



COURSE SYLLABUS

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SECTION 1: COURSE INFORMATION

Format: 16 weeks.

Course ID: ENGL 1223

Course Title: English Composition 1

College: Steelman Library

Prerequisites: None

Credit Hours: 3

Instructor: See the online course in MyFIRE for instructor contact information and availability.

Course Description

This course is a study of effective writing processes and devices to improve the quality of composition, with an emphasis on developing solid structural models and skillful use of stylistic techniques. This course is equivalent to ENGL 1133.

Course Workload

Time spent on course assignments will vary by student depending on familiarity with course content, reading rate of speed, writing rate of speed, and other individual factors. Based on averages for most students, it is estimated that the course workload estimate for this course is 6 to 9 hours per week.

Course Materials

Required Texts:

Required instructional content for this course is drawn from the *Structure and Style® for Students: Year 1 Level C* curriculum by the Institute for Excellence in Writing (IEW).

Required and optional textbooks are accessed and ordered through [SEU's bookstore](#).

Disclaimer: The resources utilized in this course provide information, thoughts and insights that should encourage critical thinking on the part of the student. Please note as well that as an Assembly of God institution, Southeastern University does not necessarily endorse specific personal, religious, philosophical, or political positions found in these resources

Intended Learning Outcomes

As a result of reading, study, and assessments in this course, the student should be able to:

1. Apply structural models and stylistic techniques to develop original writing using source texts where appropriate.
2. Implement the full writing process, including prewriting, drafting, revising, and editing.
3. Apply standard grammar and mechanics consistently in written compositions.
4. Analyze and evaluate ideas and texts to develop thoughtful and coherent written arguments.

These learning outcomes are assessed through curated writing assessments and completion-based preparatory submissions as described in Section 4 of this syllabus.

Late Work

Extensions or modifications to assignment due dates may be granted at the instructor's discretion but are **not guaranteed**. As a general rule, assignments submitted after the stated deadline without prior approval will not be accepted. Students requesting an extension must initiate contact with the instructor **via official SEU email** at least **48 hours prior to the assignment's due date** and provide appropriate documentation when applicable. In cases of documented emergencies or extenuating circumstances where advance notice is not feasible, the instructor may consider an exception.

Extra Credit

No extra credit is offered in this course.

SECTION 2: SOUTHEASTERN POLICIES

Academic Policies

View this link to see Southeastern's Policies regarding SEU's Mission and Vision Statements, Title IX Statement, Student Services, Class Participation, Official Email, MyFIRE Use, Technical Difficulties, Technical Support, Disability Statement, Academic Honesty, Course Evaluation, Official Withdrawal, Grading Scale, and Netiquette.

SECTION 3: COURSE SCHEDULE

The **Course Schedule** provides a listing of your work in this course. The assessments are listed by Module and include the due dates and point values.

Note: Assignments are due by 11:59 p.m. EST on the due date, unless otherwise noted.

AIM, LEARN, AND APPLY DESCRIPTIONS

Aim

 When you see the Aim icon, you will be introduced to topics and ideas that will be covered throughout this module. The AIM will also provide you with a glimpse into your learning objectives and an introduction to this module.

Learn

 When you see the Learn icon, all of your reading assignments will be listed and may include additional resources that your instructor is providing to help you complete the activities and assessments for the module.

Apply

 When you see the Apply Icon, it will be time to demonstrate your learning for the module. The items here are those in which you'll be graded and may include discussions, activities, assignments, quizzes, exams, and projects.

MODULE 1

08/26/26 - 09/01/26



Aim

- Introduce the foundational structure of the IEW writing model and establish expectations for outlining, note-making, and organized thinking from source texts.



Learn

- **Read:** *IEW Structure and Style® for Students, Level C, Year 1* – Unit 1: Note Making and Outlines, Week 1
 - Key Word Outline (KWO) method
 - Selecting keywords from source texts
 - Paragraph structure derived from outlines



Apply

- Assignment for Module 1: IEW Unit 1 Model Chart
 - Description: Submit the IEW Unit 1 Model Chart for a completion grade without feedback. This assignment is here for student accountability and engagement.
 - Due: Tuesday, the final day of the module, by 11:59 p.m. Eastern Time.
 - Points: 5
 - Completion Grade Only

MODULE 2

09/02/26 - 09/08/26



Aim

- Develop confidence in writing from notes while introducing stylistic expectations and self-checking habits.



Learn

- **Read:** *IEW Structure and Style® for Students, Level C, Year 1* – Unit 2:
Writing from Notes, Week 2
 - Expanding outlines into paragraphs
 - Title rule
 - -ly adverbs
 - who/which clauses



Apply

- Assignment for Module 2: IEW Unit 2 Composition Checklist
 - Description: Submit the IEW Unit 2 Composition Checklist along with the writing artifact(s) identified on the checklist for a completion grade without feedback. This assignment is here for student accountability and engagement.
 - Due: Tuesday, the final day of the module, by 11:59 p.m. Eastern Time.
 - Points: 2.5
 - Completion Grade Only

MODULE 3

09/09/26 - 09/15/26



Aim

- Introduce narrative structure and prepare students to write organized, multi-paragraph stories.



Learn

- **Read:** *IEW Structure and Style® for Students, Level C, Year 1* – Unit 3:
Retelling Narrative Stories, Week 3
 - Story Sequence Chart
 - Narrative paragraph structure
 - Strong verbs
 - Banned verbs: say/said, go/went, see/saw



Apply

- Assignment for Module 3:IEW Unit 3 Composition Checklist
 - Description: Submit the IEW Unit 3 Composition Checklist along with the writing artifact(s) identified on the checklist for a completion grade without feedback. This assignment is here for student accountability and engagement.
 - Due: Tuesday, the final day of the module, by 11:59 p.m. Eastern Time.
 - Points: 2.5
 - Completion Grade Only

MODULE 4

09/16/26 - 09/22/26



Aim

- Prepare a complete narrative outline or draft in advance of the first major assessment.



Learn

- **Review:** *IEW Structure and Style® for Students, Level C, Year 1* – Unit 3, Week 4
 - Narrative cohesion across paragraphs
 - Because clauses
 - Drafting and revision using the checklist



Apply

- Assignment for Module 4: Assessment 1 Rough Draft
 - Description: Submit a rough draft of Assessment 1, Tom Sawyer, that reflects the current structure and direction of the final writing assignment.
 - Due: Tuesday, the final day of the module, by 11:59 p.m. Eastern Time.
 - Points: 5
 - Completion Grade Only

MODULE 5

09/23/26 - 09/29/26



Aim

- Demonstrate narrative writing competency through a polished creative variation.



Learn

- **Review:** *IEW Structure and Style® for Students, Level C, Year 1* – Unit 3, Week 5
 - Narrative variation
 - Creative adaptation of source texts
 - Editing and proofreading strategies



Apply

- Assignment for Module 5: Assessment 1 Final Draft
 - Description: Submit a 3-paragraph paper offering your own variation of the “Tom Sawyer” story.
 - Directions: SSS-1C, Unit 3, Week 5, pg. 47-53.
 - Requirements:
 - Must be an original retelling or creative version.
 - Reflects comprehension of narrative structure.
 - Uses key stylistic techniques from the IEW method.
 - Due: Tuesday, the final day of the module, by 11:59 p.m. Eastern Time.
 - Points: 12
- This assessment is graded. Instructor feedback will be provided at a level sufficient to justify the assigned grade.

MODULE 6

09/30/26 - 10/06/26



Aim

- Introduce reference-based summarization and prepare a research outline or draft.



Learn

- **Read:** *IEW Structure and Style® for Students, Level C, Year 1* – Unit 4:
Summarizing a Reference, Week 6
 - Informational summarization
 - Objective tone
 - Quality adjectives



Apply

- Assignment for Module 6: Assessment 2 Rough Draft
 - Description: Submit a rough draft of Assessment 2, Father Damien, that reflects the current structure and direction of the final writing assignment.
 - Due: Tuesday, the final day of the module, by 11:59 p.m. Eastern Time.
 - Points: 5
- Completion Grade Only

MODULE 7

10/07/26 - 10/13/26



Aim

- Demonstrate the ability to summarize researched information accurately and clearly.



Learn

- **Review:** *IEW Structure and Style® for Students, Level C, Year 1* – Unit 4, Week 7
 - www.asia clause
 - Replacing banned adjectives (good, bad)
 - Structuring a research summary



Apply

- Assignment for Module 7: Assessment 2 Final Draft
 - Description: Submit a 3-paragraph report summarizing the life and impact of Father Damien or another notable figure.
 - Directions: SSS-1C, Unit 4, Week 7, pg. 69-77.
 - Requirements:
 - Must be based on research from at least one reference source.
 - Summarizes key facts and contributions.
 - Demonstrates structured summarization and identifies the reference source used.
 - Due: Tuesday, the final day of the module, by 11:59 p.m. Eastern Time.
 - Points: 12
- This assessment is graded. Instructor feedback will be provided at a level sufficient to justify the assigned grade.

MODULE 8

10/14/26 - 10/20/26



Aim

- Develop descriptive writing skills by translating visual prompts into organized, vivid written compositions.



Learn

- **Read:** *IEW Structure and Style® for Students, Level C, Year 1* – Unit 5:
Writing from Pictures, Week 8 (“Trash Bag / Pirates”)
 - Generating content from visual prompts
 - Organizing ideas using a Key Word Outline (KWO)
 - Writing clear, descriptive paragraphs based on images
 - Selecting strong nouns, verbs, and adjectives for descriptive clarity
 - Applying IEW stylistic techniques within descriptive writing



Apply

- No assignment due

MODULE 9

10/21/26 - 10/27/26



Aim

- Prepare a descriptive outline or draft based on a visual prompt.



Learn

- **Read:** *IEW Structure and Style® for Students, Level C, Year 1* – Unit 5:
Writing from Pictures, Week 9
 - Descriptive paragraph development
 - #2 Prepositional openers
 - Sensory detail and word choice



Apply

- Assignment for Module 9: Assessment 3 Rough Draft
 - Description: Submit a rough draft of Assessment 3, Ape or Turkey Picture Prompt, that reflects the current structure and direction of the final writing assignment.
 - Due: Tuesday, the final day of the module, by 11:59 p.m. Eastern Time.
 - Points: 5
- Completion Grade Only

MODULE 10

10/28/26 - 11/03/26



Aim

- Demonstrate descriptive writing competency through a complete, polished composition.



Learn

- **Review:** *IEW Structure and Style® for Students, Level C, Year 1* – Unit 5, Week 9
 - Final revision strategies
 - Proofreading for clarity and mechanics



Apply

- Assignment for Module 10: Assessment 3 Final Draft
 - Description: Submit a 3-paragraph descriptive composition based on one of two images: “Ape” or “Turkey”.
 - Directions: SSS-1C, Unit 5, Week 9, pg. 89-97.
 - Requirements:
 - Use vivid language, descriptive techniques, and proper story structure.
 - Engage creativity and visual interpretation skills.
 - Due: Tuesday, the final day of the module, by 11:59 p.m. Eastern Time.
 - Points: 12
- This assessment is graded. Instructor feedback will be provided at a level sufficient to justify the assigned grade.

MODULE 11

11/04/26 - 11/10/26



Aim

- Introduce multi-source summarization skills.



Learn

- **Read:** *IEW Structure and Style® for Students, Level C, Year 1* – Unit 6:
Summarizing Multiple References, Week 10
 - Multi-source outlining
 - Synthesizing information across texts



Apply

- Assignment for Module 11: IEW Unit 6 Composition Checklist
 - Description: Submit the IEW Unit 6, Week 10 Composition Checklist along with the writing artifact(s) identified on the checklist for a completion grade without feedback. This assignment is here for student accountability and engagement.
 - Due: Tuesday, the final day of the module, by 11:59 p.m. Eastern Time.
 - Points: 2.5
- Completion Grade Only

MODULE 12

11/11/26 - 11/17/26



Aim

- Strengthen biographical writing and formatting skills.



Learn

- **Read:** *IEW Structure and Style® for Students, Level C, Year 1* – Unit 6, Week 11
 - Biographical summarization
 - Formatting a document
 - Documentation habits



Apply

- Assignment for Module 12: IEW Unit 6 Composition Checklist
 - Description: Submit the IEW Unit 6, Week 11 Composition Checklist along with the writing artifact(s) identified on the checklist for a completion grade without feedback. This assignment is here for student accountability and engagement.
 - Due: Tuesday, the final day of the module, by 11:59 p.m. Eastern Time.
 - Points: 2.5
- Completion Grade Only

MODULE 13

11/18/26 - 11/24/26



Aim

- ▢ Prepare a biographical outline or draft using multiple sources.



Learn

- ▢ **Review:** *IEW Structure and Style® for Students, Level C, Year 1* – Unit 6, Week 12
 - Bibliography construction
 - Integrating multiple sources



Apply

- ▢ Assignment for Module 13: Assessment 4 Rough Draft
 - Description: Submit a rough draft of Assessment 4, Historical Person of Choice, that reflects the current structure and direction of the final writing assignment.
 - Due: Tuesday, the final day of the module, by 11:59 p.m. Eastern Time.
 - Points: 5
- ▢ Completion Grade Only

MODULE 14

11/25/26 - 12/01/26



Aim

- Demonstrate competency in biographical research writing.



Learn

- **Review:** *IEW Structure and Style® for Students, Level C, Year 1* – Unit 6, Week 12
 - Final revision strategies
 - Proofreading and accuracy checks



Apply

- Assignment for Module 14: Assessment 4 Final Draft
 - Description: Submit a 3-paragraph report on a historical figure of your choosing.
 - Directions: SSS-1C, Unit 6, Week 12, pg. 127-131.
 - Requirements:
 - Use multiple sources for research.
 - Present accurate, well-organized information.
 - Demonstrate ability to summarize multiple references effectively.
 - Due: Tuesday, the final day of the module, by 11:59 p.m. Eastern Time.
 - Points: 12
- This assessment is graded. Instructor feedback will be provided at a level sufficient to justify the assigned grade

MODULE 15

12/02/26 - 12/08/26



Aim

- Plan and draft an original composition synthesizing skills from the entire course.



Learn

- **Review:** *IEW Structure and Style® for Students, Level C, Year 1* – Units 1–6 (cumulative review)
 - Applying structural models to original writing
 - Organizing ideas into a five-paragraph structure



Apply

- Assignment for Module 15: Assessment 5 Rough Draft
 - Description: Submit a rough draft of Assessment 5, Subject of Choice, that reflects the current structure and direction of the final writing assignment.
 - Due: Tuesday, the final day of the module, by 11:59 p.m. Eastern Time.
 - Points: 5
- Completion Grade Only

MODULE 16

12/09/26 - 12/15/26



Aim

- Demonstrate cumulative mastery of composition skills in a polished final paper.



Learn

- **Review:** *IEW Structure and Style® for Students, Level C, Year 1* – Units 1–6
(final review)
 - Editing and proofreading strategies
 - Style checks and clarity



Apply

- Assignment for Module 16: Assessment 5 Final Draft
 - Description: Submit a 5-paragraph original composition based on your own chosen subject.
 - Directions: SSS-1C, Unit 7, Week 13, pg. 133-137.
 - Requirements:
 - Build upon your KWO (Key Word Outline).
 - Original writing that includes stylistic techniques, strong organization, and thematic clarity.
 - Serves as the capstone writing project.
 - Well-edited and proofread.
 - Due: Tuesday, the final day of the module, by 11:59 p.m. Eastern Time.
 - Points: 12
- This assessment is graded. Instructor feedback will be provided at a level sufficient to justify the assigned grade.

SECTION 4: ASSESSMENTS

Major Assessments (Graded with Feedback)

Description

Students complete **five major writing assessments** directly taken from the *IEW Structure and Style® Level C* curriculum. Each assessment requires the submission of a polished written composition demonstrating mastery of structural models, stylistic techniques, and the full writing process.

All major assessments are **written compositions**. No presentations, slide decks, or oral communication formats are used in this course.

Assessment Formats

Major assessments include narrative, descriptive, research-based, and inventive writing tasks.

- Most major assessments are **three-paragraph compositions**
- The final major assessment is a **five-paragraph original composition**

Citation & Documentation

In text citations are not required for every assessment. When applicable to the assignment prompt:

- Use in-text citations whenever referencing ideas or information drawn from sources beyond the primary text
- Include a bibliography or works cited page when required
- Follow MLA format consistently throughout the assignment, unless otherwise specified by the prompt

Total Possible Points

60 points total (5 assessments x 12 points each)

Grade Weight

60% of final course grade.

SECTION 4: ASSESSMENTS

Rough Draft Submissions (Completion)

Description

Students submit a rough draft in advance of each major assessment. These submissions document early drafting work and are intended to support the writing process without requiring a completed or polished paper.

Rough draft submissions are evaluated as ***completion only and do not receive qualitative feedback.***

Total Possible Points

25 points total (5 draft submissions x 5 points each)

Grade Weight

25% of final course grade.

Model Chart Submission (Completion)

Description

Students submit a Unit 1 Model Chart demonstrating engagement with the foundational outlining and structural framework used throughout the course. This submission reinforces early adoption of the IEW writing model and establishes expectations for subsequent assignments.

The model chart is graded on ***completion only and does not receive qualitative feedback.***

Total Possible Points

5 points total

Grade Weight

5% of final course grade.

SECTION 4: ASSESSMENTS

Composition Checklists (Completion)

Description

Students submit selected **IEW composition checklists, along with the writing artifact(s) identified on those checklists**, aligned with specific instructional units. These checklists reinforce self-editing habits, structural accuracy, and adherence to stylistic expectations.

Checklist submissions are graded on **completion only** and **do not receive qualitative feedback**.

Total Possible Points

10 points total (4 composition checklists x 2.5 points each)

Grade Weight

10% of final course grade.

Appendix A

Major Assessment Grading Rubric *(Applies to Assessments 1–5)*

Rubric category point values are applied proportionally to the total point value of each major assessment.

1. Content & Ideas (25 points)

Level	Description
Excellent (25–23 pts)	Demonstrates clear and original ideas; thesis (if appropriate) is compelling; evidence and examples are well integrated and support the central focus.
Proficient (22–20 pts)	Ideas are clear and supported; the thesis is present though may lack complexity or nuance; some evidence of original thought or synthesis is present.
Developing (19–17 pts)	The central idea is present but underdeveloped or unclear; supporting evidence is minimal or off-topic.
Beginning (16–0 pts)	Lacks a clear central idea; little to no relevant support or analysis; minimal understanding of the prompt.

2. Organization (25 points)

Level	Description
Excellent (25–23 pts)	Paragraphs are logically ordered and cohesive; transitions enhance readability; structure clearly follows a model (e.g., KWO, IEW dress-ups, etc.).
Proficient (22–20 pts)	Organization is mostly logical; transitions are generally effective; structural models are evident but not fully developed or followed throughout.
Developing (19–17 pts)	Structure is inconsistent; transitions may be abrupt or missing; weak or inconsistent adherence to the prescribed writing model.
Beginning (16–0 pts)	Poor organization; no clear structure or paragraph unity; transitions and logical progression are largely absent.

3. Grammar & Mechanics (25 points)

Level	Description
Excellent (25–23 pts)	Writing demonstrates consistent control of grammar, punctuation, and spelling; errors are minimal and do not distract from meaning or flow.
Proficient (22–20 pts)	Few grammar or punctuation issues; meaning remains clear; shows editing effort.
Developing (19–17 pts)	Frequent mechanical or grammatical issues that may distract the reader or interfere with clarity.
Beginning (16–0 pts)	Consistent grammar and mechanics errors that severely hinder readability and suggest insufficient editing or proofreading.

4. Formatting & Style (25 points)

Level	Description
Excellent (25–23 pts)	Adheres fully to the formatting and documentation requirements of the assignment; where MLA is required, follows MLA format consistently; tone is appropriate for the assigned genre; shows stylistic variety (e.g., IEW techniques, sentence openers, strong vocabulary).
Proficient (22–20 pts)	Mostly follows the formatting and documentation requirements of the assignment; where MLA is required, mostly follows MLA; tone is mostly appropriate; some stylistic variation present; may rely heavily on formulaic phrasing.
Developing (19–17 pts)	Required formatting or documentation is inconsistent; tone may be too informal or stilted; limited stylistic engagement; occasional mechanical word repetition.
Beginning (16–0 pts)	Required formatting or documentation is incorrect or missing; tone is inappropriate; lacks stylistic effort; frequent misuse or overuse of vocabulary tools.

Notes for Instructors

- This rubric directly assesses all ILOs in balance. Content/Ideas and Organization target ILOs 1 and 4. Grammar/Mechanics targets ILO 3. Formatting/Style addresses ILO 2 (revising/editing) and 1 (stylistic techniques).
- Creative Allowance: Word choice, sentence structures, and stylistic variety rooted in the IEW methodology should be graded on their effectiveness, not penalized for sounding unique or formal. Students should be encouraged to practice and refine these techniques with feedback.

- Rubric Flexibility: Students may use checklists and stylistic tools (e.g., dress-ups, openers, decorations) familiar from IEW. However, instructors should evaluate the effectiveness and clarity of these choices, not their mere presence.

Appendix B - Instructor Guide

I. Purpose and Instructional Context

This course is designed for students who are currently taking or have completed the *Institute for Excellence in Writing (IEW) Structure and Style® Level C, Year 1* curriculum (**Units 1–6 with limited capstone synthesis from Unit 7**). It provides an opportunity for students to earn college credit by submitting selected writing assignments that demonstrate mastery of foundational composition skills developed through that curriculum.

English Composition I is intentionally structured around the IEW methodology, a **classical, mastery-based approach** that emphasizes structure, imitation, and incremental skill development. Instruction occurs primarily through the curriculum materials and instructional videos embedded in the course. The instructor's role is therefore **not that of a writing coach**, but of a **credentialed academic evaluator** responsible for assessing demonstrated writing competence at the college level.

Students are evaluated through curated writing assessments aligned with stated learning outcomes. The course emphasizes clarity, organization, and effective written communication rather than workshop-style drafting or instructor-led revision cycles.

II. Interpreting and Evaluating Student Submissions

When evaluating major assessments, instructors should apply the following guiding principles.

a. Learning Outcome Competency

Each major assessment aligns with learning outcomes focused on organization, clarity, structural control, and written communication. Instructors should prioritize evaluating whether the submission demonstrates **competence in these outcomes using the instructional model provided**, rather than applying expectations derived from alternative composition pedagogies.

Guiding question:

Has the student demonstrated college-level writing competence within the IEW framework?

b. Use of Sources and Citations (Critical Clarification)

Not all major writing assessments require citations.

- Instructors must **not penalize the absence of citations** unless the prompt explicitly requires them.

- Narrative, descriptive, and inventive writing assignments are **not research papers**.
- When citations are required (e.g., research summaries or biographical writing), assess **basic accuracy, attribution, and format consistency**, not advanced research conventions.

This distinction is essential to preserving alignment between instruction and evaluation.

c. Format Expectations

All major assessments in this course are written compositions. Students do not submit presentations, slide decks, or oral recordings.

Submissions should be evaluated based on:

- organizational clarity
- coherence and paragraph structure
- effective application of IEW structural models
- appropriate stylistic techniques taught in the curriculum

Work should be judged according to the expectations of the assigned genre and instructional framework, not against contemporary workshop-based composition norms.

III. Pedagogical Emphasis

This course treats writing as a **craft developed through structured practice**. Students are expected to demonstrate:

- purposeful engagement with the writing task
- clear and logical organization
- effective paragraph development
- appropriate stylistic control
- command of grammar and mechanics appropriate to the course level

The goal of assessment is **evidence of developing competence**, not stylistic uniformity, theoretical sophistication, or adherence to a single interpretive framework. Prior experience in classical or classical Christian education should be viewed as an asset.

IV. Use of the Grading Rubric

The grading rubric in Appendix A supports consistent evaluation across instructors and sections. It reflects MLA-style academic expectations while accommodating the structural models and stylistic techniques taught through IEW.

Apply the rubric **holistically**, focusing on:

- clarity and organization

- structural accuracy
- effectiveness of execution
- overall communication quality

Rubric scores should reflect **what is present in the submission**, not what an instructor might expect under a different pedagogical model.

V. Completion-Graded Assignments (Important)

The following assignments are completion-graded only:

- model charts
- composition checklists
- rough drafts

These submissions are intended to:

- support engagement and accountability
- document the writing process
- prepare students for major assessments

They **do not receive qualitative feedback** and should be marked complete or incomplete based solely on submission. Instructors should **not provide instructional commentary** on these items. Teaching occurs through the curriculum, not through written feedback on preparatory work.

VI. Feedback Expectations for Major Assessments

Feedback on major assessments should be:

- brief
- specific
- directly tied to the rubric
- limited to what justifies the assigned score

Instructors should avoid:

- extensive line edits
- paragraph-by-paragraph critiques
- instructional essays embedded in feedback

This course serves a population of students and families who may closely scrutinize instructor comments. Overly detailed or speculative feedback often leads to confusion, misinterpretation of grading decisions, and unnecessary follow-up communication. Clear, concise feedback that explains *why points were deducted* is sufficient and strongly preferred.

VII. Instructor Role and Professional Judgment

In this course, the instructor serves as a **credentialed academic evaluator and gatekeeper**, not the primary source of instruction. Professional judgment should be exercised with restraint, consistency, and fidelity to the course design.

This guide exists to ensure instructional consistency across sections while preserving appropriate academic discretion.

Final Note

This appendix is intentionally clear. It protects:

- instructors from over-grading and over-communication
- students from mixed pedagogical signals
- the institution from assessment drift

Used as written, it establishes a clear, defensible bridge between classical writing pedagogy and college-level academic evaluation.