**Critical Response Composition #1**

In class due dates

(each is a separate entry in your resource grade; you must be in class with the required materials and this assignment sheet for full credit)

___Practice thesis due for in class workshop: Friday, September 22
___Introduction with thesis and first body paragraph due for in class workshop: Wednesday, September 27
___DUE: complete length draft (1000 words) for A/F grade of 1% and for in-class organizing workshop: Friday, September 29 – TWO PAPER COPIES
___Bring a complete length draft for a sentence craft workshop: Monday, October 2

1000 words – 10% of final grade – due Wednesday, October 4

**Paper formatting:** Your paper should look like this at the top of page 1:

Michael Diamond

Prof. K. Douglass

English 1A

7 October 2016

Essay 1, Prompt #3: My Exciting Title

Notice how I have started my paper with no extra spaces between any of the sections. Instead, it is all very neatly double-spaced the same amount throughout. Notice also that my font is Times New Roman, size 12. Please also take note of the date format and that the date you should list is the assignment due date.

(And at the end of your paper, list the word count from your name to the end of the essay – *never include the works cited list; if that confuses you, make your works cited list a separate file.*) So it looks like this:

Word Count: 1232

All quotes from the readings and the paper formatting itself should follow MLA 8th edition formatting rules.

**Attach this assignment sheet (both pages) to the back of your essay when you turn in your final draft; you will get credit for your pre-writing assignments, and I will use the rubric to explain your grade to you.**
The writing prompt:
What can individual people do to help themselves be successful?

We know that there are many aspects that go into a person being successful, and some of those factors are outside of our control: aspects of society, inequality, wealth or lack of wealth, parenting styles, etc. But success doesn’t always, or even *usually* mean success like Steve Jobs or Bill Gates. Success can mean setting a difficult goal and reaching it, and it can mean all sorts of things between that simple definition of a private and personal success, and the complex and astronomical public success of Steve Jobs and others like him.

However, there are other aspects of what makes someone successful – successful at any level – that we as individuals *do* have control over. In this paper, I want you to think and write about this, partly because it is what we have been reading about, but also because thinking about this is a good way to frame what you are trying to do this semester.

So, your assignment in this essay is to explain the behaviors, choices, practices, traits, and/or strategies that an individual can use to be successful, supporting your ideas with the ideas of two authors we have read so far this semester (Cox, Gottschall, Dweck, Downing, or Gladwell). This should not be written in first person about yourself, but rather try to set out some general principles or “best practices” that most individuals could benefit from. These ideas can be a mix of your own and your sources or totally things you learned from your sources, but expanded with your interpretation and application of them. Remember that any ideas, phrase, quotes from your sources have to be credited to that source.

Key composition requirements:

- Minimum length: 1000 words (there is no maximum)
- Refer to and use at least one direct quote from each of the two authors you chose from those we’ve read in class.
- The essay must answer the overall topic question at the top of the page.

For help with formatting your MLA citations and/or bibliography, you can watch the videos on my webpage under “Other resources”, refer to the MLA 8th edition handout I gave you, check out easybib.com for MLA 8th edition rules, the WRC MLA 8th edition resources, faculty or a tutor in the WRC, Adam, or me.
General Grading Rubric for Formal Paper Assignments in English 80

This rubric provides a general description of papers that fall in each of the five grade categories. You should use it to prepare your papers and to understand your grades once papers have been returned.

A level paper (Final Grade Range: 100-90%) (Actual Paper Grades: A+ 100-98; A 95; A- 92)
This paper is outstanding; that is, it "stands out" as a response to the assignment. In an A paper, a significant, thoughtful thesis or controlling idea is clearly defined. The essay addresses all aspects of the assignment and is supported with concrete, substantial, and consistently relevant detail. The essay progresses in clearly ordered stages with original development. Transitions between paragraphs are clear and effective. Sentences are unified, coherent, articulate and effectively varied. Language use is distinctive, fresh, precise, and economical. The essay has an appropriate and consistent level of formality and point-of-view. Clarity and effectiveness of expression are supported by consistent and correct use of grammar, punctuation, and spelling. In all regards, this paper is an excellent response to the assignment.

B level paper (Final Grade Range: 89-80%) (Actual Paper Grades: B+ 88; B 85; B- 82)
In a B paper, the writer has in some way moved beyond the basics of the assignment expectations, offering some thoughtful observations and insights. There is a clearly defined thesis or controlling idea that is supported with concrete and mostly relevant detail. The essay has a clear organization structure and good development and does not veer off topic in significant ways. Transitions between paragraphs are usually effective. There are no major problems with sentence level clarity, though the level of sentence variety may show occasional weaknesses. Language use is precise and clear. Clarity and effectiveness of expression are supported by mostly consistent and correct use of grammar, punctuation, and spelling, though there may be occasional errors that don’t distract from the content. Overall, this paper is a very good response to the assignment.

C level paper (Final Grade Range: 79-70%) (Actual Paper Grades: C+ 78; C 75; C- 72)
A paper in this category will complete at least the basic tasks and requirements of the assignment – it is competent, adequate, and satisfactory. The thesis or controlling is apparent but trivial or too general; it may also be generally implied but not strongly or directly enough stated. The details developing the argument may be occasionally repetitive, irrelevant, or underdeveloped. Plan and method of thesis or controlling idea is apparent but not consistently fulfilled. Main argument may be developed unevenly, but paragraphs are still unified, coherent and usually effective. Transitions may be abrupt, mechanical or monotonous, but generally effective at a simplistic level. Some sentences may be skillfully composed, but most lack variety. Sentences are correctly constructed without a distracting number of fragments and run-ons. Language is clear and has an appropriate level of formality, point-of-view, and awareness of audience, with only occasional deviation. Clarity and effectiveness of expression is weakened by errors in grammar, punctuation, and spelling, but the point of the discussion is still knowable. Overall, this paper is an adequate response to the assignment.

D level paper (Final Grade Range: 69-60%) (Actual Paper Grades: 65 is usually for a “just not quite there yet” paper and a 60 is for papers that really fit this rubric category of not passing.)
A paper will fall into this category if it shows serious difficulty completing or satisfying the tasks of the assignment; if it lacks an overall plan with a beginning, middle, and end; or if errors in word choice, sentence structure, and mechanics seriously interfere with readability. The “D” paper may contain one or more of the following defects: no thesis or controlling idea or a severely confused controlling idea; thesis or controlling idea is not supported with concrete and relevant detail and may be undeveloped or developed with consistently irrelevant, redundant or inconsistent ideas. Sentences may be incoherent, confused, incomplete or monotonous; sentence construction is frequently marred by fragments and/or run-ons. The essay may contain errors in mechanics, usage, and sentence structure that continually distract the reader from the content. Overall, this paper is just not quite at passing level because one or more of the areas listed here gets in the way of the writer effectively communicating a clear unified point. A D grade may also be assigned to passing level written papers but that are incomplete by a small amount. Remember: word limits are absolute minimums; if the minimum is 1000 words, a well-written 1000 word essay passes, and a well-written 999 word essay does not.

F level paper and no credit grades (59-0%)
An F (usually 55%-50%) paper simply does not exhibit any of the basic requirements of composition writing: it has no clear thesis or controlling idea; the paragraph structure may be missing or extremely chaotic; the organization is unclear or non-existent to the point that argument of the paper are unknowable or extremely confusing. Serious and frequent errors in word choice, sentence structure, or mechanics interfere with basic readability. Some papers receive an F because though they are well-written, they do not relate to the question in the prompt (they don’t follow the assignment) or if they are incomplete by more than 25% of the required length. A 0% F is given for any paper not turned in, or if it is an unapproved essay on entirely other subject matter than what was assigned.