

# **PROGRAM IN RHETORIC AND COMPOSITION**

## **Program Assessment Report, 2015-2016**

Prepared and Submitted by

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Prepared for the Dean of the J. William Fulbright College of Arts and Sciences  
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## Executive Summary

This program assessment report confirms the current effectiveness of ENGL 1013: Composition I, and ENGL 1023: Composition II, the two Fulbright College core courses under the purview of the Program in Rhetoric and Composition (PRC). The report describes the methods used in the PRC's most recent assessment, discusses the ramifications of the results of the assessment, and offers suggestions to improve teaching and assessment strategies.

The assessment described herein is based on data generated from 249 students enrolled in 19 randomly selected sections of ENGL 1013: Composition I, and 294 students enrolled in 22 randomly selected sections of ENGL 1023: Composition II. The Composition I sections were taught in the Department of English during the fall 2015 semester, and the Composition II sections were taught in the Department of English during the spring 2016 semester.

The data indicate a clear general improvement of 3.5% in students' writing abilities after completing ENGL 1013—especially with regard to particular skill categories, such as paraphrasing and quoting sources, which improved by 7%, and the organization and coherence of essays, which improved by 6%.

The data further indicate dramatic improvement in students' writing abilities across all skill categories (crafting introductions, thesis statements, and conclusions; synthesizing information and crafting arguments; paraphrasing and quoting; being mindful of mechanics and citations; and organizing information and presenting ideas coherently) after completing ENGL 1023. On average students improved their overall competency by 18.5% after completing the course. Students' essays also showed significant improvement in their abilities to write effective introductions (a 23% improvement), to paraphrase and quote their sources (a 14% improvement), and to organize effectively their ideas in writing (a 12% improvement).

The conclusion that may be drawn from the data yielded by this assessment approach is that the PRC is successfully meeting the course goals of ENGL 1013 and ENGL 1023. Given that the PRC will institute changes in these courses over the following year (the changes are described near the end of the report), part of the recommendations resulting from this program assessment is to continue to fine-tune assessment methods and instruments in order to accurately assess the changing approaches to the implementation of these courses.

## Introduction

The Program in Rhetoric and Composition (PRC) submits the following report in fulfillment of the biennial program self-assessment mandate issued by Fulbright College. This report is based on data generated from 249 students enrolled in 19 randomly selected sections of ENGL 1013: Composition I, and 294 students enrolled in 22 randomly selected sections of ENGL 1023: Composition II. The Composition I sections were taught in the Department of English during the fall 2015 semester, and the Composition II sections were taught in the Department of English during the spring 2016 semester. The data indicate a clear improvement in students' writing abilities after taking ENGL 1013—especially with regard to skills in paraphrasing and quoting sources and to the organization and coherence of essays—and dramatic improvement in students' writing abilities across all skill categories after completing ENGL 1023. The following report will describe the methods used for this assessment, discuss the ramifications of the results of the assessment, and offer suggestions to improve teaching and assessment strategies.

## Methods and Results for Assessing ENGL 1013: Composition I

### *Methods*

Out of a total 117 ENGL 1013 sections offered in the fall 2015 semester, the PRC office randomly selected 23 sections to participate in its assessment. These 23 sections were taught by 20 teachers (17 Graduate Teaching Assistants and 3 full-time instructors) and had a total enrollment of 432 students (13.9% of the 2,242 students enrolled in ENGL 1013 across all sections) at the beginning of the semester, 349 (15.6% of the 2,242 students enrolled in ENGL 1013 across all sections) of whom completed the Pre-Intervention Assessment (see APPENDIX A). Two sections, #016 and #059, did not participate in the assessment, due to technical difficulties and instructor error, respectively.

The Pre-Intervention Assessment was designed to assess students' abilities to summarize, synthesize, and analyze sources and to form arguments, prior to the intervention of ENGL 1013. Students responded to a prompt requiring them to analyze three brief written sources and form an original argument about a controversy raised by those sources. Half of the sample received Prompt A (see APPENDIX A) while the other half received Prompt B (see APPENDIX A). The instructor of record for each section proctored the assessment activity during the first two weeks of classes in fall 2015 and during each section's regular meeting time. Computer labs were reserved for these assessments so that students could type their answers and submit them to their instructors via Blackboard, the online course-management system used across all sections of ENGL 1013. The instructors then forwarded the completed essays to the PRC office for processing and analysis.

The Post-Intervention Assessment (see APPENDIX B) was designed to assess students' abilities to summarize, synthesize, and analyze sources, and to form arguments, subsequent to the intervention of ENGL 1013. The instructor of record for each section proctored the assessment activity during the last two weeks of classes in fall 2015 and during each section's regular meeting time. Computer labs were reserved for these assessments, so that students could type their answers and submit them to their instructors via Blackboard. The instructors then forwarded the completed essays to the PRC office for processing and analysis. Of the original 23 sections selected, 19 participated in the Post-Intervention Assessment. Across these 19 sections, 249 students (12% of the 2,110 students enrolled in ENGL 1013 across all sections at the end of the semester) completed the Post-Intervention Assessment. Only the 249 students who completed both Pre-Intervention and Post-Intervention essays were assessed.

Once the essays were received by PRC, they were reformatted to be consistent in font, spacing, and margins. No features indicative of students' grasp of writing conventions were altered. Students' names were replaced with ID numbers, and 12 Graduate Teaching Assistants (GTAs) from the English department were hired to serve as raters to evaluate the essays. These raters were all experienced in teaching ENGL 1013, and were drawn from both M.A and Ph.D. programs in literature and in composition and rhetoric, and from the M.F.A program in creative writing.

Each essay was scored according to a standard rubric (SEE APPENDIX C) by which the raters assigned a score from 1 to 4 to each of five skill categories—1) Introduction, thesis, and conclusion; 2) Synthesis and argumentation; 3) Paraphrasing and quoting; 4) Mechanics and citations; 5) Organization and coherence—for a maximum of twenty points. To assure consistency in scoring, each essay was scored by two separate raters. A third rater then averaged the two scores to derive the essay's official score out of 20. The third rater also intervened when there was a discrepancy between two raters' scores of more than one point on any specific skill category; in such cases, the third rater read the essay and decided which score was appropriate for that skill category. Once the essays were scored, the scores were averaged each for the Pre-Intervention and Post-Intervention essays.

### *Results*

**The average Pre-Intervention score was 12.03, while the average Post-Intervention score was 12.45, an improvement of 3.5%.** Using a one-tailed *t*-test, the results were determined to be statistically significant with a confidence level of 95%:  $t = 1.81$ ,  $df = 247$ ,  $p < .05$ .

When assessing student scores by skill category, **the PRC found that students improved the most in organization and coherence, a 7% increase.** Using a one-tailed *t*-test, the results were determined to be statistically significant with confidence level of 90%:  $t = 1.59$ ,  $df = 1.42$ ,  $p < .10$ . **Students' essays also showed significant improvement in their paraphrasing and quoting skills, a 6% increase.** Again using a one-tailed *t*-test, the results were determined to be statistically significant with a confidence level of 95%:  $t = 2.25$ ,  $df = 247$ ,  $p < .05$ .

While students showed improvement in each of the five assessment categories, the remaining three skill categories showed no statistically significant changes.

## Methods and Results for Assessing ENGL 1023: Composition II

### *Methods*

Out of a total 97 ENGL 1023 sections offered in the spring 2016 semester, the PRC office randomly selected 22 sections to participate in the assessment. These 22 sections were taught by 19 teachers (17 Graduate Teaching Assistants and 2 full-time instructors) and had a total enrollment of 387 students (22% of the 1,760 students enrolled in ENGL 1023 across all sections) at the beginning of the semester, 363 (20.6% of the 1,760 enrolled in ENGL 1023 across all sections) of whom completed the Pre-Intervention Assessment (see APPENDIX D).

The Pre-Intervention Assessment Prompt was designed to assess students' abilities to analyze the rhetorical elements and strategies of a given text prior to the intervention of ENGL 1023. Students responded to a prompt requiring them to analyze two brief written sources and form an original analysis of the differing rhetorical strategies employed by those sources. Half of the sample received Prompt A (see APPENDIX D) while the other half received Prompt B (see APPENDIX D).

The instructor of record for each section proctored the assessment activity during the first two weeks of classes in spring 2016 and during each section's regular meeting time. Computer labs were reserved for these assessments, so that students could type their answers and submit them to their instructors via Blackboard. The instructors then forwarded the completed essays to the PRC office for processing and analysis.

The Post-Intervention Assessment (see APPENDIX E) was designed to assess students' abilities to analyze the rhetorical elements and strategies of a given text, subsequent to the intervention of ENGL 1023. The instructor of record for each section proctored the assessment activity during the last two weeks of classes in spring 2016 and during each section's regular meeting time. Computer labs were reserved for these assessments, so that students could type their answers and submit them to their instructors via Blackboard. The instructors then forwarded the completed essays to the PRC office for processing and analysis. All 22 sections participated in the Post-Intervention Assessment. Across these 22 sections, 290 students (16.5% of the 1,754 students enrolled in ENGL 1023 across all sections at the end of the semester) completed the Post-Intervention Assessment. Only the 290 students who completed both Pre-Intervention and Post-Intervention essays were assessed.

Once the essays were received by PRC, they were reformatted to be consistent in font, spacing, and margins. No features indicative of students' grasp of writing conventions were altered. Students' names were replaced with a standard designation (ex: Student 1 PR, where "PR" stands for "Pre-Intervention"), and 12 Graduate Teaching Assistants (GTAs) from the English department were hired to serve as raters to evaluate the essays. These raters were all experienced in teaching ENGL 1023, and were drawn from both M.A and Ph.D. programs in literature and in composition and rhetoric, and from the M.F.A program in creative writing.

Each essay was scored according to a standard weighted rubric (SEE APPENDIX F) by which the raters assigned a score from 1 to 4 to each of five skill categories—1) Introduction, thesis, and conclusion; 2) Analysis; 3) Paraphrasing and quoting; 4) Mechanics and citations; 5) Organization and coherence—for a maximum of twenty points. To assure consistency in scoring, each essay was scored by two separate raters. A third rater then added the two rater's scores for each category and entered them onto the weighted rubric spreadsheet to derive the essay's official score out of 100. The third rater also intervened when there was a discrepancy between two raters' scores of more than one point on any specific skill category; in such cases, the third rater read the essay and decided which score was appropriate for that skill category. Once the essays were scored, the scores were averaged each for the Pre-Intervention and Post-Intervention essays.

### *Results*

**The average Pre-Intervention score was 59.67, while the average Post-Intervention score was 70.69, an improvement of 18.47%.** Using a one-tailed *t*-test, the results were determined to be statistically significant with a confidence level of 99%:  $t = 9.21192$ ,  $df = 289$ ,  $p < .01$ .

When assessing student scores by skill category, **the PRC found that students improved the most in their rhetorical analysis skills, which is indeed the most targeted skill of the course: on average, student scores in the analysis category improved by 30%.** Using a one-tailed *t*-test, the results were determined to be statistically significant with a confidence level of 99%:  $t = 9.453$ ,  $df = 289$ ,  $p < .01$ .

**Students' essays also showed significant improvement in their abilities to write effective introductions (a 23% improvement), to paraphrase and quote their sources (a 14% improvement), and to organize effectively their ideas in writing (a 12% improvement).**

The category that was least improved was that concerned with the mechanics of writing (grammar, word choice, syntax, and spelling) and the citation of sources. However, these skills were the highest category in the pre-test averages: 9% higher than the average for the category *Organization and Coherence*, the next highest category in the Pre-Intervention averages. Therefore, the 1.2% improvement in the post-test essays suggests this category had the least room for improvement. It is also the case that students are taught to attend to this category more thoroughly during revision, and the limited time available for students to write these assessment essays likely caused students to forego substantial revision.

### Interpretation

The results show a clear improvement on average across all assessment sections. The 3.5% improvement indicated by the assessment of Composition I was slight but statistically significant. It is worth noting that many students performed more poorly on the Post-Intervention assessment essay largely through lack of effort, as was surmised from submitted essays that were no more than a single paragraph, well below the standards set in their Pre-Intervention Essays. Such brevity speaks of a lack of investment in the essay, rather than a lack of skills in the students. Lack of effort is further evinced by the fact that students tended to score 60-100% higher—with regards to the skills measured in both assessments: Introductions, Mechanics and Citations, and Organization and Coherence—on the Composition II *Pre-Intervention* assessment than on the Composition I *Post-Intervention* assessment. Since it is unlikely that students improved so drastically during the month between completing Composition I and beginning Composition II, the PRC concludes that the relatively low improvement shown by the Composition I assessment is largely attributable to lack of students' efforts on the Post-Intervention assessment.

In order to improve student participation during future intervention-model assessments and thus yield better data, the PRC instituted the following changes in the assessment of Composition II in the spring:

1. The following incentives were offered to the students enrolled in spring assessment sections of ENGL 1023 (Composition II):
  - a. Pre-Intervention: Students were informed that a strong enough performance on the Pre-Intervention essay allows them to receive exemption from the course.
  - b. Post-Intervention: Students were offered the chance to earn extra credit worth 3% of their course grade for participating in and expending their best efforts on the Post-Intervention Essay.
  
2. The PRC instituted a weighted rubric by which to assess student essays. This change was made to more effectively assess improvement across the specific skills targeted in Composition II. The rubric used to assess Composition I essays in the fall attributed value to less prioritized concerns—like mechanics and citation—equal to the targeted skills of the course—summary, synthesis, analysis, and critique. By instituting a weighted rubric by which to assess Composition II, the PRC ensured that the assessment more accurately reflected the growth in target skills, in this instance rhetorical analysis and awareness of rhetorical situations.

3. The PRC ensured that each student's pre-intervention and post-intervention essays were scored by the same raters. This change was instituted to account for varying degrees of strictness among the raters. Some accuracy may have been sacrificed during the assessment of Composition I because, for example, a comparatively lenient rater might have assessed a student's pre-intervention essay generously, whereas a comparatively strict rater might have assessed that same student's post-intervention essay stringently, thus obscuring the student's actual improvement over the course of the semester. By assigning the same team of raters to the pre- and post-intervention essays for each section, the PRC ensured continuity in grading attitudes that will more accurately reflect each student's progress.

Given the overwhelming improvements in the results of the assessment of Composition II over the results of the assessment of Composition I, the PRC will codify the above changes for future assessment.

The results of the assessment of Composition II show a dramatic improvement of 18.46% in students' abilities to analyze rhetorical situations and strategies, which are indeed the target skills of the course.

Overall, the data suggest that ENGL 1013 and ENGL 1023 are successful approaches to first-year writing and form a solid bedrock to the sequence of writing courses under the PRC's purview. Given the effectiveness of the above changes in procedure, the PRC expects future assessments of Composition I to indicate marked improvements in students' abilities to summarize, synthesize, analyze, critique, and form arguments based on the information available to them. Since a lack of student engagement skewed the assessment results for Composition I, the PRC will maintain its current rigorous GTA training program, and will make changes to that program should future program assessments indicate the need to do so. The PRC does plan to continue to improve its methods of assessment, so that it may more accurately implement any needed changes to its course design and personnel training.

#### Plans for Changes in Course Procedure and for Future Assessment

Future assessment will focus largely on improving assessment instruments, as Composition I and II are likely to undergo some changes over the coming year.

1. This fall the PRC will pilot a new version of Composition I that focuses on primary research and ethnography. While the course will still target the fundamental skills of summary, synthesis, analysis, critique, and argumentation, the change in the nature of assignment sequence, reading material, subject matter, and the delivery method of this material will require new instruments to accurately assess its effectiveness. One preliminary form of assessment will occur this spring, as the PRC tracks the students of the pilot Composition I sections through their Composition II courses and compares their performance to those of their peers who completed the current incarnation of Composition I.
2. Composition II will undergo some minor changes with regards to streamlining the syllabus and assignment prompts, in response to student and teacher feedback. While the fundamental nature of the course is unchanged, the PRC hopes that clearer course materials will lead to even greater student improvement over the course of the semester.

Additionally, if the Composition I pilot proves successful, the PRC will need to reevaluate the appropriateness of Composition II as the next course in the composition sequence.

3. Finally, the PRC proposes following students beyond Composition I and II, in order to determine how they perform in other writing situations. One method of doing so would call for the PRC to survey students in upper-level writing courses—such as ENGL 2003 (Advanced Composition), ENGL 2013 (Essay Writing), and ENGL 3053 (Technical and Report Writing)—to determine which of these students completed our freshman composition sequence and to compare those students' performances in the above-mentioned courses to those of their peers who placed out of Composition I and II and to those peers who transferred credit for Composition I and II from other institutions. In this way, the PRC will determine the effectiveness of its writing program in comparison to those of other institutions.



**ENGL 1013 PRE-INTERVENTION PROMPT A\***

Program in Rhetoric and Composition Assessment Essay  
Fall 2015

**Directions**

Read the prompt below, and then compose the required essay in the time allotted. When you have finished, upload the essay to the link your instructor has created on your course's Blackboard shell.

This question requires you to synthesize three sources into a coherent, well-written essay. When you synthesize sources, you refer to them to develop your position and cite them accurately. *Your argument should be central; the sources should support the argument. Avoid merely summarizing sources.* Remember to attribute both direct and indirect references.

**Introduction**

The United States Postal Service (USPS) has delivered communications for more than two centuries. During the nineteenth century, the USPS helped to expand the boundaries of the United States by providing efficient and reliable communication across the country. Between 1790 and 1860 alone, the number of post offices in the United States grew from 75 to over 28,000. With this growth came job opportunities for postal workers and a boom in the cross-country rail system. The twentieth century brought substantial growth to the USPS, including large package delivery and airmail. Over the past decade, however, total mail volume has decreased considerably as competition from electronic mail and various package delivery companies has taken business away from the USPS. The loss of revenue has prompted the USPS to consider cutting back on delivery days and other services.

**Assignment**

Carefully read the following three sources (including the introductory information). **Then synthesize the information or ideas from these sources and incorporate them into a coherent, well-developed essay that argues a clear position on whether the USPS should be restructured to meet the needs of a changing world, and if so, how.**

Make sure your argument is central; use the sources to illustrate and support your reasoning. Avoid merely summarizing the sources. Indicate clearly which sources you are drawing from, whether through direct quotation, paraphrase, or summary. You may cite the sources as Source A, Source B, etc., or by using the descriptions in parentheses.

Source A (Stone)  
Source B (graph)  
Source C (Cullen)

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\* This prompt is adapted from the College Board Advanced Placement English Language and Composition Exam Free-Response questions from 2012.

## SOURCE A

Stone, Daniel. "Flying Like an Eagle?" *Newsweek*. Newsweek, 5 Oct. 2009. Web. 24 Sept. 2010.

Anyone who's waited, and waited, in line at the old letter hub knows the service could probably be run better. *Newsweek* asked a variety of management consultants and business futurists how to turn the old pony express into a sleek, 21st-century moneymaker—or, at the very least, a breaker-even. Listen up, Postal Service (and Congress): for this advice, we'll let you cut in line.

1) Get into the e-business. More people are e-mailing? So meet their needs. "Give every American an e-mail address when they're born," suggests futurist Watts Wacker. Might they look elsewhere for a different one? Sure, but at least you'll maintain relevance in their mind. Plus, you can sell lucrative advertising on those accounts.

2) Increase service. Don't drop from six- to five-day delivery; go the other way, says Kellogg School marketing prof Richard Honack—to all seven. It seems counterintuitive to add service when you're losing money, but people have less faith in the system precisely because of spotty service. Consider tightening hours, but the USPS could be the first carrier to reliably deliver all week.

3) Advertise with coupons. It sounds like an archaic way to attract customers in a new era, but if people are flocking to the Internet, give them an incentive to come back. "We're a coupon-cutting society," says futurist and business strategist Marlene Brown. "Make people feel like there's value added."

4) Make a play for control of government broadband [Internet access]. With Congress considering an expansion of broadband access, why not put it under the USPS, asks futurist David Houle. "That would define the Postal Service as a communications-delivery service, rather than just a team of letter carriers. Don't let the service's tie to Congress make it fizzle. If used right, why not use it as an advantage?"

5) Rebrand. No one knows what the Postal Service stands for, says Wacker. "Fly like an eagle, what does that even mean?" A company's brand is its most valuable tool, or its biggest liability. Contract out to find a new logo and slogan that actually convey what you do and how you do it. And then use them. (In this week's NEWSWEEK magazine, we asked three design firms to get started.)

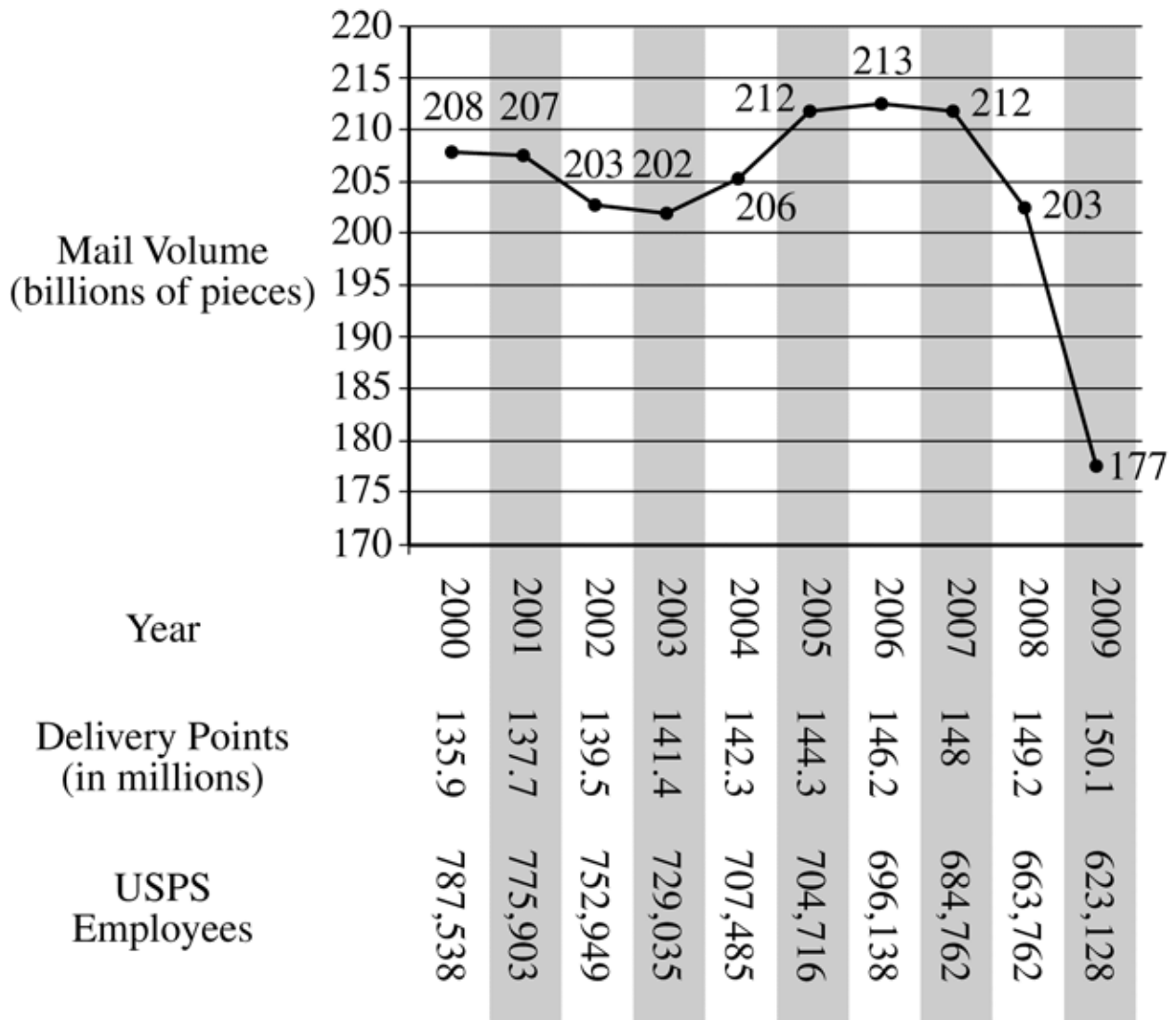
6) Close branches if you must, but do it strategically. Franchise services by region, posits business strategist Gurumurthy Kalyanaram. You don't need a full-service post office every few blocks in New York, for example. Some centers could be for letters only, others for packages. That way you cut down on staff size and service required to and from each.

7) Reorganize and motivate staff. Paying high wages with inflated job security isn't a competitive strategy. Unions may be fierce, but consultant Peter Cohan thinks management should put employee contracts out to bid. And add incentives: if a worker saves money, give him a percentage. Inversely, put jobs on the line to avoid losses. In other words, run it like a real business.

SOURCE B

“The Challenge to Deliver: Creating the 21st Century Postal Service: United States Postal Service 2009 Annual Report.” *United States Postal Service*. United States Postal Service, 2009. Web. 24 Sept. 2010.

The following graph is excerpted from the 2009 annual report of the United States Postal Service.



## SOURCE C

Cullen, Kevin. "Sending, Getting 'Real' Mail Still Magic." *Commercial-News*. Commercial-News, 20 Mar. 2010. Web. 28 Sept. 2010.

E-mail is fast and simple, but to me an old-fashioned, handwritten letter has value in this speed-obsessed world. I have deleted hundreds of e-mails in one fell swoop, without taking the time to reread them, but I still have a letter that my Grandpa Cullen sent to me when I was 8.

I like to receive letters, thank-you notes, birthday cards and Christmas cards, and I like to send them too. Even today, it costs just 44 cents to send one from Danville to Sandybeach, Hawaii, or Frozentoos, Alaska . . . a genuine bargain.

Historians worry about the disappearance of permanent, written records. If there were no "real" letters, diaries, governmental files, handbills, pamphlets, magazines, newspapers and books—real ink on real paper—what would be left? Will electronic records even survive for 100 years? And what will happen if they don't? . . .

The Postal Service has been required to pay its own costs since 1970, and it made a profit until 2006. Since then, declining mail volume has created major problems. It delivered 17 percent fewer pieces in 2009 than it did in 2006, and lost \$1.4 billion. That money was borrowed from the U.S. Treasury.

More declines in volume, coupled with the soaring cost of retiree health benefits, could create \$238 billion in losses over the next 10 years, Postmaster General John Potter recently said. Approximately half of the present 300,000 postal workers are expected to retire by 2020.

Eliminating Saturday mail delivery would save \$40 billion over a decade. Potter also wants to close and consolidate 154 post offices. More and more part-time workers would be hired as full-time workers retire.

Clearly, mail delivery isn't going away entirely. It's an essential government function, like feeding the Army. No private contractor will carry a letter from the Florida Keys to Alaska for 44 cents.

I'm going to do my bit by sending more letters.

Our Christmas card list will be expanded. Birthday cards will go to more friends and family. And I'm going to thank more people, in writing, for more things. I will send more cards and letters to offer encouragement, interest and sympathy. It shows good breeding.

I have shoeboxes filled with kind letters sent to me through the years by readers who liked something that I wrote. I always thanked them by return mail. Many friendships began that way. Those messages weren't deleted 100 at a time; they were saved, and they can be reread. . . .

It's satisfying to write a "real" letter, put it in an envelope and drop it into the mailbox. A day or two later, I know, someone will hold it and connect with me. Who knows? It may be read by someone I will never meet, 100 years from now.

Not a bad investment, for 44 cents.

**ENGL 1013 PRE-INTERVENTION PROMPT B\***

Program in Rhetoric and Composition Assessment Essay  
Fall 2015

**Directions**

Read the prompt below, and then compose the required essay in the time allotted. When you have finished, upload the essay to the link your instructor has created on your course's Blackboard shell.

This question requires you to synthesize three sources into a coherent, well-written essay. When you synthesize sources, you refer to them to develop your position and cite them accurately. *Your argument should be central; the sources should support the argument. Avoid merely summarizing sources.* Remember to attribute both direct and indirect references.

**Introduction**

Explorers and tales of explorations tend to capture the human imagination. However, such explorations have financial and ethical consequences. Space exploration is no exception.

**Assignment**

Carefully read the following three sources (including the introductory information) carefully. **Then synthesize the information or ideas from these sources and incorporate them into a coherent, well-developed essay that argues a clear position about what issues should be considered most important in making decisions about space exploration.**

Make sure your argument is central; use the sources to illustrate and support your reasoning. Avoid merely summarizing the sources. Indicate clearly which sources you are drawing from, whether through direct quotation, paraphrase, or summary. You may cite the sources as Source A, Source B, etc., or by using the descriptions in parentheses.

Source A (McLean)

Source B (Chamberlain)

Source C (Livingston)

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\* This prompt is adapted from the College Board Advanced Placement English Language and Composition Exam Free-Response questions from 2009.

## SOURCE A

McLean, Margaret R. "To Boldly Go: Ethical Considerations for Space Exploration." Feb. 2006. Markkula Center for Applied Ethics. 29 Feb. 2008  
<<http://www.scu.edu/ethics/publications/ethicalperspectives/space-exploration.html>>.

*The following excerpt appeared on the Web page of a group dedicated to ethics.*

In the budget unveiled on Monday, almost \$17 billion will fly into NASA's coffers with around \$5.3 billion dedicated to space exploration. The Crew Exploration Vehicle and Launch Vehicles will be built; new spacecraft on their way to the moon and Mars will be whizzing overhead by 2014. NASA chief Michael Griffin claimed that this new budget would set the stage for "the expansion of human presence into the solar system."

But before we think about exploring—and potentially exploiting—"the final frontier," we would do well to remember that we do not have a very good track record in protecting our planet home. We have expanded human presence into pristine forests resulting in the disruption of migratory routes, soil erosion, and species extinction. What can be learned from our presence on Earth about the potential impact of our forays into the outer reaches of the solar system?

We are the only earthly creatures with the capacity to extend our influence beyond the 4 corners of the globe. This puts on us the responsibility to acknowledge that, despite the depths of space, it is not so limitless as to be able to weather mistreatment or suffer every demand we may place on it.

One way to think about expanding our presence in the solar system is through the lens of stewardship. Stewardship envisions humans not as owners of the solar system but as responsible managers of its wonder and beauty.

Stewardship holds us accountable for a prudent use of space resources. Such responsibility may support exploration of the final frontier, but at the same time it warns against exploitation of its resources. We must account for our urges and actions in terms of their impact on others, the universe, and the future.

As we boldly plan to extend ourselves to places where no one has gone before, we would do well to consider the following principles:

1. Space preservation requires that the solar system be valued for its own sake, not on the basis of what it can do for us.
2. Space conservation insists that extraterrestrial resources ought not to be exploited to benefit the few at the expense of the many or of the solar system itself.
3. Space sustainability asks that our explorations "do no harm" and that we leave the moon, Mars, and space itself no worse—and perhaps better—than we found them.

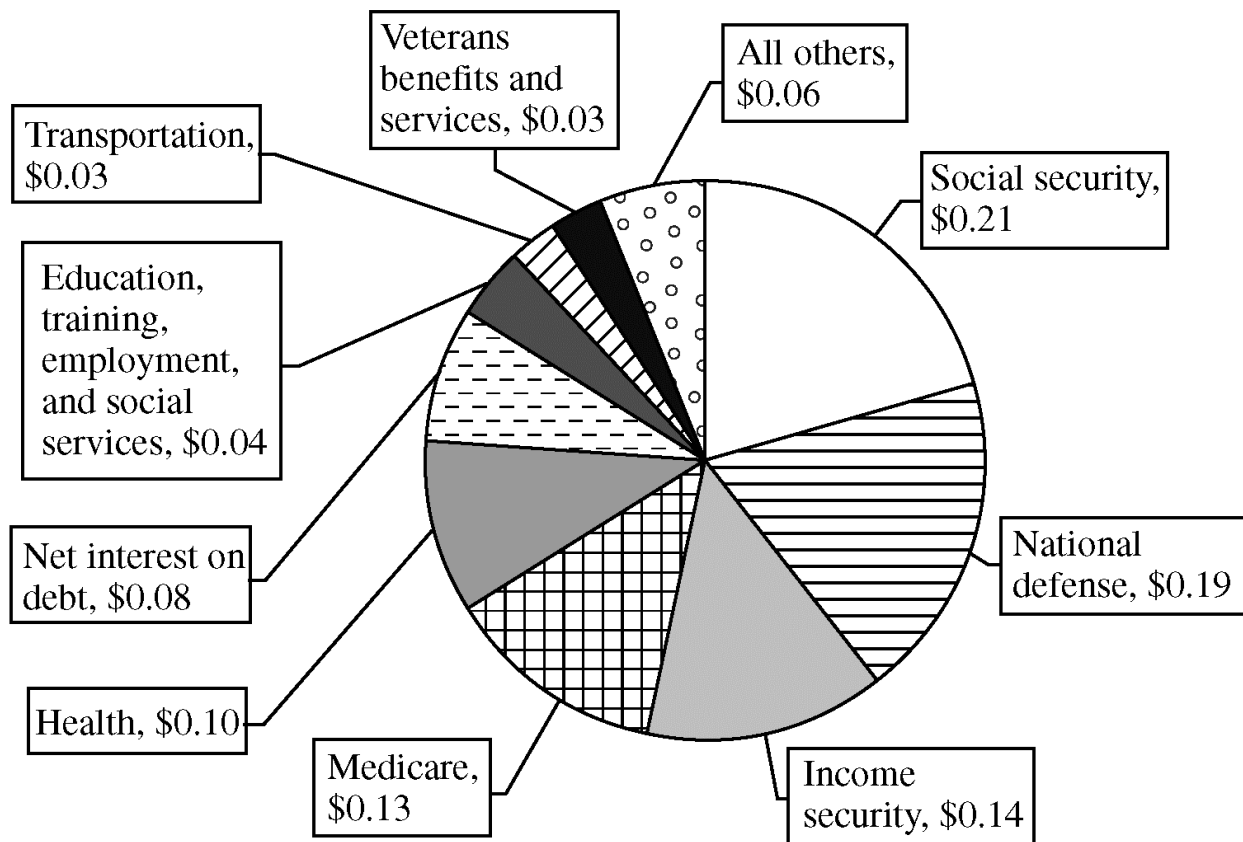
As we expand human presence into the solar system, we ought not to park ethical considerations next to the launching pad. We must take our best ethical thinking with us as we cross the frontier of space exploration.

SOURCE B

Chamberlain, Andrew. "Pennies of Each Federal Spending Dollar." 7 Apr. 2006. The Tax Foundation. 1 March 2008 <<http://www.taxfoundation.org/blog/printer/1420.html>>.

*The following is a visual representation of how each federal tax dollar is spent.*

**PENNIES OF EACH FEDERAL DOLLAR SPENT ON  
VARIOUS PROGRAMS, 2006 ESTIMATES**



## SOURCE C

Livingston, David. "Is Space Exploration Worth the Cost?" 21 Jan. 2008. *The Space Review: Essays and Commentary About the Final Frontier*. 4 March 2008  
<http://www.thespacereview.com/article/1040/1>>.

*The following is from the Web page of a person dedicated to space travel.*

In my opinion, the manned space exploration program is absolutely worth the cost. The money spent on manned space exploration is spent right here on Earth and most of it is spent in the US. We do not yet have a Bank of the Milky Way, the First International Bank of Mars, or a Lunar Mutual Savings and Loan. The money that is spent goes to manufacturing, research and development, salaries, benefits, insurance companies, doctors, teachers, scientists, students, blue- and white-collar workers, and corporations and businesses both large and small. The money disperses throughout the economy in the same way as money spent on medical research, building houses, or any other activity we engage in with government or even private spending.

We have our work cut out for us as we move forward in this new century. We don't seem to get along well with each other here on Earth, but we do quite well in space. Space is our model for all nations. Notice how many more nations are talking about and wanting to get into the manned space act. India, Russia, China, Japan, and the European Space Agency, for starters, all want a manned mission to the Moon and it won't stop there. These countries and agencies know that manned space exploration builds wealth for their nation, solves problems and enhances life for their people right here on Earth, and shows us the way for how we can all live together in peace.

Manned space exploration is absolutely worth the investment. It's not just about what we learn out there in space, or about ourselves, or how to be a better steward of precious Earth. It's about how we live here on Earth together and what type of future we want for ourselves and children. Manned space exploration is the path to how we build a better life for ourselves here on Earth, and how we can give hope and provide inspiration for our youngsters to grow up, do the schoolwork, and accept the challenges that await them to make our world even better. Whatever we spend on manned space exploration is a bargain and our investment will be returned to us many times over, both quantitatively and qualitatively.



**ENGL 1013 POST-INTERVENTION PROMPT A\***Program in Rhetoric and Composition Assessment Essay  
Fall 2015**Directions**

Read the prompt below, and then compose the required essay in the time allotted. When you have finished, upload the essay to the link your instructor has created on your course's Blackboard shell.

This question requires you to synthesize three sources into a coherent, well-written essay. When you synthesize sources, you refer to them to develop your position and cite them accurately. *Your argument should be central; the sources should support the argument. Avoid merely summarizing sources.* Remember to attribute both direct and indirect references.

**Introduction**

That advertising plays a huge role in society is readily apparent to anyone who watches television, listen to radio, reads newspapers, uses the Internet, or simply look s at billboards on streets and buses. Advertising has fierce critics as well as staunch advocates. Critics claim that advertisement is propaganda, while advocates counter that advertising fosters free trade and promotes prosperity.

**Assignment**

Carefully read the following three sources (including the introductory information) carefully. **Then synthesize the information or ideas from these sources and incorporate them into a coherent, well-developed essay that argues a clear position about the role or value of advertising.**

Make sure your argument is central; use the sources to illustrate and support your reasoning. Avoid merely summarizing the sources. Indicate clearly which sources you are drawing from, whether through direct quotation, paraphrase, or summary. You may cite the sources as Source A, Source B, etc., or by using the descriptions in parentheses.

Source A (Sesana)

Source B (Culpa)

Source C (Day)

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\* This prompt is adapted from the College Board Advanced Placement English Language and Composition Exam Free-Response questions from 2007.

## SOURCE A

Sesana, Renato K. "Exercise Your Moral Judgement Through the Way You Buy." *Wajibu: A Journal of Social and Religious Concern*. 15.4 (2002). 8 Feb. 2005  
[http://web.peacelink.it/wajibu/12\\_issue/p4.html](http://web.peacelink.it/wajibu/12_issue/p4.html)

Nowadays, marketing executives will use all available methods to convince us of the need to buy their company products. They are not selling soap or petrol, but a vision, a way of life. Using the most sophisticated knowledge and techniques, they create unfulfilled desires and then they push us to buy the products that we do not need. But we should not take all the information we receive at face value.

The desire for profit and the appeal for a "healthy economy" has led many companies and governments to put aside the necessary moral responsibilities in the age of the global market.

One often hears the comment made after watching fast cars, semi-nude bodies, or amorous encounters during television adverts or on huge billboards: "I never did figure out what they were advertising." There is no connection or indeed there often is a contradiction between the way of life presented and the product sold. For instance, sport and beer, sport and hard liquor do not go together in real life, but the advertisers know that rationality is not important, what is important is the emotional impact. Advertisers claim that it is up to the consumer to make moral decisions. The advertisers simply present their products ... but not without spending a great deal of time and money to study how best to attract and control consumers of every age, sex, race and religion.

It is interesting to note that what we really need does not need advertising. For instance, nobody spends huge sums advertising flour. People will buy it even without it being advertised. But soft drinks may stop selling after a few months without adverts. The need for it is created by the advert. Otherwise everybody would consider it a rip-off to pay [\$1.50] for a glass of water with a bit of sugar, artificial colouring and flavouring whose real value must not be over a [few cents].

Another case is the marketing of products such as powdered milk in countries which have no sanitary water supply to make them safe for use, thus causing diseases and death to a great number of babies. However, no one has an economic interest in advertising breast-feeding, which is the best and cheapest way nature has provided for babies to grow strong and healthy. But many have an interest in advertising powdered milk. It is a form of violence to psychologically force in the mind of a rural woman that to be modern she has to feed her babies with powdered milk.

It is not wrong to criticise something we love: it is precisely because we love our countries, our government and our churches that we want to express concern. Letting our concerns be known is a healthy civic responsibility. Sometimes people will listen, sometimes they will not. If they do not, then we do indeed have a moral responsibility - as the advertisers so often claim - and we must, in conscience, decide not to use their products, or to support immoral political parties or their candidates. We must also keep in mind that these issues are not always so clear. Sometimes we just have to use our own best moral judgement and to remain open to the possibility of making a mistake.

## SOURCE B

Culpa, Maria. "Advertising Gets Another Bum Rap." Unpublished lecture. 26 July 2004.

People can complain all they want about advertising, but at its most basic form advertising is teaching, pure and simple. No one complains when high-school teachers put maps of the world on the wall, or kindergarten teachers put funny little dancing alphabets all over the room. Why should they complain when companies put advertisements for milk or houses or cars on billboards? These ads tell us that milk makes our bones strong, where we can buy affordable houses, and which car will fit our needs and get us to work safely. Just as we need the information found in maps, we need the information in ads to buy the necessities of life—which as to be as important as knowing that New Zealand looks REALLY small next to Australia!

## SOURCE C

Day, Nancy. *Advertising: Information or Manipulation?* Berkeley Heights: Enslow Publishers, 1999. Print.

*The following passage is excerpted from a book that examines the role of advertising in society.*

Advertising tells you what you need. Before advertisers told us to, who worried about dandruff? Who was embarrassed by teeth that weren't blinding white, toilets that didn't smell fresh, or water spots on drinking glasses? Who knew that houses had to be deodorized with perfume-packed sprays, plug-in devices, stick-on scent dispensers, potpourri, simmering herbs, and odor neutralizers?

Advertising isn't all bad, however. By paying for advertising space, companies fund most of what you read in magazines and books, what you hear on the radio, and what you watch on television. It also increasingly pays for what is on the Internet.

Advertising also educates. It informs us about candidates running for office. It tells us about important issues such as the benefits of seatbelt use, the dangers of drugs, and the problem of drunk driving.

It explains how to use products, gives us recipes, and demonstrates ways in which we can change our homes and places of business. It teaches us grooming habits. Unfortunately...[i]t can reinforce racial, cultural, and sexual stereotypes. It can makes us unsatisfied with who we are, greedy for what we don't have, and oblivious to the miseries of millions who haven't a fraction of the comforts we take for granted...

Teens establish buying habits they will carry into adulthood. Studies conducted for *Seventeen* magazine have shown that 29 percent of adult women still buy the brand of coffee they preferred as teenagers, and 41 percent buy the same brand of mascara. "If you miss her," the magazine warns its advertisers, "then you may miss her forever. She's at that receptive age when looks, tastes and brand loyalties are being established...Reach for a girl in her *Seventeen* years and she may be yours for life."

**ENGL 1013 POST-INTERVENTION PROMPT B\***

Program in Rhetoric and Composition Assessment Essay  
Fall 2015

**Directions**

Read the prompt below, and then compose the required essay in the time allotted. When you have finished, upload the essay to the link your instructor has created on your course's Blackboard shell.

This question requires you to synthesize three sources into a coherent, well-written essay. When you synthesize sources, you refer to them to develop your position and cite them accurately. *Your argument should be central; the sources should support the argument. Avoid merely summarizing sources.* Remember to attribute both direct and indirect references.

**Introduction**

Green living (practices that promote the conservation and wise use of natural resources) has become a topic of discussion in many parts of the world today. With changes in the availability and cost of natural resources, many people are discussing whether conservation should be required of all citizens.

**Assignment**

Carefully read the following three sources (including the introductory information) carefully. **Then synthesize the information or ideas from these sources and incorporate them into a coherent, well-developed essay that argues a clear position on the extent to which government should be responsible for fostering green practices.**

Make sure your argument is central; use the sources to illustrate and support your reasoning. Avoid merely summarizing the sources. Indicate clearly which sources you are drawing from, whether through direct quotation, paraphrase, or summary. You may cite the sources as Source A, Source B, etc., or by using the descriptions in parentheses.

Source A (Webber)

Source B (Rheault)

Source C (Samuelson)

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\* This prompt is adapted from the College Board Advanced Placement English Language and Composition Exam Free-Response Form B questions from 2011.

## SOURCE A

Webber, Alan M. "U.S. Could Learn a Thing or Two from Singapore." Editorial. *USA Today*. USA Today, 14 Aug. 2006. Web. 17 Aug. 2009.

*The following is excerpted from an online editorial in a national newspaper.*

It's time to take . . . a look at how Singapore's transportation policymakers deal with the tyranny of the automobile.

Start with Singapore's general approach to every policy issue. The overarching premise is that the government intends to run the country with a business-driven perspective. That's an idea you'd think would appeal to President Bush, America's first MBA chief executive. . . .

So what is it that the Singaporean government has crafted as its comprehensive policy approach to the auto? The first thing you need to know is, if you want to buy a car in Singapore, you first must buy a permit to buy a car. . . . The current price is roughly \$10,000 for a midsize car. And here's the policy kicker: The money goes into supporting an efficient, highly developed mass transit system, which today handles about 4 million rides per day, compared with 3 million daily private auto trips.

Taxes are the other energy-conserving measure adopted by the Singaporean government. In particular, car buyers pay an annual tax that specifically punishes high-powered, gas-guzzling engines. But for every stick there's a carrot: The government awards a lump sum tax rebate of 40% of the price of a vehicle to Singaporeans who opt for hybrids. As any public policy wonk will tell you, tax policy is public policy. In the case of Singapore, the policy message is clear: Gasoline is scarce and expensive—and likely only to become more so. Tax policies that encourage conservation and punish waste just make sense. . . .

These are just a few of the thoughtfully aligned policy incentives adopted in Singapore. More important, perhaps, Singapore is only one of many places in the world that is making energy conservation and auto management a priority. Just as globalization has made American companies learn from other businesses around the world, so the opportunity exists for mayors, governors and even members of Congress and White House officials to learn from more advanced, more adventurous nations.

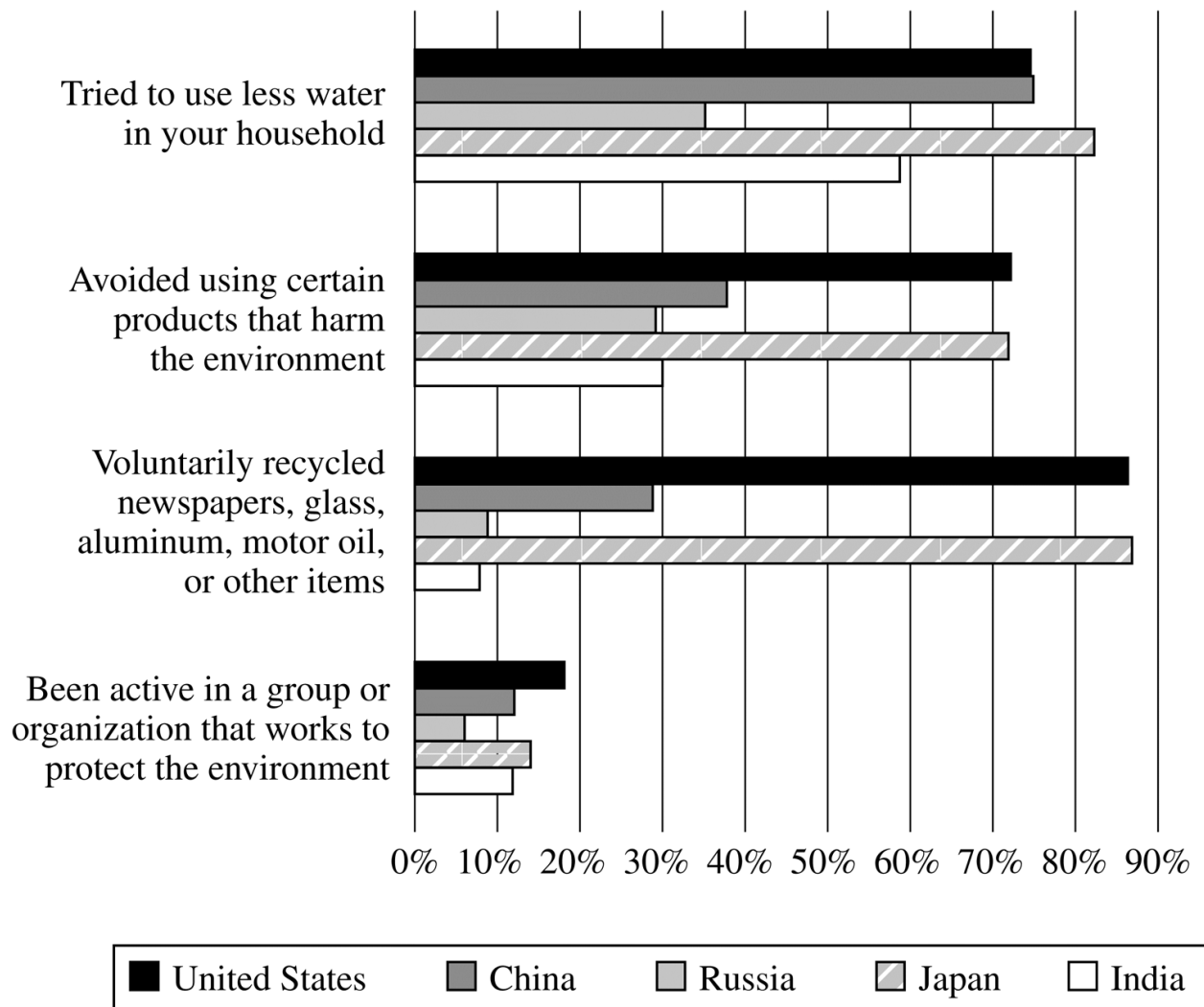
SOURCE B

Rheault, Magali. "In Top Polluting Nations, Efforts to Live 'Green' Vary." *Gallup*. Gallup, Inc., 22 Apr. 2008. Web. 18 Aug. 2009.

*The following is excerpted from an article on the results of polls on environmental awareness conducted in 2007.*

According to the Energy Information Administration, the United States, China, Russia, Japan, and India together account for 54% of the world's total carbon dioxide emissions, which represent the largest share of man-made greenhouse gases. Gallup Polls conducted in 2007 show that American and Japanese residents express the highest levels of environmental stewardship.

**Which of these, if any, have you done in the past year?  
Percentage of respondents who say "yes, have done"**



## SOURCE C

Samuelson, Robert J. "Selling the Green Economy." *Washington Post*. The Washington Post Company, 27 Apr. 2009. Web. 18 Aug. 2009.

*The following is excerpted from an online article in a national newspaper.*

Few things are more appealing in politics than something for nothing. As Congress begins considering anti-global-warming legislation, environmentalists hold out precisely that tantalizing prospect: We can conquer global warming at virtually no cost. Here's a typical claim, from the Environmental Defense Fund (EDF):

"For about a dime a day [per person], we can solve climate change, invest in a clean energy future, and save billions in imported oil."

This sounds too good to be true, because it is. . . . The claims of the Environmental Defense Fund and other environmentalists . . . rely on economic simulations by "general equilibrium" models. An Environmental Protection Agency study put the cost as low as \$98 per household a year, because high energy prices are partly offset by government rebates. With 2.5 people in the average household, that's roughly 11 cents a day per person.

The trouble is that these models embody wildly unrealistic assumptions: There are no business cycles; the economy is always at "full employment"; strong growth is assumed, based on past growth rates; the economy automatically accommodates major changes—if fossil fuel prices rise (as they would under anti-global-warming laws), consumers quickly use less and new supplies of "clean energy" magically materialize.

There's no problem and costs are low, because the models say so. But the real world, of course, is different. . . .

Countless practical difficulties would arise in trying to wean the U.S. economy from today's fossil fuels. One estimate done by economists at the Massachusetts Institute of Technology found that meeting most transportation needs in 2050 with locally produced biofuels would require "500 million acres of U.S. land—more than the total of current U.S. cropland." America would have to become a net food importer...

The selling of the green economy involves much economic make-believe. Environmentalists not only maximize the dangers of global warming—from rising sea levels to advancing tropical diseases—they also minimize the costs of dealing with it. Actually, no one involved in this debate really knows what the consequences or costs might be. All are inferred from models of uncertain reliability.

Criteria	4	3	2	1
Introduction, thesis, and conclusion _____	Intro provides context for the rest of the paper. Thesis is explicit and clear. Conclusion recasts thesis and provides cohesion to the whole paper.	Intro provides some context for the rest of the paper. Thesis is implicitly stated but clear. Conclusion reiterates thesis with little acknowledgement of rest of paper.	Intro provides little context for the paper. Thesis is implicit and hard to find. Conclusion makes little reference to thesis.	Intro provides no context for the paper. Thesis is not explicit or not present. Conclusion does not refer to thesis and does not add to cohesion of paper.
Synthesis and argumentation _____	The major relationships between the sources are clearly explained, with substantial supporting evidence and discussion. The argument develops clearly from the synthesized sources.	The major relationships between the sources are explained, but mostly in terms of comparison/contrast; or there is less sufficient supporting evidence and discussion. The argument is present, but not clearly developed from the sources.	The major relationships between the sources are presented mostly as comparison and contrast, with little supporting evidence and discussion. No original argument is made.	The essay is basically a summary of individual sources, with little synthesis or explanation of the relationships between the sources' arguments.
Paraphrasing and quoting _____	Well-selected supporting points for the central issue. Paraphrasing predominates over quoting of the original text. Paraphrasing or quoting is correctly done and clearly represents the original argument.	Paraphrasing and quoting of the original text are correctly done but do not clearly represent the original argument. Supporting points are not the best possible choice.	Paraphrasing and quoting of the original text are incorrect and do not clearly represent the original argument. Supporting points are present in the original text but are not central to the thesis.	Direct quotation predominates over paraphrasing. Moreover, the paraphrasing done does not clearly represent the original text. Key points of the original text are not present.
Mechanics and citations _____	Impeccable spelling, grammar, word order, word usage, and punctuation; proper citation of texts.	Very few errors in spelling, grammar, word usage, and punctuation; few errors in citations.	Several errors in spelling, grammar, word order, word usage, punctuation, and citation.	Many errors in spelling, grammar, word order, word usage, punctuation, and citation.
Organization and Coherence _____	Logical order of supporting points for the main idea. Transition sentences and cohesion markers used effectively throughout paper.	Order of supporting points for the main idea could be better organize. Some transition sentences and cohesion markers are used but could be more effective.	Sequence of supporting points makes sense in some of the paper but not all. Transition sentences and cohesion markers are rarely used.	Paragraphs seem to be out of order and haphazard. No transition sentences or cohesion markers are used.

STUDENT ID: \_\_\_\_\_

Reader: \_\_\_\_\_ 3<sup>rd</sup> Reader: Y\_\_ N\_\_



**ENGL 1023 PRE-INTERVENTION PROMPT A\***

Program in Rhetoric and Composition Assessment Essay  
Spring 2016

**Directions**

Read the prompt below, and then compose the required essay in the time allotted. When you have finished, upload the essay to the link your instructor has created on your course's Blackboard shell.

**Assignment**

Carefully read the following two sources. Then write a coherent, well-developed essay **analyzing the differences in rhetorical strategy used by these two sources**. Your goal here is not to critique the sources or to argue which source makes a better case, but to **explain the differences in how each source discusses the topic of honor codes**.

Remember to attribute both direct and indirect references. Make sure your analysis is central; use the sources to illustrate and support your reasoning. Avoid merely summarizing the sources. Indicate clearly which source you are drawing from, whether through direct quotation, paraphrase, or summary. You may cite the sources as Source A and Source B, or by using the descriptions in parentheses.

Source A (McCabe and Pavela)

Source B (Vangelli)

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\* This prompt is adapted from the College Board Advanced Placement English Language and Composition Exam Free-Response questions from 2015.

## SOURCE A

McCabe, Donald, and Gary Pavela. "New Honor Codes for a New Generation." *Inside Higher Ed*. Inside Higher Ed, 11 March 2005. Web. 20 March 2013.

*The following is excerpted from an opinion piece published in an online publication focused on higher education.*

Research confirms recent media reports concerning the high levels of cheating that exist in many American high schools, with roughly two-thirds of students acknowledging one or more incidents of explicit cheating in the last year. Unfortunately, it appears many students view high school as simply an annoying obstacle on the way to college, a place where they learn little of value, where teachers are unreasonable or unfair, and where, since "everyone else" is cheating, they have no choice but to do the same to remain competitive. And there is growing evidence many students take these habits with them to college.

At the college level, more than half of all students surveyed acknowledge at least one incident of serious cheating in the past academic year and more than two-thirds admit to one or more "questionable" behaviors—e.g., collaborating on assignments when specifically asked for individual work. We believe it is significant that the highest levels of cheating are usually found at colleges that have not engaged their students in active dialogue on the issue of academic dishonesty—colleges where the academic integrity policy is basically dictated to students and where students play little or no role in promoting academic integrity or adjudicating suspected incidents of cheating.

### **The Impact of Honor Codes**

A number of colleges have found effective ways to reduce cheating and plagiarism. The key to their success seems to be encouraging student involvement in developing community standards on academic dishonesty and ensuring their subsequent acceptance by the larger student community.

Many of these colleges employ academic honor codes to accomplish these objectives.

Unlike the majority of colleges where proctoring of tests and exams is the responsibility of the faculty and/or administration, many schools with academic honor codes allow students to take their exams without proctors present, relying on peer monitoring to control cheating. Yet research indicates that the significantly lower levels of cheating reported at honor code schools do not reflect a greater fear of being reported or caught. Rather, a more important factor seems to be the peer culture that develops on honor code campuses—a culture that makes most forms of serious cheating socially unacceptable among the majority of students. Many students would simply be embarrassed to have other students find out they were cheating.

In essence, the efforts expended at these schools to help students understand the value of academic integrity, and the responsibilities they have assumed as members of the campus community, convince many students, most of whom have cheated in high school, to change their behavior. Except for cheating behaviors that most students consider trivial (e.g., unpermitted collaboration on graded assignments), we see significantly less self-reported cheating on campuses with honor codes compared to those without such codes. The critical difference seems to be an ongoing dialogue that takes place among students on campuses with strong honor code traditions, and occasionally between students and relevant faculty and administrators, which seeks to define where, from a student perspective, "trivial" cheating becomes serious. While similar conversations occasionally take place on campuses that do not have honor codes, they occur much less frequently and often do not involve students in any systematic or meaningful way.

## SOURCE B

Vangelli, Alyssa. "The Honor Code Vote: One Student Senator's View." *ParentsAssociation.com*. ParentsAssociation.com, n.d. Web. 1 April 2013.

*The following, an excerpt from a student's account of the introduction of an honor code at her high school, Lawrence Academy—a private boarding school in Massachusetts—was originally published in the school newsletter in May 1999.*

When the honor code proposal first came under consideration in the spring of 1998, many students, including members of the Senate, were quick to criticize it. Students did not fully understand the role of an honor code; many saw it as another rule to obey. The earlier drafts of the honor code included specific penalties for violations of the honor code, which many students opposed. Students were expected to report or confront a fellow student if they knew that he/she had cheated, lied, or stolen. Failure to confront or report a student would result in a period of probation. Students opposed this obligation to take action against another student because they did not see it as their responsibility. They feared that a mandate to confront peers would create friction and that a subsequent report could not easily be kept confidential. . . .

After much discussion and debate in class and Senate meetings, the proposal was revised to eliminate any formal disciplinary actions, although the expectation to take action if one witnessed or knew about any dishonest behavior still existed. I saw the revision to eliminate all formal penalties in the honor code as a huge step in gaining student approval, both inside and outside of the Senate.

Another part of the code which received student criticism was a requirement for students to write a pledge of honor on every piece of work submitted, stating that it was the result of their own thinking and effort. Many students thought that a pledge of honor for each piece of paper submitted was excessive, but a less frequent pledge of honor could be a helpful reminder of their responsibilities. This section was revised to require a pledge of honor at the beginning of each term, affirming that each student will behave honestly and responsibly at all times. In signing this pledge of honor, students have reminders of these moral values and a responsibility to perform honestly in the school environment. The revised pledge of honor also helped gain student approval for the honor code.

Another turning point occurred when students began to examine the role of an honor code as something other than a new set of rules and regulations to obey. In order to understand the purpose of an honor code, the real question was what type of environment we wanted to live in. As Senate members, we brought this question to class meetings for discussion. Most responded that we needed an environment where students and faculty could live in complete trust of one another. Although some did not see a need for an honor code, we, as Senate members, concluded that this type of environment could only be achieved through first adopting an honor code. Implicit in an honor code is a belief in the integrity of human beings; it also provides students a clear explanation of the importance of behaving with the integrity and the expectation that our resulting actions will increase trust and respect in the LA [Lawrence Academy] community. As the time to vote for the honor code approached, I and many other student members of the Senate felt pulled in two directions; we wanted to vote based on our consciences, but we wanted to represent the remaining skeptical and uncertain views of our fellow students. At the time of voting, most of us took the first option and voted according to our consciences, which we believed would eventually benefit every member of the school.

I voted in favor because I wanted to go to a school where I could feel comfortable taking an exam without worrying about someone looking at my paper and where I could be trusted visiting a dorm as a day student. I imagined that other students and future students of Lawrence would feel the same way.

Although the full acceptance of an honor code will take time, an important process has begun, one which I believe will ensure moral action and thinking here at Lawrence Academy.

**ENGL 1023 PRE-INTERVENTION PROMPT B\***

Program in Rhetoric and Composition Assessment Essay  
Spring 2016

**Directions**

Read the prompt below, and then compose the required essay in the time allotted. When you have finished, upload the essay to the link your instructor has created on your course's Blackboard shell.

**Assignment**

Carefully read the following two sources. Then write a coherent, well-developed essay **analyzing the differences in rhetorical strategy used by these two sources**. Your goal here is not to critique the sources or to argue which source makes a better case, but to **explain the differences in how each source discusses the topic of the value of higher education**.

Remember to attribute both direct and indirect references. Make sure your analysis is central; use the sources to illustrate and support your reasoning. Avoid merely summarizing the sources. Indicate clearly which source you are drawing from, whether through direct quotation, paraphrase, or summary. You may cite the sources as Source A and Source B, or by using the descriptions in parentheses.

Source A (Crawford)

Source B (Roth)

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\* This prompt is adapted from the College Board Advanced Placement English Language and Composition Exam Free-Response questions from 2014.

## SOURCE A

Crawford, Matthew B. "The Case for Working with Your Hands." *New York Times Magazine*. New York Times, 24 May 2009. Web. 19 Dec. 2011.

*The following is excerpted from an article in the Sunday magazine section of a national newspaper.*

High-school shop-class programs were widely dismantled in the 1990s as educators prepared students to become "knowledge workers." The imperative of the last 20 years to round up every warm body and send it to college, then to the cubicle, was tied to a vision of the future in which we somehow take leave of material reality and glide about in a pure information economy. This has not come to pass. To begin with, such work often feels more enervating than gliding. More fundamentally, now as ever, somebody has to actually do things: fix our cars, unclog our toilets, build our houses.

When we praise people who do work that is straightforwardly useful, the praise often betrays an assumption that they had no other options. We idealize them as the salt of the earth and emphasize the sacrifice for others their work may entail. Such sacrifice does indeed occur—the hazards faced by a lineman restoring power during a storm come to mind. But what if such work answers as well to a basic human need of the one who does it? I take this to be the suggestion of Marge Piercy's poem "To Be of Use," which concludes with the lines "the pitcher longs for water to carry/and a person for work that is real." Beneath our gratitude for the lineman may rest envy.

This seems to be a moment when the useful arts have an especially compelling economic rationale. A car mechanics' trade association reports that repair shops have seen their business jump significantly in the current recession: people aren't buying new cars; they are fixing the ones they have. The current downturn is likely to pass eventually. But there are also systemic changes in the economy, arising from information technology, that have the surprising effect of making the manual trades—plumbing, electrical work, car repair—more attractive as careers. The Princeton economist Alan Blinder argues that the crucial distinction in the emerging labor market is not between those with more or less education, but between those whose services can be delivered over a wire and those who must do their work in person or on site. The latter will find their livelihoods more secure against outsourcing to distant countries. As Blinder puts it, "You can't hammer a nail over the Internet." Nor can the Indians fix your car. Because they are in India.

If the goal is to earn a living, then, maybe it isn't really true that 18-year-olds need to be imparted with a sense of panic about getting into college (though they certainly need to learn). Some people are hustled off to college, then to the cubicle, against their own inclinations and natural bents, when they would rather be learning to build things or fix things. One shop teacher suggested to me that "in schools, we create artificial learning environments for our children that they know to be contrived and undeserving of their full attention and engagement. Without the opportunity to learn through the hands, the world remains abstract and distant, and the passions for learning will not be engaged."

## SOURCE B

Roth, Michael. "What's a Liberal Arts Education Good For?" *Huffington Post*. TheHuffingtonPost.com, 1 Dec. 2008. Web. 20 Dec. 2011.

*The following is excerpted from an online article by the president of a liberal arts university.*

Rather than pursuing business, technical or vocational training, some students (and their families) opt for a well-rounded learning experience. Liberal learning introduces them to books and the music, the science and the philosophy that form disciplined yet creative habits of mind that are not *reducible* to the material circumstances of one's life (though they may depend on those circumstances). There is a promise of freedom in the liberal arts education offered by America's most distinctive, selective, and demanding institutions; and it is no surprise that their graduates can be found disproportionately in leadership positions in politics, culture and the economy. . . .

What does liberal learning have to do with the harsh realities that our graduates are going to face after college? The development of the capacities for critical inquiry associated with liberal learning can be enormously practical because they become resources on which to draw for continual learning, for making decisions in one's life, and for making a difference in the world. Given the pace of technological and social change, it no longer makes sense to devote four years of higher education entirely to specific skills. Being ready on DAY ONE, may have sounded nice on the campaign trail, but being able to draw on one's education over a lifetime is much more practical (and precious). Post secondary education should help students to discover what they love to do, to get better at it, and to develop the ability to continue learning so that they become agents of change—not victims of it.

A successful liberal arts education develops the capacity for innovation and for judgment. Those who can image how best to reconfigure existing resources and project future results will be the shapers of our economy and culture. We seldom get to have all the information we would like, but still we must act. The habits of mind developed in a liberal arts context often result in combinations of focus and flexibility that make for intelligent, and sometimes courageous risk taking for critical assessment of those risks. . . .

America's great universities and colleges must continue to offer a rigorous and innovative liberal arts education. A liberal education remains a resource years after graduation because it helps us to address problems and potential in our lives with passion, commitment and a sense of possibility. A liberal education teaches freedom by example, through the experience of free research, thinking and expression; and ideally, it inspires us to carry this example, this experience of meaningful freedom, from campus to community.

The American model of liberal arts education emphasizes freedom and experimentation as tools for students to develop meaningful ways of working after graduation. Many liberal arts students become innovators and productive risk takers, translating liberal arts ideals into effective, productive work in the world. That is what a liberal education is good for.

**ENGL 1023 POST-INTERVENTION PROMPT A\***

Program in Rhetoric and Composition Assessment Essay  
Spring 2016

**Directions**

Read the prompt below, and then compose the required essay in the time allotted. When you have finished, upload the essay to the link your instructor has created on your course's Blackboard shell.

**Assignment**

Carefully read the following two sources. Then write a coherent, well-developed essay **analyzing the differences in rhetorical strategy used by these two sources**. Your goal here is not to critique the sources or to argue which source makes a better case, but to **explain the differences in how each source discusses the topic of eating locally-grown food**.

Remember to attribute both direct and indirect references. Make sure your analysis is central; use the sources to illustrate and support your reasoning. Avoid merely summarizing the sources. Indicate clearly which source you are drawing from, whether through direct quotation, paraphrase, or summary. You may cite the sources as Source A and Source B, or by using the descriptions in parentheses.

Source A (Gogoi)  
Source B (Maiser)

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\* This prompt is adapted from the College Board Advanced Placement English Language and Composition Exam Free-Response questions from 2011.

## SOURCE A

Gogoi, Pallavi. "The Rise of the 'Locavore': How the Strengthening Local Food Movement in Towns Across the U.S. Is Reshaping Farms and Food Retailing." *Bloomberg Businessweek*. Bloomberg, 20 May 2008. Web. 17 Dec. 2009.

*The following is excerpted from an online article in a business magazine.*

The rise of farmers' markets—in city centers, college towns, and rural squares—is testament to a dramatic shift in American tastes. Consumers increasingly are seeking out the flavors of fresh, vine-ripened foods grown on local farms rather than those trucked to supermarkets from faraway lands. "This is not a fringe foodie culture," says [Anthony] Flaccavento. "These are ordinary, middle-income folks who have become really engaged in food and really care about where their food comes from."

It's a movement that is gradually reshaping the business of growing and supplying food to Americans. The local food movement has already accomplished something that almost no one would have thought possible a few years back: a revival of small farms. After declining for more than a century, the number of small farms has increased 20% in the past six years, to 1.2 million, according to the Agriculture Dept.

The impact of "locavores" (as local-food proponents are known) even shows up in that Washington salute every five years to factory farming, the Farm Bill. The latest version passed both houses in Congress in early May and was sent on May 20 to President George W. Bush's desk for signing. Bush has threatened to veto the bill, but it passed with enough votes to sustain an override. Predictably, the overwhelming bulk of its \$290 billion would still go to powerful agribusiness interests in the form of subsidies for growing corn, soybeans, and cotton. But \$2.3 billion was set aside this year for specialty crops, such as the eggplants, strawberries, or salad greens that are grown by exactly these small, mostly organic farmers. That's a big bump-up from the \$100 million that was earmarked for such things in the previous legislation.

Small farmers will be able to get up to 75% of their organic certification costs reimbursed, and some of them can obtain crop insurance. There's money for research into organic foods, and to promote farmers' markets. Senator Tom Harkin (D-Iowa) said the bill "invests in the health and nutrition of American children . . . by expanding their access to farmer's markets and organic produce."



## SOURCE B

Maiser, Jennifer. "10 Reasons to Eat Local Food." *Eat Local Challenge*. Eat Local Challenge, 8 Apr. 2006. Web. 16 Dec. 2009.

*The following is an article from a group Weblog written by individuals who are interested in the benefits of eating food grown and produced locally.*

**Eating local means more for the local economy.** According to a study by the New Economics Foundation in London, a dollar spent locally generates twice as much income for the local economy. When businesses are not owned locally, money leaves the community at every transaction.

**Locally grown produce is fresher.** While produce that is purchased in the supermarket or a big-box store has been in transit or cold-stored for days or weeks, produce that you purchase at your local farmer's market has often been picked within 24 hours of your purchase. This freshness not only affects the taste of your food, but the nutritional value which declines with time.

**Local food just plain tastes better.** Ever tried a tomato that was picked within 24 hours? 'Nuff said.

**Locally grown fruits and vegetables have longer to ripen.** Because the produce will be handled less, locally grown fruit does not have to be "rugged" or to stand up to the rigors of shipping. This means that you are going to be getting peaches so ripe that they fall apart as you eat them, figs that would have been smashed to bits if they were sold using traditional methods, and melons that were allowed to ripen until the last possible minute on the vine.

**Eating local is better for air quality and pollution than eating organic.** In a March 2005 study by the journal *Food Policy*, it was found that the miles that organic food often travels to our plate creates environmental damage that outweighs the benefit of buying organic.

**Buying local food keeps us in touch with the seasons.** By eating with the seasons, we are eating foods when they are at their peak taste, are the most abundant, and the least expensive.

**Buying locally grown food is fodder for a wonderful story.** Whether it's the farmer who brings local apples to market or the baker who makes local bread, knowing part of the story about your food is such a powerful part of enjoying a meal.

**Eating local protects us from bio-terrorism.** Food with less distance to travel from farm to plate has less susceptibility to harmful contamination.

**Local food translates to more variety.** When a farmer is producing food that will not travel a long distance, will have a shorter shelf life, and does not have a high-yield demand, the farmer is free to try small crops of various fruits and vegetables that would probably never make it to a large supermarket. Supermarkets are interested in selling "Name brand" fruit: Romaine Lettuce, Red Delicious Apples, Russet Potatoes. Local producers often play with their crops from year to year, trying out Little Gem Lettuce, Senshu Apples, and Chieftain Potatoes.

**Supporting local providers supports responsible land development.** When you buy local, you give those with local open space—farms and pastures—an economic reason to stay open and undeveloped.

**ENGL 1023 POST-INTERVENTION PROMPT B\***

Program in Rhetoric and Composition Assessment Essay  
Spring 2016

**Directions**

Read the prompt below, and then compose the required essay in the time allotted. When you have finished, upload the essay to the link your instructor has created on your course's Blackboard shell.

**Assignment**

Carefully read the following two sources. Then write a coherent, well-written essay **analyzing the differences in rhetorical strategy used by these two sources**. Your goal here is not to critique the sources or to argue which source makes a better case, but to **explain the differences in how each source discusses the topic of the postal service**.

Remember to attribute both direct and indirect references. Make sure your analysis is central; use the sources to illustrate and support your reasoning. Avoid merely summarizing the sources. Indicate clearly which source you are drawing from, whether through direct quotation, paraphrase, or summary. You may cite the sources as Source A and Source B, or by using the descriptions in parentheses.

Source A (Stone)  
Source B (Kullen)

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\* This prompt is adapted from the College Board Advanced Placement English Language and Composition Exam Free-Response questions from 2012.

## SOURCE A

Stone, Daniel. "Flying Like an Eagle?" *Newsweek*. Newsweek, 5 Oct. 2009. Web. 24 Sept. 2010. *The following is excerpted from an online article in a national news magazine.*

Anyone who's waited, and waited, in line at the old letter hub knows the service could probably be run better. NEWSWEEK asked a variety of management consultants and business futurists how to turn the old pony express into a sleek, 21st-century moneymaker—or, at the very least, a breaker-even. Listen up, Postal Service (and Congress): for this advice, we'll let you cut in line.

1) Get into the e-business. More people are e-mailing? So meet their needs. "Give every American an e-mail address when they're born," suggests futurist Watts Wacker. Might they look elsewhere for a different one? Sure, but at least you'll maintain relevance in their mind. Plus, you can sell lucrative advertising on those accounts.

2) Increase service. Don't drop from six- to five-day delivery; go the other way, says Kellogg School marketing prof Richard Honack—to all seven. It seems counterintuitive to add service when you're losing money, but people have less faith in the system precisely because of spotty service. Consider tightening hours, but the USPS could be the first carrier to reliably deliver all week.

3) Advertise with coupons. It sounds like an archaic way to attract customers in a new era, but if people are flocking to the Internet, give them an incentive to come back. "We're a coupon-cutting society," says futurist and business strategist Marlene Brown. "Make people feel like there's value added."

4) Make a play for control of government broadband [Internet access]. With Congress considering an expansion of broadband access, why not put it under the USPS, asks futurist David Houle. "That would define the Postal Service as a communications-delivery service, rather than just a team of letter carriers. Don't let the service's tie to Congress make it fizzle. If used right, why not use it as an advantage?"

5) Rebrand. No one knows what the Postal Service stands for, says Wacker. "Fly like an eagle, what does that even mean?" A company's brand is its most valuable tool, or its biggest liability. Contract out to find a new logo and slogan that actually convey what you do and how you do it. And then use them. (In this week's NEWSWEEK magazine, we asked three design firms to get started.)

6) Close branches if you must, but do it strategically. Franchise services by region, posits business strategist Gurumurthy Kalyanaram. You don't need a full-service post office every few blocks in New York, for example. Some centers could be for letters only, others for packages. That way you cut down on staff size and service required to and from each.

7) Reorganize and motivate staff. Paying high wages with inflated job security isn't a competitive strategy. Unions may be fierce, but consultant Peter Cohan thinks management should put employee contracts out to bid. And add incentives: if a worker saves money, give him a percentage. Inversely, put jobs on the line to avoid losses. In other words, run it like a real business.

## SOURCE B

Cullen, Kevin. "Sending, Getting 'Real' Mail Still Magic." *Commercial-News*. Commercial-News, 20 Mar. 2010. Web. 28 Sept. 2010.

*The following is excerpted from an online article.*

E-mail is fast and simple, but to me an old-fashioned, handwritten letter has value in this speed-obsessed world. I have deleted hundreds of e-mails in one fell swoop, without taking the time to reread them, but I still have a letter that my Grandpa Cullen sent to me when I was 8.

I like to receive letters, thank-you notes, birthday cards and Christmas cards, and I like to send them too. Even today, it costs just 44 cents to send one from Danville to Sandybeach, Hawaii, or Frozentoos, Alaska . . . a genuine bargain.

Historians worry about the disappearance of permanent, written records. If there were no "real" letters, diaries, governmental files, handbills, pamphlets, magazines, newspapers and books—real ink on real paper—what would be left? Will electronic records even survive for 100 years? And what will happen if they don't? . . .

The Postal Service has been required to pay its own costs since 1970, and it made a profit until 2006. Since then, declining mail volume has created major problems. It delivered 17 percent fewer pieces in 2009 than it did in 2006, and lost \$1.4 billion. That money was borrowed from the U.S. Treasury.

More declines in volume, coupled with the soaring cost of retiree health benefits, could create \$238 billion in losses over the next 10 years, Postmaster General John Potter recently said. Approximately half of the present 300,000 postal workers are expected to retire by 2020.

Eliminating Saturday mail delivery would save \$40 billion over a decade. Potter also wants to close and consolidate 154 post offices. More and more part-time workers would be hired as full-time workers retire.

Clearly, mail delivery isn't going away entirely. It's an essential government function, like feeding the Army. No private contractor will carry a letter from the Florida Keys to Alaska for 44 cents.

I'm going to do my bit by sending more letters.

Our Christmas card list will be expanded. Birthday cards will go to more friends and family. And I'm going to thank more people, in writing, for more things. I will send more cards and letters to offer encouragement, interest and sympathy. It shows good breeding.

I have shoeboxes filled with kind letters sent to me through the years by readers who liked something that I wrote. I always thanked them by return mail. Many friendships began that way. Those messages weren't deleted 100 at a time; they were saved, and they can be reread. . . .

It's satisfying to write a "real" letter, put it in an envelope and drop it into the mailbox. A day or two later, I know, someone will hold it and connect with me. Who knows? It may be read by someone I will never meet, 100 years from now. Not a bad investment, for 44 cents.

Criteria	4	3	2	1
Introduction, thesis, and conclusion  _____ X 3	The introduction provides context for the rest of the paper, and directly and briefly states the major differences in rhetorical approach between the sources. The conclusion underscores the significance of these differences in light of the analysis presented.	The introduction provides some context for the rest of the paper. The major differences in rhetorical approach between the sources are implicitly stated but clear. The conclusion reiterates these differences with little acknowledgement of the analysis offered.	The introduction provides little context for the paper. The major differences in rhetorical approach between the sources are implicit and hard to find. The conclusion makes little reference to these differences.	The introduction provides no context for the paper. The major differences in rhetorical approach between the sources are not explicit or not present. The conclusion does not refer to these differences and does not clarify the significance of the analysis or commentary offered in the body of the essay.
Analysis  _____ X 9	Each source's major rhetorical choices and strategies are clearly explained, with substantial supporting evidence and discussion. The analysis develops into a discussion about the relationships between each source's rhetorical strategies.	Each source's major rhetorical choices and strategies are explained, but mostly in terms of comparison/contrast; or there is less sufficient supporting evidence and discussion.	Each source's major rhetorical choices and strategies are presented mostly as comparison and contrast, with little supporting evidence and discussion. The writer may also veer at times into critique instead of rhetorical analysis.	The essay is basically a summary of two individual sources, or an argument of one source's superiority over the other.
Paraphrasing and quoting  _____ X 7	Supporting points for the central issue are well-selected. Quotations are used effectively to demonstrate the strategies under analysis. Paraphrasing or quoting is correctly done and clearly represents the original argument.	Paraphrasing and quoting of the original text are correctly done but do not clearly demonstrate the rhetorical strategies under analysis. Supporting points are not the best possible choice.	Paraphrasing and quoting of the original text are incorrect and do not clearly demonstrate the rhetorical strategies under analysis. Supporting points are present in the original text but are not central to the rhetorical approach.	Direct quotation predominates over paraphrasing. Moreover, the paraphrasing done does not clearly demonstrate the rhetorical strategies under analysis. The key rhetorical approaches of the sources are not discussed.
Mechanics and citations  _____ X 3	Impeccable spelling, grammar, word order, word usage, and punctuation; proper citation of texts.	Very few errors in spelling, grammar, word usage, and punctuation; few errors in citations.	Several errors in spelling, grammar, word order, word usage, punctuation, and citation.	Many errors in spelling, grammar, word order, word usage, punctuation, and citation.
Organization and Coherence  _____ X 3	Logical order of supporting points for the main idea. Transition sentences and cohesion markers used effectively throughout paper.	Order of supporting points for the main idea could be better organized. Some transition sentences and cohesion markers are used but could be more effective.	Sequence of supporting points makes sense in some of the paper but not all. Transition sentences and cohesion markers are rarely used.	Paragraphs seem to be out of order and haphazard. Practically no transition sentences or cohesion markers are used.