

**Scoring Written Deliverables**  
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**Course:** BUS 302  
**Title:** *The Gateway Experience* (3 units)

“Only in grammar can you be more than perfect.”  
---William Safire (1929-2009)

## **Introduction**

The purpose of this document is to enumerate how the written portion of the assignments is scored. Students will lose points for not following the instructions below. Stronger writers allocate sufficient time (both lead time and re-writing time) to deliver quality work. Quality work includes proofreading, copyediting, and rewriting.

The points for each section indicate the points that are deducted from the content and writing scores (typically, out of 100 total possible points for content and 100 total possible points for writing). Both of these penalties are assessed independently of each other. Late *electronic* submissions are assessed an immediate 25% penalty off of the content scores. Late *printed* submissions are assessed an immediate 25% penalty off of the writing scores. A *bona fide* note from either a medical doctor or public safety official is needed in case an emergency for an individual.

Assignments, including in-class writing, are scored as follows: 1), the technical content score of the assignment is evaluated, and 2) points are deducted for each instance of each type of error shown below. The deductions are cumulative--it is possible, although uncommon, to earn an overall writing score of zero on an assignment. Each of the errors will be shown in red ink and circled. Anomalies that are more along the line of comments or suggestions are shown in blue ink or red ink (and not circled). These can be reviewed and studied as desired.

There may be situations where a team requires more writing assistance than the instructor can provide. In those cases, the instructor will write “LRC” at the top of the paper. At this point, the team has obtained a score of zero. The team must 1), visit the instructor during scheduled office hours to obtain clarification regarding the writing anomalies, 2), visit the CSUN Learning Resource Center (LRC) for assistance, 3), re-write the paper, and 4), re-submit the paper. At this point, the paper will be re-graded. No late penalty will be incurred.

If this document is unclear, please contact the instructor.

**“General Formatting Requirements for Written Deliverables” (10 points)**

There should be no errors that are specifically identified within this document.

### **“Structure Requirements for Written Case Deliverables” (10 points)**

There should be no errors that are specifically identified within this document. This includes the items required in the related document—“**Structure Requirements for Written Case Deliverables—by case**”.

### **“A Management Writer’s Reference” (10 points)**

There should be no errors that are specifically identified within this document.

### **“Management Vocabulary” (10 points)**

There should be no errors that are specifically identified within this document.

### **Composing and Revising (10 points)**

Common errors in this category include problems involving paragraph breaks, non-existent or weak topic sentences, non-existent or weak transition sentences, and inconsistent format or style.

### **Sentence Style (10 points)**

Common errors in this category include problems involving, parallelism, modifiers, sudden shifts in verb tense, sentence emphasis, and sentence variety.

### **General Word Choice (10 points)**

Common errors in this category include problems involving missing words, double words, incorrect suffixes, and incorrectly spelled words (including homonyms).

### **Grammatical Sentences (10 points)**

Common errors in this category include problems involving subject-verb agreement, pronouns, adjectives, adverbs, sentence fragments, and run-on sentences.

### **Punctuation (10 points)**

Common errors in this category include problems involving necessary commas, unnecessary commas, semicolons, colons, apostrophes, quotation marks, and other marks.

### **Mechanics (10 points)**

Common errors in this category include problems involving spelling, hyphenation, capitalization, abbreviations, numbers, and italics.

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The following table identifies the errors students make in freshman composition courses at the national-level.

<b>Rank</b>	<b>Error or Error Pattern</b>
1.	Wrong word
2.	Missing comma after introductory element
3.	Incomplete or missing documentation
4.	Vague pronoun reference
5.	Spelling error (including homonyms)
6.	Mechanical error with a quotation
7.	Unnecessary comma
8.	Unnecessary or missing capitalization
9.	Missing word
10.	Faulty sentence structure
11.	Missing comma with a non-restrictive element
12.	Unnecessary shift in verb tense
13.	Missing comma in a compound sentence
14.	Unnecessary or missing apostrophe
15.	Fused (run-on) sentence
16.	Comma splice
17.	No pronoun-antecedent agreement
18.	Poorly integrated quotation
19.	Unnecessary or missing hyphen
20.	Sentence fragment

Source:

Lunsford, A., and Lunsford, K. (2008), "Mistakes are a Fact of Life: A National Comparative Study," *College Composition and Communication*, 59 (4), Jun., p. 795.