**Sample Rubric for a Summary**

**Requirements for Evaluation**

* Meets submission requirements: typed hard copy, APA format
* Rubric attached to final paper
* Copy of source attached to final paper

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** |
| **Content*** **Step One:** all four kinds of required information are included
* **Step Two:** intended audience is *described*
* **Step Three:** the *overall* argument or purpose for the text is stated (two declarative sentences at the most)
* **Step Four:** evidence or argument in support of the claim is recapped
* **Step Five:** argument credibility is critically assessed (one or two declarative sentences at the most)
 |  |  |  |  |
|  | **X** | **X** | **2** | **1** |
| **Organization*** Overall Structure: steps in correct order
* Class heading
* Full APA citation positioned under class heading
 |  |  |  |  |
|  | **4** | **3** | **2** | **1** |
| **Style*** Clarity: clear, concise writing
* Audience awareness: appropriate formal tone for professional/workplace readership
* Diction: effective word choice and language; precise vocabulary
* Sentence structure: variety of sentence patterns; active voice; parallelism
 |  |  |  |  |
|  | **X** | **X** | **2** | **1** |
| **Professionalism*** In-text and parenthetical citations where appropriate
* Submission: design reflects appropriate/required format (margins, page #’s)
* Editing and proofreading: demonstrates concern with overall effect of paper
 |  |  |  |  |
|  | **X** | **3** | **2** | **1** |
| * Grammar, spelling, and punctuation
 |  |  |  |  |

**Comments:**

* Areas of Strength:
* Areas for Continued Improvement:

**General Tips:**

* Don’t forget that both the *Center for Writers* and the *Graduate Center for Writers* are here to support you and your students. We do so much more than help students proofread—we also work with students at every skill level, not just those who “can’t write.”
* Set expectations for emails in your first class and revisit them as necessary. Require proofreading, coherency, and professional vocabulary and etiquette from your students.
* Talk about your professional audience’s expectations for writing—not just your expectations for students in a classroom. Your students have 12+ years of thinking of their writing as something that is handed in, written on, and then tossed in the garbage. They need to begin to think of their writing as their professional voice; this is difficult for most students. Indeed, often before they will take their writing skills seriously, students must change how they perceive the consequences of their writing in a world in which “teachers” aren’t their audiences. Clients, scientists, lawyers, bankers, accountants, nurses, administrators, business owners…etc., will be reading their writing, and for many of these professions, the clarity of that writing can affect real lives in real time.
* Compose your assignment instructions carefully; they set the tone and the expectations for the student writing.
* Make sure your instructions make sense to someone other than yourself; we often fall prey to the very same mistakes that we complain about from our students.
* If possible, read several papers before you start to grade; this can give some insight into how to set your goals for grading.
* *Do not* edit; especially if it is a final paper. Mark the first couple of instances of a repeated mistake, and then stop. You can spend a lot of time editing a student paper with very little instructional return on your efforts. You will be good at editing, but your students won’t learn much. There is a fine, but important, line between good marginal and editorial comments and a full out edit of the paper for the student.
* *Do* explain the link between poor writing and poor grades.
* Many students do not make the connections between their writing skills and disciplinary content and their professionalization and potential employment advancement. Be blunt about this. The lack of writing skills is another type of “glass ceiling.”
* Make sure you re-read your instructions and your rubric before you begin grading, especially if you grade a week or two after the assignment is given. This takes about a minute, but will save time on student questions and challenges later.
* Know the basics of grammar, punctuation, and organization.
* Know your audience.
* Hang onto your sense of humor.

**Four excellent resources**:

*The Gayle Morris Sweetland Center for Writing*, University of Michigan. Follow the “Instructors”

link to the “Teaching Resources” link. The “Teaching Resources” page has many useful sections. Look in the “Giving Feedback on Student Writing” for some excellent examples of different kinds of rubrics. https://lsa.umich.edu/sweetland

*Science Research Writing: For Non-Native Speakers* by Hilary Glasman-Deal. London: Imperial College Press. 2010. While this book targets non-native speakers, I have found it extremely helpful for students at all skill levels.

*Rules of Thumb: A Guide for Writers* by Jay Silverman, Elaine Hughes, and Diana Roberts Wienbroer. This little grammar guide has some very good explanations and examples for basic writing. It is easy to use and, again, I have found it an effective tool for helping students.

*Writing Today* by Richard Johnson-Sheehan and Charles Paine. This is a first-year composition book, but before you glance at the title and move on, note that it has a very good introductory chapter on APA citation. If you have students that should know APA and do not, this chapter may help. Unlike the APA pages on the famous Purdue OWL website, this book color-codes the categories of information. Sounds simple, but it works.

**Shorthand Grammar Sheet:**

1. Commas an Coordinating Conjunctions

RULE: If you connect 2 independent clauses with a coordinating conjunction (**F**or **A**nd **N**or **B**ut **O**r **Y**et **S**o), you need a comma. If it’s not 2 independent clauses, no comma.

* I eat food**, and** I watch TV. • I eat food and watch TV.
1. Commas, Lists, and ***And***

RULE: Always place a comma before “and” when you have a list of 3 or more elements.

* I like books, ice-cream**, and** running
* I like books and newspapers, ice-cream and cake**, and** running and jumping.
1. Semi-colons

Use semi-colons to separate independent clauses (but keep them closer than by using a period)

* He’s happy ; the semester is over.

Or to separate elements in a list when the elements have internal commas

* He wanted to see the sights of London, including Big Ben **;** the Paris boulevards, the Champs Elysees, and Montmartre **;** and Fargo.
1. Conjunctive Adverbs

Conjunctive adverbs connect two independent clauses with more specificity than (and, but, etc.) The independent clauses need to be separate by semi-colons or periods. The conj adverb is offset by commas:

* I like ice-cream **;/. however ,** I don’t like fudge.
* I like ice-cream **;/.** I don’t **, however ,** like fudge.
* I like ice-cream **;/.** I don’t like fudge **, however**.

*NOTE: Conjunctive adverbs connect two independent clauses with more specificity than coordinating conjunctions. The independent clauses need to be separated by semi-colons or periods. The conjunctive adverb is offset by commas.*

***HOW TO INCLUDE MINOR CLAUSES***

1. Dependent Clauses that start with Subordinating Conjunctions

Use commas after introductory clauses that "set the stage" for the main part of the sentence.

* **After** I have explained this grammar rule**,** you will see the light.

Note: No comma if dependent clause follows main clause, except in the case of a reversal/contrast:

* You will see the light **after** I have explained… BUT: You will see the light**, although** you…

Also, use commas after introductory phrases of 5 or more words (phrases don’t have a different subject & verb from the independent clause).

* In terms of this grammar rule **,** there are…
1. Restrictive & Non-restrictive (That & Which)

R - Use **that** to introduce an element that helps to define the noun or noun phrase.

* The painting that was on the wall is gone. (There were several paintings, but only one on the wall.)

NR - Use **, which** to introduce an element that adds information but does not help define the noun.

* The painting, which was on the wall, is gone. (There was only one painting, and it was on the wall.)
1. “Interrupting Elements”

Similar to non-restrictive clauses, needs commas around it:

* The results, in combination with previous data, show that…
* This result, on the other hand, is unexpected.
1. i.e./e.g.

i.e. (“id est”): That is, in other words, =

* He used the new experimental form (i.e. heating the substance to 78°C for 2 hrs)

e.g. (“exempli gratia”): for example, such as

* She researched mammals of Africa (e.g. elephants, tigers, monkeys)
1. Parallelism

Readers expect items in a series to appear in parallel grammatical form.

* The study discussed the benefits of jump**ing** on beds, flipp**ing** over couches, and roll**ing** on the floor.
1. That

You can often drop “that” after attribution

* He said **~~that~~** he was tired

If you are connecting to a clause, use “that” if there is risk of misreading

* The governor announced **that** his new tax plan would be introduced soon

(without “that,” reader will first think the new tax plan is the object)

1. It/This

Avoid “it” and only use “this” with an accompanying word that clarifies its reference

* **The experiment** showed… [instead of “it showed”]
* This **experiment** showed how…[instead of “this showed”]
1. Hyphens

Hyphenate modifiers that work together as one but that could modify differently if they were used without a hyphen.

* The experiment went through three phase-testing procedures
* The experiment went through three-phase testing procedures
* The experiment went through three-phase-testing procedures
1. Punctuation with Quotes:

Use a **colon** for formal introduction (full independent clause)

* Morrow views personal ads in the classifieds as an art form **: “**The personal ad is…”

Use a **comma** for lead-ins.

* He said **, “**Hi…” – She remarked, “Gosh!...”

Use no punctuation when the quote is integrated as part of the sentence.

* The prisoners escaped by **“**squeezing through the gates…”