

Writing Feedback Matrix:

This essay ___does ___does not meet Writing Program standards for a passing paper.

	Beginning	Developing	Successful	Exemplary
Focus: how well does the essay maintain focus on a single TSIS?	Essay has no TSIS and shows minimal focus on a topic.	Essay has focus, but no TSIS.	Essay shows controlling (if uneven) focus on a TSIS and has a unified purpose	Essay is consistently purposeful and well-focused on a TSIS
Complexity of ideas: to what extent does the essay analytically explore the topic?	Essay takes on a very simple topic or oversimplifies the complexities of the topic	Essay tackles a complex problem or question, but may not adequately address it.	Essay sufficiently addresses a complex prob but may not fully explore the complexities.	Essay thoughtfully address the complexities of a question/problem that has no easy solution
Support: how well does the essay use evidence, both as support and as “points of departure”? Are quotes/ evidence incorporated effectively & thoroughly analyzed?	Essay uses minimal or inappropriate evidence not clearly relevant to the controlling idea/claim. Writer does not tag/comment on/analyze the evidence.	Essay uses limited support that may not be well incorporated in support of the controlling idea/claim. Writer tags/comments/ analyzes the evidence only minimally.	Essay’s support is mostly relevant and sufficiently well-analyzed; writer thoroughly introduces/ discusses each piece of evidence.	Support is consistently relevant, skillfully synthesized and thoroughly analyzed to advance the essay’s purposes. It is always clear whether a source or the writer is speaking.
Organization: to what extent is there a logical order of paragraphs/ points? Just one idea per par? Does the essay use transitions effectively?	Essay shows minimal control of arrangement of content. At sent level, there are frequent jumps in topic without bridging devices.	Essay exhibits some basic structure, but has confusing/inconsistent arrangement of content. Uses transitions inconsistently/ineffectively	Essay has a functional (maybe simplistic) arrangement of content that creates a logical order; transitions are mostly effective	Essay demonstrates sophisticated, thoughtful arrangement of content with focused paragraphs and fluid transitions.
Style and Language: How well do your choice and arrangement of words and sentence structures create an effective tone and voice?	Essay exhibits minimal variety in word choice, min’l control of sentence structures. Not strategic about style, tone. Many unnec words/phrases (fluff factor is high)	Essay demonstrates limited word choice and control of sentence structure; style and tone inhibited but a occasional strategic choices made. Many unnec wds.	Essay employs strategic vocabulary and uses a variety of sentence structures; conscious if inconsistent manipulation of voice and tone. Relatively few unnec wds	Essay uses diction and syntax precisely and strategically; voice & tone are audience-specific. Each word has a purpose; none are “along for the ride.”
Conventions: To what extent do you effectively control grammar, usage, spelling, punctuation, and field-specific citation format?	Essay shows minimal control of grammar, spelling, punctuation, usage. Quote integration/ citation incorrect.	Essay shows limited control of grammar, punc, spelling, usage (frequently mistaking one word for another). Citations format inconsistent.	Sufficient control of punc, grammar/spelling/usage. Quotes well-integrated. Citations mostly adhere to conventions of field.	Excellent control of grammar/spelling/usage/punc. Correct citation format throughout.

Common errors of grammar and punctuation (and how to fix them). Pages refer to the 4th ed of Andrea Lunsford's *Easy Writer*.

1. Agreement error (subject and verb need to agree in number (The reader IS going, not the reader ARE going). See Lun §8, 11b, or WA 314-315.
2. Apostrophes (beware using an apostrophe for a simple plural; see Lun §22 or Reader pp. 2-3)
3. Colon errors (a colon is used to join two COMPLETE sents, when the second sent explains/expands upon/exemplifies the first)
4. Comma splice (two complete sents joined by merely a comma; see Lun §12). Run-ons are same thing with even the comma missing.
5. Fragment (sentence is incomplete: see Lun §13)
6. Modifier problem (adjective or adverb is out of place or missing; see Lun §10)
7. Passive voice (not actually wrong, but weak: see Lun 121-25, Trimble 55-58 and WA 301-2 on using active, vigorous verbs instead)
8. Pronoun reference (a mismatch exists between your noun and the pronoun that goes with it, or the referent of the pronoun isn't clear: see Lun §11)
9. Prepositional phrase problem (wrong preposition accompanies the verb, OR you have an unnec or misleading prep phrase)
10. Quotation problems (quote is disembodied – not connected to your own words; commas and periods go inside the quotation marks)
11. Restrictive clause (don't use commas with restr clauses: see Lun 108-110)
12. Semicolon usage (semis are used only to join two complete sent or to link in a series items with internal commas; see Lun §20)
13. Title (capitalize the first letter of every word except articles, conjunctions, prepositions; italicize long work titles & put short work titles in quotation marks).
14. Verb tense or verb endings errors (see Lun § 7)

Easily confused words (see “Ten Words You Need to Stop Misspelling,” Reader pp. 3-4)

Affect vs effect – affect is usually a verb meaning to influence. Effect is usually a noun meaning the result.

Amount vs number – use amount for things you cannot count (amount of coffee); number for things you can count (students)

Definitely vs defiantly – say them out loud and you'll see the problem.

It's vs its – it is contracts to it's (like you are → you're; they are → they're; who is → who's). The possessive pronouns are its, your, their, whose; note that they take NO apostrophe.

That vs who – use who to refer to people; that to refer to things.

Then vs than – then, an adverb, describes a time. Than, a conjunction, compares items.