



**ENGL 1010/ Fundamentals of  
English I  
COURSE SYLLABUS  
Web-enhanced / Lecture  
Spring Semester 201714**

**Semester:** Spring 2017  
**Course Title:** Fundamentals of English I  
**Course Number:** ENGL 1010  
**Credit Hours/ Minutes:** 3 / 2250  
**Class Location:** Main Building room # 156  
**Class Meets:** Tuesday and Thursday 8:00-9:15  
**CRN:** 40078

**Instructor:** Vicky Conner  
**Office Hours:** MW 8:30-9:30 and 1-2:30, TR 9:30-12:00  
**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, 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 STC's Information Delivery System (IDS).

**Note:** Although students can use their smart phones and tablets to access the online portion of their course(s), exams, discussions, assignments, and other graded activities should be performed on a personal computer. Neither BLACKBOARD nor GVTC provide technical support for issues relating to the use of a smart phone or tablet so students are advised to not rely on these devices to complete the online portion of the course.

**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.

**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 required to complete any extra assignments assigned by the instructor.
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.
4. Writing assignments sent through 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 Helen Thomas, 912-538-3126, [hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu), 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 Helen Thomas, 912-538-3126, [hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu).

**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.

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

#### **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 may make-up only one writing assignment. 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 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).

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

<b>ADA/Section 504 - Equity- Title IX (Students) - OCR Compliance Officer</b>	<b>Title VI - Title IX (Employees) - EEOC Officer</b>
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 108 Phone: 912-538-3126 <a href="mailto:hthomas@southeasterntech.edu">hthomas@southeasterntech.edu</a>	Blythe Wilcox, Director of Human Resources Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 138B Phone: 912-538-3147 <a href="mailto:bwilcox@southeasterntech.edu">bwilcox@southeasterntech.edu</a>

**GRIEVANCE PROCEDURES:** Grievance procedures can be found in the Catalog and Handbook located on STC'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 STC website at [www.southeasterntech.edu](http://www.southeasterntech.edu).

**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**

Grammar Exam	25%
Writing Assignments	40%
Homework and Quizzes	10%
Final G. Exam	10%
Essay Final	15%

#### **GRADING SCALE**

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

**ENGL 1010  
SPRING SEMESTER 2017 LESSON PLAN**

Date	Chap / Less	What We Do in Class	Homework Assignments & Tests Due	Comp Area
<b>Week 1 January 10</b>				
	chapters 18	Introduction to Course Paperwork Blackboard	<p><b>due before class on January 12</b></p> <p><b>Student Workshop</b> <u>Tuesday, January 10, 5:00 p.m., Gillis Building, Lab 809.</u> Students who attend the workshop and sign in will receive a five-point reward on the first writing assignment.</p> <p>Throughout the semester, I will randomly take up homework from the Langan book. Be sure to label and write your homework answers on paper; otherwise, pages from the textbook will have to be torn out for students to receive credit.</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><b>Go to Blackboard, click on Grammar Lessons on the left menu</b>, Subjects and Verbs, and look at the PowerPoint and videos. 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>Read "Do It Better" by Ben Carson, a former presidential candidate, on page 602.</p>	*1, 2, 3 ** a, b, c
<b>January 12</b>				
	ch. 18	Diagnostic Test  Practice finding Subjects and Verbs  "Do It Better"	<p><b>due before class on January 17</b> <b>In Bb, click on Writing Lessons on the left menu and chapter 1.</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. Bring the paragraph for activity 3 to class. We will use this paragraph several times.</p> <p><b>In Bb, click on Writing Lessons and chapter 2.</b> Look at the PowerPoint. Read chapter 2, page 18, in Langan, and complete activities 1-16. After working through the chapter, check your answers.</p>	*1, 2, 3 ** a, b, c
<b>Week 2 January 17</b>				
			<b>due before class on January 19</b>	*1, 2, 3

ch. 1 ch. 2	Discussion: Structure of Paragraph Look at Paragraph Written for Chapter 1	<b>In Bb, click on Writing Lessons</b> and look at the PowerPoint for chapter 3. In Langan, read chapter 3, page 51, and complete activities 1-17. Check your answers. Be ready to discuss in class.	** a, b, c
<b>January 19</b>			
ch. 3	Worksheets for Chapter 3	<b>due before class January 24</b> For each chapters below, <b>go to Bb, click on Grammar Lessons</b> , and view the PowerPoints, videos, and extra helps.  In Langan, complete all the activities in the following chapters: chapter 30 "Capital Letters" chapter 31 "Numbers and Abbreviations" chapter 20 "Fragments"	*1, 2, 3 ** a, b, c
<b>Week 3 January 24</b>			
ch. 30 ch. 31 ch. 20	Discussion: Capital Letters, Numbers and Abbreviations and Fragments	<b>due before class January 26</b> <b>In Bb, click on Writing Lessons</b> for the PowerPoint for chapter 4.  In Langan, read chapter 4, page 89 and complete practices 1-12.  In Langan, read chapter 29, page 442, and complete activities 1-3. Check your answers in Bb.	*1, 2, 3 ** a, b, c
<b>January 26</b>			
ch. 4	Discussion: Transitions, Synonyms, and Repeated Words Example Paragraph	<b>due before class January 31</b> In Langan, complete chapter 21 "Run-ons." <b>In Bb, click on Grammar Lessons</b> , and view the PowerPoint and videos for chapter 21.  Rough draft of example paragraph is due. Please write or type the paragraph and bring to class. We will do a peer review. I will take up the paragraph.	*1, 2, 3 ** a, b, c
<b>Week 4 January 31</b>			
	Peer Review of Example paragraph Finding and Correcting Run-ons	<b>due before class February 2</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.	*1, 2, 3 ** a, b, c
<b>February 2</b>			
	Grammar Exam 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 February 7</b> <b>In Bb, click on Grammar Lessons on the left menu</b> , look at the PowerPoint, videos for chapter 5.  In Langan, read chapter 5, page 111, and complete activities 1-11 and check your answers after completing the activities.	*1, 2, 3 ** a, b, c
<b>Week 5 February 7</b>			
ch. 5	Discussion: Parallelism, Specific Words, and Concise Wording	<b>due before class February 9</b> Complete the chapter 5 worksheet that was given in class.	*1, 2, 3 ** a, b, c

February 9				
	chs. 5 and 6	Sentence Variety Worksheet Revision	<b>due before class February 14</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, b, c
Week 6 February 14				
	ch. 6	Grammar Exam 2	<b>due before class February 16</b> In Langan, read chapter 6, page 141, and complete activities 1-11. Be prepared to discuss answers in class.  Read "Anxiety: Challenge by Another Name" on page 612.	*1, 2, 3 ** a, b, c
February 16				
	ch. 5	Discussion: The Fourth Step in Writing	<b>due before class February 21</b> In Langan, complete chapters 22 "Regular and Irregular Verbs," and 23 "Standard English Verbs." In Bb, click on Grammar Lessons in the left menu and view all PowerPoints and videos for the two chapters.	*1, 2, 3 ** a, b, c
Week 7 February 21				
		Final draft of the Example paragraph will be written in class.	<b>due before class February 23</b> In Langan, complete all the activities in chapter 24. <b>In Bb, click on Grammar Lessons on the left menu</b> and view the PowerPoints and videos. Be ready for work in class.  In Langan, read chapter 39, page 511, and work through the chapter. Read chapter 40, page 521, and complete. <b>In Bb, click on Grammar Lessons on the left menu</b> , and look at the PowerPoints and videos for each chapter. Be sure to check your answers.	*1, 2, 3 ** a, b, c
February 23				
	ch. 22, 23, 24	Verbs Chapters 39 and 40	<b>due before class February 28</b> Read page 619 "Let's Reform Our Schools."	*1, 2, 3, 5 ** a, b, c
Week 8 February 28				
		Discussion: Cause or Effect paragraph "Let's Reform Our Schools"	<b>due before class March 2</b> In Langan, complete all the activities in chapter 25 "Pronoun Agreement and Reference. <b>In Bb, click on Grammar Lessons in the left menu</b> , and view PowerPoint and all videos. 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>	*1, 2, 3, 5 ** a, b, c
March 2				
		Final draft of the cause or effect paragraph will be written during class.	<b>due before class March 7</b> Complete all the activities in chapter 26 "Pronoun Types" in Langan. <b>In Bb, click on Grammar Lessons in the left menu</b> , and view the PowerPoint and all videos.	*1, 2, 3, 5 ** a, b, c
Week 9 March 7				
			<b>due before class March 9</b>	*1, 2, 3, 5

ch. 25 and 26	Discussion: Pronouns	Study for Grammar Exam 3 over Verbs (chapters 22, 23, 24) and pronouns (chapters 25 and 26). Work on the web site below to practice verbs and pronouns. <a href="http://www.chompchomp.com/exercises.htm">http://www.chompchomp.com/exercises.htm</a>	** a, b, c
<b>March 9</b>			
	We will take Grammar Exam 3 in class.	<b>due before class March 14</b> In Langan, complete the activities in the following chapters: chapter 34 "Commas" chapter 32 "Apostrophes" <b>In Bb, click on Grammar Lessons in the left menu,</b> and view all PowerPoints and videos.	*1, 2, 3, 5 ** a, b, c
<b>Week 10 March 14</b>			
	Discussion: Comparison or Contrast paragraph	<b>due before March 16</b> Complete the Comparison or contrast outline and bring to class for discussion. In Langan, complete the activities in chapter 33 "Quotation Marks" and chapter 35 "Other Punctuation." <b>In Bb, click on Grammar Lessons on the left menu,</b> and view all PowerPoints and videos.	*1, 2, 3, 5 ** a, b, c
<b>March 16</b>			
	Final draft of the comparison or contrast paragraph will be written in class.	<b>due before March 21</b> In Langan, read Adjectives and Adverbs, page 428, and complete activities 1-3. <b>In Bb, click on Grammar Lessons on the left menu,</b> and view all PowerPoints and videos.	*1, 2, 3, 5 ** a, b, c
<b>Week 11 March 21</b>			
ch. 34 ch. 32 ch. 33 ch. 35	Discussion: Commas, Apostrophes, Quotation Marks, and Other Punctuation	<b>due before class March 23</b> Complete all the activities for chapter 28 "Misplaced and Dangling Modifiers." Be prepared for discussion in class. <b>In Bb, click on Grammar Lessons on the left menu,</b> and view all PowerPoints and videos on chapter 28. Review "All the Good Things" on page 548.	*1, 2, 3 ** a, b, c
<b>March 23</b>			
ch. 17	Discussion: Review of modifiers	<b>due before March 28</b> Study for Grammar Exam 4. The exam will cover chapters 32, 33, 34, 35, and 28.	*1, 2, 3 ** a, b, c
<b>Week 12 March 28</b>			
ch. 28	Grammar Exam 4 will be given in class. Fill out Banner Web Survey	<b>due before class March 30</b> Read chapter 17, page 324, and complete activities 1-8. In Bb, click on Grammar Lessons in the left menu, and view all PowerPoints and videos.	*1, 2, 3 ** a, b, c
<b>March 30</b>			



		Discussion: the essay	<b>due before class April 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, b, c
<b>Week 13 April 4</b>				
		Peer review and final draft of essay 1 will be written in class.	<b>due before class April 6</b> 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.	*1, 2, 3, 4, 5 ** a, b, c
<b>April 6</b>				
		Discussion: Library Project—Galileo and Summary	<b>due before class April 11</b> Print the article that will be summarized in the Library Project. I will ask to see this article at the beginning of class.	*1, 2, 3, 4, 5 ** a, b, c
<b>Week 14 April 11</b>				
		Discussion: Library Project—APA documentation	<b>due before class April 13</b> Library Project is due at the beginning of class.	*1, 2, 3, 4, 5 ** a, b, c
<b>April 13</b>				
		Library Project due Discussion: Essay 2	<b>due before class April 18</b> Complete the Sentence Achievement Test on page 687 in Langan. This exam will be taken up.	*1, 2, 3 ** a, b, c
<b>Week 15 April 18</b>				
		We will write Essay 2 in class.	<b>due before class on April 20</b> Study for grammar final.	*1, 2, 3 ** a, b, c
<b>April 20</b>				
		Essay 2 Review Grammar Final	Study for grammar final.	*1, 2, 3 ** a, b, c
<b>Week 16 April 24</b>				
		Final Essay Exam given in class.		*1, 2, 3 ** a, b, c
		<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.

**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><u>Total Points</u></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><u>Structure</u></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><u>Support</u></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><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 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>	

**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="right"><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 restated 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 style="text-align: center;"><b>Total Points</b></p>	

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