

UC MERCED
YOGITA MAHARAJ

WRITING 1 ESSAY GRADING RUBRIC

<p>A+/A 100-95 pts.</p>	<p>Excellent Product (Written) or Performance (Spoken). Evidence of significant care given to the construction and delivery of a text. Also meets the highest standards for coherence, cohesion, style, logic, and discussion of the assigned topic. Evidence of substantive, thoughtful, effective revision.</p>
<p>A- 94-90 pts.</p>	<p>Superior work, but with occasional minor flaws in execution. Meets the highest standards for evaluation in most but not all categories of coherence, cohesion, style, logic, and discussion of the assigned topic. Revised effectively but a few minor problems may remain unaddressed.</p>
<p>B+ 89-86 pts.</p>	<p>Above average work that lacks excellence in several categories of coherence, cohesion, style, logic, and discussion of the assigned topic. Revision improves some features of the text without significantly improving overall quality.</p>
<p>B/B- 85-80 pts.</p>	<p>Above average work that exhibits few if any features of excellence. Some weaknesses in coherence, cohesion, style, logic, and discussion of the topic may be circumvented or not addressed. Revision incorporates feedback with some evidence of additional effort.</p>
<p>C+ 79-76 pts.</p>	<p>Average work that is commendable in meeting all baseline standards. Some strong points are apparent in coherence, cohesion, style, logic, and discussion of the topic, but these strengths are offset by many weaknesses in the text. Although not perfunctory, revision shows minimal effort in responding to feedback.</p>
<p>C/C- 75-70 pts. <i>76</i></p>	<p>Borderline but satisfactory work. The writer may need to apply considerable effort in meeting baseline standards for coherence, cohesion, style, logic, and discussion of the topic. Revision may be needed in all areas before a text becomes satisfactory, and specific problems may remain that distract a reader. However, in general the text can be read without significant disruptions in a reader's understanding of the writer. <i>Inconcise/Vague thesis; ex. 3 repetitive in explanation</i></p>
<p>D+ 69-66 pts.</p>	<p>Below average work that does not meet minimal standards in several areas of text construction but will exhibit occasional strengths for future development. Revision is incomplete or inconsequential, and the reader is forced to resolve basic problems of interpretation.</p>
<p>D/D- 65-60 pts.</p>	<p>Far below average work. This grade typically characterizes inadequate effort rather than lack of development as a writer. Little or no revision has been attempted, and some changes the writer makes may have a significantly negative effect on the overall quality of a text. A reader will have recurring problems understanding the text.</p>
<p>F 59-0 pts.</p>	<p>Unacceptable work. Assignment is not submitted or does not follow directions. Students receiving an F have earned this grade due to negligence, indifference, or an unwillingness to learn. It should not represent a writer's lack of ability or relative stage of language development.</p>

*RD included: YES NO

Bianca Lopez
Yogita Maharaj
Writing 1
June 25, 2012

ML
Essay 1: "Thinking in Spanish, Speaking in English"

L Literacy is having the ability to speak, write, and read a language. Literacy can affect everyone in a certain way. As for me, literacy has affected me tremendously throughout my life, especially the speaking part of literacy. I was raised only ~~being able to speak~~ *of* and understand *of* Spanish.

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Theo's
pt. 2 When I was a child, I had a mindset that everyone knew Spanish and that was the only language that was needed. As I got older, I realized, that was not the case. English was what I needed to know, not just Spanish. This is when I began to explore English literacy.

The oral part of literacy was the most difficult for me. When I entered pre-school I was provided "The English to Spanish Translator," to help me understand the lessons. Because of my reliance on my translator, my literacy in English did not improve very well. I was fine with not speaking English and only understanding some of it, as I thought that would be enough to live my life.

Ask A year passed and I started kindergarten at a new school that was different from other schools that I had attended. *]* For starters, almost everyone was bilingual. Second, I was in a bilingual program, which meant that this program taught their students both English and Spanish literacy. I wanted to learn English for the reason that all my friends knew and communicated with each other in English. Therefore *(D)* I took advantage of my new school by setting goals for myself, "Today I will only speak English." There was times where I failed, but there were also other times when I accomplished my goal. I would go home proud of myself *k* because I was slowly becoming more literate in English.

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2 First grade came around the corner and I moved to a school in Fresno. Most people knew

both Spanish and English, except a small majority, including my teacher who only spoke English. Because I couldn't communicate with her, learning was difficult. For example, I remember how when she would be trying to teach me, she would come up to me and talk to me like I was deaf. At this time I wished I was completely literate in English, because I knew what she was saying, I just didn't quite know how I to translate my Spanish thoughts to English words. It became even harder to do this process when she would stare at me and raise her voice. The year passed and I got to practice my English speaking skills with my friends and I started watching televisions in English to practice my understanding of English.

My later elementary years were a repeating cycle of thinking in Spanish and trying to translate it to English. My school community helped me become more literate by exposing me to English through books, televisions, and friendly talks. Thanks to them I felt relieved as English did not feel impossible to learn anymore. The best part was that any time I wanted to go back to a more comfortable way of speech, I would talk in Spanish and mostly all my friends understood. This was great because I didn't have the fear that my mind would go blank and not be able to communicate. Also I still didn't feel comfortable talking in a language that I didn't consider my own as a young child.

Learning how to read and write in English was not easy but it wasn't as hard as learning how to speak it. I was involved in a special program during school hours that helped kids like me to help them pronounce certain words and help them read and understand what they read. I have mixed feelings for this. At times I felt ignorant, although I needed help with my English, I did end up doing quite well: yes I needed a little more time to be able to get something through my head, but I accomplished what I needed to do by myself. I believed that I was not ignorant, and I was determined to makes English my second language. Then I analyze my thoughts a little more.

I am thankful for those classes. They're made for a reason. Without them, I would not have been where I am now. I would of have had even more difficulties with my English. At the end, I'm just thankful. The teachers there weren't there to make fun of us, but to watch us succeed threw a difficult obstacle.

Later in life, Spanish words would come out without me realizing it until I would see the confused faces of my classmates. I would feel embarrassed and fix it as fast as I could. People would start pointing out my accent. They would think it was funny and I would laugh with them but in the inside my self-esteem would drop a little. As soon as I got home I would lock myself in my room. I would practice that certain word over and over again until my accent wasn't noticeable. If I failed at being able to pronounce the word correctly, I would do whatever I could to never use that word again.

I joined a speech club to better my speaking skills. That helped me better my English speaking skills significantly to a point where I was entering speech competitions and placing among the winners. My confidence was boosted through literacy. In fact, I started enjoying public speaking so much that I started giving public speaking in front of large crowds. My earliest speeches were in English, but as time went by, I transitioned to Spanish public speaking. This helped both my English and Spanish literacy.

Being able to keep my Spanish literacy advanced was a difficult task. During my high school years there were very few people that spoke Spanish on a daily base. If it wasn't for my parents getting angry at me for speaking English at home, I would have forgotten it. Something that also helped was taking Spanish classes throughout my high school years. Doing this taught me high vocabulary in Spanish and also taught me how to speak formally in Spanish. This is when I started to gain a new perspective in Spanish literacy.

In the classes I took, I also learned how to read and write in Spanish for the first time. For many years, my Spanish literacy was incomplete as far as knowing how to speak and not read or write fluently. My background in English literacy helped me learn quickly how to read and write in Spanish; therefore, this wasn't as big of a challenge as when I was learning how to read and write in English. It was actually an easy task for me.

Now I have both English and Spanish literacy. I would have expected that I would use both of them at the same time. I would expect to mix both of them together especially around people who are bilingual around me. Starting college at UC Merced is a great place to practice this because almost everyone here knows and are fluent in both languages. When I do speak in English and Spanish I feel odd. I feel as if the people here won't understand what I'm saying even though they would. Because of the odd feeling, I have decided to speak only Spanish to my parents and speak only English to my friends. As I get more comfortable in this atmosphere, I'm hoping I will be able to mix the two languages together, and to make it as more of a part of my day to day life.

Throughout my entire life I have been struggling with Spanish and English literacy. First I struggled with English literacy since I could only speak Spanish at the time. After learning to speak English, I struggled with Spanish literacy, because I did not learn to read or write in Spanish. For most of my childhood I had learned two different language literacies. The problem was that I never completely learned either one of them until my later years of childhood. In the long run, learning both at the same time benefits me now and possibly in the future. If I had only learned one, it would have benefited me in my younger years, but may not have now or even later in life. Therefore I am grateful for having learned both English and Spanish and have become literate in these languages.