentation of all material, displaying clarity, conciseness, and correctness?

Step THREE: Submit Your Topic Proposal (Item 1)

In this competency, you have the opportunity to send your topic proposal to your Tutorial Faculty for feedback before you submit it to be graded. To do this:

- Write your proposal as a word file. Name the file with your last name, first initial, competency name, and the title of the item submitted with each word separated by the underscore symbol. For example, Elizabeth Middlebrook would name the file: Middlebrook_E_Written_Communication_Topic_Proposal
- Attach your proposal to an e-mail to your Tutorial Faculty.

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Your Tutorial Faculty will send you feedback in the form of comments in your document. If you plan to resubmit your revised paper for additional feedback (before officially turning it in for grading) please do not remove comments and make all revisions using track changes.

After your proposal has been approved by your Tutorial Faculty, be sure to save it somewhere safe and handy, as you will need to access it again later.

You may now proceed to Step Four: Complete Your Research Essay.

Remember, Written Communications is the only competency that requires you to submit the topic proposal, wait for feedback, and then submit the next item for submission, the research essay. After you submit the research essay you will again wait for feedback, and submit the final item required, the reflection essay.

Scoring Rubric for Summative Assessment/Topic Proposal

CRITERION	EMERGING	DEVELOPING	PROFICIENT	EXEMPLARY
Research Question/Working Thesis/Topic Rationale	Research question is not in proper format; topic may not be controversial; working thesis is not arguable or supportable; topic rationale is unclear and underdeveloped.	Research question is in proper format; topic is controversial; working thesis may not be arguable and/or supportable; topic rationale is clear but underdeveloped.	Research question is in proper format; topic is controversial; thesis statement is arguable and is likely supportable; topic rationale is clearly stated and mostly well-developed	Research question is in proper format; topic is controversial; thesis statement is clearly arguable and supportable; topic rationale is clearly stated and well-developed.
Audience Analysis	Identified no specific audience or any some indication of why they were selected; mentioned few, if any, audience needs/ desires with little indication of your perception of their awareness about topic; inaccurately noted either the audience's level of interest or an indication of how you intend to approach the audience; described few, if any, expectations of audience	Identified an audience with a some indication of why they were selected; mentioned some audience needs/desires with some indication of your perception of their awareness about the topic; noted either the audience's level of interest or an indication of how you intend to approach the audience; described some possible expectations of audience after reading paper.	Identified the specific primary audience with a rationale for their selection; included an evaluation of audience needs/desires with your perception of their awareness about the topic; noted the audience's level of interest with an indication of how you intend to approach the audience; described reasonable expectations of audience after reading paper.	Clearly identified the specific primary audience with a sophisticated rationale for their selection; included a thoughtful, detailed evaluation of audience needs/desires with your perception of their awareness about the topic; addressed the audience's level of interest with an explanation of how you intend to approach the audience; fully described expectations of audience after reading

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	after reading paper.			paper.
APA References Page	Cites some sources, though most are not credible or authoritative; demonstrates inconsistent use of APA guidelines for citations including punctuation, organization, and formatting with errors that impair meaning.	Cites at least eight sources, though some may not be credible or authoritative; demonstrates inconsistent use of APA guidelines for citations including punctuation, organization, and formatting with numerous errors.	Cites at least eight reliable academic sources; demonstrates proper use of APA guidelines for citations including punctuation, organization, and formatting though there may be some errors.	Cites at least eight reliable, authoritative academic sources; demonstrates proper use of APA guidelines for citations including punctuation, organization, and formatting with few or no errors.
Writing Mechanics	Topic proposal's sentences reveal frequent syntax or grammar errors that impair meaning; numerous misspellings, contractions, fragments, run-on sentences, or other mechanical issues that significantly impair meaning.	Topic proposal's sentences lack variety (frequently repeated opening words and sentence structure); awkward syntax and grammar confuse writer's point and may impair meaning; numerous misspellings, contractions, fragments, run-on sentences, or other mechanical issues that may impair meaning.	Topic proposal's sentences are generally effective, but may lack appropriate variety (some repeated opening words and structure); syntax and grammar may be awkward in places, but do not impair meaning; a few misspellings or punctuation errors that do not impair meaning.	Topic proposal's sentences are marked by varying opening words and structure; effective syntax and grammar demonstrate a mastery of writing conventions and serve the author's purpose; few if any misspellings or punctuation errors.

Step FOUR: Complete Your Research Essay (Item 2)

Your research essay requires the following:

- Write a 2,000 to 2,500-word research essay that explains the history and current debate of a controversial topic and ultimately persuades readers to consider supporting your stated position.
 - "Debatable" means a topic about which intelligent, well-meaning people may disagree. Keep in mind, that your audience will be skeptical, so plan your argument accordingly.
 - The key to a solid argument is to ensure that your argument is well-balanced, thorough, and supported by information gleaned from credible written sources such as scholarly journals, trade publications, and books.
- Your research paper must include the following elements:
 - Clear title and introduction, which presents the history of the problem in an engaging manner.
 - Current debate as it currently is presented in the literature and makes connections between differing viewpoints
 - Evaluation and analysis of debate

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- At least eight reliable, authoritative, secondary sources
- To help you get started, try following these steps:
 - Begin by drafting an outline of your research essay.
 - Then, write a rough draft of your paper incorporating your sources.
 - Take advantage of credible websites, radio, or even television programs, but not to the exclusion of printed sources. Consider interviewing a leader in the field, if possible, the idea is to have a balance of source types. Of course, you will need to use your critical thinking skills to determine the validity and reliability of each source before you decide to include it.
 - Your sources should be current (usually not more than ten years old) unless you are providing historical background or the source is a seminal work in the field. All quotations, summaries, and paraphrases must be correctly cited and documented using APA citation guidelines.

Step FIVE: Complete Checklist for Submission of Your Research Essay (Item 2)

Before you submit, check to see if you believe you have met the criteria noted below.

Did you....

- ✓ Select and explain the history and current debate of a controversial topic?
- ✓ Provide a clear title and introduction that is engaging for your audience?
- ✓ Clearly present the debatable issue and make connections between different viewpoints?
- ✓ Conduct a thorough evaluation and analysis of the debate?
- ✓ Cite at least eight reliable, authoritative, and secondary sources?
- ✓ Demonstrate APA academic writing displaying clarity, conciseness, and correctness?
- ✓ Adhere to the 2,000 to 2,500-words length requirement and is double-spaced, using Times New Roman, and 12 point font?

Step SIX: Submit Your Research Essay (Item 2)

In this competency, you have the opportunity to send your research essay to your Tutorial Faculty for feedback before you submit it to be graded.

To do this:

- Write your paper as a word file. Name the file with your last name, first initial, competency name, and the item submitted with each word separated by the underscore symbol. For example, Elizabeth Middlebrook would name the file: Middlebrook_E_Written_Communication_Research_Essay
- Attach your paper to an e-mail to your Tutorial Faculty.

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Your Tutorial Faculty will send you feedback in the form of comments in your document. If you plan to resubmit your revised paper for additional feedback (before officially turning it in for grading) please do not remove comments and make all revisions using track changes.

After your paper has been approved by Tutorial Faculty, be sure to save it somewhere safe and handy, as you will need to access it again later.

You may now proceed to Step Seven: Complete Your Reflection Essay.

Scoring Rubric for Summative Assessment/Research Essay

CRITERION	EMERGING	DEVELOPING	PROFICIENT	EXEMPLARY
Title/Intro History of Problem	Title of the essay may reflect content in a vague, generalized manner or be missing altogether; opening is ineffective, poorly organized, and undeveloped (inappropriately brief); the essay may lack clear transitions between the opening and the context or history of the issue; history of the topic is unfocused and not clearly summarized.	Title of the essay reflects its content; opening is functional, but too brief and/or simplistic; essay's topic is apparent, but needs to be developed to engage the reader; the essay may lack clear transitions between the opening and the context or history of the issue; history of the topic is generally focused and summarized.	Title of the essay clearly reflects its content; generally engaging opening introduces the essay's topic, but may not inspire thinking about the topic; the essay logically proceeds to the context or history of the issue; history of the topic is generally well-focused and concisely summarized.	Title of the essay clearly and specifically reflects its content; engaging opening introduces the essay's general topic and inspires thinking about that topic; logically proceeds to the context or history of the issue; history of topic is appropriately focused and concisely summarized.
Current Debate	Writing does not reflect a critical, analytical understanding of the debate as it currently is presented in the literature; the writer does not clearly compare or make connections between differing viewpoints; writer frequently uses biased language to present differing viewpoints; organization is unclear (block or alternating.)	Writing sometimes reflects a critical, analytical understanding of the debate as it currently is presented in the literature; the writer compares and makes connections between some of the differing viewpoints; writer use some biased language to present differing viewpoints; organization is occasionally unclear (block or alternating.)	Writing primarily reflects a critical, analytical understanding of the debate as it currently is presented in the literature; the writer compares and makes connections between most of the differing viewpoints; writer mostly uses unbiased language to present differing viewpoints; organization is generally clear (block or alternating.)	Writing reflects a critical, analytical understanding of the debate as it currently is presented in the literature; the writer compares and makes connections between differing viewpoints; writer uses unbiased language to present differing viewpoints; organization is clear (block or alternating.)

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Evaluation and Analysis of Debate	Writer does not clearly state his or her position on the current debate in a thesis statement; thesis is not easily identifiable or may be missing; the idea offered in the thesis demonstrates some awareness of the issue's nuances and details, but does not demonstrate a critical, analytical understanding; points made are mostly vague and unsubstantiated; the essay lacks focus; the essay may provide only history or background with no attempt at persuasion; there is no sustained analysis present.	Writer states a position on the current debate in a thesis statement; thesis may not be easily identifiable; the idea offered in the thesis demonstrates basic comprehension of the issue, but not necessarily a critical, analytical understanding of it as reflected by one or more of the following: lack of focused and developed topic-guiding essay, analysis which is inconsistent or unsubstantiated, and restating the content of cited details rather than drawing conclusions from them; writing marked and weakened by frequent generalizations, unsupported claims, assumptions, or vague statements.	Writer generally states his or her position on the current debate in a thesis statement; thesis is identifiable; the idea offered in the thesis reflects sound critical, analytical thinking but may be uneven; through clear reasoning, writer draws insightful conclusions from concrete details to support his or her position on the topic (the thesis statement); inferences are developed so that most claims and points made are well-supported and persuasive; evaluation demonstrates analytical ability, but could be developed further to better explain significance of detail and support; a few claims may be vague, generalized, or lacking in support.	Writer clearly states his or her position on the current debate in a thesis statement; thesis is easily identifiable and well-phrased; the idea offered in the thesis reflects sound critical, analytical thinking; through clear reasoning, writer draws sophisticated, insightful conclusions from concrete details to support his or her position on the topic (the thesis statement); inferences are developed so that all claims and points made are well-supported and persuasive.
Language Style / Voice	Writing is mechanical in tone; vocabulary is simplistic and/or inappropriate; writer's voice is not discernible in the essay; writing demonstrates little or no awareness of audience and persuasive purpose; use of first or second person and/or contractions diminishes essay's formal tone.	Writing tends to be mechanical in tone; vocabulary tends to be simplistic, marked by instances of informal or imprecise diction; writer's voice is not discernible in the essay; writing demonstrates inconsistent awareness of audience and persuasive purpose; use of first or second person and/or contractions diminishes essay's formal tone.	Writing is primarily academic in tone; vocabulary may be simplistic or ineffective in some places; writer's voice may not be consistently persuasive, but is discernible; writing demonstrates some awareness of audience and persuasive purpose.	Writing is academic in tone (no contractions, remains in third person), demonstrating a clear sense of purpose and audience; vocabulary and phrasing are academically appropriate, persuasive, and sophisticated; writer's voice is evident – confident and sophisticated.

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Mechanics/ Organization	Essay's sentences reveal frequent syntax, grammar, and/or misspelling errors that impair meaning; numerous contractions, fragments, or other significant errors that impair meaning.	Essay's sentences lack variety (frequently repeated opening words and sentence structure); awkward syntax and grammar confuse writer's point and may impair meaning; some misspellings, contractions, fragments, or other errors that impair meaning in some places.	Essay's sentences are generally effective, but may lack appropriate variety (some repeated opening words and structure); syntax and grammar may be awkward in places (but do not impair meaning); a few misspellings (but do not impair meaning).	Essay's sentences are marked by varying opening words and structure; effective syntax and grammar demonstrate a mastery of writing conventions and serve the author's purpose; absence of misspellings, punctuation errors.
Sources	Does not consistently integrate credible academic sources into the essay; inconsistent adherence to APA guidelines (which may compromise integrity of the essay); inaccurate References or Works Cited page (which may compromise integrity of essay); the essay does not use at least four reliable, authoritative secondary sources.	Somewhat integrates credible academic sources into the essay; adherence to APA guidelines may be inconsistent (but does not compromise the integrity of the essay); References or Works Cited page may contain consistent errors (which do not compromise the integrity of the essay); the essay uses at least five reliable, authoritative secondary sources.	Generally integrates credible academic sources into the essay; proper use of APA guidelines for in-text citations which may contain minor errors; accurate References or Works Cited page which may contain minor errors; the essay uses at least six reliable, authoritative secondary sources; there may be some imbalance between quoted material and writer's analysis.	Effectively integrates credible academic sources into the essay; proper use of APA guidelines for in-text citations; accurate References or Works Cited page; the essay uses at least eight reliable, authoritative secondary sources; appropriate balance of quoted material and writer's analysis.

Step SEVEN: Complete Your Reflection Essay (Item 3)

Write a 500 to 750-word reflection essay on the research writing process.

- Your reflection essay must include the following sections:
 - An introductory paragraph which includes a thesis statement
 - At least three body paragraphs
 - A clear conclusion
 - Consistent language style and voice
- Draft your response to the following prompts:

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- Take a look back at your topic proposal. What have you learned about yourself as a researcher and writer? Did you change your topic, your audience, or your working thesis in any way? Did you use the same sources you originally listed? Why or why not?
- Now that you have successfully completed the process of writing an academic research essay, reflect upon the experience. Do you have or did you develop a certain process to complete the work? Should you amend that process in any way? Did breaking the long essay down into smaller parts help? Is this an approach you might use with future assignments? Why or why not?
- Finally, if you have not already explained this, what do you believe to be your writing weaknesses and strengths?
- Because this is a personal essay, you may use first or second person as well as contractions.
- When the Reflection essay has been accepted as proof of mastery, you have finished your portfolio of work for this competency.

Step EIGHT: Complete Checklist for Submission for Your Reflection Essay (Item 3)

Before you submit, check to see if you believe you have met the criteria noted below.

Did you....

- ✓ Create a title that clearly and specifically reflects the content of your research essay?
- ✓ Develop an introduction that presents the topic in an engaging matter and leads to an identifiable, well-phrased thesis statement that states your position on the issue and reflects sound, critical, and analytical thinking?
- ✓ Write five well-developed paragraphs with a clear introduction, body, and conclusion and topic sentences for each that clearly connect to the thesis statement and offers an identifiable, well-phrased idea to be proven?
- ✓ Organize your paragraphs to create a coherent, carefully developed, and supported argument?
- ✓ Include transitions appropriately to ensure that ideas are logical and build upon the preceding points?
- ✓ Write your essay in a professional tone that demonstrates a clear sense of purpose and audience, ensuring that your vocabulary and phrasing are academically appropriate, persuasive, and sophisticated?
- ✓ Demonstrate APA academic writing displaying clarity, conciseness, and correctness?
- ✓ Adhere to the 500 to 750-word length requirement and is double-spaced, using Times New Roman, and 12 point font?

Step NINE: Submit Your Reflection Essay

In this competency, you have the opportunity to send your reflection essay to your Tutorial Faculty for feedback before you submit it to be graded.

To do this:

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- Write your paper as a word file. Name the file with your last name, first initial, competency name, and the item submitted with each word separated by the underscore symbol. For example, Elizabeth Middlebrook would name the file: Middlebrook_E_Written_Communication_Reflection_Essay
- Attach your paper to an e-mail to your Tutorial Faculty.

Your Tutorial Faculty will send you feedback in the form of comments in your document. If you plan to resubmit your revised paper for additional feedback (before officially turning it in for grading) please do not remove comments and make all revisions using track changes.

After your paper has been approved by Tutorial Faculty, be sure to save it somewhere safe and handy, as you will need to access it again later.

You may now proceed to Step Ten: Submitting Your Final Assessment.

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Scoring Rubric for Summative Assessment/Reflection Essay

CRITERION	EMERGING (1)	DEVELOPING (2)	PROFICIENT (3)	EXEMPLARY (4)
Title/Intro Paragraph /Thesis Statement	Title of the essay may reflect the content in a vague, generalized manner or be missing altogether; opening is ineffective, poorly organized, and undeveloped (inappropriately brief); thesis may generalize about a position rather than take one; thesis may not address the prompt at all.	Title of the essay attempts to reflect its content; opening is functional, but too brief and/or simplistic; essay's topic is apparent, but needs to be developed to engage the reader; there may be abrupt transitions from first sentences to thesis statement; the thesis statement is present, but may be general, vague, or imprecisely phrased; thesis may not directly address the prompt (though it still articulates an position that assesses the issue.)	Title of the essay reflects its content; generally engaging opening introduces the essay's topic, but may not inspire thinking about the topic; transition to thesis is present, but may be vague; thesis is an easily identifiable statement that addresses the prompt; the position stated in the thesis reflects mostly sound critical, analytical thinking.	Title of the essay clearly and specifically reflects its content; engaging opening introduces the essay's general topic and inspires thinking about that topic; logically proceeds to thesis; thesis is an easily identifiable, well-phrased statement that directly addresses the prompt; the position stated in the thesis reflects sound critical, analytical thinking.
Body Paragraphs /Organization	Essay does not have at least five paragraphs or may not have a clear introduction, body, and conclusion; topic sentences may be absent or consistently lack focused ideas, either offering general, irrelevant comments or stating facts about the issue without analysis; there is a weak or no discernible argument or point guiding the essay; concrete details are absent or insufficient; consistent lack of coherent organization of ideas within paragraphs and from one paragraph to the next; points of paragraphs are unclear.	Essay has a minimum of five developed paragraphs with a clear introduction, body, and conclusion, though its organization may be unclear; topic sentences are present, but more than one is weak in the following areas: main idea not discernible, vague explanation of evidence, and/or unclear connection to thesis; concrete details are present, but provide insufficient evidence to support topic sentences and/or are irrelevant; lack of coherent organization within individual paragraphs or from one paragraph to the next; abrupt transitions may	Essay has a minimum of five, generally well-developed paragraphs with a clear introduction, body, and conclusion; each topic sentence generally connects to the thesis, but in one or more topic sentences the main idea may need to be clarified; concrete details are generally well-chosen though some may be irrelevant or insufficient as evidence to effectively support the thesis and/or topic sentences; paragraphs are generally well-organized, though some transitions may be awkward and there may be gaps in the development of ideas; the	Essay has a minimum of five well-developed paragraphs with a clear introduction, body, and conclusion; each topic sentence clearly connects to the thesis statement and offers an identifiable, well-phrased idea to be proven in the paragraph; concrete details are well-chosen and incorporated; paragraphs are well-organized to create a coherent, carefully developed and supported argument; transitions between ideas are logical and each idea builds on the preceding; writer maintains focus and control of the argument so that the

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		impede smooth flow of ideas; essay may lack consistent focus and control of argument.	point of most paragraphs is clear.	point of each paragraph is always clear.
Language Style / Voice	Writing is mechanical in tone; vocabulary is simplistic and/or inappropriate; writer's voice is not discernible in the essay; writing demonstrates little or no awareness of audience and persuasive purpose.	Writing tends to be mechanical in tone; vocabulary tends to be simplistic, marked by instances of informal or imprecise diction; writer's voice is not discernible in the essay; writing demonstrates inconsistent awareness of audience and persuasive purpose.	Writing is primarily professional in tone; vocabulary in some places may be simplistic or ineffective; writer's voice may not be consistently persuasive, but is discernible; writing demonstrates some awareness of audience and persuasive purpose.	Writing is professional in tone; demonstrates a clear sense of purpose and audience; vocabulary and phrasing are academically appropriate, persuasive, and sophisticated; writer's voice is evident – confident and sophisticated.
Writing Mechanics	Essay's sentences reveal frequent syntax or grammar errors that impair meaning; misspellings, contractions, fragments, run-on sentences, and/or other mechanical issues.	Essay's sentences lack variety (frequently repeated opening words and sentence structure); awkward syntax and grammar confuse writer's point and may impair meaning; misspellings, contractions, fragments, run-on sentences, and/or other mechanical issues.	Essay's sentences are generally effective, but may lack appropriate variety (some repeated opening words and structure); syntax and grammar may be awkward in places (but do not impair meaning); a few misspellings (but do not impair meaning.)	Essay's sentences are marked by varying opening words and structure; effective syntax and grammar demonstrate a mastery of writing conventions and serve the author's purpose; absence of misspellings and/or punctuation errors.

Step TEN: Submit Your Final Assessment

When you are ready to submit all three parts of your Final Assessment (the topic proposal, research essay, and reflection essay), go to the Final Assessment tab and select Submit Final Assessment. Upload each item from either your iPad (via Box.com) or computer. Please note, in order to master this competency you must submit all three items.

Be sure to inform your Tutorial Faculty that you have submitted your Final Assessment.