

Assessment and Reaffirmation of Foundational Written Communication Outcome Report Example

This example was prepared by Derek Sherman and Bradley Dilger for English 10600, First Year Composition. For materials referenced in links below, or more information about our courses and assessment program, please see our web site, <https://www.cla.purdue.edu/academic/english/icap/>.

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Assessment and Reaffirmation of Foundational Written Communication Outcomes

1. Course name and section number: English 10600—First Year Composition

2. Instructor: Derek Sherman

3. Foundational learning outcomes for written communication:

- Demonstrates understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses on all elements of the work.
- Uses appropriate and relevant content to explore ideas and/or demonstrate mastery of the subject, conveying the writer's understanding, and shaping the work.
- Demonstrates attention to and successful execution of organization, content, presentation, format and stylistic choices in writing.
- Demonstrates use of credible, relevant resources to support ideas that are situated within the discipline and genre of writing.
- Uses language that effectively communicates meaning to readers with clarity and fluency.

4. Provide a short description of the work that students performed to meet the written communication outcomes:

Sample Assignment: Students are asked to construct a **literature review** of five academic sources found on the Library's databases based on a topic within their field of study or of interest to them. The assignment, usually scheduled early to mid-semester, requires that students briefly summarize and analyze each article for its credibility and contribution to the literature: that is, students critique the author(s) ethos, research methods and participants, etc. Students are then asked to synthesize all five articles to demonstrate the scholarly conversation on their topic. (Please see Appendix)

ICaP Practices: This assignment supports most, if not all, of the current ICaP English 106 Outcomes, but focuses on the first (rhetorical awareness) and fifth (conducting research):

1. Demonstrate rhetorical awareness of diverse audiences, situations, and contexts;
2. Compose a variety of texts in a range of forms, equaling at least 7,500-11,500 words of polished writing (or 15,000-22,000 words, including drafts);
3. Critically think about writing and rhetoric through reading, analysis, and reflection;
4. Provide constructive feedback to others and incorporate feedback into their writing;
5. Perform research and evaluate sources to support claims;
6. Engage multiple digital technologies to compose for different purposes.

The table below maps UCC written communication outcomes to ICaP course outcomes and the sample literature review assignment.

Written Communication	ICaP Outcome	Rationale	Sample Assignment
Demonstrates understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses on all elements of the work.	Outcome 1	Outcome 1 purposefully addresses student awareness and understanding of audiences, situations, and contexts, which center on students' topics and assignments. This outcome asks students to effectively adapt their communication for varying contexts, audiences, and/or purposes.	The sample assignment asks students to demonstrate an understanding of a topic within their field of study or of interest to them through five academic articles. Students then illustrate their understanding of the topic's context by informing their peers of the topic.
Uses appropriate and relevant content to explore ideas and/or demonstrate mastery of the subject, conveying the writer's understanding, and shaping the work.	Outcomes 2, 3, 5, and 6	Outcomes 2, 3, 5, and 6 all work toward rhetorical awareness of a topic, which requires students to utilize various forms of content, including digital genres, to effectively communicate. It is through the writing process that students are able to develop a meta-awareness of appropriate and relevant content that leads to mastery of their subject.	Students are asked within this assignment to demonstrate an understanding of the topic through a summary, analysis, and synthesis of the five articles to convey their understanding of the topic.
Demonstrates attention to and successful execution of organization, content, presentation, format and stylistic choices in writing.	Outcomes 1, 2, and 6	Outcomes 1, 2, and 6 work towards the successful execution of organization, content, presentation, format and stylistic choice including digital and multimodal spaces. Context, too, plays a large role in how students are able to demonstrate a successful execution of organization; therefore, built into these three standards are a meta-awareness of context, audience, and purpose.	Again, successful execution depends on the student's ability to summarize and analyze each article and then to put these articles into conversation with themselves. Students must clearly make choices in how they present the content (e.g., tone, word choice, etc.) because of their intended audience: their peers.
Demonstrates use of credible, relevant resources to support ideas that are situated within the discipline and genre of writing.	Outcomes 1, 3, and 5	Outcomes 1, 3, and 5 address credible and relevant resources, which are based on contexts. Students will consider genre, effective forms of primary and/or secondary research, and the context to demonstrate credible, relevant sources for the context, situation, and/or audience.	As above

Uses language that effectively communicates meaning to readers with clarity and fluency.	Outcomes 1, 2, 5, and 6	Outcomes 1, 2, 5, and 6 all work towards understanding the various contexts and the language needed in each context, including digital and multimodal spaces.	As above
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5. Describe how and when students were given feedback on their performance before the withdrawal deadline.

This specific assignment: Students are given feedback by their instructor prior to final draft submission, during conferences with their peers and their instructor, and a week after submitting their assignment.

ICaP Practices: Because writing is a social process, feedback is essential to how students grow and think in their current and future work.

All ICaP courses prioritize teaching how to engage with peer and instructor feedback, and all ICaP instructors provide extensive feedback on student writing followed by opportunities for revision. With feedback, students are expected to work with varying perspectives and audiences to make sure their messages are composed effectively, while at the same time guaranteeing students learn to make rhetorical choices on their own. These feedback opportunities also provide instructors with the ability to formatively assess their students' work, which helps develop the metacognition writers need. The value of feedback is emphasized in ICaP by multiple means:

- *Policy:* ICaP staff remind instructors of University policies requiring graded feedback in weeks 5, 6, and 7, and syllabus review helps enforce this requirement.
- *Assignment scaffolding and /sequencing:* ICaP courses include assignments that are scaffolded and help students work towards incorporating feedback from both instructors and peers over time. That is, students submit and revise drafts—as is the case in any real-world writing situation.
 - **Example (Assignment Sequencing):** Students are guided through the research and writing process utilizing the following assignment sequence:
 1. the literature review itself, where students analyze, summarize, and synthesize five academic sources and create a visual source map;
 2. students then use those sources along with primary research they have conducted and a dissenting opinion to compose an argumentative essay using questions of conjecture, definition, quality, or policy;
 3. students then remediate what they have learned in the previous two assignments and apply their argument to a specific new problem, audience, and task using digital tools (e.g., podcasts, infographics, research posters, etc.); and
 4. students compile all of these assignments into a portfolio—including brainstorming, rough drafts, peer and instructor feedback, mini-assignments, and final drafts—and compose a final reflection that describes their growth as

writers within English 106/108 as well as their ability to meet our six ICaP outcomes.

- Together, these assignments are scaffolded to create a semester where the students' research and writing skills build on one another and give students an abundance of opportunities to practice meeting ICaP outcomes. As illustrated, feedback is given before, during, and after every major assignment. The feedback from the major assignment help students compose their next essays according to our sequencing practices.
- **Example (Sequencing within Assignments):** Additionally, each assignment is scaffolded where students are guided through the process of composing a final draft. For example, the literature review assignment mentioned has several scaffolding components:
 1. brainstorming topics of interest;
 2. researching academic journals and how disciplines vary in their writing;
 3. reading and annotating academic sources;
 4. moving toward synthesis through a literature review grid;
 5. visually showcasing how these sources work with one another to create a shared understanding of the student's topics;
 6. learning how to incorporate quotes and paraphrases—as well as what makes good source material—into research writing through a method known as OSIE (Observe, Support, Interpret, and Evaluate);
 7. composing a rough draft and receive feedback from the instructor and their peers to create a collaborative community; and
 8. revising and editing their drafts according to peer and instructor comments.
 9. using these scaffolded exercises within the assignments and the assignment sequence as a whole to help them compose a final reflection that illustrates their writing growth.
- **Conferences:** ICaP students have the opportunity to meet with instructors and peers in small group or one-on-one settings. Conferences help students work through various writing concerns with direct input, supporting instruction in the *use* of feedback.

6. Distribution of grades awarded to the entire class on the submitted assignments.

(NA for this sample)

7. Please attach a copy of the syllabus

(see Appendix)

8. Please attach de-identified samples -- one of excellent work, one of average work, one of poor work -- of student work (exam questions, projects, papers, etc.) showing how students demonstrated achievement of each of the learning outcome elements. Samples should show grading marks and other feedback. You only need one set of samples per outcome and some samples may be used to demonstrate achievement of multiple outcomes.

(See attached example of average student work)

Appendix A: Literature Review Assignment Sheet

Unit One: Finding, Evaluating, and Synthesizing Sources

The Major Assignment:

For this assignment you will summarize, analyze, and synthesize at least five scholarly articles from the library's databases in a 7-9 page (2,500-3,000 words) literature review essay. Your topic should focus on an area of inquiry within your major or one that is of interest to you. Although we want to be broad in our search for articles, we still want to keep in mind an area or niche that allows us to focus our discussion.

While you are only writing about five articles, it is likely you will actually need to find and read more than five. A reasonable amount would be to find seven, read them, and then discard the weakest that do not fit into your argument. We will go over key strategies in class to help you include and exclude specific sources to help you save time. However, **ALL SOURCES MUST COME FROM THE LIBRARY'S DATABASES.**



The Scope and Frame of the Paper:

This paper will be 7-9 pages: (2,500-3,000 words), not counting a References page, and contain the following components: 1.5 spacing and typed, with heading, in-text citations, and a References Page in APA format. All five articles discussed in the text should appear on the References page.

NOTE: APA format requires a title page and an abstract.

Introduction:

A quick overview of why the focus of your literature review is important/study worthy (in other words, why should we care about this issue?) You will need to let the audience know the research question(s) you are trying to find answers to in your review of the literature. You will need to provide a sentence or two of background information so we understand why your topic is important. Finally, you need to tell us how you selected the five sources that "made the cut" for your literature review. Did you only pick articles from 2009, for example? Why? Did you only use articles from Higher Education journals to get an administrative point of view? What aspect of your field does your literature review focus on (you might use one of the above questions as a focusing point)? Explain your rationale in a sentence or two.

Thesis:

Your thesis should tell us what all of five of your articles have to say about the topic in the form of an argument (e.g., These literature review sources argue that writing assessment must be locally grown in order for it to have an impact on curricula and student outcomes). The synthesis

section is where this thesis will really be prevalent; however, it will still be mentioned within the body sections of the essay.

Body:

You will need to tell us about your five scholarly articles you have found. For each article, you will need to give the following:

- the author's first and last name (last name only after first reference)
- the article title
- the year of publication.
- the academic journal where it can be found

You will also want to tell us the author's overall thesis/main argument and how and why they got to this argument. Once you have established this summary information, you will need to ANALYZE each article on its own merit.

To ANALYZE, you need to make a judgment of each source. How do you know it is a good or bad source (i.e., consider author's credentials, their use of sources, etc.)? Explain why you chose to include it in your literature review or why it is important for an overall understanding of the topic. What is helpful/useful/effective about this article? Be specific with your analysis! You should include quotes or paraphrases from the article to help the audience see your main criticisms about the article.

Synthesis:

The body of the essay is dedicated to summarizing and analyzing each article, but the last section of the body will need to be dedicated to synthesis, or putting all five article into conversation with one another. This section is the most valuable because it allows an audience to see how well you are able to make connections between various research articles and the content contained within them.

To SYNTHESIZE, you need to explain how this essay compares with the other four essays you have. What is unique about this essay? What does it include that the others don't? What is similar to another essay in your literature review? Find specific examples (quotes and paraphrases work well here as evidence)! OSIE formatting blends perfectly with the synthesis section.

Conclusion:

The conclusion of the literature review is most helpful when you address some of these questions:

- What conclusions can you draw from your intense study of these five sources?
- What questions has your review sparked for you?
- What seem to be trends and commonalities among all of the essays?
- Is there evidence of a disagreement about your topic in a negative or positive way?
- Does there seem to be several sides to the issue?
- Does further research on the topic need to occur?

Make sure you summarize your overall findings (e.g., “Judging from my brief literature review, I conclude that XYZ are the major trends in how pop culture has influenced American society”).

Audience:

Your audience for this paper is your peers who are trying to learn more about this topic. Consider carefully how much background and discussion is needed to inform your peers. Remember that not everyone is in the same major as you nor do they have the same interests, so consider this as your opportunity to inform them about something you appreciate.

Quotes and Paraphrases:

You will be expected to quote or paraphrase twice from each source, which equates to a total 10 direct citations from your sources. Please use a mix of paraphrases and quotes. The areas you may use these quotes most will be in the analysis and synthesis sections.

Helpful Hints:

This is NOT an annotated bibliography assignment, so please do not follow conventions for that type of assignment such as making “entries” or skipping lines between sources. Annotated bibliographies do not put sources in conversation with each other as a literature review does. In a literature review, standard essay conventions apply such as use of transitions and interpretation of quotes.

Supporting Project:

You will need to map out your topic and its sources visually. The map can take many different forms such as a thematic mapping, chronological mapping, etc., but it will need to be done visually. You can consider using programs such as draw.io or even pencil and paper. Your goal should be to use this project as a stepping stone into your synthesis. This supporting project is meant to help you see connections between your authors and their arguments. Lastly, I will need a short write-up of 100-250 words describing your process in creating this map. I will show examples and provide some tutorials in class to help you with this project. Remember: every supporting project can and should be used in the final essay and should not be considered extra work.

Self-Script:

You will be provided with a prompt for this reflection on Monday, July 1st on Bb. Class time will be dedicated to responding to this prompt.

Goal(s):

Students will summarize, analyze, and synthesize at least five peer-reviewed journal articles within their field or in a topic of interest to them. Keep in mind that this should be a topic that you're willing to write about the entire semester. The following ICaP goals will also be met with this assignment:

- Demonstrate rhetorical awareness of diverse audience, situations, and contexts
- Compose a variety of texts in a range of forms, equaling at least 7,500-11,500 words of polished writing (or 15,000-22,000 words, including drafts)
- Critically think about writing and rhetoric through reading, analysis, and reflection
- Perform research and evaluate source to support claims

Unit Grade Breakdown:

Grade Breakdown	Approximate Word Count	Unit/Project Points
Unit 1 Finding, Evaluating, and Synthesizing Sources		
Literature Review	2,000-2,500	250
Visual Source Map	250 words	50
Self-Script	250-500	10
		Unit Percentage: 31%

Important Due Dates:

1. **Literature Review Rough Draft Due:** Friday, September 6th, 2019 by 11:59 p.m. on Bb
2. **Visual Source Map Due:** Wednesday, September 11th, 2019 by 11:59 p.m. on Bb
3. **Final Literature Review Due:** Sunday September 15th, 2019 by 11:59 p.m. on Bb
4. **Self-Script Due:** Monday September 16th, 2019 by 11:59 p.m. on Bb

Rubric for Supporting Project

<p>Attention to Detail and Purpose: Student/Group has put in effort and has managed to hit most the assignment’s goals.</p>	<p>10...9...8...7...6...5...4...3...2...1...0</p>
<p>Rhetorical Effectiveness/Strategies: Student/Group has used rhetorical techniques/tools to effectively persuade or inform an audience.</p>	<p>10...9...8...7...6...5...4...3...2...1...0</p>
<p>Audience Awareness: Student/Group has shown an understanding of how to effectively communicate with the audience.</p>	<p>10...9...8...7...6...5...4...3...2...1...0</p>
<p>Arrangement: Student/Group has shown an effective arrangement that impacts the overall rhetorical and audience effectiveness.</p>	<p>10...9...8...7...6...5...4...3...2...1...0</p>
<p>Medium/Genre: Student/Group has worked within the genre and can manipulate the genre to fit their needs.</p>	<p>10...9...8...7...6...5...4...3...2...1...0</p>

Total: ____/50

Rubric

Category	Developing	Acceptable	Exceeds Expectations
<p>Thesis and Focus—40 points</p> <p>Does the literature review essay DEMONSTRATE A SCOPE OF LITERATURE?</p> <p>___ Review summarizes and analyzes 5 sources in detail including author, title, year, and key arguments made in each of the essay</p> <p>___ Review provides background information on the topic and why it is important</p> <p>___ Review creates a conversation on a specific topic by providing the reader with an understanding of what these sources collectively say</p>			
<p>Organization—40 points</p> <p>Is the essay organized so the reader can easily sense a pattern of thought?</p> <p>___ Essay has a standard introduction, body, and conclusion</p> <p>___ Essay uses transitions between ideas/sections to keep the essay moving</p> <p>___ Essay uses contrasting transitions to denote when essays have points of disagreement</p> <p>___ Similar issues are grouped together, not scattered randomly through the essay</p>			
<p>Development/Research—100 points</p> <p>Are scholarly sources used effectively to create , discuss, and/or support a conversation on a topic?</p> <p>___ The writer effectively introduces and summarizes each article (Summary)</p> <p>___ The writer effectively analyzes each article and its author(s) for its strengths and /or weaknesses (Analysis)</p> <p>___ The writer effectively synthesizes all articles by putting them in conversation with one another (Synthesis)</p> <p>___ At least two paraphrases or two quotes from each of the essays being analyzed are used effectively to support/develop a main claim about the essay</p>			
<p>Voice—25 points</p> <p>Do most works have a cohesive voice? Is language clear?</p> <p>___ The first time a new source is used an introduction is given (the first and last name of the author, article title, and year)</p> <p>___ Essay makes distinctions between writer’s voice and the author they are analyzing</p> <p>___ Pronouns have a clear referent (no unclear “this” or “he” or “it”)</p>			

<p>Mechanics—25 points</p> <p>Does the essay have...? ___ Clear and legible prose that does not distract the reader ___ Correct spelling, punctuation, and style in service of its rhetorical context or focus</p>			
<p>Documentation—20 points</p> <p>Does the essay have...? ___ A correct Works Cited page in APA format ___ Correct APA format for the whole paper, including headings and page numbers and spacing between paragraphs ___ An abstract ___ Anything that should be cited is cited (no plagiarism) ___ Correct APA in-text citations</p>			

Total Points: _____ / 250

General Comments:

Appendix B: English 106 Syllabus

Instructor: Derek Sherman
Office: HEAV 210
Email: sherma11@purdue.edu
Office Hours: Wednesdays from 12:00 – 1:00
 (and by appointment)

Course Website: BlackBoard Learn

English 10600 Syllabus Sample First-Year Composition Academic Rhetorics Fall 2019 9:30 a.m. to 10:20 a.m.

Monday	Tuesday	Wednesday	Thursday	Friday
Classroom REC 227 ENGL 10600-038 CRN 10712	Conference HEAV 223 ENGL 10600-043 CRN 10732	Classroom REC 227 ENGL 10600-038 CRN 10712	Conference HEAV 223 ENGL 10600-044 CRN 10735	Computer Lab Stanley Coulter 183 ENGL 10600-038 CRN 10712

Course Description and Expected Outcomes

English 10600 is the standard 4-credit hour composition course for students at Purdue. The course provides students with the opportunity to interpret and compose in both digital and print media across a variety of forms. Students engage in active learning, which includes class discussion, learning in small groups, problem solving, peer review, and digital interaction. English 10600 is grounded in the idea that writing provides an outlet for sharing and developing ideas; facilitates understanding across different conventions, genres, groups, societies, and cultures; and allows for expression in multiple academic, civic, and non-academic situations. In short, writing is a way of learning that spans all fields and disciplines.

By the end of the course, students will:

1. Demonstrate rhetorical awareness of diverse audiences, situations, and contexts
2. Compose a variety of texts in a range of forms, equaling at least 7,500-11,500 words of polished writing (or 15,000-22,000 words, including drafts)
3. Critically think about writing and rhetoric through reading, analysis, and reflection
4. Provide constructive feedback to others and incorporate feedback into their writing
5. Perform research and evaluate sources to support claims
6. Engage multiple digital technologies to compose for different purposes

Syllabus Theme: Academic Rhetorics

The goal of the Academic Rhetorics theme is to situate students within the writing of the academy. Students will be expected to conduct primary and/or secondary research and summarize, analyze, and synthesize this research into cohesive prose. It is recognized, however, that writings in the academy are diverse, context, and discipline specific; therefore, the goal is to familiarize students with academic research and writing processes while also asking students to write in genres typically associated with the academy (e.g., summaries, literature reviews, argument research essays, and/or statistical interpretation).

Additionally, the goal of the Academic Rhetorics theme is to prepare students to adapt their knowledge to broader audiences, including digital and public spaces. Students are thus prepared to understand and write

in typical academic genres while also being able to adapt and negotiate their writing skills to more public and digital contexts. Students are expected to showcase their growth in Academic Rhetorics through the compilation of a final portfolio. This portfolio is a good opportunity for students to illustrate their writing and communication abilities to future employers—academic or otherwise.

Teaching Philosophy

I believe that all writing courses need to follow four rhetorical principles:

1. Writing and knowledge are locally and globally informed and fluid
2. Writing and knowledge requires a listening ear
3. Writing and knowledge acquisition should be authentic and purposeful
4. Writing and knowledge requires adaptation and negotiation

Writing and knowledge are locally and globally informed

Students often situate writing in the context of the classroom with the teacher-as-examiner audience model. To challenge my students to think beyond these boundaries, I encourage students to see knowledge and writing not only locally informed in the classroom and surrounding community, but also nationally and globally. This is one reason why I have decided to eliminate student papers to a single course theme. Consequently, my approach to composition courses has a philosophy of open and fluid borders because it makes writing authentic and purposeful, but also more informative.

Writing and knowledge requires a listening ear

Valuing local and global contexts and authentic and purposeful writing, I place pivotal importance on the use of rhetorical listening in the classroom. Rhetorical listening, as theorized by Krista Ratcliffe in *Rhetorical Listening: Identity, Gender, Whiteness*, asks students to create identifications or disidentifications when listening and discussing cultural logics. Therefore, I find it necessary to include a rhetorical listening clause in my classroom that allows students to understand that I am not expecting them to identify with my views or the views of their classmates, but to understand where we are coming from. I don't want you to simply critique and throw away others' ideas because they do not fit with your current beliefs, but to engage and listen to these

Writing and knowledge acquisition should be authentic and purposeful

My philosophy is to hold students accountable in making writing authentic and purposeful to their own lives, research interests, and future. I do not know you outside of the contexts of the classroom, so I challenge you to bring your outside interests into the classroom. Thus, I value the use of interdisciplinary work, students' personal and academic discourses, and language that falls outside of Standard American English—although SAE has its purposes and audiences. This is why audience knowledge is key. By valuing these elements as an instructor, I believe that writing can be made authentic and purposeful to the student by the student.

Writing and knowledge requires adaptation and negotiation

Writing and knowledge-making practices are not static and, therefore, require users to adapt and negotiate their uses per rhetorical situation. In this case, writing entails a proactive stance where you deeply understand how something came to be locally and globally through active listening. What works in one situation may not work in another; therefore, writing must be adapted and negotiated through careful consideration of the surrounding context.

Required Texts

In this course, we will use the following textbook as well as supplemental materials and articles that will be provided on Blackboard during the appropriate unit.

From Inquiry to Academic Writing: A Practical Guide by Stuart Greene and April Lidinsky, 4th ed. (ISBN: 978-1319071240) [Rental from 16; purchase from \$29 (used) to \$46 (new)]

You must also have the following materials:

- Purdue BOX cloud storage (<https://purdue.box.com>);
- a binder or folder in which you will keep your assembled coursework;
- notebook paper and a writing utensil (for taking notes and brainstorming in class)

I expect you to bring your book and these materials to class every day. I value our time together in the classroom, and I appreciate when you come to class prepared and ready to work together.

Portfolio (or, Professional Ethos: Establishing Credibility as a Student)

Every student in this class will prepare a final portfolio that contains all of the work composed throughout this semester, including brainstorming, peer and instructor feedback, rough drafts, final drafts, and your reflective log and final reflective essay. These pieces will be compiled into one large PDF or .docx file and submitted into Blackboard at the end of the semester. Composing this portfolio shows your writing growth as a student and constitutes your participation grade (see grade distribution below). The portfolio will need to be compiled professionally and must include a working Table of Contents. Please see “The ePortfolio Assignment” for more information and a grading rubric.

Description of Assignments

We will cover four main units with a major project. Supporting projects can be used directly in the final product:

Unit 1: Finding, Evaluating, and Synthesizing Sources

This unit is comprised of a literature review, a visual source map, and a self-script. The literature review (2,500-3,000 words) is the main assignment and will require you to summarize, analyze, and synthesize five academic secondary sources on a topic of your choice. A topic related to your academic major and/or interests is highly recommended. You will then map out these sources visually to illustrate the conversation surrounding this topic—imagine yourself using an online flowchart maker for this activity. The last element is a self-script (250-500 words) where you will reflect on the outcomes for this unit and what you think your strengths and/or weaknesses are in meeting these outcomes.

Unit 2: Argumentation and Rhetorical Strategies

Unit two is made up of one main assignment—the argument research essay—and three smaller assignments—primary research project, dissenting opinion, and the self-script. The argument research essay (2,000-2,500 words) demands you compose a specific argument on your literature review topic and guide the reader through reasons why your position is better than alternatives. Your position should be more critical than a binary position—there is always grey space to consider. Two smaller assignments—the primary research project and the dissenting opinion—will directly be used in your final argument research essay. You will build upon the literature review resources in Unit 1 by completing a primary research project. The primary research project will ask that you conduct **ONE** form of primary research—

e.g., interview, questionnaire, survey, observations, etc.—and include discussion of these results (500 words). A dissenting opinion asks you to find a secondary academic source that argues against your position and to write a report explaining their position without arguing against it (250 words). The last assignment for this unit is the self-script (250-500 words) where you will reflect on your ability to meet this unit's outcomes and your strengths and/or weaknesses.

Unit 3: Digital and Public Audiences—Remediation

Here is where my belief in adaptation and negotiation comes into play. This unit has two core pieces: 1) an audience and venue analysis (500-1,000 words) and 2) a remediation of your argument research essay based on your audience (approximately 1,000-1,500 words depending on remediation choice). The audience and venue analysis will come first as I will assign you a specific audience and your goal is to understand this audience to the best of your ability. Here you will use statistical data, websites, and other sources to understand your audience and their needs. After you fully understand your audience, you will then compose a digital remediation of your argument to fit that audience. The goal of this assignment is to get you to adapt and negotiate your argument to the needs of the audience. Lastly, you will compose a final self-script (250-500 words) where you reflect on your ability to meet this unit's outcomes and your strengths and/or weaknesses. All of your previous work should help you create this final project.

Unit 4: Synthesizing Learning

This final unit is meant solely for the portfolio and your final reflective essay (1,500 words). In this unit, you will collect all of the documents from your previous units and compile them into one PDF or .docx document. The core assignment to this unit is the reflective essay where you synthesize your learning throughout the semester and how well your writing meets the six ICaP outcomes listed in the **Course Descriptions and Expected Outcomes** section of this syllabus. Imagine yourself synthesizing all of your previous self-scripts as you do this. Also, refer to the "Portfolio Final Reflection" assignment sheet.

Self-Scripts and Final Reflective Essay: The Rhetorical Moves

Core to the self-scripts and the final reflective essay are specific rhetorical moves that need to be made, including:

- Explicitly mention how you have met all six ICaP outcomes
 - Cite specific examples within your compositions and how they illustrate you meeting a specific outcome(s).
 - Refer to the growth of your compositions throughout the semester and how you were able to revise your practices, strategies, or thought processes based on feedback from the instructor or fellow classmates
- Explain how your thoughts, practices, and style have developed throughout the semester, from project to project, or genre-to-genre
 - Cite specific changes you have made from draft to draft
 - Discuss how you were able to address audience(s) or situations given to you
- Explicate how you were able to incorporate feedback from your peers and instructor, thus showcasing your collaborative skills
 - Cite specific projects and advice
 - Discuss how you were able to implement or take advice, which led to new thinking strategies
- Use the common terminology taught in class

- How will/did you incorporate the knowledge learned in 106/108 in other courses?

All of our self-scripts will be composed in class after the major unit assignment has been submitted. These self-scripts are important because they will help you compose your final reflective essay for the portfolio, and they are a required component of your final portfolio.

Grades and Grading

Grade Breakdown	Approximate Word Count	Unit/Project Points
Unit 1 Finding, Evaluating, and Synthesizing Sources Literature Review Visual Source Map Self-Script	2,000-2,500 250-500	250 50 10
Unit 2 Argumentation and Rhetorical Strategies Argument Research Essay Primary Research Project Dissenting Opinion (Counterargument) Self-Script	1,750-2,000 500-750 250 250-500	250 50 50 10
Unit 3 Digital and Public Audiences—Remediation Digital Remediation Project Audience and Venue Analysis Self-Script	1,000-1,250 500-750 250-500	200 50 10
Unit 4 Synthesizing Learning Final Portfolio, including reflective essay (participation)	1,000	70
Total Points for the Course		1000

*You will accumulate 1000 points and will have composed 7,500-11,500 words of polished writing (or 15,000-22,000 words including drafts) by the end of this course. Each unit will require written pieces that support the final product of the unit, and these pieces must be saved and included in the portfolio. You will have an assignment sheet and a rubric for each main unit that will tell you how your projects will be assessed. Expect to hand in pre-writing, drafts, and other written pieces during the project as part of your overall grade.

Instructional Strategies:

Case Analysis		Library and Internet Research	X
Debate	X	Practice/drill	
Discovery/Independent Research	X	Problem solving	X
Discussion/Questioning/Interviewing	X	Reading assignments	X
Experiential Learning		Role playing/simulation games	
Field Experience		Service Learning	
Group Presentation	X	Video/Audio Review and Critique	X
Laboratory Experiences		Other	
Lecture	X		

Description of Grades

I will assign your individual and final grades using a +/- system. Here's the meaning behind the grades I'll use (you can use these statements as clues about how you might work toward a higher grade):

A work: [90-92 = A-, 93-96 = A, 97-100 = A+]—You did what the assignment asked at a high-quality level, *and your work shows originality and creativity*. Work in this range shows all the qualities listed above for a B; but it also demonstrates that you took extra steps to be original or creative in developing content, solving a problem, or developing a verbal or visual style. The work shows that the writer has considered his/her own position and responds to that position (or new idea) well.

B work: [80-82 = B-, 83-86 = B, 87-89 = B+]—You did what the assignment asked of you at a high-quality level. Work in this range needs little revision, is complete in content, is organized well, and shows special attention to style and visual design. The work may point out other texts' difficulties or complex ideas, but it does nothing further with this information.

C work: [70-72 = C-, 73-76 = C, 77-79 = C+]—You did what the assignment asked of you. Work in this range tends to need some revision, but it is complete in content and the organization is logical. The style, verbal and visual, is straightforward but unremarkable. The work may clearly restate the ideas or project of another text, but it tells me nothing new or makes no new connections. This is average work.

D work: [60-62 = D-, 63-66 = D, 67-69 = D+]—You did what the assignment asked at a low level of quality. Work in this range tends to need significant revision. The content is often incomplete and the organization is hard to discern. Verbal and visual style is often non-existent or chaotic. Work in this grade range indicates a misunderstanding of the level in which academic writers must perform and the demands that readers of academic writing have of you.

Failing work [= Below 60]—I usually reserve a grade of F for people who don't show up, don't do the work, or don't put effort into their work. If you give an assignment an honest try, I doubt you would receive an F. If you feel you put in your best effort and still received an F, you might consider dropping the class.

Assignments and Format Guidelines

Assignment, Format, and Filename Conventions

Please hand in presentable work that has been proofread. You need to use a 12-point readable Serif font, and all your assignments should be submitted using 1.5 spacing. All assignments should be formatted using APA documentation style; however, you are allowed to use a citation style in your discipline, but please discuss your use of this style with me first.

When you submit files to me digitally through Blackboard, you need to use the following filename convention: <LastnameProjectnameRD> for rough drafts and <LastnameProjectnameFD> for final draft. For example, a rough draft of this syllabus would be named ShermanSyllabusRD. A final draft would be ShermanSyllabusFD. Never submit something to me with a nondescript filename like <ENGL106paper>. That may be fine for your own files, but for an academic or professional submission it shows a lack of audience awareness and audience's needs.

For in-class peer review sessions, please make sure you bring in a clean digital copy of your project. You will then need to save any comments left by your reviewers for your portfolio. You will end up with

multiple copies of a single project, so it is crucial that you use Purdue's Box service and create a digital file management system for your own benefit. We will discuss how to do this in class.

For additional file management tips and tricks, see the following website: [10 File Management Tips to Keep Your Electronic Files Organized](#).

ENGL 106 Course Policies

E-mail Etiquette

I will send occasional emails to the course list or to individual students, so check your email regularly. I do not expect every email from you to be a polished piece of writing, but please do write a subject line and proofread the text. If you send an attachment, please write something appropriate in the body of the text, such as an explanation of what you are sending. These are good practices for the multitude of situations in which you will use email in formal or professional capacities.

When you send me an email, I will do my best to respond within 24 hours. In general, after 6pm or so, I will not send emails and will probably not reply to your emails. Similarly, I wouldn't expect you to reply to an email outside of business hours.

Technology Policy

I encourage you to use a notebook, journal, and/or laptop to take notes and write in class. Please refrain from using personal technologies for non-course related activities. Cell phones and other personal technologies should be silenced during class and used only for emergency purposes only. If you disturb your classmates or me, you may be asked to leave the class for that day and be marked absent.

Grammar, Mechanics, and Spelling

First-Year Composition is not a course in grammar and mechanics. If you are rusty in your grammar, you may visit the Online Writing Lab (OWL), the physical Writing Lab, or work one-on-one with me. Brush up on the basics. If you need other resources, ask me for help.

Drafts and Revising

We Are a Community of Writers: The revisions on the writing you do in this class may be unlike anything you've done before. Our focus on revising will involve rethinking your work. You will be joining the world of academic writers in your field, and that will require a kind of revision that involves a lot more than proofreading the work.

You will revise in order to clarify your thoughts, strengthen your position, and bring your own ideas to the texts we read. By that, I mean you need to add material, cut out extraneous information and words, consider your rhetorical situation, reorganize your thoughts and arguments, develop your ideas more, and improve your style. You will not do this alone; your fellow writers in English 106 will read your work and respond to it as if they were your colleagues in the academic world (they are). In later drafts, I expect you to do more sentence level editing for style and to proofread your work carefully.

Late Work

Rough drafts are due to me by the beginning of the class digitally via Blackboard. Please bring in a copy—either digital or paper—for your peer review partner(s). If I don't receive a rough draft by the beginning of the class, feedback will be limited because of our time crunch this summer. Final copies are due by 11:59 p.m. on their due date via Blackboard. If they are turned in one day past the due date, you

will drop an automatic letter grade. Therefore, the highest grade you will receive will be a B. You will lose a letter grade for every additional day it is late. **If you need an extension, you must ask at least 24 hours before the assignment is due** (and I will not always say yes).

Past Papers

Some of you may ask to use a paper from a prior English class; however, this is not allowed as all work must be newly minted essays.

Conferences

Half of you are already scheduled to meet with me in Heavilon 223 on Tuesdays and the other half in Heavilon 223 on Thursdays. During the first week, we will cover conference guidelines and procedures and you will meet with me in groups of five for fifty minutes. Conferencing after the first week will be determined by the pacing of assignments, class understanding, etc. Conferences are a time for you to discuss with me a question or concern you have about your writing and/or reading for the class. Each conference will be a little different because we will be at various points throughout the semester, so I will prepare you for each conference.

At the beginning of an assignment, conferences will be dedicated to invention and planning out the assignment. The remaining weeks(s) of a unit will be dedicated to peer reviews. Since conferences are important, if you do not show up it will count as an absence. See attendance policy below.

Attendance

We cover a lot of material in this class. We meet twice a week in a traditional classroom, once a week in a computer lab, and once in the conference center. I expect a good deal of group work, discussion, and activity every time we meet, so your regular attendance and participation are vital to your success in this class. Much of what you miss cannot be made up. In order to participate in discussions, activities, peer reviews, and in other instructional activities, you must be present. I realize that sometimes you have illnesses or circumstances beyond your control, so I am allowing you three absences without attendance penalty. **If you miss more than three classes, your final letter grade will be lowered by a letter grade per absence.** For example, if your final grade is an A- but you have missed four classes, your course grade will be a B-; if you miss 5 classes, your course grade will be a C-, etc. **If you miss 6 or more classes, you will fail the course regardless of your final course grade.** This absence policy applies to all three of our class environments: the regular classroom, the computer lab, and the conference center. Signed excuses from sports events or the Dean of Students do not count towards the three absences, but I need to see the excuse. I do take attendance every class period, so make sure you're here.

I will not excuse absences for personal crises. Therefore, save your absences in case you really need them. If you miss too many classes, you will not have received the required instruction to pass this course. If you miss 5 classes (for whatever reason), you should consider dropping the class if you are still able to do so; otherwise you should be aware that you will need to retake ENGL 10600 the following semester.

In addition, I expect you to let me know *before class* via e-mail when you are going to be absent. I often schedule specific group activities, and I need to know how many students will be participating. Your absence can alter effective group activities.

*****IF you know of an upcoming absence,** please communicate this with me as soon as possible. We will be able to get you on the same page as everyone else.

Tardy Policy

Sometimes we're late. It happens. If you must arrive late, please come in quietly and do your best not to disturb the other students. However, if you are going to be more than twenty minutes late to class, please know that it will be marked as an absence.

University and Program Policies

You need to be familiar with the university and program policies found in the *Student Guide to ICaP*, located at icap.rhetorike.org/studentguide.

Grief Absence Policy, Military Active Duty, Absences for Religious Observances

All official university regulations concerning absences can be found at this website:

www.purdue.edu/studentregulations/regulations_procedures/classes.html

If you have a death in the family, you (or your representative) should contact the Office of the Dean of Students. That office will then notify your instructors. Check the Grief Absence Policy on Purdue's website.

If you are called up for active duty or mandatory military training, your commanding officer can provide the Dean of Students a copy of your orders. The Dean of Students may then contact your instructors; however, please let me know at the beginning of the semester if you expect to be absent for military duty.

If you need to miss class for a religious observance, you must let me know a week in advance, minimize the length of your absence, and be flexible in arranging alternative times to complete the assignments you may miss.

Academic Integrity and Plagiarism

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either emailing integrity@purdue.edu or by calling 765-494-8778. While information may be submitted anonymously, the more information that is submitted provides the greatest opportunity for the university to investigate the concern.

Incidents of academic misconduct in this course will be addressed by the course instructor and referred to the Office of Student Rights and Responsibilities (OSRR) for review at the university level. Any violation of course policies as it relates to academic integrity will result minimally in a failing or zero grade for that particular assignment, and at the instructor's discretion may result in a failing grade for the course. In addition, all incidents of academic misconduct will be forwarded to OSRR, where university penalties, including removal from the university may be considered.

We will have discussions throughout the semester about plagiarism. I want to stress that I value learning and honesty in the classroom. I also want to stress that **I do report known cases of plagiarism to the Dean of Students: Office of Student Rights and Responsibilities**. When you plagiarize, you cheat and defeat yourself. You rob yourself of your own educational experience. Worse still, plagiarism is essentially theft; you are taking someone else's text, and without attribution, you are claiming it as your own. You probably wouldn't steal a car, so don't steal someone's work. **You may receive a zero on a draft, if you plagiarize some or all of the work; you may receive a zero on an entire project if you plagiarize the final draft; and in some cases, you may fail the entire class for egregious acts of plagiarism.**

You should become familiar with the following websites related to Purdue's rules and regulations. Purdue University's Student Conduct Code at www.purdue.edu/studentregulations/student_conduct/index.html

Purdue University's student regulations at www.purdue.edu/studentregulations/student_conduct/regulations.html

The section on plagiarism is under Student Conduct, B, 2, a.

If you still have questions about what is and is not plagiarism, do not hesitate to ask me in class, in my office, during conferences, or via e-mail.

The Purdue Honor Pledge

In 2016, a group of Purdue students, with the support of several campus governance groups, developed the Purdue Honor Pledge: "As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together—we are Purdue."

Accessibility and Accommodations

Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.

Diversity & Inclusion

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue's nondiscrimination policy can be found at: http://www.purdue.edu/purdue/ea_eou_statement.html.

Counseling and Psychological Services (CAPS)

Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765) 494-6995 and www.purdue.edu/caps/ during and after hours, on weekends and holidays, or through its counselors physically located in the Purdue University Student Health Center (PUSH) during business hours.

If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try WellTrack, <https://purdue.welltrack.com/>. Sign in and find information and tools at your fingertips, available to you at any time.

If you need support and information about options and resources, please see the Office of the Dean of Students, <http://www.purdue.edu/odos>, for drop-in hours (M-F, 8 am- 5 pm).

The Writing Lab

Besides seeing me during your conference time or in my office, you have other resources at Purdue to help you with your writing and writing assignments. The **Writing Lab** in Heavilon Hall, Room 226, offers FREE tutorials to students by appointment or on a drop-in basis. For more information or to make an appointment, call 494-3723. You may also access the Online Writing Lab (OWL) at <https://owl.purdue.edu/>.

Campus Emergencies



We will spend some time during the first week of class discussing what to do in case of an immediate campus emergency. The website on Emergency Preparedness is at www.purdue.edu/ehps/emergency_preparedness/. In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond my control. Here are ways to get information about changes in this course.

Check the course website.

Check your e-mail.

E-mail me at sherma11@purdue.edu

You are expected to read your @purdue.edu e-mail on a frequent basis. Not only will you receive important information from the university via e-mail, you will also receive a great number of reminders and updates from me.

Emergency Notification Procedures are based on a simple concept – if you hear a fire alarm inside, proceed outside. If you hear a siren outside, proceed inside.

Indoor Fire Alarms mean to stop class or research and immediately evacuate the building.

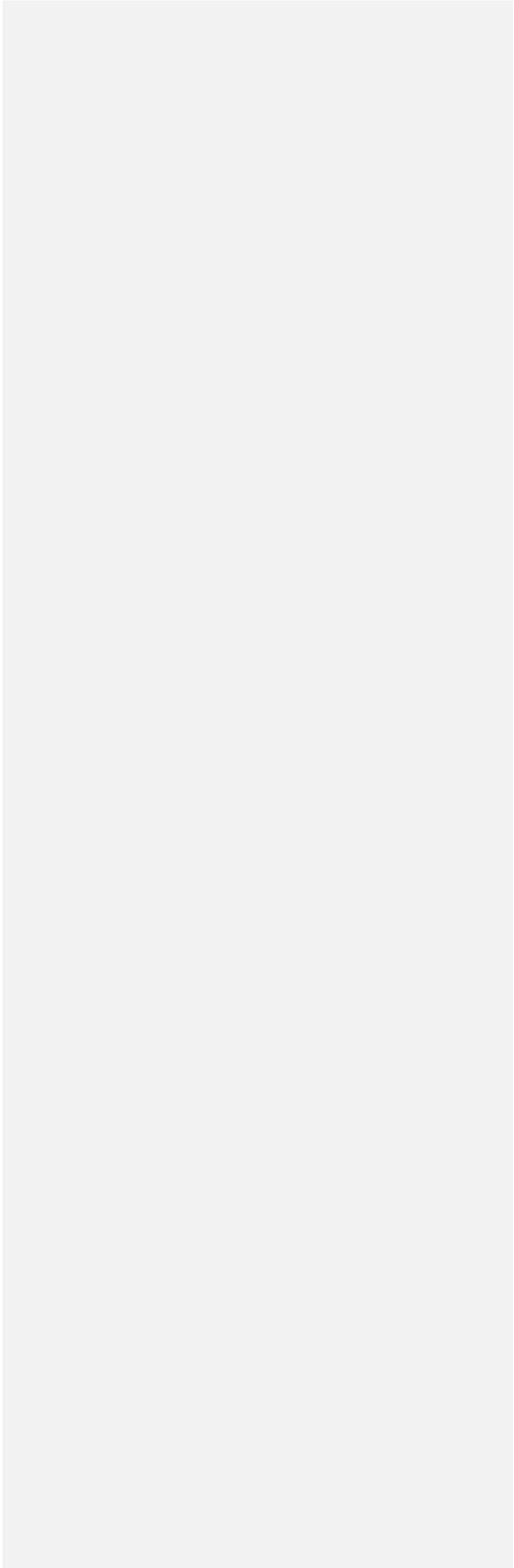
Proceed to your Emergency Assembly Area away from building doors. Remain outside until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.

All Hazards Outdoor Emergency Warning Sirens mean to immediately seek shelter (Shelter in Place) in a safe location within the closest building.

“Shelter in place” means seeking immediate shelter inside a building or University residence. This course of action may need to be taken during a tornado, a civil disturbance including a shooting or release of hazardous materials in the outside air. Once safely inside, find out more details about the emergency. **Remain in place** until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.

Appendix C: Foundational Student Sample

Pollution in the Pacific Ocean
Student X
Purdue University



Abstract

Microplastic Pollution has been an epidemic that originated back in the 1970's when companies illegally dumped their waste in the ocean. Throughout the years, it has continually gotten worse. Currently, many marine wildlife have suffered from this global problem because the trash can cut the marine wildlife, which leads to lesions ~~which~~ and can cause death. The effects that its has on the marine wildlife can cause bigger problems to marine wildlife and humans. Therefore, it's imperative that action is taken before the problem gets any worse.

Commented [A1]: Not sure what you mean here.

Pollution in the Pacific Ocean

Researchers have discovered an abundance of plastic pollution in the Pacific Ocean within the last five years and it continues to get worse as time goes on. According to Litter and seabirds found across a longitudinal gradient in the South Pacific Ocean, researchers reported over 1000 pieces of trash in Contiental Coast of the South Pacific Ocean. This is only a small portion of the massive Pacific Ocean so imagine how much pollution there is and has not been recorded.

Commented [A2]: An APA introduction and in-text citation are needed for this source.

Oceanic pollution is a problem because of its negative effects on the marine ecosystem, human health, and its effects on contaminating water and beaches. The following 5 articles were chosen because they clearly displayed the prevalence of oceanic pollution and its negative effects.

Commented [A3]: These short paragraphs detract from overall readability. Therefore, connect them into one paragraph.

Commented [A4]: Write out numbers that are less than one thousand.

Commented [A5]: You need to mention that this is a literature review. A sentence or two about what they concluded is needed as well.

The first article, "Prevalence of Microplastic Pollution in the Northwest Pacific", written by Zhong Pan et al. (date), a group of marine researchers wrote an article to inform people about how much the amount of plastic production has increased over the past decade. The primary issue stated in the article is that there is a plethora of microplastic located in the Northwest Pacific Ocean and that the microplastic will only grow as time goes on. These toxic plastics are contaminating the ocean, and pose a harmful effect on marine wildlife. However, if people are informed about the risks at hand, we can greatly alleviate the problem. If society does not create stricter regulations regarding the dumping of plastic pollution, the harm we have done with be irreversible.

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Overall, the article's data is accurate because they took 18 samples which is enough to gather a proper amount of information. However, I think the results could be bias due to the time of year they took the results. During the late August/September yeartime, there are not a great amount of storms that disperse out the pollution. This could alter the data since there isn't much circulation of the pollution. Also, Zhong et al.'s data was only taken in the Northwest Pacific Ocean. More specifically, the samples were taken just off the coast of Japan where the population is very high and the regulations of dumping trash in the ocean are low, which could have skewed the results. Furthermore, the sample locations are not really dispersed out, which indicated that the scientists had some insights on where oceanic currents go, and as a result found more amounts of microplastic in the area. As shown in Figure 1 all the points were taken in (50

Commented [A7]: 18 samples of what?

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meters apart). Zhong Pan has a lot of background in gathering information from being a PHD at Iowa State University which helped her propose a solid final conclusion. In addition, the researchers have backed up their findings with data from other sources to support their credibility. For example, Pan explains that plastic pollution has skyrocketed over the past 5 years and continues to increase. It was documented by two additional outside sources, PlasticsEurope and Zhang, that “Plastic production exceeded 335 million tons in 2016; a ~30% increase since 2010” (Pan 2017). If this trajectory continues in the future, “Approximately 1.7-4.6% of the total public waste in 192 coastal countries (equivalent to 4.8-12.7 million tons) were dumped into the ocean in 2010 and is anticipated to increase by an order of magnitude by 2025” (Pan 2017). This example goes to show if we do not change our ways of ocean preservation, we will go into a state where the effects are even more difficult to reverse.

Commented [A9]: Is Zhong the last name or Pan?

Article 2, “Indicators of Pollution in the Pacific Ocean” by Brown (et al. (date)), proves that there is significant microplastic pollution in the North Pacific Ocean. What prompted her to write this article is how many indicators there are of microplastic outbreaks in the North Pacific Ocean, primarily in the Los Angeles and San Francisco areas. Brown collects her data by testing the chemical composition in mussels and determining the harmful effects they have on marine wildlife.

Commented [A10]: So, what does this say about the article’s strengths and/or weaknesses overall? A statement from you would be beneficial.

Commented [A11]: Work on creating more sophisticated transitions that show relationships.

This article is a reliable source because it references many other articles to back up the claims they are proving such as the adverse health tolls on fish which is supported by Buckman et al.. Also, they give very thorough explanations and results on the effects that the contamination has on marine wildlife. However, the study is also only taken in the North Pacific Ocean, especially near big cities which could have swayed the results. Additionally, no visual graphs of data is shown, so it poses some difficulty to put it in perspective. Nonetheless, Brown who has a PHD from the University of Wisconsin put together the data neatly.

Commented [A12]: Okay, so what does she conclude?

According to Article 2, plastic pollution causes many different marine species to suffer. For example, the high levels of mercury “affect fish reproduction, embryonic development, alter biochemical process, and cause damage to cells and tissue” (Brown, 2017). This shows how the water contamination negatively impacts the wellbeing and survival of the fish. This can ultimately affect human beings as well because humans eat fish, and with the contamination of the fish, it can be unsafe for human consumption in the future. Additionally, studies have shown

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that killer whales are affected by the contamination in the water. According to Buckman, “PCB levels have led to alterations in mRNA abundance of genes involved in immune function, reproduction, and growth and development”(Brown 2017). This quotation expresses how the reproduction of killer whales is compromised and endangered due to excessive plastic pollution. Therefore, if the effects of contamination affect the reproduction of killer whales, the food chain could be altered.

Article 3 “Litter and Seabirds found across a longitudinal gradient in the South Pacific Ocean” by Diego Miranda Urbana (date), wrote this article to display how much plastic pollution raids parts of the Chilean continental coast and the Easter Island Ecoregion. The major issue in this article is that there is too much litter spread out throughout the region of the South Pacific Ocean. This pollution is being dispersed through Pacific Oceanic currents which affect marine ecosystems greatly, specifically the seabirds. Additionally, this article suggests more regulations regarding plastic output are necessary in the near future.

This article is a reliable source because it puts most of the data into graphs, so it is easy to read and compare the amount and types of plastic in a certain area. Additionally, the author has a degree in marine biology, so he has a good understanding about how this type of pollution can affect the marine wildlife. Also, the photos of the trash inhabiting these islands and how it affects the seabirds really puts it into perspective on how bad the pollution has gotten. The only problem with the article is that the data is only taken at a few islands which might not be enough information to make a proper conclusion. Oceanic currents might bring more pollution to these areas. Overall, the article has strong data and the graphics really show how detrimental the plastic pollution is to the survival of seabirds.

Plastic is found in many coastal areas. According to Edvayne’s study, “70.4% of litter items were plastic on Australian beaches” (qtd. in Urbana, 2015). Plastic is the primary source of pollution in many parts of the Pacific Ocean and corrupts the marine wildlife. “Microplastic affects the well being of seabirds in a multitude of ways. These include gastrointestinal problems, lesions from plastic cutting their bodies, starvation, and which ultimately leads to premature death”(Urbana 2015). These consequences on seabird really affect the population of them, which could lead to this species being endangered or even extinct. These effects on

Commented [A14]: What do you mean by this statement?

seabirds are critical because with the decreasing population of these seabirds, a major alteration on the food chain is possible.

Article 4 published “Plastic pollution in the South Pacific Subtropical Gyre” by Erkinson, et.al discusses the great amount of marine pollution in the Southern Hemisphere. The writer was prompted to write because the area of the South Pacific ocean had very little data regarding ocean pollution, so he was trying to see if plastic pollution was present in this area. This article explains that plastic pollution gets dumped into the water illegally and throughout time through wind and sun, the plastic breaks down into little particles and affect the marine life. Erkinson collected data by taking samples from the ocean and using saltwater to isolate the contaminants. After, a dissecting microscope was used to filter out the plastic and the amount of plastic particles were counted. The results averaged at about 26,898 particles per square kilometer.

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This article is a very strong source because Erkinson has an extensive background regarding the ocean and marine pollution. He has studied the global distribution and ecological impacts of plastic marine pollution, which has included research expeditions through all 5 subtropical gyres which reinforces his credibility. Throughout his expedition in the South Pacific, he collected 48 sample each sample 50 kilometers apart, so his data is very precise. Additionally, there is a lot of visual graphs which makes it very clear to see route the researchers take on their exclusion and it displays the amount of plastic pollution in the areas nicely.

The amount of pollution in the South Pacific Ocean is very substantial. For example, “The average abundance and was 26,898 particles per square km and 70.6 grams per square km respectively”(Erkinson 2013). This proves that microplastic is also invasive in the southern part of the Pacific Ocean and is posing negative threats to marine wildlife. We should be aware that most of our plastic ends up in the ocean and can pose negative effects to marine wildlife.

Marine wildlife is being threatened because of the microplastic pollution. According to the article, “A wide range of maine life, including marine mammals, reptiles and birds are adversely impacted due to the ingestion of microplastic pollution”(Erkinson 2013). This shows that marine life are being affected from the improper disposal of plastics. As a result, marine wildlife is being destroyed with could lead to altercations in the food chain.

Article 5 et.al “Marine Pollution Originating from Purse Seine and Longline Fishing Vessel Operations in the Western and Central Pacific Ocean” by Richardson et al., talks about how fishermen are dumping waste into the Western and Pacific Ocean, primarily at islands like Fiji, Tonga, and Vanuatu. Richardson writes this article to increase monitoring in these regions, so less pollution is made in the ocean and the marine wildlife is saved. The researchers collect data by observing the amount of pollution that is in areas where fishermen catch marine animals. Their overall findings is there were 20 percent more pollution in fishing areas.

This article is a very good source because of Richardson’s great credentials. She worked as a marine debris analysis consultant for the Secretariat of the Pacific Regional Environment Program. She was a PHD student in marine conservation and environmental policy which displays she is knowledgeable about the topic. First, the article gives a lot of ways to monitor fishery dumping and why those ways could be effective. It also collects data from the Western and Central Pacific Ocean, which my other articles do not collect data from. Finally, the article shows tables and graphs to easily depict the hotspots of fisherman pollution and what type of pollution is in a certain area.

Oceanic pollution is very prevalent currently from “land based sources” and is detrimental to the sea life. For example “The bulk 80% of marine litter is understood to originate from land based sources and plastics are estimated to make up 50-80% of total marine litter” This shows that many factories and sewage drains are big factors in why the pollution is so bad in the ocean. This is important because it shows that a significant portion from pollution is coming from plastic, so there needs to be more regulations on disposal of plastic to prevent these negative consequences on the marine ecosystem.

Marine survival is being threatened by oceanic debris. In the article it states “Impacts on marine litter... include entanglement of marine wildlife by fishing gear... negative impacts to tourism and fishing-dependent economies; pose hazards to navigation and safety at sea...” This shows the continuous consequences ocean wildlife and humans have with pollution . This is critical because if this trend continues, human and marine wildlife well-being will be conflicted.

All the articles are similar because they all talk about how much microplastic pollution in the ocean. For example “Recent studies have shown that the majority (90%) of plastic debris in the pelagic environment is composed of MPs”(Pan). Additionally, “Mercury is found throughout

Commented [A16]: Again, the organizational strategy here is odd because we go from summary to analysis then to summary again. Work on creating a paragraph dedicated to summary and one dedicated to analysis. Your analyses are constructive, but you need to make sure you include OSIE with the analysis section rather than the summary section. With the analysis section, we need to see that your interpretation of the article is backed up with evidence.

the marine food web... expected to double by 2050” (Brown). Furthermore “Marine litter is found floating in all oceans and poses a severe threat to marine biodiversity”. This is important because with so much plastic in the ocean, it has many harmful effects on the ocean animals inhabiting it. Also it leads to air contamination because the chemicals in plastic get released and go into the air which is unsafe to humans.

Commented [A17]: Okay, so what do we do with this information?

In addition, articles 2 and 5 explicitly talk about marine wildlife being affected by the pollution. For example “PCB contamination along western coasts of Canada and the United States is illustrated by killer whales (*Orcinus orca*), which have been shown to be the most contaminated cetaceans in the world”(Brown). Article 5 says marine pollution “pose hazards to navigation and safety at sea, damage to marine and coastal ecosystems, smothering of benthic habitats, and high financial costs of clean-up”. The quote illustrates the negative impacts marine pollution has on wildlife in the ocean. This is important because an alter in the food chain can greatly affect the well being of the species and as a result affect the food chain.

Commented [A18]: Refer to the articles by their authors' names.

Another common theme shared is how we need to take action to stop oceanic pollution. Article 5 says we should “Survey fishermen, crews, vessel operators, port authorities and observers about causes behind and drivers for pollution incident”(Richardson 2017t). Similarly in Article 3 it says we need “more efficient measures to reduce the input of plastic litter to the oceans are urgently needed”(Urbina 2016). The authors are explaining strategic tactics on how to reduce the amount of oceanic microplastic pollution. Once these tactics are implemented, it will alleviate oceanic pollution and help the overall welfare of humans and animals.

In conclusion ocean pollution has been proven to have detrimental effects on marine wildlife, human well being, and is a serious problem in our society. Because plastic pollution is continuously increasing, preventative measures need to be taken to preserve the oceanic environment and its inhabitants. If efforts are not taken to resolve these issues it will be too late to fix the damage done. Therefore, we should contact our government officials and explain the harmful effects of oceanic pollution on social media to inform people that change needs to happen.

Reference Page

Pan, Z., Liu, Q., Sun, Y., Sun, X., & Lin, H. (2019). Environmental implications of microplastic pollution in the Northwestern Pacific Ocean. *Marine Pollution Bulletin*, 146, 215-224. doi:10.1016/j.marpolbul.2019.06.031

Commented [A19]: Make sure these go in alphabetical order.

Brown, T. M., & Takada, H. (2017). Indicators of Marine Pollution in the North Pacific Ocean. *Archives of Environmental Contamination and Toxicology*, 73(2), 171-175. doi:10.1007/s00244-017-0424-7

Miranda-Urbina, D., Thiel, M., & Luna-Jorquera, G. (2015). Litter and seabirds found across a longitudinal gradient in the South Pacific Ocean. *Marine Pollution Bulletin*, 96(1-2), 235-244. doi:10.1016/j.marpolbul.2015.05.021

Eriksen, M., Cummins, A., Maximenko, N., Thiel, M., Lattin, G., Wilson, S., . . . Rifman, S. (2013). Plastic Pollution in the South Pacific Subtropical Gyre. *Plastics Engineering*, 69(5), 38-44. doi:10.1002/j.1941-9635.2013.tb01006.x

Richardson, K., Haynes, D., Talouli, A., & Donoghue, M. (2016). Marine pollution originating from purse seine and longline fishing vessel operations in the Western and Central Pacific Ocean, 2003–2015. *Ambio*, 46(2), 190-200. doi:10.1007/s13280-016-0811-8

Rubric

Category	Developing	Acceptable	Exceeds Expectations
<p>Thesis and Focus—40 points</p> <p>Does the literature review essay DEMONSTRATE A SCOPE OF LITERATURE?</p> <p>___Review summarizes and analyzes 5 sources in detail including author, title, year, and key arguments made in each of the essay</p> <p>___Review provides background information on the topic and why it is important</p> <p>___Review creates a conversation on a specific topic by providing the reader with an understanding of what these sources collectively say</p>		<p>There is a thesis and focus throughout the essay, but the thesis is missing the fact that this is a literature review and what the reader should ascertain from all of these articles.</p> <p>30</p>	
<p>Organization—40 points</p> <p>Is the essay organized so the reader can easily sense a pattern of thought?</p> <p>___Essay has a standard introduction, body, and conclusion</p> <p>___Essay uses transitions between ideas/sections to keep the essay moving</p> <p>___Essay uses contrasting transitions to denote when essays have points of disagreement</p> <p>___Similar issues are grouped together, not scattered randomly through the essay</p>		<p>There is an odd organizational strategy employed because it appears that we go from summary to analysis back to summary. Uses of OSIE are also confusing because they are mostly summary when they need to point to evidence about the strengths/weaknesses of the article. Transitions also need to be reworked to show relationships between the articles.</p> <p>25</p>	
<p>Development/Research—100 points</p> <p>Are scholarly sources used effectively to create , discuss, and/or support a conversation on a topic?</p> <p>___The writer effectively introduces and summarizes each article (Summary)</p> <p>___The writer effectively analyzes each article and its author(s) for its strengths and /or weaknesses (Analysis)</p> <p>___The writer effectively synthesizes all articles by putting them in conversation with one another (Synthesis)</p> <p>___ At least two paraphrases or two quotes from each of the essays being analyzed are used effectively to support/develop a main claim about the essay</p>		<p>There is development and research at play, but it is confusing with the organizational structure. Uses of OSIE are also unhelpful because they are mostly summary-based rather than analysis-based. Including a statement or two about why these articles are weak and/or strong at the end of the analysis section would help transition as well. Some of the summaries also need more information about the article. For example, the first article mentions that 18 samples were taken, but it is unclear what these samples are of. Again, organizational strategy is hindering this area. The synthesis section needs to be further developed through uses of OSIE. It is also unclear, especially in the first article, who the</p>	

		<p>authors are of the articles because you refer to them by many different names.</p> <p>75</p>	
<p>Voice—25 points</p> <p>Do most works have a cohesive voice? Is language clear?</p> <p><input type="checkbox"/> The first time a new source is used an introduction is given (the first and last name of the author, article title, and year)</p> <p><input type="checkbox"/> Essay makes distinctions between writer’s voice and the author they are analyzing</p> <p><input type="checkbox"/> Pronouns have a clear referent (no unclear “this” or “he” or “it”)</p>		<p>There is a voice, but further discussion within the analysis and summary sections would help clarify between voices. Also, the synthesis section needs to be bolstered to show that you are able to connect the multiple voices of other authors.</p> <p>18</p>	
<p>Mechanics—25 points</p> <p>Does the essay have...?</p> <p><input type="checkbox"/> Clear and legible prose that does not distract the reader</p> <p><input type="checkbox"/> Correct spelling, punctuation, and style in service of its rhetorical context or focus</p>		<p>Overall, the mechanics work in service of the rhetorical context/focus. There are some minor spelling, grammar, and style issues in the essay. Write out numbers that are less than one thousand.</p> <p>23</p>	
<p>Documentation—20 points</p> <p>Does the essay have...?</p> <p><input type="checkbox"/> A correct Works Cited page in APA format</p> <p><input type="checkbox"/> Correct APA format for the whole paper, including headings and page numbers and spacing between paragraphs</p> <p><input type="checkbox"/> An abstract</p> <p><input type="checkbox"/> Anything that should be cited is cited (no plagiarism)</p> <p><input type="checkbox"/> Correct APA in-text citations</p>		<p>Dates should go directly after the authors are mentioned in parentheses. You also have odd spacing throughout the document. Make sure put sources in alphabetical order.</p> <p>15</p>	

Total: 186/250 = 74% C