Please attach a hard copy of this Evaluation Sheet to the front of your Assignment 3
Your Writing Instructor will return your Assignment 3 with this Evaluation Sheet filled in

ENGINEERING 0011/0711 • FALL 2017/2181 • A CURRENT ENGR. TOPIC, TECH.,EXAMPLE • EVALUATION

YOUR WRITING INSTRUCTOR’S NAME: (If you do not know your WI’s name, you will find it on your Assignment 1 evaluation sheet)

YOUR NAME:  

<table>
<thead>
<tr>
<th>ATTENTION TO ASSIGNMENT/INSTRUCTIONS</th>
<th>Excellent</th>
<th>Proficient</th>
<th>Passable, but not optimally clear, comprehensive, &amp;/or persuasive</th>
<th>Sub-standard</th>
<th>Failing</th>
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<tbody>
<tr>
<td>Content and presentation demonstrate thorough attention to all Assignment 3 instructions and materials (including in-class instruction, emails and posted material, and Libguides)</td>
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FOCUSING IN: TOPIC ➔ INNOVATION/TECHNOLOGY/EXAMPLE
- The author clearly focuses in on a topic-related innovation/technology; this innovation/technology is appropriate to the scope and length of this assignment

ALL REQUIRED CONTENT AREAS ARE ADDRESSED WITHIN THE PAPER
- The author identifies and briefly explains the overall topic
- The author identifies the particular innovation/technology he or she is “focusing in” on
- The author includes and explains an example of that technology “in action”
- The author addresses how and why this topic and, in particular, this innovation/technology are compelling and important to him or to her as a future engineer.
- The author addresses how and why it is important for engineers to devote time and resources to this topic and, in particular, to his or her selected innovation/technology

MAXIMUM CLARITY IS ESTABLISHED AND MAINTAINED THROUGHOUT ALL CONTENT AREAS DESCRIPTION/EXPLANATION OF THE TOPIC
- The author describes/explains the topic area with enough clarity (including quantification/data where necessary) for readers to see how, why, and to whom this overall topic is important

MAXIMUM CLARITY IS ESTABLISHED AND MAINTAINED THROUGHOUT ALL CONTENT AREAS DESCRIPTION/EXPLANATION OF THE TECHNOLOGY
- The author clearly describes and explains the how the technology “works”
- Descriptions and explanations of the relevant mechanics and/or materials and/or components, etc. of the technology are detailed enough (including quantification/data where necessary) that readers can see why this technology is significant to particular aspects of the topic
- Descriptions and explanations of the relevant mechanics and/or materials and/or components, etc. of the technology are detailed enough that readers can see how the technology “works” in a situation such as the author’s example
**MAXIMUM CLARITY IS ESTABLISHED AND MAINTAINED THROUGHOUT ALL CONTENT AREAS**

**DESCRIPTION/EXPLANATION OF THE EXAMPLE**
- The author describes/explains a particular, significant example/application
  - descriptions/explanations of the example/application clearly show how the technology works in a particular situation
  - descriptions and explanations include clarifications (including quantification/data where necessary) of why this technology is valuable/important

**MAXIMUM CLARITY IS ESTABLISHED AND MAINTAINED THROUGHOUT ALL CONTENT AREAS**

**DESCRIPTION/EXPLANATION OF THE IMPORTANCE OF THIS TOPIC, TECHNOLOGY, AND EXAMPLE**
- The author clearly describes/explains how and why this topic and, in particular, this innovation/technology are compelling and important to him or to her as a future engineer
- The author clearly describes/explains how and why this topic and, in particular, this innovation/technology are compelling and important to the profession of engineering

**SECTIONS: INTRODUCTION**
- The author provides an overview of all content areas of his or her paper; all required content areas for the paper are included in this overview

**SECTIONS: CONCLUSION**
- The author reinforces clarity and authority by specific reconnection to key content and by reinforcement of key explanations/support

**SECTIONS: LOGICAL ARRANGEMENT; OPTIMAL FLOW**
- The author delineates/places sections for maximum ongoing clarity, coherence, and logical advancement of information

**SECTIONS: COHESION/COHERENCE WITHIN AND AMONG SECTIONS**
- Within and among sections, the author specifies/clarifies correlations between general and specific information
- Within and among sections, the author clarifies/specifies connections between claims/evaluations and supporting details
- The author consistently clarifies connections between/among all sections

**SECTIONS: EFFECTIVE HEADINGS AND SUBHEADINGS**
- Every section heading and every subheading provides concise, specific information about the contents of that section or subsection

**SOURCES: REQUIRED SOURCES**
- The content of the paper, as well as the Sources section (and, if used, the Additional Sources section) demonstrate that the author consulted the required number of sources
- All sources used/consulted are appropriate to a university-level paper

**SOURCES: INTRODUCTION WITHIN THE TEXT**
- The author consistently, immediately and specifically introduces, within the text, all source material, providing readers with necessary information about the origin/authority of the source material
- The author consistently clarifies, via placement of reference numbers and, when necessary, via specific “re-introduction” of the source, when/where paraphrased or summarized source information is being used

**SOURCES: CONTEXTUALIZATION/EXPLANATION WITHIN THE TEXT**
- The author consistently, immediately, and specifically clarifies/explains how and why included source material is relevant/important
**PROFESSIONALISM/PRESENTATION**
- The author demonstrates professional attention and practice by correctly **meeting all format specifications**, including correctly numbering/placing citations within the text and correctly providing corresponding full bibliographic information in the Sources section.

**PROFESSIONALISM/PRESENTATION**
- The author demonstrates professional attention and practice by ensuring all grammar, punctuation, spelling, word choice, vocabulary, and sentence construction are **consistently correct** and by carefully dividing information into **useful, effective paragraphs**.

**TONE OF COMMUNICATION**
- The author consistently uses words, phrasing, and sentence construction that convey/maintain an effective, appropriate tone for this communication situation; wording, phrasing, and sentence construction consistently contribute to (and do not detract from) professional tone; specificity consistently contributes to (and does not weaken/interrupt) professional tone.

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**Grade:**
100, 99 A+ 98-93 A 92-89 A- 88-85 B+ 84-79 B 78-75 B- 74-71 C+ 70-65 C 64-61 C- 60 D 59-below F

**COMMENTS:**