

### Classification Task 1

You work for your college newspaper. Your assignment is to use the notes below to write a short article that classifies the major dangers of running. Your article will appear in a special supplement on sports activities. Determine the categories you need and include each of the ideas listed below under one of the categories.

- A • Older runners often run too far too fast and risk heart attacks.
- B • Because tired runners often do not look when they cross streets, they are sometimes hit by cars.
- C • Some people find runners to be snobbish toward nonrunners.
- D • Women running alone have been prime victims of rapists.
- E • Regular running can strain joints, which can become a serious problem in later life.
- F • It has been suggested that runners have higher divorce rates than nonrunners.
- G • Running for some people becomes an end in itself, leading them to neglect their jobs and other responsibilities.
- H • Runners often suffer heat exhaustion and heat stroke in hot weather.
- I • Runners are often bitten by dogs.
- J • Runners suffer from blisters, heel spurs, and shin splints.
- K • Running after eating a meal can cause indigestion.
- L • Running has become so commercialized that many of the "extras" are now unaffordable.

#### D. Writing the Article

1. The thesis of the article is not stated or is not clear. The paragraphs read like a list. Although they may be grouped under a category, the relationships between sentences are not clear.
2. The article has a thesis, although perhaps not a strong one. The paragraphs have a general focus but some sentences are unrelated or strangely juxtaposed. Transitions are ineffective.
3. The article has a clear thesis and paragraphs are generally well developed with fewer than three problems with focus, unity, or coherence. Transitions may be a bit forced.
4. The article has a clear thesis and developed paragraphs that are focused, unified, and coherent. Transitions are logical and effective.

### Classification Scoring Rubric

Rate individual papers on each of the variables described below.  
(1 = least effective; 4 = most effective)

- A. Meeting the Demands of the Rhetorical Situation
  1. The writer provides no introduction.
  2. The writer provides an introduction, but it suggests that he/she knows *neither* the collegiate audience nor the circumstances (i.e., writing an article for a sports supplement) of the writing task.
  3. The writer provides an introduction which shows that he/she recognizes *either* the collegiate audience or the circumstances of the writing task.
  4. The writer provides an introduction which shows that he/she recognizes *both* the collegiate audience and the circumstances of the writing task.
- B. Establishing Categories
  1. The writer establishes no categories, but instead simply lists benefits or dangers in no discernible groups.
  2. The writer groups items but does not name categories. Or, the writer establishes some categories, but not enough to accommodate all items. Or, the writer names all categories, but all the categories are not conceptually distinct.
  3. The writer groups items into conceptually distinct categories and names some, but not all, of the categories.
  4. The writer groups all items into conceptually distinct categories and names all the categories.
- C. Classifying Individual Items
  1. The writer is unable to classify items because categories have not been established.
  2. The writer classifies some items appropriately into categories that have been established, but fails to include 3 or more items in his/her paper.
  3. The writer classifies most items appropriately into categories that have been established.
  4. The writer classifies all items appropriately into categories that have been established.

## SAMPLE CLASSIFICATION ESSAY

Your roommate's alarm goes off at 6:30 a.m. As you hear him rummaging through the closet for his jogging shoes, you turn over to sleep peacefully for the next hour. Later in the day, you ask your girlfriend to meet you at Murphy's after class to relax after a full day. She can't because during the free time she has this evening, she plans to run. You go without her. While your roommate and your girlfriend might chide you for being a lazy, beer guzzling out-of-shape bum, you may be better off than they are. While they can tell you the benefits of running, they may not be as aware of its great dangers to the health and social life of college students.

E  
J  
H  
A  
B  
K  
I  
D  
Regular running can pose serious health problems--strained joints, blisters, heel spurs, and shin splints, for example. Furthermore, Louisiana runners can easily suffer heat exhaustion and heat stroke in hot weather. Even young students who run too far too fast risk heart attacks. and given their busy schedules, students are likely to run early in the morning when they aren't quite alert or late at night when they are tired, risking the chance of being hit by cars when they cross streets or right after dinner when running can cause indigestion. If these health hazards aren't enough to scare you out of your running shoes, consider the possibility of being bitten by a dog or even being raped.

C  
F  
L  
G  
Even if running doesn't affect your health, it may ruin your social life. Some people find runners to be snobbish toward nonrunners. I know I sure get tired of my roommate waking me up before dawn and telling me how much better shape he is in. It wouldn't surprise me if runners have higher divorce rates than nonrunners. If my girlfriend doesn't start going with me to Murphy's, I may just find someone new. Other devoted runners spend so much money on shoes, radios, running clothes, and magazines that they don't have any left for going out to have a good time. Finally, for some people, running becomes an end in itself, leading them to neglect their jobs and other responsibilities.

So sleep late, and I'll meet you at Murphy's.