

COMMENTS		
DEVELOPMENT (40%)	Amount of Information	
	Quality of Information	
	Use of Other Sources	
	Use of Graphics	
ORGANIZATION (30%)	Bottom-line Arrangement	
	Paragraph Unity	
	Cohesion	
	Transitions	
	Format	
STYLE/TONE (30%)	Conciseness	
	Word Choice	
	Tone	
	Voice	
	Actives/Passives	
MECHANICS (negative impact only)	Fragments	
	Run-ons/ Sentence Garbles	
	Comma Splices/ Fused Sentences	
	Punctuation	
	Agreement/Reference	
	Typos/Misspellings	

Additional comments:

Grade:

A _____ B _____ C _____ D _____ F _____

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	Quality of Information	
	Use of Other Sources	
	Use of Graphics	
ORGANIZATION (30%)	Bottom-line Arrangement	
	Paragraph Unity	
	Cohesion	
	Transitions	
	Format	
STYLE/TONE (30%)	Conciseness	
	Word Choice	
	Tone	
	Parallel Structure	
	Actives/Passives	
MECHANICS (negative impact only)	Fragments, Run-ons, and Comma Splices	
	Punctuation	
	Subject-verb Agreement	
	Pronoun Reference	
	Typos/misspellings	

Additional comments:

Grade:

A _____ B _____ C _____ D _____ F _____

Review Author:

Assignment: Compose a review essay suitable for the audience of *Horn Book* magazine in which you provide summary & description, context information (literary, biographical, social, cultural, historical), and your own evaluation of either a pre-1985 work of Young Adult Literature OR a contemporary work of International YA. Your goal is to demonstrate and explain how informed critical attention to this work can enhance our appreciation of 1) this book, 2) its place in YA literature, and 3) what—from your perspective—this book offers contemporary teen readers in America today. Effective review essays will include close reading of passages and analysis of key features of story and discourse, discussion of information and ideas that address how it “fits” within or stretches the boundaries of Young Adult Literature, and clear criteria for evaluation.

Total: (out of 300)

60% (up to 180 points)

Focus + Development ~ Attention to Assignment Parameters, Introduction of Relevant Information from Research and Experience; Productive Development of Ideas & Examples:

20% (up to 60 points)

Audience Awareness & Persona + Organization/Presentation ~ Engaging Introduction → Coherent Paragraphs, Logical Flow within and between Paragraphs → Apt Conclusion)

20% (up to 60 points)

Style + Correctness + Professionalism: Sentence-Level Style & Clarity; Integration of Relevant Research; Editing for Correctness (punctuation, spelling, grammar) + Conventions of Format & Citation*

***Note:** Essays with problematic citations will not receive a score until these problems are corrected. The option to revise without penalty applies only to essays with superficial or unintentional problems.

NAME:

Your revised essay is due *1 week after you get it back*, unless we have come to some other arrangement.

Please **answer the questions below** and **turn in this sheet** along with your **revised essay**, the **original** (with my questions and comments on it) and the **score sheet** (on the reverse of this page).

- Large-scale changes
 - To what extent have you changed your focus or approach?
 - In what ways have you changed the organization of your essay?
 - What sorts of material have you added or cut?
 - How have your ideas evolved?

- Small-scale changes
 - What sorts of sentence-level revisions (phrasing, word choice, syntax) have you made?
 - What was your focus in editing (format, punctuation, proof-reading)?
 - How did this revising and editing affect the effectiveness of your essay?

- What did you learn—about your topic and about writing—through the process of writing and revising this essay?

Grading Rubric for a Group Presentation (50 points)

Accuracy & Clarity of Information (2 x point total)

- 1—Poor. Information is neither clear nor accurate. The content is disjointed, chaotic, and inadequate.
- 2—Somewhere between poor and inadequate information
- 3—Adequate. The information presented is usually relevant and appropriate to the purpose of the presentation. There are good details.
- 4—Somewhere between adequate and engaging information.
- 5—Engaging. Information is relevant to the purpose of the presentation. There are excellent details.

Command of Material (2 x point total)

- 1—Poor. The presenters struggle often to find words and read most of the presentation.
- 2—Somewhere between poor and adequate command of material.
- 3—Adequate. The speakers read from time to time, struggling occasionally to find words.
- 4—Somewhere between adequate and excellent command of material.
- 5—Excellent. The presenters use an outline to present information and read from notes in a very limited manner. Ideas are expressed fluently and naturally in the speakers' own words, implicitly assuring the audience that the presenters know what they are talking about.

Eye Contact & Body Language (2 x point total)

- 1—There is essentially no eye contact, and distracting body language detracts from the presentation. The presenters read continuously, glancing up one or twice a minute. Swaying, pacing, or fidgeting distracts the audience. There is a poor use of hands (in pockets, jingling keys, playing with the pen)
- 2—Somewhere between no and moderate eye contact and poor to neutral body language.
- 3—Moderate eye contact and neutral body language. The presenters face the audience, refer to notes occasionally, and occasionally use hands and body movements appropriately, but the group members still look a little stiff or nervous.
- 4—Somewhere between moderate and continuous eye contact. Somewhere between neutral and engaging body language.
- 5—The speakers exhibit continuous eye contact and engaging body language, facing the audience and referring to notes now and again. The presenters occasionally glance at visual aids or away from the audience, and they use gestures and expressions to enhance the presentation. The group members look comfortable and natural.

Voice Qualities (2 x point total)

- 1—The speakers have a poor, halting, or uneven pace of voice. Listeners cannot hear all of the words because the speakers mumble, speaking too softly, speaking too quickly, or talking in a monotone.
- 2—Somewhere between poor and adequate voice qualities.
- 3—The presenters exhibit an adequate pace and volume. They speak fairly clearly but lack sufficient variations in vocal intonation for emphasis.
- 4—Somewhere between adequate and excellent voice qualities.
- 5—The speakers have fluid, natural deliveries—the presenters speak moderately slowly with good vocal variety, articulation, and volume.

Visual Aids (2 x point total)

- 1—Ineffective. The visual aids are hard to read, distracting, or inadequate for the presentation.
- 2—Somewhere between ineffective and adequate visual aids.
- 3—Adequate. The visual aids are readable and informative. They enhance the presentation.
- 4—Somewhere between adequate and excellent visual aids.
- 5—Excellent visual aids. They are easy to read, attractive, and greatly enhance the presentation.

SPORTS WRITING

Grading Criteria

- A** The lead is original, compelling and suitable for the rest of the story. The story has been reported thoroughly, as evidenced by multiple, identified sources that adequately present all sides, including comments from coaches and/or players on both teams. Information is clearly attributed. Quotes that are colorful, authoritative, flavorful and insightful reveal evidence of careful reporting and good follow-up questions. Story has a clearly focused news angle that is maintained throughout. The writing is strong, clear, varied, vivid, effective and has no errors in AP Style, grammar or spelling. Finally, the story is presented in the proper format as outlined by the instructor.
- B** The lead is original, catchy, and fairly effective. Reporter uses a minimum of three appropriate sources, including comments from coaches and/or players on both teams, but the story fails to include all pertinent sources. Information is usually attributed. Most quotes show evidence of effective interviewing and are directly related to the story's primary themes. Story has a clearly focused news angle, but it is not always maintained throughout. The focus is fairly clear although a few sections might detract from the story's primary angle. The writing is adequate, but it is neither compelling nor original and includes sentences that are not always vivid, varied or sophisticated. Includes one or two AP Style errors and a few grammar errors, but everything is spelled correctly.
- C** The lead, while adequate, is not compelling as a result of being general, vague, irrelevant or bland. The news angle is weak and/or unclear while the story lacks key sources. Includes a few decent quotes, but the story lacks organization, unity and/or focus. The writing is wordy, passive, redundant, and/or reliant on clichés. The story includes several errors in AP Style, grammar and spelling, but all names are spelled correctly.
- D** The lead is unoriginal, boring, trite, inappropriate or difficult to understand. The news angle is unclear. Story does not have sufficient sources, information is not usually attributed, and quotes are typically ineffective, general and/or uninteresting. The story is choppy, disorganized, while the angle is rambling and/or awkward. Writing lacks a clear voice or an original style and the story includes numerous errors in AP Style, grammar and sentence structure. Names are misspelled.

F The lead is unoriginal, boring, trite, inappropriate or difficult to understand. Story does not have pertinent sources, information is not attributed, and quotes are ineffective. The story is choppy, disorganized, while the angle is unclear. Writing is difficult to understand, primarily because of awkward wording and/or multiple errors in structure. Includes numerous errors in AP Style, grammar, and sentence structure. Several names are misspelled and at least one fact is inaccurate.

NEWS WRITING

Grading Criteria

- A** The lead is original, compelling and suitable for the rest of the story. The story has been reported thoroughly, as evidenced by multiple, identified primary/expert sources that adequately present all sides and by key observations and illuminating research that offer appropriate context. Information is clearly attributed. Quotes are colorful, authoritative, flavorful and reveal evidence of careful reporting and good follow-up questions. Story has a clearly focused news angle that is maintained throughout. The writing is strong, clear, varied, vivid, effective and has no errors in AP Style, grammar or spelling. Finally, the story is presented in the proper format as outlined by the instructor.
- B** The lead is original, catchy, and fairly effective. Reporter uses a minimum of three primary/expert identified sources, but the story fails to include all key people. Information is usually attributed. Most quotes show evidence of effective interviewing and are directly related to the story's primary themes. Story has a clearly focused news angle, but it is not always maintained throughout. The focus is fairly clear although a few sections might detract from the story's primary angle. The writing is adequate, but it is neither compelling nor original and includes sentences that are not always vivid, varied or sophisticated. Includes one or two AP Style errors and a few grammar errors, but everything is spelled correctly.
- C** The lead, while adequate, is not compelling as a result of being general, vague, irrelevant or bland. The news angle is weak and/or unclear while the story lacks key sources. Includes a few decent quotes, but the story lacks organization, unity and/or focus. The writing is wordy, passive, redundant, and/or reliant on clichés. The story includes several errors in AP Style, grammar and spelling, but all names are spelled correctly.
- D** The lead is unoriginal, boring, trite, inappropriate or difficult to understand. The news angle is unclear. Story does not have sufficient sources, information is not usually attributed, and quotes are typically ineffective, general and/or uninteresting. The story is choppy, disorganized, while the angle is rambling and/or awkward. Writing lacks a clear voice or an original style and the story includes numerous errors in AP Style, grammar and sentence structure. Names are misspelled.
- F** The lead is unoriginal, boring, trite, inappropriate or difficult to understand. Story does not have pertinent sources, information is not attributed, and quotes are ineffective. The story is

choppy, disorganized, while the angle is unclear. Writing is difficult to understand, primarily because of awkward wording and/or multiple errors in structure. Includes numerous errors in AP Style, grammar, and sentence structure. Several names are misspelled and at least one fact is inaccurate.

Design Guidelines

Headlines and Type

- Headlines intrigue, inform and invite readers
- Headlines are used to guide the reader across the page
- Main headline jumps out at reader
- Headline sizes (sometimes fonts) are varied to avoid fighting with one another

Photos

- Photos are active and engaging
- Enough photos appear throughout the publication/page
- Photos are sharp and well composed
- Photos are cropped, sized and positioned effectively
- Photos mirror your potential readership, which means that a community's diversity is displayed.

Organization

- Design simplifies the process of absorbing news, and it allows the reader to get to most significant news quickly. Organize the page so readers can find the most significant stories before moving along to the next important items.
- All elements have a reason for being on the page
- Relationship among elements is apparent to reader
- Design calls attention to content, not design
- No art elements are floating
- Page is not cluttered
- Layout effectively displays the relative importance of stories on the page
- Every page has a dominant element or package of elements
- Every dominant package needs a dominant part. So the size of a dominant photo in a package of three photos should be at least as large as the other two pictures combined.

Readability

- Center of Visual Impact (CVI) is clear
- Starting points for copy is easily determined
- Line width for copy is neither too wide nor too narrow for easy reading
- Art elements and packaging are appropriate for the content of the page
- Contrast bold elements with light elements (fonts, headlines, etc.), horizontal with vertical, roman fonts with italics, gray space with white space.
- Color is used appropriately to connect elements and packages – not just for its own sake.

Graphics and artwork

- Graphics and sidebars supplement stories where necessary
- Graphic information is meaningful and understandable
- Witty or provocative art grabs the reader on all pages
- Elements are sized relative to their importance
- Don't feel compelled to put all the facts from a story in a graphic box, and vice-versa. Duplicate only the most important information, if at all.

Basic fixtures

- Liftout quotes are used often and effectively (and the quote is compelling enough to drive readers into the story)
- Margins and spacing are uniform and appropriate
- Headers, logos and sigs are consistent, attractive and helpful
- Rules, boxes and screens effectively organize material
- Bylines and jumplines are well-designed and positioned

Volume and variety

- Front pages and section fronts offers a compelling variety of topics
- Major stories have been packaged with short, useful sidebars
- Stories appeal to a broad range of readers

User-friendliness

- Some stories are interactive (quizzes, tips, Q&A, checklists)
- Inside pages make it clear how to reach key staffers

Personality

- Publication's flag is sophisticated and/or contemporary
- Publication's personality matches that of its target audience
- Readers are surprised by something unexpectedly "cool" or "fun"
- Something in today's paper provokes reaction from readers

STUDENT NAME _____

Advanced Reporting (JOU 3000)

News Story Checklist

- ___ **Story offers perspective from at least three primary or expert sources.**

- ___ **Introduction grabs the reader and stresses a news angle. A nut graph is inserted for stories that rely on a delayed lead.**

- ___ **Story is at least 400 words in length.**

- ___ **Details and facts enable reader to better understand the story. Avoid vague terms like 'many,' 'a lot,' 'tree,' or 'car.' Instead, use specific numbers and cite the specific names of things, like 'oak' or 'Prius.'**

- ___ **Story has a clear news angle that relies on Conflict/People/Relevance.**

- ___ **Quotes are colorful, authoritative, and add perspective, flavor, and insight. Quotes are not clichéd, overly general or state the obvious.**

- ___ **Story has fewer than three errors in grammar, punctuation, spelling, and AP Style. Otherwise, this story does not count toward class credit.**

- ___ **Reporter uses precise language and avoids wordiness, cliché, jargon and commentary.**

- ___ **Sentences, which are varied for length and style where appropriate, have fewer than three errors in structure, such as comma splices, run-ons or fragments.**

___ Reporter has researched the topic thoroughly, looking beyond the surface details to offer a perspective that is unique, compelling and appropriate. Make sure you read stories related to this topic before you start reporting and writing.

___ All information is verified and checked. Check (and then check again) that numbers, names and other details are factually accurate. A single factual error disallows this story from counting toward class credit.

Comments

PROJECT REQUIREMENTS

This project requires that you investigate several areas related to editing, especially the most essential key – planning. Select a regular beat or section of a student media and develop several content elements. The focus on student, and not professional, media will enable you to potentially implement your ideas.

___ **OVERVIEW** – How should this beat be covered? Why is this beat relevant for this news organization? Why should resources be used to create and implement this beat and blog/website? Who will ensure this beat succeeds? Cite all the people who will be involved with this project along with their specific assigned duties. *Points: 20.*

___ **PLANNING** – A three-month budget for your beat both in print and online. Check the university's academic calendar and research student media archives to determine what can, and should, be addressed in this news budget. But look to outside news organizations and stories for additional ideas. Use proper format, meaning stories must have sluglines (ex., Jazz09 for September 9), contact information and angles. *Points: 80.*

___ **ENTERPRISE REPORTING** – Develop five enterprise story ideas that include sources, background information, potential angles, research possibilities, observational opportunities, and visual/online elements. *Points: 30.*

___ **BLOG** – Design a blog that focuses on your regular beat that includes at least eight stories, cites various resources related to this beat, and has a calendar. Stories should include at least three relevant links per story and at least one tagline. In addition, analyze your blog, citing the reasons for your choices, in a typed report. Be sure to cite the blog's URL, something that should also be emailed to me. *Points: 50.*

___ **PRESENTATION/ASSESSMENT** – Cite the advantages and challenges to implementing your ideas for this beat. Be prepared to walk the other editors through your ideas during your class presentation. *Points: 20.*

___ **TOTAL SCORE**

Issue Paper Criteria

Select a topic that addresses a topic that includes both sports and the media that follows the following criteria.

The first page must be an outline of the paper that follows, which will include the following information in the exact order cited below. These sentences should probably be used in the paper as well.

- **Thesis** – Write the thesis statement that specifically details the main points to be addressed in the paper, which is typically one sentence.
- **Topic sentence 1**– Write a sentence that addresses the primary idea related to the thesis that will be addressed in the next few paragraphs.
- **Topic sentence 2** – Write a sentence that addresses the primary idea related to the thesis that will be addressed in the next few paragraphs.
- **Topic sentence 3** – Write a sentence that addresses the primary idea related to the thesis that will be addressed in the next few paragraphs.

Potential topics to investigate:

- Analyze how athletes use Twitter or social media
- Analyze sportswriters use Twitter or social media
- Evaluate how frequently women are covered in newspapers, TV, or the media in general.
- Evaluate how the media covers a certain sport now compared to a previous time period, such as the 1920s or '50s.
- Analyze how the media covered steroids usage in the 1990s.
- Analyze language used by sports media in TV, print, online, radio.
- Analyze how media covered a recent sports event.
- Analyze how baseball writers cover trade rumors.

The paper must:

- include a thesis statement that outlines three key points to be discussed in the paper.
- fully investigate the specific points addressed in the thesis.
- offer numerous examples to illustrate the main points.
- not include personal opinions.

- be at least four full pages but not exceed six pages (not including Works Cited page).
- have a Works Cited page that follows MLA style and includes at least eight sources.
- include either footnotes or internal citations that rely on an author's last name and page numbers.
- have few errors in sentence structure, grammar or spelling.
- be typed, double-spaced in 12-point Times New Roman on a page with 1-inch margins.

The paper will be evaluated using the following criteria

- **STRUCTURE** – Paper has a clearly defined and specific thesis sentence that outlines several key points addressed in the body of the paper. Use any of several traditional devices to start the paper – compelling stories, interesting facts, bold statement. Each subsequent paragraph expands on a main idea addressed in the thesis. Paper offers key details, quotes, paraphrases, examples and reasons to support the topic sentence in each paragraph.
- **CONTENT** – Paper addresses, fully investigates, and answers significant questions related to the thesis. In addition, the paper offers specific reasons and examples that support all statements. Paper includes details and facts that enable reader to better understand each point being argued. Specific details are needed to clearly illustrate ideas.
- **WRITING STYLE/GRAMMAR** – Student uses precise language and avoids wordiness, cliché, jargon, and personal commentary. Sentences are varied for length and style where appropriate. Technical, or esoteric, terms are explained for average reader. Paper is free of errors in grammar, punctuation and spelling and does not include personal pronouns, such as 'I,' 'me,' 'our,' 'we,' 'you.'
- **SOURCES/ATTRIBUTION**– Includes references to academic sources, such as *Columbia Journalism Review*, *American Journalism Review*, *Journalism Quarterly*, or *Journalism History*. Student relies on primary sources that offer first-hand information, specific insights, key details and context. All information is attributed and cited properly within the text of the paper. Sources are also cited properly on a separate Works Cited page using MLA style.

Gisondi/Sports & The Media
ISSUE PAPER GRADING

A The paper is complete, original, insightful and of a quality that significantly exceeds expectations for the level of study. The paper demonstrates an in-depth understanding of the paper's main issues. The paper includes a high level of analytical skills in addressing a topic that is clearly and creatively presented with negligible errors in grammar, sentence construction, and citation and source referencing. The paper also includes sources and information that are drawn from an extensive and wide range of sources. This paper includes a clearly constructed thesis, precise topic sentences and fully developed paragraphs.

B The paper is complete and of a level that is nearly complete, has significant insights and of a quality that meets high expectations. The paper demonstrates a solid understanding of the paper's main issues. The paper includes good analysis in addressing the topic that is presented with limited errors in grammar, sentence construction, and citation and source referencing. The paper includes sources and information drawn from a good range of sources. The paper includes a solid thesis and topic sentences along with developed paragraphs.

C The paper is partially complete and of a level that only partially meets expectations. The paper demonstrates inconsistent or superficial understanding of the paper's main topic. The paper includes little analysis in addressing a topic and contains significant errors in grammar, sentence style and incorrectly or inconsistently uses citation/source referencing. The sources used are barely adequate. The paper has a poorly constructed thesis and topic sentences while paragraphs are unevenly developed.

D The paper is incomplete and only partially meets expectations. The paper demonstrates limited understanding of the paper's main issues and has limited analysis. The paper might also contain significant errors in grammar, sentence structure and citation/source referencing. The sources are inadequate. The thesis statement is unclear, as are topic sentences and paragraphs.

F The paper fails to meet minimal standards for content, structure, grammar, sentence style, and length. The paper fails to supply sufficient research and sources.

Student Name _____

SPORTS & THE MEDIA (JOU/CMN 3953)

Issue Paper Gradesheet

_____ **STRUCTURE** – Paper has a clearly defined and specific thesis sentence that outlines several key points addressed in the body of the paper. Uses any of several traditional devices to start the paper – compelling stories, interesting facts, bold statement. Topic sentences are offered for subsequent paragraphs that build on the main ideas addressed in the thesis statement. The topic is put in context early and often. **25 points**

_____ **CONTENT** – The paper demonstrates an in-depth understanding of the paper’s main issues. Paper addresses, fully investigates, and answers significant questions related to the thesis. In addition, the paper offers specific reasons and examples that support all statements. Paper includes details, data, expert commentary, and other salient facts that further clarify and illuminate all main points. **25 points**

_____ **WRITING STYLE/GRAMMAR** – Student uses precise language and avoids wordiness, cliché, jargon, and personal commentary. Sentences are varied for length and style where appropriate. Technical, or esoteric, terms are explained for average reader. Paper is free of errors in grammar, punctuation and spelling and does not include personal pronouns, such as ‘I,’ ‘me,’ ‘our,’ ‘we,’ ‘you.’ **25 points**

_____ **SOURCES/ATTRIBUTION** – The paper draws from an extensive and wide range of sources that includes references to academic sources, such as Columbia Journalism Review, American Journalism Review, Journalism Quarterly, or Journalism History. Paper relies on primary sources that offer first-hand information, specific insights, key details and context. All information is attributed and cited properly within the text of the paper. Sources are also cited properly on a separate Works Cited page in MLA style. **25 points**

STUDENT NAME _____

SPORTS & THE MEDIA (JOU/CMN 3953)
Sports Media Issue Gradesheet

1	2	3	4	5	6	7	8
9	10						

_____ **INTRODUCTION** – The paper has a clearly defined and specific thesis sentence that outlines several key points addressed in the body of the paper. Introduction piques the reader’s interest by using any of several traditional devices to start the paper, such as offering compelling stories, citing interesting facts, making a bold statement.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
19	20																	

_____ **CONTENT** – Includes details and facts that enable reader to better understand the point you are arguing or outlining. Make sure you fully explain all statements, offering reasons and examples to support each claim. Make sure you properly attribute all information and quotes. Specific details add credibility for a writer who has thoroughly researched the topic. Includes footnotes within the paper and lists cited works at the end of the paper.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
19	20																	

_____ **GRAMMAR/LANGUAGE** – Paper is free of errors in grammar, punctuation and spelling and does not include personal pronouns, such as ‘I,’ ‘me,’ ‘our,’ ‘we,’ ‘you.’ The student uses precise language and avoids wordiness, cliché, jargon and personal commentary. Sentences are varied for length and style where appropriate. You will lose 2 points for every sentence problem and 1 point for every grammar error.

TOTAL POINTS _____

Comments

Student name _____

SPORTSWRITING (JOU 3706)
Game story Grade sheet

1	2	3	4	5	6	7	8
9	10						

___ **LEAD ELEMENTS** – Grabs reader in a creative and appropriate manner while focusing on a main idea and inviting the reader into the piece. The score, preferably, is offered in the first sentence.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
19	20																	

___ **CONTENT** – The story focuses on key elements – plays, stats, trends – to help tell the story about a sports event. Key details, such as times, scores, and names of players, are used to offer context throughout the story. *Each factual error reduces the overall score by 10 points.*

1	2	3	4	5	6	7	8	9
10								

___ **QUOTES** – Quotes reveal evidence of careful reporting and good follow-up questions. Transitions are also used to introduce comments that are colorful, authoritative, flavorful and insightful. Avoid comments that are overly general, clichéd, self-promotional or obvious.

1	2	3	4	5	6	7	8
9	10						

___ **PRIMARY SOURCES** – Offers perspective from a wide range of people, including key coaches and players from *both* teams. Coverage should include a minimum of three primary sources. You **MUST** cite athletes/coaches from BOTH teams or the game story won't be accepted.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
19	20																	

___ **GRAMMAR/AP STYLE** – Writer follows all rules regarding names, numbers, titles and addresses for AP Style. Plus,

the story is free of errors in grammar, punctuation, spelling – and cliches. Two points are deducted for every error. In addition, misspelled names result in a 10-point reduction.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
18	19	20														

___ **WRITING STYLE** – The reporter uses an interesting and effective approach that includes a clear voice, a variety of sentence structures, active verbs, vivid word choices, originality and precise language. Plus, the writer has avoided clichés, jargon and commentary.

1	2	3	4	5	6	7	8
9	10						

___ **MULTIMEDIA** – The story includes at least three embedded links that offer additional information that is clearly connected to the players, teams and events covered.

TOTAL POINTS _____

COMMENTS

Autobiography Essay: Critical Reading with Peer Feedback

Read your draft slowly and clearly to your peer audience two times. Then ask the following questions and record their responses:

1. What contemporary issue does my personal experience address?
2. What seems to be my position on or attitude towards this issue? How was it shaped by my experience?
3. What percentage of the story focused on my experience? What percentage focuses on the issue? How should I adjust the emphasis in this essay?
4. What can I do to make the scenes and people in the story more vivid?
5. What additional information about the issue my experience addresses would be helpful?
6. What new information or insight does this essay offer you?
7. What do you like most about this draft?
8. What revisions do you suggest?

Peer Review Logistics For The Reading Aloud Session

For Readers

For the writers who are reading their memos during the peer review session, they receive 10 points for the Writing Process grade automatically.

Be sure to read your paper at a moderate rate; it's easy to start reading quickly. Take your time. If there's a grammatical/stylistic mistake, just keep reading.

For Peer Reviewers

As you read along on the computer screen, jot down reactions, questions, and puzzlement you have. And you should also note suggestions that come to mind.

Once the writer is finished reading his or her Article Analysis Memo, there will be two to three minutes of silence for you to collect your thoughts and suggestions. After two minutes each person in the room provides feedback based from 1) and 2)—be concise and to the point while detailing specifically what you mean. You should offer constructive, helpful criticism and do so in a respectful manner:

- 1) Name two aspects you really enjoyed or liked about the writer's Article Analysis Memo.
- 2) Provide two areas for development or weaknesses (non-grammar) that might need to be addressed before the final draft. Offer concise suggestions and recommendations.

There are a number of different aspects of the document you can comment on. Here are some examples:

- Need for more supporting evidence, details, description, and examples
- Lack of clarity with ideas or expression
- Lack of thesis or weak thesis
- Confusing passages
- Unnecessary points or details
- Organization
- Introduction
- Conclusion

Peer Review Questions

Each person should have two different drafts. Make sure each memo has proper contact information on it before you leave. You can email your comments to your peers or get them to each person at meet times you coordinate on your own.

You must get your commentary to your two people by midnight tonight 1/25.

Each peer review commentary, if done adequately, will count for five points apiece for the Writing Process grade.

You need to answer these questions in response to each Article Analysis memo:

- 1) Simply concisely list the main strengths (provide two) and weaknesses (provide two) of the document.
- 2) How can the summary at the start of memo be stronger? How can the writer provide a stronger context for the reader? Offer at least one specific recommendation/suggestion for improving the memo's summary of the article.
- 3) What is the writer's evaluative judgment (thesis) about the article? Summarize the thesis. Where is the author's position introduced? How does the thesis need further development or refinement? Does it need to be more specific, earlier, or later? Offer at least one specific recommendation/suggestion for improving the writer's thesis.
- 4) Which parts of the memo need to be explained more fully by examples, further explanation, and detail? Note specific parts of the memo (ideas, examples, etc.) that need further development. How can the writer's evaluation of this article be more detailed? Offer at least two specific recommendations/suggestions for improvement.
- 5) Is this document organized logically? Can paragraphs or ideas be arranged more effectively? Suggest changes in the organization of the memo Be specific. Does the memo have effective transitions from one paragraph to another? Offer at least two specific recommendations/suggestions for improving the memo's organization and transitions.
- 6) How can the conclusion provide a better sense of closure and be more interesting? Be specific. The conclusion shouldn't be boring and/or tacked on. Offer at least one specific recommendation/suggestion for improving the writer's conclusion.
- 7) Offer two inventive suggestions for the subject line (title) of this memo.

PEER REVIEW LOGISTICS FOR THE READING ALOUD SESSION

For Readers

For the writers who are reading their documents during the peer review session, they receive 10 points automatically.

Be sure to read your paper at a moderate rate since it's easy to start reading quickly. Take your time. If there's a grammatical/stylistic mistake, just keep reading.

For Peer Reviewers

As you read along on the computer screen, jot down reactions, questions, and puzzlement you have. And you should note suggestions for the paper that come to mind.

Once the writer is finished reading, there will be two minutes of silence for you to collect your thoughts and suggestions. After two minutes each person in the room provides feedback based from 1) and 2)—be concise and to the point while detailing specifically what you mean. You should offer constructive, helpful criticism and do so in a respectful manner:

- 3) Name one or two aspects that you really enjoyed or liked about the writer's SAR Paper.
- 4) Provide two areas for development or weaknesses (non-grammar) that might need to be addressed before the final draft. Offer suggestions and recommendations.

A Successful Summary-Analysis-Response (SAR) Paper

- Interests the reader with a strong introduction that provides a context for the article while offering a clear and assertive thesis that directs the action of the paper and reflects the whole document
- Provides a concise and accurate summary of the article to orient the reader in the summary section
- Uses components of the “rhetorical toolkit” (*ethos*, *logos*, and *pathos*) appropriately and effectively to evaluate the strengths and weaknesses of the author's article in the analysis section
- Presents your detailed and reasoned response to the author's ideas and supporting details in the response section
- Offers a conclusion that summarizes the paper in an interesting manner while also reasserting the thesis
- Paraphrases and integrates quotations from an article effectively, smoothly, and ethically through appropriate introductory phrases and in-text citations in MLA Style
- Uses third person voice to summarize and analyze the article in the first two sections of the body of the paper and does not use second person (you, your) at any point in the paper
- Has focused and unified paragraphs that relate specific and concrete details about the author's article in a developed and articulate manner
- Exhibits strong concision, cohesion, transitions, and sentence variety in length and type
- Does not have editing errors that distract the reader or disrupt the meaning of sentences.
- Is relatively free of mechanical and proofreading errors.

LOGISTICS FOR THE TAKE-HOME COMPONENT OF PEER REVIEW

Each person should have two different papers. Make sure each paper has proper contact information (email) on it before you leave. You email your comments to your classmates, and you need to print out the emails you receive about your paper.

You must get your comments to your two people by before midnight tonight, 11/16.

After reading each paper, focus solely on the content and ideas of the paper and offer specific comments and detailed suggestions on how to improve the paper. You need to answer these questions in response to each paper:

- 1) Simply list the **main strengths** (provide two) and **weaknesses** (provide two) of the paper.
- 2) How can the **Introduction** and **Thesis** be more effective? Where are more specific details, examples, and explanation needed to grab a reader's attention about this article and its points? Does the thesis provide a complete evaluation of the article? Is the clear and specific about what's effective and/or ineffective about the article? How can it be more effective?
Offer at least one detailed suggestion for the introduction and/or the thesis.
Be specific and detailed.
- 3) How can the **Summary Section** be more effective? Does it seem like the writer provides an overall summary of the *whole* article in this one paragraph? What needs to be developed or cut? What needs to be revised or tweaked?
Offer at least one detailed suggestion for the summary paragraph.
Be specific and detailed.
- 4) In regard to the paper's **Analysis Section**, what specific areas or whole paragraphs need to be explained more fully by examples, further explanation, and specific details? Note areas of the paper that need further development in regard to the rhetorical toolkit: *ethos*, *logos*, and *pathos*? What does the writer need to include or address with more detail? Or what does the writer need to cut?
Offer at least two detailed suggestions on how to make the analysis section stronger.
Be specific and detailed.
- 5) How can the writer bring out his or response ideas and experience more in the **Response Section**? How can the writer explain his or her thoughts and ideas about the argument and/or attempt to persuade readers? What should the author do to develop the response section?
Offer at least two detailed suggestions on how to make the response section stronger.
Be specific and detailed.
- 6) Does the **Conclusion** pull together the paper in an interesting manner, or is it just boring, tacked on, repetitive or non-existent? How can the conclusion provide a better sense of closure and be more effective?
Offer at least one detailed suggestion on how to make the closing paragraph stronger.
Be specific and detailed.
- 7) Offer two inventive suggestions for the **Title** of this paper.

PEER REVIEW GUIDELINES

PHASE ONE (CONTENT)

For each paper you review, you'll have approximately 20 minutes to provide substantial and detailed written comments to help your classmate improve his or her paper. There will be two rotations during Phase One for Peer Review.

The Process:

1. Read the draft of the Analyzing an Ad Paper carefully and slowly; simply listen to the writer's ideas.
2. Using the "Peer Review Questions" on the backside of this paper, provide substantial written comments about this person's paper on a separate piece of paper with your name on it. In addition to providing your perspective on what isn't working in the essay, offer suggestions (about details, examples, and explanations) to help the writer improve his or her essay. Also offer support and encouragement for parts of the essay you find really engaging, interesting, and effective.

After approximately 20 minutes, you will switch to a different writer's paper and repeat the process.

PHASE TWO (GRAMMAR/STYLE)

Taking someone else's paper, focus on grammar, mechanics, and style. Do not correct mistakes for the writer—it is the writer's responsibility to do his or her own corrections.

The Process:

Read this complexity thesis paper out loud and backwards, meaning that you read the last sentence first, next to last sentence next, and so on. As you look at each sentence individually for grammatical glitches, circle any problems with grammar, punctuation, and spelling that you find and also underline places where phrases and clauses sound "awkward," "clunky," garbled, or "just not right."

PEER REVIEW QUESTIONS

After reading the paper, focus solely on the content and ideas of the essay and then offer specific comments about parts of the paper and detailed suggestions on how to improve the paper.

1) Provide a concise statement (at the most 4 sentences) about what you really liked, what you enjoyed, and what you see are the strengths of this paper.

INTEREST

2) How can the paper create more interest for the reader? How can the Analyzing an Ad Paper be more vivid and interesting? What additional details could help?

Then offer **one detailed suggestion** on how to create and sustain interest for the reader.

THESIS

3) Where is the thesis of the paper? Is it where it should be? Keep in mind that the thesis of this paper should direct the action of the whole paper, so where is the thesis incomplete, boring, weak, or in need of development?

Then offer **one detailed suggestion** on how to make the thesis stronger, more assertive, and more reflective of the whole paper.

DETAILS AND DEVELOPMENT

4) Which parts of the paper need stronger specific and concrete details? Identify two specific parts of the paper that need further details and/or development.

Then offer **two detailed suggestions** to help the writer.

EXAMPLES AND EXPLANATION

5) Which parts of the paper need to be explained more fully by examples and/or further explanation? Identify two specific parts of the document that needs further development with examples and/or further explanation.

Then offer **two detailed suggestions** to help the writer.

ATTITUDE

6) Where are places in the paper where the writer's tone or voice is inconsistent? Identify at least one area where the author needs to have a more formal or less formal tone or voice.

Then offer **one detailed suggestion** to help the writer.

STYLE

7) How can paragraphs be organized more effectively? Identify one specific part of the document that demands a change in organization.

Then offer **one detailed suggestion** to help the writer.

8) Where are places where the paper needs helpful transitions within the paragraphs to create strong coherence, aka "flow"? Identify one place where a transition is needed.

Then offer **one detailed suggestion** to help the writer.

The Prospectus

Due: F 3-13

minimum page requirement: 3 pages (double-spaced) plus working bibliography

Baskerville, 12 point; Garamond, 12 point; Times New Roman, 11 point

Point total: 30

Your task:

This pre-writing journal is designed to work as formal heuristic, a document that explores the subject you will write about in your proposal. The focus is for you to reflect on your research and think about how you will construct your argument.

You should address these questions with a great deal of depth and development:

1. What problem do you intend to address? Why is it problematic? Why is it important? What are its causes and effects? Why should the reader and the surrounding community care?
2. What are the many different sides (more than just two) to the issue? How do different people argue about this problem? What are the many possible solutions for this problem? Who are possibilities for the outside reader?
3. What is your working thesis or organizing idea right now—what do you think is the best solution and why? How do you intend to structure your argument specifically? What are your main points and what support (examples, evidence, likely stories, source material, and logical reasoning) will you provide in what order? Provide specific details as to how you will support your position and also address counterarguments and other solutions.
4. In regard to your tentative solution, how can it appeal to concerns about ethics, justice, and practicality? Germane to ethics, how can you argue from authority and principle? Germane to justice, how can you argue from analogy (precedent) and authority from law? Germane to practicality, how can you argue from analogies, from signs, and based from causality?
5. Attach a bibliography of sources you have read or intend to use. These must be provided in a separate Works Cited page with proper APA documentation.

Special note: If you do not complete a prospectus and submit it by 3-13, your group forfeits its chance to write the civic proposal.

Civic Proposal

Peer Review: W 4/18

Essay with cover letter due: M 4/23

Documents & Formats

The Prospectus acts a pre-writing document for your proposal.

Point total: 50

The Civic Proposal should detail a problem and argue for a specific solution.

Point total: 100

The Cover Letter must address an outside audience about your proposal.

Point total: 50

This proposal should have these basics:

- A minimum of three pages of single-spaced writing, excluding the title and works cited page (Baskerville or Garamond 12 pt.)
- A report format with headings and effective use of white space
- Sources cited through the MLA citation system
- A minimum of four outside sources used, one of which is peer-reviewed
- A Works Cited page

Your Writing Task

Write a proposal that takes a stand and supports its position through the use of strong description and evidence, real or likely examples, clear establishment of terms, careful reasoning, and acknowledgment and analysis of counterarguments (how someone would argue against the problem or your solution).

You need to show that there is a problem that needs to be addressed (discussing causes and effects). You then need to sift through all the possible solutions and persuade your audience that your solution is the most effective strategy to help the problem.

As for topics, you will have to identify a local problem and work with it. Here are the basic categories from which you should brainstorm about an issue or problem:

- Eastern Illinois University
- Charleston/Coles County
- Your neighborhood, city, or suburb
- The state of Illinois

Keep in mind that you should pick a subject that you might be able to change and also one about which you can address an outside reader. The proposal needs to avoid using first-person singular (“I”) and second-person (“you”), but if you use personal experience or examples, it’s entirely appropriate to use “I” when relating that experience.

In addition to choosing a problem and proposing a solution for it, you can present your paper to one or more members of a group or to an outsider who might help solve the problem or address the issue. This writing assignment should include a cover letter that addresses why you are

writing this person or group and provides an introduction and summary of your proposal. Besides submitting your paper to me, you should submit your work to your outside reader.

Here are some subjects that are not permitted: abortion, capital punishment, euthanasia, affirmative action, cloning, gun control, legalization of medical marijuana, stem cells, the death penalty, drunk driving, the drinking age, seat belts, school uniforms, prayer in public schools, the conceal to carry law, smoking bans, constitutional bans on homosexual marriages, and the legalization of marijuana or other drugs. I reserve the right to veto topics. The prospectus works as a safety net.

Your report should use a minimum of four different sources, either by quotation, paraphrase, or display of information. Long, block quotations are not permitted. One of those four sources must come from a peer-reviewed journal. If you need to use a website source, you must clear it with me.

In *Collision Course: Conflict, Negotiation, and Learning in College Composition*, Russel K. Durst effectively sums up the argument paper: “Written argument, to be effective, not only involves passion and enthusiasm. It also requires complexity of thought, preparation, and sustained attention. Such writing must be built systematically, conflicting positions examined, one’s own developing views related to those of others, evidence generated and then sifted through, generalizations critiqued, audience taken into account, questions of essay structure considered” (108).

Your Role and Audience

You should write the essay from a position of power to readers who might take an opposing viewpoint from your own. You need to show that there is a problem and its effects. And then you need to have a plausible solution for that problem.

Your proposal needs to have a clear purpose with ample detail to support this purpose. It should have a beginning that generates interest, an ending that provides a sense of closure, and the parts in between should be arranged in a logical and rhetorically effective sequence. The document should demonstrate stylistic maturity and mastery of editorial conventions (appropriate style/ tone and grammatical correctness).

Format

This civic proposal should be organized in this manner and can use headings and subheadings where appropriate:

- Title Page: Provide a title and your name.
- Summary: Present a concise one-paragraph summary of your proposal.
- Introduction: Provide background information and key issues of the document while previewing the report’s content and your bottom-line/thesis (your proposal).
- Problem/Opportunity: Present an analysis of the problem that you are addressing with strong details and examples while contending with counterarguments.
- Solution: Argue for your specific solution with cogent and sound argumentation while grappling with counterarguments.

- Conclusion: Provide a summation of your civic proposal, but not in the same exact words as other sections.
- Works Cited: Offer a properly formatted Works Cited page in MLA Style.

Evaluation

Your proposal needs to have a clear purpose with ample detail to support this purpose. It should have a beginning that generates interest, an ending that provides a sense of closure, and the parts in between should be arranged in a logical and rhetorically effective sequence. The document should demonstrate stylistic maturity and mastery of editorial conventions (appropriate style/tone and grammatical correctness).

A Successful Civic Proposal

- Provides a concise summation of your proposal in the first section of report.
- Offers an introduction that provides context and background for the reader while briefly introducing your solution.
- Explains the problem by using appropriate, accurate, and logically sound assertions, examples, and details.
- Offers a solution section that persuades readers by making logical and ethical claims that show how your proposal will help solve the problem or address the opportunity through a solution that is ethical, just, and practical.
- Provides a concise conclusion section that connects to the bottom-line (your solution).
- Offers strong support for its solution by using solid examples, strong explanation, valid and credible research, specific and concrete details, and professional tone.
- Uses at least four sources (one of which is peer-reviewed) to support its argument, not to carry the argument.
- Has focused and unified paragraphs that are appropriately developed.
- Is free of irrelevant details.
- Follows the proper format of a proposal by using headings and subheadings.
- Paraphrases and integrates quotations from sources effectively, smoothly, and ethically through appropriate introductory phrases and in-text citations in MLA Style.
- Exhibits strong concision, cohesion, transitions, and sentence variety in length and type.
- Avoids using “I” and “You.”
- Does not have contractions, such as “don’t,” “can’t,” “won’t,” etc.
- Does not have editing errors that distract the reader or disrupt the meaning of sentences.
- Is relatively free of mechanical and proofreading errors.

The Prospectus

Due: W 4/11

Minimum page requirement: 3 double-spaced pages + a working Works Cited page

Baskerville or Garamond 12 pt.

Point total: 30 points

Your Writing Task

This pre-writing journal is designed to work as formal heuristic, a document that explores the subject you will write about in your proposal. The focus is for you to reflect on your research and think about how you will construct your argument.

You should address these questions with a great deal of depth and development:

1. What problem do you intend to address? Why is it problematic? Why is it important? What are its causes and effects? Why should the reader and the surrounding community care?
2. What are the many different sides (more than just two) to the issue? How do different people argue about this problem? What are the many possible solutions for this problem? Who are possibilities for the outside reader?
3. What is your working thesis or organizing idea right now—what do you think is the best solution and why? How do you intend to structure your argument specifically? What are your main points and what support (examples, evidence, likely stories, source material, and logical reasoning) will you provide in what order? Provide specific details as to how you will support your position and also address counterarguments and other solutions.
4. In regard to your tentative solution, how can it appeal to concerns about ethics, justice, and practicality? Germane to ethics, how can you argue from authority and principle? Germane to justice, how can you argue from analogy (precedent) and authority from law? Germane to practicality, how can you argue from analogies, from signs, and based from causality?
5. Attach a bibliography of sources you have read or intend to use. These must be provided in a separate Works Cited page with proper MLA documentation.

Important Note

If you do not complete a prospectus and submit it by W 4/11, you forfeit your chance to write the Civic Proposal.

Assignment

As the page 3 designer of a daily newspaper, you get to select stories before the rest of the section – that is, after the front-page editors/designers decide. You have several options for this page, as listed below. You must select a font for BODY TYPE, HEADLINES, CUTLINES, BYLINES and FACTBOXES. When you are done, you will save this on your own ZIP disk and in the student folder on the desktop. Next, you will place this in my DROP folder by using the chooser. I will give you directions on how to do this. You peers' work will be available for review in this folder for the following week when some will be critiqued in class. This assignment, worth 50 points, is due next Wednesday night.

Stories

A hostage situation has taken place in your main city. You have several photos to choose from. It's your choice as to how many go on the page. Just make sure that there are at 2-4 other stories on the page as well.

There are also several other stories listed in the READ folder, including

A story on downstate voters preparing for the next election.

An EIU instructor remains in critical condition that includes a generic mug shot, if needed. You can just plug in a picture of anybody for this.

A tornado strikes a Wisconsin town.

Bug spray sales have increased since West Nile has become a problem.

The hometown college team gets routed in its season opener.

Graphics

You can read through the stories and decide if anything can be taken out for a factbox or graphic on this page.

Photos

Change the photos to black and white screens.

Name _____

Points ____/50 points

Advanced Publication Design (JOU 4760)

Typography Assignment Gradesheet

_____ **READABILITY** – Fonts are easy to read and appropriate for this audience. Fonts are not limited to one typeface, which typically yields dull design. Plus, font includes elegant italics. Avoids unreadable color screens and unreadable reverse type. **(10 points)**

_____ **CONTRAST** – Fonts allow for contrast. Headlines and other display type are clearly distinguished from body type; further, contrast is provided through combinations of demi and lighter tones. **(10 points)**

_____ **PRESENTATION** – Reader can easily find, and skim, key elements. This typically means a consistency of placement of text and fonts for headers. **(10 points)**

_____ **STORY TELLING** – Information is offered in a way that helps tell this applicant's story – presented by clearly revealing the most important information first. This typically means a clear hierarchy of content (headlines, text) is revealed through placement on the page **(10 points)**

_____ **EDITING** – This document is edited for grammar, structure and spelling. Each error has been caught before publication. **(10 points)**