



**ENGL 1010—FUNDAMENTALS OF ENGLISH I  
COURSE SYLLABUS  
Fall Semester 2019 (201912)**

**COURSE INFORMATION**

Credit Hours/Minutes: 3/2250  
Class Location: Building A, room 156  
Class Meets: Tuesday and Thursday 8:00-9:15  
Course Reference Number (CRN): 20249

**INSTRUCTOR CONTACT INFORMATION**

Instructor Name: Vicky Conner  
Office Location: Building A, room 155  
Office Hours: Monday and Wednesday 10:45-12:00, 12:30-2:15 and Tuesday and Thursday 9:30-11:00  
Email Address: [Vicky Conner \(vconner@southeasterntech.edu\)](mailto:vconner@southeasterntech.edu)  
Phone: 912-538-1992  
Fax Number: 912-538-3156  
Tutoring Hours: by appointment

**SOUTHEASTERN TECHNICAL COLLEGE'S (STC) CATALOG AND HANDBOOK**

Students are responsible for all policies and procedures and all other information included in Southeastern Technical College's [Catalog and Handbook \(http://www.southeasterntech.edu/student-affairs/catalog-handbook.php\)](http://www.southeasterntech.edu/student-affairs/catalog-handbook.php).

**REQUIRED TEXT**

Langan, J. & 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 Southeastern Technical College's Remote Lab Access, RemoteApp, or Remote Application Services.

**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 skills
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.

### **STUDENT REQUIREMENTS**

1. Students are required to complete all assignments on the lesson plan by their due dates to exit the class. Students are also required to complete any extra assignments assigned by the instructor.
2. Students are expected to bring all materials and their books to class. Failure to do so could lead to a zero for any quizzes given. Books will not be shared.
3. All writing assignments must be in APA format, typed in Microsoft Word, and submitted in Blackboard assignment box on the due date. Late assignments will not be accepted, including assignments not typed in Microsoft Word that will not open or emailed.
4. Dropping a grade or extra credit assignments will not be given. Do not ask.

### **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.

## STUDENTS WITH DISABILITIES

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact

**Swainsboro Campus:** [Macy Gay mgay@southeasterntech.edu](mailto:Macy.Gay@southeasterntech.edu), 478-289-2274, Building 1, Room 1210

**Vidalia Campus:** [Helen Thomas hthomas@southeasterntech.edu](mailto:Helen.Thomas@southeasterntech.edu), 912-538-3126, Building A, Room 165

## 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 make arrangements with the appropriate campus coordinator

**Swainsboro Campus:** [Macy Gay mgay@southeasterntech.edu](mailto:Macy.Gay@southeasterntech.edu), 478-289-2274, Building 1, Room 1210

**Vidalia Campus:** [Helen Thomas hthomas@southeasterntech.edu](mailto:Helen.Thomas@southeasterntech.edu), 912-538-3126, Building A, Room 165

It is strongly encouraged that requests for consideration be made **PRIOR** to delivery and early enough in the pregnancy to ensure that all the required documentation is secured before the absence occurs. Requests made after delivery **MAY NOT** be accommodated. The coordinator will contact your instructor to discuss accommodations when all required documentation has been received. The instructor will then discuss a plan with you to make up missed assignments.

## WITHDRAWAL PROCEDURE

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% point of the term in which student is enrolled (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 for the course(s) when the student completes the withdrawal form.

Important – Student-initiated withdrawals are not allowed after the 65% point. After the 65% point of the term in which student is enrolled, the student has earned the right to a letter grade and will receive a grade for the course. Please note: Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of "F" being assigned.

Informing your instructor that you will not return to his/her course, does not satisfy the approved withdrawal procedure outlined above.

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. A grade 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 missed exam will have a zero in the gradebook. The makeup grammar exam 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 has one week to make up the assignment. Only one writing assignment may be made up. He or she will schedule a time outside of class to write the make-up 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 Southeastern Technical College 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 Southeastern Technical College Catalog and Handbook.

### **PROCEDURE FOR ACADEMIC MISCONDUCT**

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

#### **1. 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.

#### **2. Second Offense**

Student is given a grade of "WF" (Withdrawn Failing) 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.

#### **3. 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 third 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**

The Technical College System of Georgia (TCSG) and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member, or citizenship status (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of all technical college-administered programs, federally financed programs, educational programs and activities involving admissions, scholarships and loans, student life, and athletics. It also applies to the recruitment and employment of personnel and contracting for goods and services.

All work and campus environments shall be free from unlawful forms of discrimination, harassment and retaliation as outlined under Title IX of the Educational Amendments of 1972, Title VI and Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act of 1967, as amended, Executive Order 11246, as amended, the Vietnam Era Veterans Readjustment Act of 1974, as amended, Section 504 of

the Rehabilitation Act of 1973, as amended, the Americans With Disabilities Act of 1990, as amended, the Equal Pay Act, Lilly Ledbetter Fair Pay Act of 2009, the Georgia Fair Employment Act of 1978, as amended, the Immigration Reform and Control Act of 1986, the Genetic Information Nondiscrimination Act of 2008, the Workforce Investment Act of 1998 and other related mandates under TCSG Policy, federal or state statutes.

The Technical College System and Technical Colleges shall promote the realization of equal opportunity through a positive continuing program of specific practices designed to ensure the full realization of equal opportunity.

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies:

<b>American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer</b>	<b>Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer</b>
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 165 Phone: 912-538-3126 Email: <a href="mailto:hthomas@southeasterntech.edu">Helen Thomas</a> <a href="mailto:hthomas@southeasterntech.edu">hthomas@southeasterntech.edu</a>	Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 138B Phone: 912-538-3230 Email: <a href="mailto:ljonas@southeasterntech.edu">Lanie Jonas</a> <a href="mailto:ljonas@southeasterntech.edu">ljonas@southeasterntech.edu</a>

#### **ACCESSIBILITY STATEMENT**

Southeastern Technical College is committed to making course content accessible to individuals to comply with the requirements of Section 508 of the Rehabilitation Act of Americans with Disabilities Act (ADA). If you find a problem that prevents access, please contact the course instructor.

#### **GRIEVANCE PROCEDURES**

Grievance procedures can be found in the Catalog and Handbook located on Southeastern Technical College's website.

#### **ACCESS TO TECHNOLOGY**

Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the [Southeastern Technical College \(STC\) Website](http://www.southeasterntech.edu/) (<http://www.southeasterntech.edu/>).

#### **TECHNICAL COLLEGE SYSTEM OF GEORGIA (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.*

#### **GRADING POLICY**

<b>Assessment/Assignment</b>	<b>Percentage</b>
Grammar Exams	25%
Writing Assignments	35%
Journal and Homework	15%

<b>Assessment/Assignment</b>	<b>Percentage</b>
Final Grammar Exam	10%
Essay Final	15%

**GRADING SCALE**

<b>Letter Grade</b>	<b>Range</b>
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

## ENGL 1010—FUNDAMENTALS OF ENGLISH I

## Fall Semester 2019 (201912) Lesson Plan

Date/Week	Chapter/Lesson	What We Do in Class	Assignments & Tests Due Dates	Competency Area
August 13		Introduction to Course  Blackboard	<p><b>Blackboard Orientation</b> - The fall semester F2F Blackboard session for the Vidalia Campus will be held on Thursday, August 15, 12 Noon, in Lab 809 Gillis Building. Bring Student ID and BannerWeb Pin.</p> <p><b>ASSIGNMENTS ARE DUE BEFORE CLASS BEGINS. JOURNALS ARE DUE AT BLACKBOARD'S END OF DAY (11:59 P.M.)</b></p> <p>Students will keep a writing journal. In Blackboard on the left menu, there are eight journal topics and their due dates. Journal entries are to be typed and submitted as a Microsoft Word Attachment, into the assignment box. In Blackboard, look on the left menu, and click on Journal. The topics and dates are there. Look at the rubric at the end of the syllabus for more information about the grading process.</p> <p><b>WARNING!</b> I do not remind students of assignments, so for each journal entry that does not get submitted, a zero will be given. Remember that assignment boxes close.</p>	1, 2, 3 ** a, b, c
August 15		Diagnostic Test  Practice finding Subjects and Verbs	<p>Read the syllabus thoroughly.</p> <p><b>Go to Blackboard, click on Grammar Lessons on the left menu, chapter 18 Subjects and Verbs.</b> Look at the PowerPoint and video.</p> <p><i>In 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>	*1, 2, 3 ** a, b, c

Date/Week	Chapter/Lesson	What We Do in Class	Assignments & Tests Due Dates	Competency Area
August 20		Discussion on Fragments	<p><b>In Blackboard, click on Grammar Lessons, and chapter 20.</b> View the PowerPoint, videos, and extra helps.</p> <p>In Langan, complete all the activities in chapter 20 "Fragments" page 367.</p>	<p>*1, 2, 3, 5 ** a, b, c</p>
August 22		Finding and Correcting Run-ons	<p><b>In Blackboard, click on Grammar Lessons and chapter 21.</b> View the PowerPoint and videos for chapter 21.</p> <p>In Langan, complete all activities for chapter 21 "Run-ons" page 381.</p>	<p>*1, 2, 3, 5 ** a, b, c</p>
August 27		We will take Grammar Exam 1 in class.	Study for Grammar Exam 1. The exam will cover chapter 18 "Finding Subjects and Verbs," chapter 20 "Fragments," and chapter 21 "Run-ons." The test will have 30 multiple-choice questions.	<p>*1, 2, 3, 5 ** a, b, c</p>
August 29		<p>Discussion: Structure of Paragraph</p> <p>Paragraph for Chapter 1 An Introduction to Writing</p> <p>Worksheets for chapter 2 The Four Bases and the Writing Process</p>	<p><b>In Blackboard, click on Writing Lessons on the left menu and chapter</b> Look at the PowerPoint.</p> <p>Read chapter 1, page 2, in <i>English Skills with Readings</i> by Langan, and complete activities 1-3. I will take up this paragraph.</p> <p><b>In Blackboard, click on Writing Lessons and chapter 2.</b> Look at the PowerPoint.</p> <p>Read chapter 2, page 18, in Langan, and complete activities 1-16. After working through the chapter, check the answers in Blackboard.</p>	<p>*1, 2, 3, 5 ** a, b, c</p>
September 3		Worksheets for Chapter 3 The First and Second Steps in Writing	<p><b>In Blackboard, click on Writing Lessons and chapter 3.</b> Look at the chapter 3 PowerPoint.</p> <p>In Langan, read chapter 3, page 51, and complete activities 1-17. Check the answers. Be ready to discuss in class.</p>	<p>*1, 2, 3 ** a, b, c</p>



Date/Week	Chapter/Lesson	What We Do in Class	Assignments & Tests Due Dates	Competency Area
September 5		<p>Discussion: The Third Step in Writings</p> <p>Example Paragraph</p>	<p><b>In Blackboard, click on Writing Lessons and chapter 4.</b> Look at the PowerPoint.</p> <p>In Langan, read chapter 4, page 89 and complete practices 1-12. Check answers.</p> <p>Read chapter 29, page 442, and complete activities 1-3.</p> <p>Journal entry 1 is due.</p>	<p>*1, 2, 3 ** a, b, c</p>
September 10		<p>Discussion: Four Bases for Revising Writing</p>	<p><b>In Blackboard, click on Writing Lessons and chapter 6.</b> View PowerPoint for chapter 6.</p> <p>In Langan, read chapter 6, page 141, and complete activities 1-11. Check the answers.</p>	<p>*1, 2, 3, 5 ** a, b, c</p>
September 12		<p>We will write the Example Paragraph in class.</p>	<p>In Langan, read "Do It Better" by Dr. Ben Carson on page 602.</p> <p>Journal entry 2 is due.</p>	<p>*1, 2, 3 ** a, b, c</p>
September 17		<p>Verbs</p>	<p><b>In Blackboard, click on Grammar Lessons in the left menu and chapter 22 and 23.</b> View both PowerPoints.</p> <p>In Langan, complete chapters 22 "Regular and Irregular Verbs," page 394 and 23 "Standard English Verbs" page 402.</p> <p><b>In Blackboard, click on Grammar Lessons on the left menu and chapter 24.</b> View the PowerPoint and video for chapter 24.</p> <p>In Langan, complete all the activities in chapter 24. Be ready for work in class.</p>	<p>*1, 2, 3 ** a, b, c</p>

Date/Week	Chapter/Lesson	What We Do in Class	Assignments & Tests Due Dates	Competency Area
September 19		Discussion: Pronouns	<p><b>In Blackboard, click on Grammar Lessons in the left menu, and chapter 25.</b> View PowerPoint and videos for chapter 25.</p> <p>In Langan, complete all the activities in chapter 25 "Pronoun Agreement and Reference."</p> <p><b>In Blackboard, click on Grammar Lessons in the left menu, and chapter 26.</b> View the PowerPoint and all videos for chapter 26.</p> <p>In Langan, complete all the activities in chapter 26 "Pronoun Types" page 422.</p>	*1, 2, 3, 5 ** a, b, c
September 24		We will take Grammar Exam 2.	<p>Study for Grammar Exam 2 over Verbs (chapters 22, 23, 24) and pronouns (chapters 25 and 26).</p> <p><b>For extra practice for the exam, go to Blackboard, and click on Grammar Bytes in the left menu.</b></p>	*1, 2, 3 ** a, b, c
September 26		Discussion: Cause or Effect paragraph  Examples	<p><b>In Blackboard, click on Grammar Lessons, and click on chapter 30.</b> Look at the PowerPoint. Complete all the activities for chapter 30 "Capital Letters" page 447.</p> <p><b>In Blackboard, click on Grammar Lessons, and chapter 31 "Numbers and Abbreviations."</b> Look at the PowerPoint. Do all the activities.</p>	*1, 2, 3, 5 ** a, b, c
October 1		<p>"Anxiety: Challenge by Another Name"</p> <p>Final draft of the cause or effect paragraph will be written during class.</p>	<p>Read "Anxiety: Challenge by Another Name" on page 612.</p> <p>Journal entry 3 is due.</p>	*1, 2, 3, 5 ** a, b, c

Date/Week	Chapter/Lesson	What We Do in Class	Assignments & Tests Due Dates	Competency Area
October 3		Parallelism  Consistent Point of View  Specific Words  Concise Wording	For extra help with chapter 5, <b>click on Blackboard, Grammar Lessons, and chapter 5.</b> View the PowerPoint and videos.  In Langan, read chapter 5, page 111, and complete activities 1-11. Check your answers after completing the activities.	*1, 2, 3, 5 ** a, b, c
October 8		Sentence Variety	Complete chapter 5 worksheet given in class. Students will put the worksheet on the board.	*1, 2, 3 ** a, b, c
October 10		Grammar Exam 3 will be given in class.	Study for Exam 3 over chapter 5. This test will be hand written.  Journal 4 is due.	
October 15		Discussion: Comparison or Contrast paragraph	<b>In Blackboard, click on Grammar Lessons in the left menu, and chapters 32 and 34.</b> View PowerPoints and videos.  In Langan, complete the activities in the following chapters: 34 "Commas" page 476 32 "Apostrophes" page 460.	*1, 2, 3, 5 ** a, b, c
October 17		Final draft of the comparison or contrast paragraph will be written in class.	<b>In Blackboard, click on Grammar Lessons in the left menu, and chapters 33 and 35.</b> View all PowerPoints and videos.  In Langan, complete the activities in chapter 33 "Quotation Marks" page 468 chapter 35 "Other Punctuation." page 485.	*1, 2, 3 ** a, b, c
October 22		Discussion: Commas, Apostrophes, Quotation Marks, and Other Punctuation	<b>Chapters 32-35 need to be finished and answers checked.</b>  Journal 5 is due.	*1, 2, 3, 5 ** a, b, c

Date/Week	Chapter/Lesson	What We Do in Class	Assignments & Tests Due Dates	Competency Area
October 24		Discussion: Review of modifiers	<p><b>In Blackboard, click on Grammar Lessons in the left menu, and chapter 28.</b> View PowerPoint.</p> <p>In Langan, complete all the activities for chapter 28 “Misplaced and Dangling Modifiers.” Be prepared for discussion in class.</p> <p>Review “All the Good Things” on page 548.</p> <p>Journal entry 6 is due.</p>	<p>*1, 2, 3, 5 ** a, b, c</p>
October 29		Grammar Exam 4 will be given in class.	Study for Grammar Exam 4. The exam will cover chapters 32, 33, 34, 35, and 28.	<p>*1, 2, 3 ** a, b, c</p>
October 31		Discussion: the essay Examples	<p><b>In Blackboard, click on Writing Lessons in the left menu, and chapter 17.</b> View PowerPoint and video.</p> <p>Read chapter 17, page 324, and complete activities 1-8.</p>	<p>*1, 2, 3, 5 ** a, b, c</p>
November 5		We will write the final draft of Essay 1.	<p><b>In Blackboard, click on Grammar Lessons in the left menu,</b> and view PowerPoints and videos.</p> <p>In Langan, read “Adjectives and Adverbs,” page 428, and complete activities 1-3.</p> <p>Journal entry 7 is due.</p>	<p>*1, 2, 3 ** a, b, c</p>
November 7		Discussion of Library Project	<p><b>In Blackboard, click on Grammar Lessons in the left menu, and chapters 39 and 40.</b> Look at the PowerPoints for each chapter.</p> <p>In Langan, read chapter 39, page 511, and work through the chapter. Read chapter 40, page 521, and complete the activities. Be sure to check your answers.</p> <p>Journal entry 8 is due.</p>	<p>*1, 2, 3, 4, 5 ** a, b, c</p>

Date/Week	Chapter/Lesson	What We Do in Class	Assignments & Tests Due Dates	Competency Area
November 12		Discussion: Library Project— APA documentation	Print the article that will be summarized in the Library Project. I will look at each article.  If a student needs to make up a grammar exam, please see me after class, so we can figure out a time for the make-up that will work for us both.	*1, 2, 3, 4, 5 ** a, b, c
November 14		Discussion of Adjectives and Adverbs Chapters 39 and 40 Essay 2	Library Project is due.	*1, 2, 3, 5 ** a, b, c
November 19		We will write Essay 2 in class.		*1, 2, 3 ** a, b, c
November 21		Sentence Skills Achievement Test		*1, 2, 3 ** a, b, c
November 26		<b>We will write the final Essay Exam in class.</b>		*1, 2, 3 ** a, b, c
December 3		<b>We will take the Final Grammar Exam</b>	Study for the Final Grammar Exam.	*1, 2, 3 ** a, b, c
			<b>The instructor reserves the right to change the syllabus as needed.</b>	

**\*COMPETENCY AREAS:**

1. Analysis of writing
2. Applied grammar and writing skills
3. Editing and proofreading skills
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.

### Grading Scale –Exemplification Paragraph

CRITERIA	SCORE
<u>Example</u> <ul style="list-style-type: none"> <li>• Examples to support topic sentence</li> <li>• Examples stated clearly in specific language</li> <li>• Transitional words used to link examples</li> </ul>	20
<u>Writing Process</u> <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>	5
<u>Topic Sentence</u> <ul style="list-style-type: none"> <li>• States topic</li> <li>• Expresses purpose for writing</li> <li>• Focused</li> <li>• Restated in Concluding Sentence</li> </ul>	20
<u>Support</u> <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> </ul>	25
<u>Format</u> <ul style="list-style-type: none"> <li>• Title appropriate and correct</li> <li>• Formatted correctly</li> </ul>	10
<u>Grammar</u> <ul style="list-style-type: none"> <li>• No fragments</li> <li>• No run-ons</li> <li>• No problems with capital letters</li> <li>• No spelling errors</li> </ul>	20
A ten-point penalty will be applied if <b>ALL</b> instructions are not followed. <b><u>Total Points</u></b>	

<b>Grading Scale for Cause or Effect Paragraph</b>	
<b>Criteria and Comments</b>	<b>Points</b>
<b>Cause-Effect</b> <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
<b>Structure</b> <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
<b>Support</b> <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
<b>Grammar</b> <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><u>Total Points</u></b></p>	

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

<b>Criteria and Comments</b>	<b>Grading Scale</b>
<b>Content (30%)</b> <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	
<b>Essay &amp; Paragraph Structure (40%)</b> <ul style="list-style-type: none"> <li>• Thesis</li> <li>• Introduction</li> <li>• 3 Topic Sentences</li> <li>• 3 Body Paragraphs</li> <li>• Support/Details for T.S.</li> </ul> Unity & Coherence Transitions Conclusion <ul style="list-style-type: none"> <li>• restated thesis</li> <li>• summary</li> <li>• closing remarks</li> </ul>	1 2 3 4 5
X8	
<b>Grammar/Mechanics (30%)</b> <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	
<b>A ten-point penalty will be applied if ALL instructions are not followed.</b> <b>Total Points</b>	

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



### Compare/Contrast Paragraph

Criteria and Comments	Points
<b>Compare/Contrast</b> <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
<b>Structure</b> <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
<b>Support</b> <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
<b>Grammar</b> <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
<b>A ten-point penalty will be applied if ALL instructions are not followed.</b> <u><b>Total Points</b></u>	

### **Grading Rubric for Journal**

“A” (100-90) journal standards: A minimum of 10 entries, most a page or more (180-500 words) in length. The content will represent a thoughtful effort on your part to express yourself in writing. The journal entry will have few grammar errors.

“B” (89-80) journal standards: A minimum of 8 entries, most a page or more, (170-400 words) in length. The content will represent a generally serious attempt at good writing, but some entries may be very weak or superficial in content. There will be some grammar mistakes.

“C” (79-70) journal standards: A minimum of 6 entries, most of them at least one-half to one page (85-200 words) in length. The content is often trivial or uninspired, but may contain a few quality entries. The grammar need much work.

“F” (69 and below) journal standards: Less than 6 entries, most of them less than ½ page in length.