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|  | Outstanding | Strong | Approaching | Acceptable | Beginning |
| OUTCOME ONE: RHETORICAL AWARENESS | | | | |  |
| Writing employs style, tone, and conventions appropriate to the purpose of the paper:  Business professional—formal, focused, persuasive, but still personal—you’re writing to a person. Clearly formatted as a letter—doesn’t read as an essay. |  |  |  |  |  |
| Writing shows clear understanding of audience, and various aspects of the writing (structure, appeals, tone, sentences, and word choice) address and are strategically pitched to that audience:  A clear audience is chosen and taken into consideration. The writer considers the amount of context their audience needs, what subclaims will be the most persuasive, and what word choice to use. The writer also considers the audience of the adaptation when describing or explaining it. |  |  |  |  |  |
| The effects of writing choices are clearly articulated and accurately assessed:  The artifacts are referenced in the pitch letter, and it’s broken down to explain the rhetorical effectiveness of the artifact |  |  |  |  |  |
| OUTCOME TWO: EVIDENCE AND USE OF TEXTS | | | | |  |
| Writing demonstrates a sophisticated understanding of outside source texts:  The writer clearly understands the content of the sources. |  |  |  |  |  |
| Texts are used in strategic, focused ways (for example: summarized, cited, applied, challenged, re-contextualized) to support the goals of the writing |  |  |  |  |  |
| The writing is intertextual, meaning that a “conversation” between texts and ideas is created in support of the writer’s goals:  Sources are integrated into the paper naturally and they bolster the persuasiveness of the paper. |  |  |  |  |  |
| Multiple types of evidence gathered from various sources are used appropriately to support the writing goals.  Three to five reliable outside sources |  |  |  |  |  |
| OUTCOME THREE: CLAIMS AND ARGUMENTATION | | | | |  |
| The argument (that the recipient of the pitch letter should finance or make this adaptation) is clearly stated and consistent throughout the letter |  |  |  |  |  |
| The stakes of the argument, why what is being argued matters, are evident:  Why does this adaptation matter, or its message? Why should this be made? What’s at stake for the audience of the adaptation AND the audience of the pitch letter? |  |  |  |  |  |
| The argument involves analysis, which is the close scrutiny and examination of evidence and assumptions in support of a larger set of ideas:  Sources are used, commentary/analysis on the original text is integrated into the pitch letter |  |  |  |  |  |
| The argument takes into consideration counterclaims and multiple points of view as it generates its own perspective and position:  What would naysayers say? How could you respond? |  |  |  |  |  |
| The argument utilizes a clear organizational strategy and effective transitions that develop its line of inquiry |  |  |  |  |  |
| **OUTCOME FOUR: REVISING, EDITING, AND PROOFREADING** | | | | |  |
| Errors of grammar, punctuation, and mechanics are proofread so as not to interfere with reading and understanding the writing. |  |  |  |  |  |
| Revisions respond to substantive issues raised by instructor and peers |  |  |  |  |  |
| Careful editing is evident, and writing is constructed carefully at the word and sentence levels |  |  |  |  |  |
| MLA citations are used correctly |  |  |  |  |  |