



COURSE SYLLABUS

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SECTION 1: COURSE INFORMATION

Format: 16 weeks.

Course ID: ENGL 1323

Course Title: English Composition 2

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 develops intermediate skills in writing the major types of composition such as description, narration, example, analysis, definition, classification, comparison/contrast, and cause/effect. Students will practice techniques in advanced structure, syntax, and style. This course is equivalent to ENGL 1233.

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. Compose advanced essays in a variety of rhetorical styles, using clear thesis statements and supporting evidence.
2. Evaluate and synthesize information from multiple sources for integration into original compositions.
3. Analyze and respond to multiple perspectives on a given topic with clarity and coherence.
4. Apply advanced structural, syntactical, and stylistic techniques to produce well-organized and engaging writing.
5. Demonstrate academic integrity through proper use of MLA in-text citations and works cited formatting.

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

01/14/26 - 01/20/26



Aim

- ☐ Introduce inventive writing expectations and prepare students for advanced rhetorical tasks.



Learn

- ☐ **Read:** *Structure and Style® for Students*, Level C, Year 1 – Unit 7, Week 13
 - Subject selection and purpose
 - Invention through structured models
 - Preparation for academic audiences



Apply

- ☐ Assignment for Module 1:IEW Unit 7 Composition Checklist
 - o Description: Submit the IEW Unit 7 Composition Checklist for a completion grade without feedback. This assignment is here for student accountability and engagement.
 - o Due: Tuesday, the final day of the module, by 11:59 p.m. Eastern Time.
 - o Points: 1
 - o Completion Grade Only

MODULE 2

01/21/26 - 01/27/26



Aim

- ☐ Plan and structure a persuasive, purpose-driven academic essay.



Learn

- ☐ **Read:** *Structure and Style® for Students*, Level C, Year 1 – Unit 7, Week 14
 - University application essay models
 - Audience awareness and tone
 - Structural clarity and organization



Apply

- ☐ Assignment for Module 2: Assessment 1 Rough Draft or Outline
 - o Description: Submit a rough draft or outline that reflects the current structure and direction of Assessment 1, University Application Essay.
 - o Due: Tuesday, the final day of the module, by 11:59 p.m. Eastern Time.
 - o Points: 6
 - o Completion Grade Only

MODULE 3

01/28/26 - 02/03/26



Aim

- ☐ Demonstrate competency in inventive academic writing.



Learn

- ☐ **Read:** *Structure and Style® for Students*, Level C, Year 1 – Unit 7, Week 14
 - Refinement of inventive structure
 - Stylistic precision
 - Revision for clarity



Apply

- ☐ Assignment for Module 3: Assessment 1 Final Draft
 - o Description: Write a five-paragraph University Application Essay, based on a chosen prompt from page 142 of SSS-1C.
 - o Directions: SSS-1C, Unit 7, Week 14, pg. 139-143.
 - o Requirements:
 - Must demonstrate creativity, structure, and clarity suitable for college-level writing.
 - Built from your KWO (Key Word Outline).
 - Assess for quality and structure.
 - o Due: Tuesday, the final day of the module, by 11:59 p.m. Eastern Time.
 - o Points: 15
- ☐ This assessment is graded. Instructor feedback will be provided at a level sufficient to justify the assigned grade.

MODULE 4

02/04/26 - 02/10/26



Aim

- ☐ Transition from inventive writing to formal analytical thinking.



Learn

- ☐ **Read:** *Structure and Style® for Students*, Level C, Year 1 – Unit 7, Week 15
 - Author analysis for imitation
 - Structural modeling
 - Stylistic awareness



Apply

- ☐ Assignment for Module 4:IEW Unit 7 Author Analysis
 - o Description: Submit one of the IEW Unit 7 Author Analyses for a completion grade without feedback. This assignment is here for student accountability and engagement.
 - o Due: Tuesday, the final day of the module, by 11:59 p.m. Eastern Time.
 - o Points: 6
 - o Completion Grade Only

MODULE 5

02/11/26 - 02/17/26



Aim

- ☐ Introduce formal essay models and academic expectations.



Learn

- ☐ **Read:** *Structure and Style® for Students*, Level C, Year 1 – Unit 8, Week 16
 - Formal essay structure
 - Model analysis
 - Organizational coherence



Apply

- ☐ Assignment for Module 5:IEW Unit 8 Composition Checklist
 - o Description: Submit the IEW Unit 8, Week 16 Composition Checklist for a completion grade without feedback. This assignment is here for student accountability and engagement.
 - o Due: Tuesday, the final day of the module, by 11:59 p.m. Eastern Time.
 - o Points: 1
 - o Completion Grade Only.

MODULE 6

02/18/26 - 02/24/26



Aim

- ☐ Develop familiarity with advanced formal essay techniques.



Learn

- ☐ **Read:** *Structure and Style® for Students*, Level C, Year 1 – Unit 8, Week 17
 - Expanded essay development
 - Analytical structure
 - Style refinement



Apply

- ☐ Assignment for Module 6:IEW Unit 8 Composition Checklist
 - o Description: Submit the IEW Unit 8, Week 17 Composition Checklist for a completion grade without feedback. This assignment is here for student accountability and engagement.
 - o Due: Tuesday, the final day of the module, by 11:59 p.m. Eastern Time.
 - o Points: 1
 - o Completion Grade Only.

MODULE 7

02/25/26 - 03/03/26



Aim

- ☐ Prepare for formal essay writing with attention to documentation.



Learn

- ☐ **Read:** *Structure and Style® for Students*, Level C, Year 1 – Unit 8, Week 18
 - Essay prompts
 - MLA documentation
 - Quotation integration



Apply

- ☐ Assignment for Module 7:IEW Unit 8 Preliminary Checklist
 - o Description: Submit the IEW Unit 8 Preliminary Checklist for a completion grade without feedback. This assignment is here for student accountability and engagement.
 - o Due: Tuesday, the final day of the module, by 11:59 p.m. Eastern Time.
 - o Points: 1
 - o Completion Grade Only.

MODULE 8

03/04/26 - 03/10/26



Aim

- ☐ Refine formal essay techniques through revision and models.



Learn

- ☐ **Read:** *Structure and Style® for Students*, Level C, Year 1 – Unit 8, Week 19
 - Sample essays
 - Bibliography elements
 - Structural polish



Apply

- ☐ Assignment for Module 8:IEW Unit 8 Composition Checklist
 - o Description: Submit the IEW Unit 8, Week 19 Composition Checklist for a completion grade without feedback. This assignment is here for student accountability and engagement.
 - o Due: Tuesday, the final day of the module, by 11:59 p.m. Eastern Time.
 - o Points: 1
 - o Completion Grade Only.

MODULE 9

03/11/26 - 03/17/26



Aim

- ☐ Plan a structured literary critique.



Learn

- ☐ **Read:** *Structure and Style® for Students*, Level C, Year 1 – Unit 9, Week 20
 - Critique structure
 - Analytical focus
 - Thesis-driven analysis



Apply

- ☐ Assignment for Module 9: Assessment 2 Rough Draft or Outline
 - o Description: Submit a rough draft or outline that reflects the current structure and direction of Assessment 2, Ransom of Red Chief.
 - o Due: Tuesday, the final day of the module, by 11:59 p.m. Eastern Time.
 - o Points: 6
 - o Completion Grade Only

MODULE 10

03/18/26 - 03/24/26



Aim

- ☐ Demonstrate analytical competence through literary critique.



Learn

- ☐ **Read:** *Structure and Style® for Students*, Level C, Year 1 – Unit 9, Week 20
 - Literary analysis
 - Evidence integration
 - Critical clarity



Apply

- ☐ Assignment for Module 10: Assessment 2 Final Draft
 - o Description: Write a five-paragraph literary critique of *The Ransom of Red Chief*.
 - o Directions: SSS-1C, Unit 9, Week 20, pg. 221-235.
 - o Requirements:
 - Must demonstrate analytical thinking and critique of literary devices or themes.
 - Built from your KWO (Key Word Outline).
 - o Due: Tuesday, the final day of the module, by 11:59 p.m. Eastern Time.
 - o Points: 15
- ☐ This assessment is graded. Instructor feedback will be provided at a level sufficient to justify the assigned grade.

MODULE 11

03/25/26 - 03/31/26



Aim

- ☐ Prepare analytical writing on a longer literary work.



Learn

- ☐ **Read:** *Structure and Style® for Students*, Level C, Year 1 – Unit 9, Week 21
 - Extended text analysis
 - Structural continuity
 - Analytical depth



Apply

- ☐ Assignment for Module 11: Assessment 3 Rough Draft or Outline
 - o Description: Submit a rough draft or outline that reflects the current structure and direction of Assessment 3, Treasure Island.
 - o Due: Tuesday, the final day of the module, by 11:59 p.m. Eastern Time.
 - o Points: 6
 - o Completion Grade Only

MODULE 12

04/01/26 - 04/07/26



Aim

- ☐ Demonstrate literary analysis in an extended essay.



Learn

- ☐ **Read:** *Structure and Style® for Students*, Level C, Year 1 – Unit 9, Week 21
 - Theme development
 - Evidence synthesis
 - Structural cohesion



Apply

- ☐ Assignment for Module 12: Assessment 3 Final Draft
 - o Description: Write a five-paragraph paper on Treasure Island.
 - o Directions: SSS-1C, Unit 9, Week 21, pg. 237-239.
 - o Requirements:
 - Must demonstrate analytical thinking and critique of literary devices or themes.
 - Built from your KWO (Key Word Outline).
 - o Due: Tuesday, the final day of the module, by 11:59 p.m. Eastern Time.
 - o Points: 15
- ☐ This assessment is graded. Instructor feedback will be provided at a level sufficient to justify the assigned grade.

MODULE 13

04/08/26 - 04/14/26



Aim

- ☐ Introduce response-to-literature conventions.



Learn

- ☐ **Read:** *Structure and Style® for Students*, Level C, Year 1 – Response to Literature, Week 22
 - Response framing
 - Literary interpretation
 - Stylistic control



Apply

- ☐ Assignment for Module 13:IEW Response to Literature Composition Checklist
 - o Description: Submit the IEW Response to Literature, Week 22 Composition Checklist for a completion grade without feedback. This assignment is here for student accountability and engagement.
 - o Due: Tuesday, the final day of the module, by 11:59 p.m. Eastern Time.
 - o Points: 1
 - o Completion Grade Only

MODULE 14

04/15/26 - 04/21/26



Aim

- ☐ Plan a formal literary response essay.



Learn

- ☐ **Read:** *Structure and Style® for Students*, Level C, Year 1 – Response to Literature, Week 23
 - Analytical response structure
 - Thematic synthesis
 - Evidence selection



Apply

- ☐ Assignment for Module 14: Assessment 4 Rough Draft or Outline
 - o Description: Submit a rough draft or outline that reflects the current structure and direction of Assessment 4, The Devil and David Webster.
 - o Due: Tuesday, the final day of the module, by 11:59 p.m. Eastern Time.
 - o Points: 6
 - o Completion Grade Only

MODULE 15

04/22/26 - 04/28/26



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 4 Final Draft
 - o Description: Submit a five-paragraph essay on *The Devil and Daniel Webster* based on your KWO.
 - o Directions: SSS-1C, Response to Literature, Week 23, pg. 249-261.
 - o Requirements:
 - Reflects synthesis of composition skills developed throughout the course.
 - Evaluated for content, structure, grammar, and formatting.
 - o Due: Tuesday, the final day of the module, by 11:59 p.m. Eastern Time.
 - o Points: 15
- ☐ This assessment is graded. Instructor feedback will be provided at a level sufficient to justify the assigned grade

MODULE 16

04/29/26 - 05/05/26



Aim

- ☐ Reflect on growth in advanced academic writing.



Learn

- ☐ **Read:** *Structure and Style® for Students*, Level C, Year 1 – Response to Literature, Week 24
 - Course synthesis
 - Review of core models
 - Reflection on writing development



Apply

- ☐ Assignment for Module 16: Reflection Paragraph
 - o Description: Submit a 150–200 word reflection addressing (1) how your approach to composition has developed over the course of the class, (2) which major assessment most strengthened your writing skills, and (3) what insights you gained about composing analytical responses to longer or more complex literary works.
 - o Due: Tuesday, the final day of the module, by 11:59 p.m. Eastern Time.
 - o Points: 4
 - o Completion Grade Only.

SECTION 4: ASSESSMENTS

Major Assessments (Graded with Feedback)

Description

Students complete **four major writing assessments** directly taken from the *Institute for Excellence in Writing (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 in this course emphasize formal academic writing and literary response and include: inventive academic writing, formal essays, literary critique, and response-to-literature composition. Most major assessments are five-paragraph compositions aligned with college-level expectations for structure and argumentation.

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 (4 assessments x 15 points each)

Grade Weight

60% of final course grade.

SECTION 4: ASSESSMENTS

Outline and Draft Submissions (Completion)

Description

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

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

Total Possible Points

24 points total (4 draft submissions x 6 points each)

Grade Weight

24% of final course grade.

Author Analysis Submission (Completion)

Description

Students submit an Author Analysis artifact demonstrating engagement with stylistic and structural features of a model text. This submission documents analytical observation and imitation-oriented study within the IEW framework and establishes expectations for subsequent analytical and response-based writing tasks.

The author analysis is graded on ***completion only and does not receive qualitative feedback.***

Total Possible Points

6 points total

Grade Weight

6% of final course grade.

SECTION 4: ASSESSMENTS

Composition Checklists (Completion)

Description

Students submit selected **IEW composition 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

6 points total (6 composition checklists x 1 points each)

Grade Weight

6% of final course grade.

Reflection Paragraph (Completion)

Description

Students submit a short reflective response addressing their development over the course of the term and identifying key insights gained and areas of growth demonstrated across the major assessments.

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

Total Possible Points

4 points total

Grade Weight

4% of final course grade.

Appendix A

Major Assessment Grading Rubric *(Applies to Assessments 1–4)*

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)	Addresses prompt with depth and originality; thesis is insightful and well supported with detailed examples and multiple perspectives; shows synthesis.
Proficient (22–20 pts)	Ideas are thoughtful and mostly supported; thesis is clear; begins to integrate perspectives or sources, though some may be underdeveloped.
Developing (19–17 pts)	Thesis is vague or general; ideas are predictable or loosely developed; limited integration of perspectives or sources.
Beginning (16–0 pts)	Thesis is missing or unclear; little development; no integration of sources or engagement with opposing views.

2. Organization (25 points)

Level	Description
Excellent (25–23 pts)	Logical, flowing structure that matches rhetorical mode; smooth transitions; paragraphs are unified and ordered to enhance clarity and persuasion.
Proficient (22–20 pts)	Mostly clear organization; minor lapses in cohesion or flow; paragraph structure is adequate with some transitions.
Developing (19–17 pts)	Weak or inconsistent structure; awkward or missing transitions; some paragraphs lack unity or coherence.
Beginning (16–0 pts)	Lacks clear organization; disjointed paragraphs and transitions; structure interferes with readability.

3. Grammar & Mechanics (25 points)

Level	Description
Excellent (25–23 pts)	Demonstrates advanced control of grammar, syntax, and punctuation; errors are rare and do not hinder clarity or academic tone.
Proficient (22–20 pts)	Occasional errors in grammar or usage, but meaning remains clear; demonstrates editing effort and understanding of conventions.
Developing (19–17 pts)	Frequent errors in syntax, grammar, or punctuation; these issues sometimes obscure meaning or tone.
Beginning (16–0 pts)	Numerous and distracting mechanical errors; interferes with understanding and academic credibility.

4. Formatting & Style (25 points)

Level	Description
Excellent (25–23 pts)	Consistently applies MLA format accurately; tone is formal and academic; integrates and cites sources seamlessly and ethically.
Proficient (22–20 pts)	MLA formatting is mostly correct; tone is generally appropriate; citations are present but may lack consistency.
Developing (19–17 pts)	MLA formatting is inconsistent; tone may fluctuate or lean informal; citation errors are noticeable.
Beginning (16–0 pts)	MLA format ignored or misused; tone is inappropriate for academic writing; significant citation errors or missing references.

Notes for Instructors

- This rubric directly assesses all ILOs in balance. Content/Ideas targets ILOs 1, 2, and 3. Organization and Grammar/Mechanics target ILO 4. Formatting/Style addresses ILO 5 (MLA citation and academic integrity) and 4 (stylistic techniques).
- Emphasis on Source Synthesis: Ensure students are evaluated on integration and evaluation of multiple sources, not just citation correctness.

- Academic Integrity & Voice: Encourage use of IEW stylistic techniques where appropriate, but require increasing mastery of academic tone, especially in critique and analysis.
- Creativity Still Welcome: Students using advanced vocabulary or varied sentence structures should be rewarded when these elements enhance clarity and engagement.

University Grading Scale

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 7 through 9 and the *Response to Literature Unit***). 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 II 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
- outlines and 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.