

Objectives:

Students will effectively develop, express, and exchange ideas in the English language, . . . in writing . . . , with clarity and coherence.

Students will recognize, analyze, criticize, evaluate, and formulate arguments in ways characterized by intellectual courage and reflective self-criticism.

By graduation students will:	Not Proficient 1 Point	Developing Proficiency 2 Points	Proficient 3 Points	Exceeding Proficiency 4 Points
Write a <i>persuasive essay</i> that includes the following: a clear and debatable thesis, fully developed and supported ideas, clear organizational structure, effective consideration of opposing arguments, use of credible sources, appropriate documentation of sources, consideration of a target audience, and conventional grammar and mechanics.	Essay lacks a clear and debatable thesis, or it fails to construct a persuasive and insightful problem statement, perhaps because the ideas are not fully developed and supported or because it overwhelmingly fails to conform to conventional grammar and mechanics.	Essay somewhat constructs a persuasive problem statement, but fails to adequately consider evidence of the most relevant contextual factors, or lacks credible and appropriately documented sources, or fails to address opposing arguments, or has too many grammatical/mechanical errors.	Essay effectively constructs a persuasive problem statement, supporting a clear thesis with credible and appropriately documented sources and thoroughly addresses opposing arguments referencing relevant contextual factors.	Essay masterfully identifies a persuasive problem statement, demonstrating exceptional skill and finesse in connecting related contextual factors.
Produce a <i>discipline-specific document</i> judged proficient according to a criminal justice department-approved rubric in the student's major.	The essay proposes a solution/hypothesis that is difficult to evaluate because it is vague or indirectly addresses the problem statement, or includes little analysis and mostly just summarizes the text.	The essay superficially proposes one solution/hypothesis, perhaps with an inappropriate or undeveloped theoretical approach, that appears "off the shelf" rather than designed to address specific contextual factors.	The essay applies one or more solutions/hypotheses that indicates analysis, sensitive to contextual factors as well as following ethical, logical, and cultural dimensions of the problem.	The essay applies one or more advanced solutions/hypotheses that indicates deep analysis, demonstrating comprehension of the problem, while remaining sensitive to contextual factors as well as following ethical, logical, and cultural dimensions of the problem.
Produce a written document on a difficult question involving the disciplinary content of the student's major that subjects the student's reasoning to <i>sustained, intelligent</i>	The essay's evaluation of solutions is superficial and adds little to the analysis of the problem. The essay fails to compare solutions given the	The essay's evaluation of solutions is brief and includes only some consideration of the history of problem, while providing some review of logic and reasoning, but still fails to sustain intelligent criticism by	The essay's evaluation of solutions is adequate and includes consideration for the history of the problem, and mostly reviews logic and reasoning when examining feasibility of	The essay's evaluation of solutions is critical yet elegant, and includes, deep and thorough consideration for the history of the problem, review of logic and reasoning, examination of feasibility of solutions, and

<i>criticism</i> according to the standards of that discipline.	history of the problem by weighing the impact of the solution through logic and reasoning.	weighing the impact of each solution.	each solution. The essay provides an argument for the value of one solution over all others.	weighs impacts of each solution. The essay provides a convincing argument for the value of one solution over all others.
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Assignment meeting all Outcomes:

Semester Writing Project – Policy Proposal: Students will submit a policy proposal paper that includes the literature review, incorporating changes as identified in the previously graded assignment, and discussion about the proposed policy. The discussion will demonstrate a clear connection between the literature and the need for the proposed policy. The completed paper will be at least 5000 words of content, in standard 12 pt. Times New Roman font, - inch margins, and completed in APA format. Students will use 10 – 15 sources, including scholarly articles, books, reports, and chapters from the text book. An outline is provided below to help students organize the final paper. Online sources will not be allowed, except for those retrieved from Forsyth Library’s online databases or from Google Scholar.

Outline – Literature Review & Policy Proposal

I. Introduction

- A. Attention Getter (write this out) – could be a startling statistic/fact, an anecdote, quote, rhetorical question
- B. Explanation of attention getter (write out)
- C. Thesis statement (write this out)

II. Section 1 – Literature Review

- A. Topic Sentence – Define problem (write out)
 - 1. Describe
 - 2. Examples
 - 3. Who affected
- B. Topic Sentence – Cause/history of the problem (write out)
 - 1. Where/how it originated
 - 2. Causes
- C. Topic Sentence – Seriousness/Consequences (write out)
 - 1. Negative affects
 - 2. How serious
 - 3. Consequences
- D. Topic Sentence – Cause/history of the problem (write out)
 - 1. Where/how it originated

2. Causes
- E. Topic Sentence – Seriousness/Consequences (write out)
 1. Negative affects
 2. How serious
 3. Consequences
- F. Topic Sentence – Cause/history of the problem (write out)
 1. Where/how it originated
 2. Causes
- G. Topic Sentence – Seriousness/Consequences (write out)
 1. Negative affects
 2. How serious
 3. Consequences
- H. Topic Sentence – Cause/history of the problem (write out)
 1. Where/how it originated
 2. Causes
- I. Topic Sentence – Seriousness/Consequences (write out)
 1. Negative affects
 2. How serious
 3. Consequences

Transition sentence to lead into the solution (write out)

III. Section 2 – Policy Proposal (Final Paper)

- J. Topic Sentence – Solution #1 (write out)
 1. Good point
 2. Negative
 3. Rebuttal
- K. Topic Sentence – Overview of Solution (Write out)
 1. Step 1
 2. Step 2
 3. Step 3
- L. Topic Sentence – Solution #2 (write out)
 1. Good point
 2. Negative
 3. Rebuttal
- M. Topic Sentence – Overview of Solution (Write out)
 1. Step 1
 2. Step 2

3. Step 3
- N. Topic Sentence – Solution #3 (write out)
1. Good point
 2. Negative
 3. Rebuttal
- O. Topic Sentence – Overview of Solution (Write out)
1. Step 1
 2. Step 2
 3. Step 3
- P. Sustained Criticism –Conclusion of “best fit” policy
1. Summarize policies (strengths and weaknesses)
 2. Identify the best solution for the problem
 3. Convince the reader of the best solution

IV. Conclusion

- A. Summary statement (write out)
- B. Relate to the world today or future (write out)
- C. Call to action/final thought (write out)

Policy Proposal – Grading Rubric

	20	17	14	10
Define Problem	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors and problem statement is adequately detailed.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.	Demonstrates a limited ability in identifying a problem statement or related contextual factors.
Propose Solutions/Hypotheses	Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem. Solution/hypotheses are sensitive to contextual factors as well as all of the	Proposes one or more solutions/hypotheses that indicates comprehension of the problem. Solution/hypotheses are sensitive to contextual factors as	Proposes one solution/hypothesis that is “off the shelf” rather than individually designed to address the specific contextual factors of the problem.	Proposes a solution/hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.

	following: ethical, logical, and cultural dimensions of the problem.	well as one of the following: ethical, logical, and cultural dimensions of the problem.		
Evaluate Potential Solutions	Evaluation of solutions is deep and elegant (for example, contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and provides a convincing argument for the value of one solution over all others.	Evaluation of solutions is adequate (for example, contains thorough explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of each solution and provides an argument for the value of one solution over all others.	Evaluation of solutions is brief (for example, explanation lacks depth) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of individual solutions.	Evaluation of solutions is superficial (for example, contains cursory, surface level explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and fails to weigh the impacts of each solution and final best fit.
Implications	Insightfully discusses in detail relevant and supported implications.	Discusses relevant and supported implications.	Presents relevant and supported implications.	Presents implications, but they are possibly irrelevant and unsupported.
Mechanics	No grammatical, punctuation, spelling, and APA errors.	Minimal grammatical, punctuation, spelling, and APA errors.	Consistent grammatical, punctuation, spelling, and APA errors.	Significant grammatical, punctuation, spelling, and APA errors.