



**ENGL 1010/ Fundamentals of  
English I  
COURSE SYLLABUS  
Web-enhanced / Lecture  
Fall Semester 2015**

**Semester:** Fall 2015  
**Course Title:** Fundamentals of English I  
**Course Number:** ENGL. 1010  
**Credit Hours/ Minutes:** 3 / 2250  
**Class Location:** Main Building room # 156  
**Class Meets:** Monday and Wednesday 1:00-2:15 p.m.  
**CRN:** 20080

**Instructor:** Vicky Conner  
**Office Hours:** M,W 11-12 & 2:30-4, TR 10-12, T 1:30-2:30  
**Office Location:** MAIN BUILDING ROOM 155  
**Email Address:** vconner@southeasterntech.edu  
**Phone:** 912-538-1992  
**Fax Number:** 912-538-3156  
**Tutoring Hours:** by appointment

**REQUIRED TEXT:** Langan, John & Albright, Z. L. (2015). *English Skills with Readings*. New York, NY: McGraw-Hill.

**REQUIRED SUPPLIES & SOFTWARE:** flash drive, loose leaf paper and binder, pencils, blue-black pens, and access to Internet and STC's Information Delivery System (IDS).

**COURSE DESCRIPTION:** Emphasizes the development and improvement of written and oral communication abilities. Topics include analysis of writing, applied grammar and writing skills, editing and proofreading skills, research skills, and oral communication skills.

**MAJOR COURSE COMPETENCIES:**

1. Analysis of writing
2. Applied grammar and writing skills
3. Editing and proofreading skills
4. Research skills
5. Oral communication skills.

**PREREQUISITE(S):** ENGL 0090 OR Appropriate Placement Test Score AND READING 0090—Reading II OR Appropriate Placement Test Score.

**COURSE OUTLINE:**

1. Analysis of Writing
2. Applied Grammar and Writing Skills
3. Editing and Proofreading
4. Research Skills
5. Oral Communication Skills

**GENERAL EDUCATION CORE COMPETENCIES:** STC has identified the following general education core competencies that graduates will attain:

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

All students pursuing a degree, a diploma, or a Technical Certificate of Credit with a General Education component will be required to pass the General Education Competency Exams prior to graduation.

**STUDENT REQUIREMENTS:**

1. Students are expected to bring all materials, especially their books, to class. Failure to do so will result in a ten-point penalty on the next grammar exam.
2. Students are required to complete all assignments on the lesson plan by their due dates to exit the class. Students are also expected to complete any extra assignments given by the instructor.
3. All assignments must be in APA format, typed in Microsoft Word, and submitted in an ANGEL drop box on the due date. Late assignments will not be accepted, including assignments not typed in Microsoft Word that will not open.
4. Writing assignments sent through ANGEL email or OWL mail will not be accepted.
5. Dropping a grade or extra credit assignments will not be given.
6. Finally, grades will not be rounded. For example, if a student has a 69.5 at the end of the semester, the final grade will be a D.

**CELL PHONE POLICY: STC policy states cell phones are not to be used while in class. When students enter the classroom, cell phones should be placed on silent or vibrate. If cell phones become a problem, the instructor reserves the right to give a quiz to the entire class each time a phone rings/vibrates or anytime a student is caught using a phone in class. Cell phone quizzes will be put into the grade book. During exams, if a student is caught with a phone or caught texting during a test, he or she will be given a zero.**

**ATTENDANCE GUIDELINES:** Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and also interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of F and face financial aid repercussions in upcoming semesters.

Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor.

Students will not be withdrawn by an instructor for attendance; however, all instructors will keep records of graded assignments and student participation in course activities. The completion dates of these activities will be used to determine a student's last date of attendance in the event a student withdraws, stops attending, or receives an F in a course.

**SPECIAL NEEDS:** Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact Jan Brantley, Room 1208 Swainsboro Campus, 478-289-2274, or Helen Thomas, Room 108 Vidalia Campus, 912-538-3126, to coordinate reasonable accommodations.

**SPECIFIC ABSENCES:** Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

### **PREGNANCY**

Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please advise me and make appropriate arrangements with the Special Needs Office. Swainsboro Campus: Jan Brantley, Room 1202, (478) 289-2274—Vidalia Campus: Helen Thomas, Room 108, (912) 538-3126.

**WITHDRAWAL PROCEDURE:** Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (date will be posted on the school

calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" is assigned when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. All grades, including grades of 'W', will count in attempted hour calculations for the purpose of Financial Aid.

#### **MAKEUP GUIDELINES (Tests, quizzes, homework, projects, etc...):**

The course has a total of four major grammar exams, but only one makeup exam is allowed. The makeup grammar test will be administered at the end of the course at the instructor's discretion and will be a pencil and paper test. If a student misses more than one grammar exam, the student will be allowed to make up only one grade. Quizzes that are missed will not be made up and will receive a zero. If a student is absent when a writing assignment is given in class, a student must schedule a time outside of class to make up the assignment. Until the assignment is made up, the student will receive a zero. Dropping a grade or extra credit assignments will not be given.

**ACADEMIC DISHONESTY POLICY:** The STC Academic Dishonesty Policy states *All forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline.* The policy can also be found in the *STC Catalog and Student Handbook.*

#### **Procedure for Academic Misconduct**

The procedure for dealing with academic misconduct and dishonesty is as follows:

##### **--First Offense--**

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

##### **--Second Offense--**

Student is given a grade of "WF" for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

##### **--Third Offense--**

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

**STATEMENT OF NON-DISCRIMINATION:** Southeastern Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, disabled veteran, veteran of Vietnam Era or citizenship status, (except in those special circumstances permitted or mandated by law). This school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the

provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

**GRIEVANCE PROCEDURES:** Grievance procedures can be found in the Catalog and Handbook located on STC's website.

**ACCESS TO TECHNOLOGY:** Students can now access Angel, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the STC website at [www.southeasterntech.edu](http://www.southeasterntech.edu).

#### **GRADING POLICY**

G. Exams	25%
Quizzes	10%
Writing Assignments	40%
Grammar final	10%
Essay final	15%

#### **GRADING SCALE**

A: 90-100
B: 80-89
C: 70-79
D: 60-69
F: 0-59

#### **TCSG GUARANTEE/WARRANTY**

**STATEMENT:** *The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.*

ENGL 1010 FALL SEMESTER 2015 LESSON PLAN The official copy of the syllabus will be given during face-to-face time the first day of the semester.				
Date	Chap / Less	What we do in class	Assignments & Tests Due	Comp Area
<b>Week 1 August 17</b>				
	Langan chapter 21 and 22	Introduction to Course Paperwork ANGEL	<p><b>Vidalia Campus:</b> Tina Jernigan will hold an orientation on ANGEL, IDS/Remote Lab, Banner, Owl Mail, etc. Students are encouraged to attend, especially if they are new to online learning. Students who sign-in will receive 5 points on the first grammar exam.</p> <p><b>Bring Student ID#, Password PIN, and access keys.</b></p> <p><b>due before class on August 19</b></p> <p>Complete the following in <b>Week 1</b> ANGEL folder:</p> <p>Read the syllabus thoroughly.</p> <p>In <i>English Skills with Readings</i> by Langan, complete the Diagnostic Test on page 682.</p> <p>In <i>English Skills with Readings</i> by Langan, read chapter 18 "Subject and Verbs" page 359. Complete activities 1 and 2. Be ready to discuss in class.</p> <p>In Langan, read chapter 19, page 364, and complete activity 1. Be ready to discuss in class.</p>	*1, 2, 3 **a, c, d
<b>August 19</b>				
	ch. 1  ch. 2	Practice finding Subjects and Verbs	<p><b>due before class on August 24</b></p> <p>In <i>English Skills with Readings</i> by Langan, complete the Diagnostic Test on page 682.</p> <p>In <i>English Skills with Readings</i> by Langan, read chapter 18 "Subject and Verbs" page 359. Complete activities 1 and 2. Be ready to discuss in class.</p> <p>In Langan, read chapter 19, page 364, and complete activity 1. Be ready to discuss in class.</p>	*1, 2, 3 **a, c, d
<b>Week 2 August 24</b>				
	ch. 3	Discussion: Structure of Paragraph Look at Paragraph Written for Chapter 1	<p><b>due before class on August 26</b></p> <p>In Langan, read chapter 3, page 51, and complete activities 1-17. Be ready to discuss in class. Check your answers, located in <b>Week 2</b> ANGEL folder.</p>	*1, 2, 3 **a, c, d
<b>August 26</b>				
	ch. 33		<p><b>due before class August 31</b></p> <p>Complete the following in <b>Week 3</b> ANGEL</p>	

	ch. 34  ch. 23	Worksheets for Chapter 3	folder: Capital Letters  Numbers and Abbreviations.  Fragments folder. Check your answers.  Take quiz for Subjects and Verbs, Capital Letters, and Numbers and Abbreviations.  In Langan, read chapter 4, page 89, and complete practices 1-12.	
<b>Week 3 August 31</b>				
		Discussion: Transitions, Synonyms, and Repeated Words Example Paragraph	<b>due before class September 2</b>  Complete the exercises in the Run-on folder, located in <b>Week 4</b> folder. Be sure to check your answers.  In Langan, read chapter 29, page 442, and complete activities 1-3. Take the quiz afterward and record your score.  <b>Rough draft of example paragraph is due.</b> Please write or type the paragraph, and bring to class. We will do a peer review.	*1, 2, 3 **a, c, d
<b>September 2</b>				
	ch. 24	Peer Review of Example paragraph Finding and Correcting Run-ons	<b>due before class September 9</b> Study for Grammar Exam 1. The exam will cover fragments, run-ons, capital letters, and numbers and abbreviations. There will be several questions over finding subjects and verbs. The test will have 30 questions. (For help, review ANGEL folders 1-3).	*1, 2, 3 **a, c, d
<b>Week 4 September 7 Holiday—No Class ☺</b>				
<b>September 9</b>				
		Grammar Test 1 will be given in class. The exam will cover fragments, run-ons, capital letters, and numbers and abbreviations. There will be several questions over finding subjects and verbs. The test has 30 questions.	<b>due before class September 14</b>  In Langan, read chapter 5, page 111, and complete activities 1-11. Check your answers in <b>Week 5</b> ANGEL folder after completing the activities.	*1, 2, 3 **a, c, d
<b>Week 5 September 14</b>				
	ch. 5	Discussion: Parallelism, Specific Words, and Concise Wording	<b>due before class September 16</b>  Complete the chapter 5 worksheet that was given in class.  In Langan, read chapter 39, page 511, and work through the chapter.  In Langan, read chapter 40, page 521, and complete activities 1-3.	*1, 2, 3 **a, c, d
<b>September 16</b>				
	chs. 5 and 6	Sentence Variety Worksheet Revision	<b>due before class September 21</b> Take the quiz, located in <b>Week 6</b> ANGEL folder, over chapters 39 and 40.  In Langan, read chapter 6, page 141, and complete activities 1-11. Be prepared to	*1, 2, 3 **a, c, d

			discuss answers in class.	
<b>Week 6 September 21</b>				
	ch. 6	Discussion: Four Bases for Revising Writing	<b>due before class September 23</b> Review the ANGEL examples of the example paragraph. We will finish the final example in class. Read "All the Good Things," page 548, and answer the vocabulary and reading comprehension questions.	*1, 2, 3 **a, c, d
<b>September 23</b>				
	ch. 5	Final draft of the Example paragraph will be written in class.	<b>due before class September 28</b> Study for Grammar Exam 2, which covers chapter 5. The test will be like the worksheet we completed in class.	*1, 2, 3 **a, c, d
<b>Week 7 September 28</b>				
		Exam 2 will be given in class; the test is handwritten.	<b>due before class September 30</b> Complete the folder labeled Verbs. Be ready for work in class.	*1, 2, 3 **a, c, d
<b>September 30</b>				
	ch. 25, 26, 27	Verbs	<b>due before class October 5</b> Complete the Pronoun folder.	*1, 2, 3, 5 **a, c, d
<b>Week 8 October 5</b>				
		Discussion: Cause or Effect paragraph	<b>due before class October 7</b> Review the ANGEL examples of a Cause or Effect paragraph. Also, work on the web site below to practice verbs. <a href="http://www.chompchomp.com/exercises.htm">http://www.chompchomp.com/exercises.htm</a> Read "Rowing the Bus," page 554, and answer the vocabulary questions and reading comprehension questions.	*1, 2, 3, 5 **a, c, d
<b>October 7</b>				
		Final draft of the cause or effect paragraph will be written during class.	<b>due before class October 12</b> Work on the web site below to practice pronouns. <a href="http://www.chompchomp.com/exercises.htm">http://www.chompchomp.com/exercises.htm</a>	*1, 2, 3, 5 **a, c, d
<b>Week 9 October 12</b>				
	ch. 28 and 29	Discussion: Pronouns	<b>due before class October 14</b> Study for Grammar Exam 3 over Verbs (chapters 25, 26, 27) and pronouns (chapters 28 and 29).	*1, 2, 3, 5 **a, c, d
<b>October 14</b>				
	ch. 35 ch. 36 ch. 37	We will take Grammar Exam 3 in class.	<b>due before class October 19</b> Complete the following assignments in <b>Week 10</b> ANGEL folder. Apostrophe Quotation Mark Comma.	*1, 2, 3, 5 **a, c, d
<b>Week 10 October 19</b>				
		Discussion: Comparison or Contrast paragraph	<b>due before October 21</b> Take the comma quiz in <b>Week 10</b> ANGEL folder.	*1, 2, 3, 5 **a, c, d

			Read chapter 35 Other Punctuation, page 485, and complete activities 1-5.	
<b>October 21</b>				
ch. 31		Final draft of the comparison or contrast paragraph will be written in class.	<b>due before October 26</b> Complete the Modifiers ANGEL folder in <b>Week 11</b> . Be prepared for discussion in class.	*1, 2, 3, 5 **a, c, d
<b>Week 11 October 26</b>				
		Discussion: Commas, Apostrophes, Quotation Marks, and Other Punctuation Modifiers	<b>due before class October 28</b> Read chapter 17, page 324, and complete activities 1-8. Be sure to check your answers before class in <b>Week 11</b> ANGEL folder.	*1, 2, 3 **a, c, d
<b>October 28</b>				
		Discussion: the essay	<b>due before November 2</b> Outline of Essay 1	
<b>Week 12 November 2</b>				
		Discussion: Review of modifiers Writing Rough Draft	<b>due before class November 4</b> <b>Rough draft of Essay 1 is due.</b> Please write or type the essay and bring to class. We will do a peer review.	*1, 2, 3 **a, c, d
<b>November 4</b>				
		Peer review and final draft of essay 1 will be due.	<b>due before class November 9</b> If you would like to boost your grade by adding an extra quiz, read Adjectives and Adverbs, page 428, and complete activities 1-3. Check your answers. Take the quiz before class begins on November 9.	*1, 2, 3 **a, c, d
<b>Week 13 November 9</b>				
		Discussion: Library Project—Galileo and Summary	<b>due before class November 11</b> Please print and bring to class an article about your chosen profession. I will look at each one during class.  Read "Different is just Different," page 582, and answer the vocabulary and reading comprehension questions.	*1, 2, 3, 4, 5 **a, c, d
<b>November 11</b>				
		Discussion: Library Project—APA documentation	<b>due before class November 16</b> Library Project is due at the beginning of class.	*1, 2, 3, 4, 5 **a, c, d
<b>Week 14 November 16</b>				
		Library Project is due. Discussion: Essay 2	<b>due before class November 18</b> Outline for Essay 2 is due before class. I will look at each outline, so the paper must look like an outline: no sentences. If this guideline is not followed, the sheet will not be used during class.	*1, 2, 3, 4, 5 **a, c, d
<b>November 23</b>				
		Final draft of Essay 2 is due at the end of class.	<b>due before class November 30</b> Study for Grammar Exam 4. The exam will cover commas, apostrophes, quotation marks, other punctuation, and modifiers. Also, complete the Student Skills	*1, 2, 3 **a, c, d



			Achievement test on page 687. I will give out the answers before the test on November 24.	
<b>Week 15 November 30</b>				
		<p>Sentence-Skills Achievement Test Answers</p> <p>Grammar Exam 4 will be given in class.</p> <p>If a student needs to make up a grammar exam, please see me before class, so we can figure out a time that will work for us both.</p> <p><b>November 25 and 26 are Thanksgiving Holidays—no classes 😊</b></p>	<p><b>due before class on Dec. 2</b></p> <p>Study for the Grammar Final. Go through ANGEL and use the Langan web sites or use Grammar Bytes.</p>	<p>*1, 2, 3</p> <p>**a, c, d</p>
<b>Week 16 December 2</b>				
		The Grammar Final will be given in class.		<p>*1, 2, 3</p> <p>**a, c, d</p>
<b>December 4</b>				
		<b>Final Essay Exam given in class.</b>		
		<b>The instructor reserves the right to modify these lesson plans as she deems necessary.</b>		

**\*Competency Areas:**

1. Analysis of Writing
2. Applied Grammar and Writing Skills
3. Editing and Proofreading
4. Research Skills
5. Oral Communication Skills

**\*\*General Core Educational Competencies**

- a. The ability to utilize standard written English.
- b. The ability to solve practical mathematical problems.
- c. The ability to read, analyze, and interpret information.
- d. The ability to utilize basic computer skills.

**Grading Scale –Exemplification Paragraph**

<u>Example</u>	20
<ul style="list-style-type: none"> <li>• Examples to support topic sentence</li> <li>• Examples stated clearly</li> <li>• Transitional words used to link examples</li> </ul>	
<u>Writing Process</u>	15
<ul style="list-style-type: none"> <li>• Evidence of brainstorming &amp; organizing ideas</li> <li>• Evidence of drafts and revisions</li> <li>• Considers audience</li> </ul>	
<u>Topic Sentence</u>	20
<ul style="list-style-type: none"> <li>• States topic</li> <li>• Expresses opinion attitude or feeling</li> <li>• Focused</li> <li>• Restated as Concluding Sentence</li> </ul>	
<u>Support</u>	25
<ul style="list-style-type: none"> <li>• Sufficient Explanations and Details</li> <li>• Points clarified with explanations that limit and focus the main idea</li> <li>• All examples and explanations relate to main point (unity)</li> <li>• Examples are clear (clarity)</li> <li>• Organized according to purpose</li> <li>• Connecting Words between ideas achieve coherence</li> </ul>	
<u>Title</u>	10
<ul style="list-style-type: none"> <li>• Appropriate</li> <li>• Formatted correctly</li> </ul>	
<u>Grammar</u>	10
<ul style="list-style-type: none"> <li>• Complete Sentences</li> <li>• Correct use of commas</li> </ul>	
A ten-point penalty will be applied if <b>ALL</b> instructions are not followed. <b>Total Points</b>	

<p>Cause/Effect Paragraph</p> <ul style="list-style-type: none"> <li>• Focus on either causes or effects (not both)</li> <li>• Explores all causes/effects but chooses only the real ones</li> <li>• Considers audience</li> <li>• Does not oversimplify</li> <li>• Causes or effects organized in a logical order</li> </ul>	25
<p><b>Structure</b></p> <ul style="list-style-type: none"> <li>• Begins with topic sentence that states whether the paragraph is a cause or effects paragraph</li> <li>• Supporting sentences limit and focus the main idea</li> <li>• Explanations and details of supporting sentences are well-developed</li> <li>• Closing sentence reflects topic sentence and provides closure</li> </ul>	25
<p><b>Support</b></p> <ul style="list-style-type: none"> <li>• Examples, Details, Explanations</li> <li>• All examples and explanations relate to main point (unity)</li> <li>• Points clarified with details that limit and focus the main idea (clarity)</li> <li>• Organized according to purpose (coherence)</li> <li>• Transitions between ideas achieve coherence</li> </ul>	25
<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Complete sentences: No run-ons or fragments</li> <li>• Correct use of commas and other punctuation</li> <li>• Correct use of pronouns</li> <li>• Correct use of verbs</li> <li>• Spelling and capital letters</li> </ul>	25
<p>A ten-point penalty will be applied if ALL instructions are not followed.</p> <p style="text-align: right;"><b>Total Points</b></p>	

**Grading Scale – Compare/Contrast Paragraph**

<p><b><u>Compare/Contrast</u></b></p> <ul style="list-style-type: none"> <li>• Either Compares or Contrasts (not both)</li> <li>• Meaningful comparison or contrast</li> <li>• Interesting comparison or contrast</li> <li>• Developed thoroughly</li> <li>• Uses transitions to enhance meaning between ideas</li> </ul>	25
<p><b><u>Structure</u></b></p> <ul style="list-style-type: none"> <li>• Begins with topic sentence that states whether paragraph is comparison or contrast</li> <li>• Supporting sentences limit and focus the main idea</li> <li>• Uses point-by-point or side-by-side organization throughout paragraph</li> <li>• Explanations and details well-developed</li> <li>• Closing sentence reflects topic sentence and provides closure</li> </ul>	25
<p><b><u>Support</u></b></p> <ul style="list-style-type: none"> <li>• All examples and explanations relate to main point (unity)</li> <li>• Examples are clear (clarity)</li> <li>• Transitional between ideas in details to achieve (coherence)</li> </ul>	25
<p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>• Complete sentences: No run-ons or fragments</li> <li>• Correct use of commas and other punctuation</li> <li>• Correct use of pronouns</li> <li>• Correct use of verbs</li> <li>• spelling and capitalization</li> </ul>	25
<p align="center"><b>A ten-point penalty will be applied if ALL instructions are not followed.</b></p> <p align="center"><b><u>Total Points</u></b></p>	

**Five-Paragraph Essay Grading Scale  
English 101**

<p><b><u>Content (30%)</u></b></p> <ul style="list-style-type: none"> <li>• Interesting, detailed</li> <li>• Clear Purpose</li> <li>• Well Developed, thorough</li> <li>• Content Relevant to Topic</li> </ul>	1 2 3 4 5
X6	
<p><b><u>Essay &amp; Paragraph Structure (40%)</u></b></p> <ul style="list-style-type: none"> <li>• Thesis</li> <li>• Introduction</li> <li>• 3 Topic Sentences</li> <li>• 3 Body Paragraphs Support/Details for T.S.</li> <li>• Unity &amp; Coherence</li> <li>• Transitions</li> <li>• Conclusion repeated thesis summary closing remarks</li> </ul>	1 2 3 4 5
X8	
<p><b><u>Grammar/Mechanics (30%)</u></b></p> <ul style="list-style-type: none"> <li>• Complete sentences: No run-ons or fragments</li> <li>• Correct use of commas and other punctuation</li> <li>• Correct use of pronouns</li> <li>• Correct use of verbs</li> <li>• Appropriate use of modifiers</li> <li>• Clear, parallel sentence structure</li> <li>• spelling and capital letters</li> </ul>	1 2 3 4 5
X6	
<p><b>A ten-point penalty will be applied if ALL instructions are not followed.</b></p> <p><b>Total Points</b></p>	

- 5 = Exceeds expectations
- 4 = Meets expectations
- 3 = Adequate performance
- 2 = Needs Work
- 1 = Inadequate