

## Multilingual Academic Writing

**Instructor** -----

**Email** -----

**Class Time**-----Tuesdays and Thursdays from 1:10 – 2:25 PM.

**Office Hours** -----Mondays – Thursdays from 9:00 AM – 11:00 AM.

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### COURSE DESCRIPTION

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**Welcome aboard!** This course is basically designed to help you develop your academic writing knowledge and skills. Writing is something that you do for personal, academic, and professional reasons. Therefore, acquiring writing knowledge and skills boosts your personal and academic development. In this course, you will read critically, write academically, reflect on your writing, and engage in processes of peer review, feedback, and revision. I designed this course to help you develop your writing and possess the tools to be a good writer now and in future contexts, such as other courses and workplaces. To achieve this goal, you will learn knowledge and skills that can benefit you beyond the requirements of this course. You will understand and practice good writing, where (before and during writing) you will identify the purpose (why are you writing?), the genre (what are you writing?), the audience (who are you writing to?), and the place (where are you writing?). Therefore, in this class, you will practice writing different genres to different audiences, through different modes and media, which prepares you to write effectively in other contexts. We will go on a journey together to help you practice writing through individual and collaborative discussions, activities, and assignments. Finally, I find it important to remind you that writing represents your voice. If you want your voice to be heard, one step you can take is learn how to write **right**.

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### LEARNING OBJECTIVES

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- **Reading:** Students read college-level articles to discuss them, engage with their ideas and use them to write reading responses.
- **Writing:** Students complete and engage in a variety of writing projects intended for different audiences, purposes, and formats. Each assignment prompts students to engage in a different process.
- **Revising:** Students write more than one draft of their assignments and receive feedback from their teacher and peers to further develop their writing.
- **Reflecting:** Students get a chance to reflect on their writing and previous experiences, engaging in metacognitive and critical thinking practices.

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### FOUR MAJOR ASSIGNMENTS

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There are four major assignments in this course. There is no final assignment as I do not want your focus to be gathered around a single project. Writing is a process, and every single step in this process is important.

- **Assignment One:** Multimodal Composing: Writing your Journey.

For this assignment, you will write a narrative of a stage in your life. This can be your journey coming to this university and choosing your major, a childhood memory, a specific work experience, ...etc.

- **Assignment Two: Metacognitive Awareness: Learning from your Writing.**
  - For this assignment, you will analyze and reflect on one of your previous writing projects/assignments. Analysis and reflection will make you aware of the weaknesses and strengths of your writing, and plan for further improvement.
  
- **Assignment Three: Collaborative Writing and Community Building.**
  - For this assignment, you will work collaboratively in a group to create a smaller community that all members of the group are interested in. Each group will compose a document that teaches the rest of the class about the values of their community.
  
- **Assignment Four: Mini Exploratory Research.**
  - For this assignment, you will practice exploratory research writing, since exploring topics is an important skill you need to develop in college and beyond. You will write a small research paper to explore a topic of your choice.

*\*You will receive a prompt with more details of each assignment in the class.*

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## ACTIVITIES

In this class, you will engage in several activities broken down as follows:

- In-class activities:
  - Peer review.
  - Writing workshop.
  - Reading workshop.
  - Group activities/meetings.
  
- Out-of-class activities:
  - Short writing activities such as reflection and memory.
  - Reading responses. (You will receive a sheet with guidelines of writing reading responses, while I also appreciate your unique ways of responding).
  - Bringing materials to class such as previous writing assignments, social media posts, and presentation materials (ppt slides, handouts).

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## GRADING

Meanwhile there are some guidelines for good writing, we all write differently. Therefore, I use **labor-based grading contracts** in this course. This grading strategy empowers you as a writer with no pressure of losing grades. It also contributes to your focus on learning writing, which will transfer to other contexts. Read the following points for more details (I adopt the grading strategy by Vetter and Moroz):

- You can get **A** if you:
  - Complete the 4 major assignments.
  - Complete all activities.
  - Have 2 or less unexcused absences.
  - Complete extra labor. Extra labor can be granted by completing **two** of the following options: **(1)** visiting the resource center for feedback on one of your assignments, **(2)** working with another student for an extra peer review time (other than the ones we will have in class), or **(3)** presenting one of your major four assignments (using PowerPoint slides or other materials) in class.
- You can get **B** if you:
  - Complete the 4 major assignments.
  - Miss no more than 1 activities.
  - Have no more than 3 unexcused absences.
- You can get **C** if you:
  - Miss 2 major assignments.
  - OR**
  - Miss 3 or more activities.
  - Have no more than 4 unexcused absences.
- You can get **D** if you:
  - Miss 3 major assignments.
  - AND**
  - Miss 4 or more activities.
  - Have no more than 5 unexcused absences.
- You can **Fail** if you:
  - Miss the 4 major assignments.
  - AND**
  - Miss 6 or more activities.
  - Have more than 6 unexcused absences.

\* Adopted from Vetter, M. A., & Moroz, O. (2019). Engl 101: Writing in Wikipedia. *CompositionStudies*, 47(2), 193-202.

## REQUIRED READINGS

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*\*All required readings will be available in pdf format.*

- Irvin, L. L. (2010). **What is “academic” writing?**. *Writing spaces: Readings on writing*, 1, 3-17.
- **What's different about college writing?**. (n.d.). University of Minnesota Libraries. Retrieved October 22, 2022, from <https://open.lib.umn.edu/collegesuccess/chapter/8-1-whats-different-about-college-writing/>
- Carroll, L. B. (2010). **Backpacks vs. briefcases**: Steps toward rhetorical analysis. *writingspaces*, 45.
- Ramsdell, C. (2011). **Storytelling, narration, and the “who I am” Story**. *Writing Spaces: Readings on Writing*, 2, 270-285.
- Dirk, K. (2010). **Navigating genres**. *Writing spaces: Readings on writing*, 1, 249-262.

- Moxley, J. M. (n.d.). **Genre**. Writing Commons. Retrieved October 22, 2022, from <https://writingcommons.org/section/genre/>.
- **The plagiarism spectrum**. (n.d.). Turnitin. Retrieved October 22, 2022, from <https://www.turnitin.com/static/plagiarism-spectrum/>.
- Janechek, J, and Moxley, J. M. (n.d.). **What is plagiarism?**. Writing Commons. Retrieved October 22, 2022, from <https://writingcommons.org/section/information-literacy/information-literacy-perspectives-practices/information-has-value/plagiarism/>.
- Moxley, J. M. (n.d.). **Revision**. Writing Commons. Retrieved October 22, 2022, from <https://writingcommons.org/section/revision/>.
- Moxley, J. M. (n.d.). **Proofreading**. Writing Commons. Retrieved October 22, 2022, from <https://writingcommons.org/section/editing/proofreading/>.
- Giles, S. L. (2010). **Reflective writing and the revision process: What Were You Thinking?**. *Writing spaces*, 191.
- Moxley, J. M. (n.d.). **Collaboration**. Writing Commons. Retrieved October 22, 2022, from <https://writingcommons.org/section/collaboration/>.
- Cohn, J. (2020). **Understanding visual rhetoric**. *Writing spaces*. Volume 3.
- Moxley, J. M. (n.d.). **Research**. Writing Commons. Retrieved October 22, 2022, from <https://writingcommons.org/section/research/>.
- Moxley, J. M. (n.d.). **Citation**. Writing Commons. Retrieved October 22, 2022, FROM <https://writingcommons.org/section/information-literacy/citation/>.

### Day-To-Day Work

| Date          | In-Class Work   | Out-of-Class Work and Notes  |
|---------------|---|--|
| <b>Week 1</b> |   |  |
| Mon           | <ul style="list-style-type: none"> <li>- Ice-breaker activities.</li> <li>- Introducing the course.</li> <li>- Discussing the syllabus.</li> <li>- Introducing the resource center.</li> </ul>  |  |
| Wed           | <ul style="list-style-type: none"> <li>- How can our classroom be a combination of smaller communities.</li> <li>- Students break into communities of their interest.</li> <li>- Group discussion of interests from each community.</li> <li>- Guide to writing reading responses.</li> </ul> | <p><b>Due:</b><br/>100-150 word-paragraph of your interest in a group/community. This group/community can be, for example, political, economic, sports, social, civil rights, immigration rights, Refugee Support...etc.</p> |

| Week 2 |  |  |
|--------|--|--|
| Mon    | <ul style="list-style-type: none"> <li>- What's different in college writing?</li> <li>- A Smooth transition to college writing.</li> </ul>  | <p><b>Read:</b></p> <ol style="list-style-type: none"> <li>1- What is "Academic" Writing?</li> <li>2- What's different about college writing?</li> </ol> <p><b>Due:</b><br/>150-200-word response on the two readings.</p>   |
| Wed    | <ul style="list-style-type: none"> <li>- What is rhetoric?</li> <li>- What are rhetorical situations?</li> <li>- What is the relationship between the writer, the audience, and the writing?</li> </ul>    | <p><b>Read:</b><br/>Backpacks vs. briefcases: steps toward rhetorical analysis.</p>  |
| Week 3 |  |  |
| Mon    | <ul style="list-style-type: none"> <li>- Rhetorical Appeals:</li> <li>1- Ethos.</li> <li>2- Pathos.</li> <li>3- Logos.</li> </ul>  | <p><b>Watch:</b></p> <ol style="list-style-type: none"> <li>1- <a href="https://www.youtube.com/watch?v=GNTJRPcPCcw">https://www.youtube.com/watch?v=GNTJRPcPCcw</a></li> <li>2- <a href="https://www.youtube.com/watch?v=v76B8GUYflk">https://www.youtube.com/watch?v=v76B8GUYflk</a></li> </ol> <p><b>Due:</b><br/>Watch these two videos and write a 200-word response about their different contexts, audiences, and purposes.</p> |
| Wed    | <ul style="list-style-type: none"> <li>- Narrative writing. Analyzing samples of narrative writing.</li> <li>- Level of formality in writing.</li> <li>- Outlining before writing.</li> </ul>              | <p><b>Read:</b><br/>Storytelling. Narration, and the who I am story.</p> <p><b>Due:</b><br/>Write one page about any childhood memory.</p>   |
| Week 4 |  |  |
| Mon    | <ul style="list-style-type: none"> <li>- What is genre?</li> <li>- What is genre-based writing?</li> <li>- Discussing genre characteristics.</li> <li>- <b>Instructions for Assignment One.</b></li> </ul> | <p><b>Read:</b><br/>Navigating Genres</p> <p><b>Skim:</b><br/>Genre</p>  |
| Wed    | <ul style="list-style-type: none"> <li>- What is plagiarism?</li> <li>- Avoiding Plagiarism.</li> <li>- APA Style guide.</li> </ul>  | <p><b>Read:</b></p> <ol style="list-style-type: none"> <li>1- The Plagiarism Spectrum.</li> <li>2- What Is Plagiarism?</li> </ol>  |

| Week 5 |   |   |
|--------|---|---|
| Mon    | <ul style="list-style-type: none"> <li>- Explaining peer review-instructions sheet.</li> <li>- In-class writing workshop-continue writing the first draft.</li> </ul>   | <b>Due:</b><br>First draft of <b>Assignment One</b> .   |
| Wed    | <ul style="list-style-type: none"> <li>- Peer review activity.</li> <li>- Groups/communities meet and have informal conversations about what they plan to do for assignment three.</li> </ul>   | <b>Due:</b> <ol style="list-style-type: none"> <li>1- Send your comments to your peer on their <b>Assignment One</b>.</li> <li>2- One member of each group/community submits organized notes from the in-class meeting.</li> </ol>  |
| Week 6 |   |   |
| Mon    | <ul style="list-style-type: none"> <li>- Revision and proofreading.</li> <li>- Clarity and conciseness.</li> <li>- Thesis statements</li> <li>- Topic sentences.</li> </ul>   | <b>Read:</b> <ol style="list-style-type: none"> <li>1- Revision</li> <li>2- Proofreading</li> </ol> <b>Due:</b><br><b>Assignment one.</b>   |
| Wed    | <ul style="list-style-type: none"> <li>- In-class reading workshop on reflection and metacognition.</li> <li>- Reading and analyzing samples.</li> </ul>  | <b>Read:</b><br>Reflective Writing and the Revision Process: What Were You Thinking?  |
| Week 7 |   |   |
| Mon    | <ul style="list-style-type: none"> <li>- In-class discussion of your reflections.</li> <li>- Analyzing some of your reflections (only from those who feel comfortable sharing).</li> <li>- <b>Instructions for Assignment Two.</b></li> </ul> | <b>Due:</b><br>Write 150 words reflection of a practice in your life. This can be political, social, professional, religious, ...etc.<br>In this reflection, focus on how you started the practice, how you feel about it now, what needs development and attention? How can you develop your practice? |
| Wed    | <ul style="list-style-type: none"> <li>- In-class writing Workshop of <b>Assignment Two.</b></li> </ul>   | <b>Bring:</b><br>Bring any previous writing assignments/projects (you can bring your Assignment One) to use for <b>Assignment Two.</b>  |

| Week 8  |  |  |
|---------|--|--|
| Mon     | <ul style="list-style-type: none"> <li>- Is collaborative writing successful?</li> <li>- Why do we learn to write collaboratively?</li> <li>- <b>Instructions for Assignment Three.</b></li> </ul>   | <p><b>Read:</b><br/>Collaboration.</p> <p><b>Due:</b><br/><b>Assignment Two.</b></p>   |
| Wed     | <ul style="list-style-type: none"> <li>- The rise of social media.</li> <li>- What is social media rhetoric?</li> <li>- Why is it important to consider?</li> </ul>  | <p><b>Read:</b><br/>Understanding Visual Rhetoric.</p> <p><b>Due:</b><br/>Write a 200-word response to this article.</p>   |
| Week 9  |  |  |
| Mon     | <ul style="list-style-type: none"> <li>- Reading and analyzing examples of social media posts by public figures.</li> <li>- How are these posts different from essays in a journal, a magazine, or a newsletter?</li> </ul>  | <p><b>Bring:</b><br/>Bring any post you shared on any of your social media accounts, if you have one. Bring one that you feel comfortable sharing.</p> <p>If you do not have anything to share, go to your social media account, start writing a post about anything. Then, do not share it, just copy it and paste it somewhere to bring it to class.</p> |
| Wed     | <ul style="list-style-type: none"> <li>- In-class collaborative writing workshop. Students will be divided into groups. Each group will receive a paragraph from an academic book/journal article. Group members should work to re-write this paragraph in a way to make it fit as a post on any social media platform the group selects.</li> </ul> | <p>*More instructions will be presented in the class.</p>  |
| Week 10 |  |  |
| Mon     | <ul style="list-style-type: none"> <li>- Introduction to research.</li> <li>- Research ethics.</li> <li>- Writing an exploratory essay.</li> <li>- <b>Assignment Four.</b></li> </ul>  | <p><b>Read:</b><br/>Research</p> <p><b>Bring:</b><br/>Any of your previous writing assignments.</p> <p><b>Due:</b><br/>Two or three paragraphs. Each paragraph is a short description of an idea you have in mind that you want to research.<br/>(I will help you decide on one of them for Assignment Four).</p>  |

|                |  |   |
|----------------|--|---|
| Wed            | <ul style="list-style-type: none"> <li>- Collaborative writing.</li> <li>- Peer review workshop. Groups will give each other feedback on their documents.</li> </ul>                   | <b>Due:</b><br><b>First draft of Assignment Three</b> for peer review.  |
| <b>Week 11</b> |  |   |
| Mon            | <ul style="list-style-type: none"> <li>- Finding academic/authentic sources to use in your research.</li> <li>- Introducing your topic.</li> </ul>                                     | <b>Read:</b><br>Citation<br><br><b>Due:</b><br><b>Assignment Three.</b>   |
| Wed            | <ul style="list-style-type: none"> <li>- Synthesizing previous research on your topic.</li> </ul>  | <b>Due:</b><br>First draft of your <b>Assignment Four.</b>  |
| <b>Week 12</b> |  |   |
| Mon            | <ul style="list-style-type: none"> <li>- In-class writing workshop-keep working on <b>Assignment Four.</b></li> </ul>  | <b>Due:</b><br><b>First draft of Assignment Four</b> for peer review.   |
| Wed            | <ul style="list-style-type: none"> <li>- Individual presentations.</li> <li>- This is not required, but it is a good chance for anyone who wants <b>extra labor grades.</b></li> </ul> | <b>Bring:</b><br>Your presentation Materials: ppt slides, handouts ...etc.<br><br><b>Due:</b><br><b>Assignment Four</b> is due before midnight. |

## Assignments

### Multimodal Composing: Writing your Journey

For this assignment, you will write a narrative of a stage in your life. This can be your journey coming to this university and choosing your major, a childhood memory, a specific work experience, ...etc. This assignment will enable you to write a narrative in a specific sequence that communicates a specific meaning to your audience. Now, since we live in a technological era, it is always beneficial to possess some technological skills. For this assignment, you are asked to practice multimodal composing; this means you need to add a multimodal element to your plain text such as an image, an audio, a video, a drawing ...etc. For example, you can add an image that represents the stage of your life you will be writing about in your narrative. Also, you can attach a video or a recording that captured a moment in that stage of your life. Consider the narrative writing techniques we discussed in class (as well as your own unique techniques).

#### Learning goals:

- 1- Practice narrative writing techniques.
- 2- Practice multimodal composing.
- 3- Make use of narrative writing skills to write other genres such as reports, notes, reflections, responses, research, ...etc. since they may include telling a story in a way or the other.

#### Requirements:

**Source requirement:** No sources are required to write this narrative. However, you can always integrate sources if they make sense to communicating a specific meaning in your narrative.

**Audience:** You are the one who decides who you write this narrative for. For example, friends, colleagues, roommates, family, social media friends, professor, ... etc. Make sure your writing responds to the needs of the audience. For example, using specific words, expressions, or visuals that target your specific audience.

**Length:** 600-800 words.

#### Criteria:

- 1- Your narrative has a unique title that reflects the content.
- 2- Your narrative follows general or personalized narrative writing techniques.
- 3- Your narrative has a multimodal element that serves a specific meaning.
- 4- Your writing speaks to the intended audience you choose.
- 5- Your narrative has a conclusion.
- 6- Your narrative meets the required length.

## Metacognitive Awareness: Learning from your Writing

### Overview

This assignment will have you practice reflection and metacognition in multiple ways through analyzing and reflecting on any of your previous writing assignments. I mainly designed this assignment in a way to help you know more about your own writing (weaknesses and strengths) and plan to improve it. To complete this assignment, you have two options. **Option 1**, bring in assignment 1 in this course. **Option 2**, bring in any previous writing assignment, this can even be from high school. The final product of this assignment is a paper of three parts. **Part 1**, getting to know metacognition. **Part 2**, your analysis of your previous writing assignment (see detailed instructions below). **Part 3**, your reflection of completing this assignment (see detailed instructions below).

### Learning Goals

- 1- Practice Metacognition and reflective writing in a way that helps you understand more about your own writing and plan to improve it.
- 2- Practice rhetorical analysis. This practice will develop your reading skills as you read other people's work and identify their rhetorical situations.
- 3- Understand more about your writing practices.
- 4- Come up with a central point of improvement about your writing, and create a plan to improve it.

### Process

#### Part One (what is metacognition? - 350-500 words):

- Define metacognition and metacognitive awareness (use one or more sources).
- Give examples of metacognition/metacognitive awareness.
- Summarize an article that discusses metacognition in writing.

#### Part Two (analysis - No specific length, it depends on your engagement with your previous writing assignment):

In order to complete this part, you need to choose any writing assignment you completed in the past. The following are some points to help you start analyzing your paper. You do not need to include all of them in your analysis, use them as a guiding tool. In addition, add your own unique points of analysis that you observe in your writing.

- Summarize Your Previous Writing Assignment
  - Summarize your paper in 200-250 words. Make sure your summary includes the major ideas in the paper.
- Analyze your grammar use.
  - This can include analyzing the tense you used in the paper. When do you change the tense? What types of sentence structures do you use?
- Analyze your writing style.

- For example: simple, complicated, use of jargon, use of introductory and concluding sentences, thesis statement, ...etc. Make sure to elaborate on every point you observe in your writing; avoid just listing points of analysis.
- Conciseness.
  - Pick a paragraph (about half a page) that you think is wordy and re-write it in a more concise way.
- Rhetorical Situation and Appeals.
  - What are the rhetorical situations and appeals of the writing assignment you are analyzing?

**Part Three (reflection- 300-500 words):**

Look at the following questions to guide you through writing your reflection.

You do not need to answer all of them, this is just to get you started. What you need to do in this reflection is have a central theme/point about your writing that you need to develop in the future.

Also, explain your plan of how you will develop it.

- 1- What did you learn from this assignment?
- 2- What did you find about your writing strengths?
- 3- What did you find about your writing weaknesses?
- 4- What is a major point in your writing that you need to overcome?
- 5- What is your plan to improve this point in the future?

**Criteria:**

- 1- Your paper shows an understanding of metacognition.
- 2- Your paper shows a reflection of this understanding through analyzing your previous writing.
- 3- Your paper presents detailed analysis of your previous writing.
- 4- Your paper presents a reflection of completing this assignment.
- 5- You identify a major point of improvement in your writing and explain your plan to improve it.
- 6- Write in cohesive paragraphs, do not rely on just listing.
- 7- Include the necessary transitions to make clear connections between the parts of this assignment.

## Collaborative Writing: Community Building

This is a collaborative writing project that is based on your membership of one of the small communities in our classroom. These communities should represent real communities outside of our classroom (we will discuss this in class). This assignment will help you find or build your agency in the society and understand more about your values. In addition, you will practice collaborative writing, which is an important skill for your academic and professional lives. Group members will write a 4-5-page document to educate the rest of the class about the values their community stands for and supports.

### Requirements:

**Group meeting:** Each group members must meet at least 3 times, one of them will be facilitated in the class.

**Source requirement:** You are required to integrate at least 4-6 sources in different parts of your document as you write about your community's history, mention specific events, quote from popular people about your community ... etc.

**Audience:** Your audience are people who know nothing or very little about this community.

**Length:** 4-5 pages without the cover page, table of contents, and references.

**Cover page:** Include a cover page with your names and the name and slogan of the community you are representing in our classroom.

**Table of content:** Include a table of content, after the cover page, with page numbers of the headings and sub-headings.

### Criteria:

Each group can structure their document the way they feel it best serves the purpose of introducing this community to the audience. The following is a guiding structure that you can take from but do not have to stick to. Just make sure your document has a consistent organizational pattern and includes the necessary transitions between the sections and the paragraphs, so your audience (who are unfamiliar with your community) can find it easy and interesting to read.

**Introduction:** Introduce the community by giving one or more definitions from authentic sources. The introduction should also include history, founders, progress, principles, and how it all started.

**Major figures/supporters:** Now, write about the major figures who stand for and support this community. Who are they? Why do they stand for this? What did/do they do to support this community?

**Importance:** Explain why this community is important for the society and why people should care.

**Population:** Who are the populations your community supports?

**Services:** In what means and ways does your community support those harmed?

**Contribution:** What can you (as a group) contribute to support the mission of this community?

**Conclusion:** This can be a summary of your document as well as recommendation for people to join this community or support it in different ways.

## Mini Exploratory Research Paper

### Overview

This is a mini exploratory research paper. You are required to explore a topic of your choice. This topic can be something related to your major, minor, or just something of your interest. For instance, someone can choose to explore the topic of homeless life, water scarcity, unemployment, discrimination in the workplace ... etc. We will have a lesson and a workshop on developing a good research question. This assignment will help you practice exploratory research writing skills, which are important for your professional development.

### Requirements:

**Source requirement:** You are required to include at least 6-8 sources.

**Audience:** You write this essay for a general audience who need to know more about this issue. Some of them may be familiar with it, some may not, so keep this in mind as you write.

**Length:** 3-5 pages without references.

**Structure:** This is a structure I brought from Purdue Online Writing Lab. You do not have to stick to it as long as you have your own logical structure. You can just use this as a guide:

**Introduction:** The introduction should outline the problem you explored and why it's important. In addition, you should briefly discuss 1) some of the problem's possible causes; 2) the institutions and people involved with the problem; 3) some of the possible solutions to the problem. A brief overview of the types of sources you researched during your inquiry.

**Body:** Here, you should discuss and present what previous studies, statistics, and reports say about your topic.

**Conclusion:** The conclusion should restate the problem you explored, outline some of its possible causes, review the institutions and people involved, and highlight some possible solutions. If you still have any questions about the problem (and it's ok to have some), you will discuss them here. Talk about why you think you still have questions regarding the problem you explored, where you might look to answer these questions, and what other forms of research you would have to do.

### Criteria:

- 1- Your title is creative and says something about the content of your research.
- 2- Your introduction includes necessary definitions, types, history ... etc.
- 3- Your introduction includes a thesis statement that tells your readers what you are writing about.
- 4- Your paper shows clear synthesis of sources related to your topic.
- 5- You integrate sources properly according to APA 7.
- 6- Your paper shows a clear purpose and a clear finding at the end before the conclusion.
- 7- Your conclusion summarizes the paper.
- 8- Your paper shows clear organization.
- 9- Your paper shows necessary transitions between paragraphs, and, sometimes, sentences.
- 10- Your paper has been revised.