



**ENGL 1101-Composition and Rhetoric  
COURSE SYLLABUS  
Hybrid 80%F2F/ 20% Online  
Spring Semester 2017**

**Semester: 201714**  
**Course Title: Composition and Rhetoric**

**Course Number: 1101**  
**Credit Hours/ Minutes: 3 / 2250**  
**Class Location: Blackboard / 1120 Building-1**

**Class Meets: TR 9:30-10:30**  
**(80% Face-to-face 20% Online)**

**CRN: 40083**  
**Preferred method of contact: Owl Mail**

**Instructor: Laquanda Thomas**  
**Office Hours: MW: 8:00-10:00/ TR: 8:00-9:00**

**Office Location: Rm. 2131 Building- 2, Swainsboro**  
**Email Address: lthomas@southeasterntech.edu**  
**Phone: 478-289-2219**

**Fax Number: 478.289.2263**

**Tutoring Hours: Monday-Thursday 3:30-5:00**

**This course is taught in a hybrid format. Hybrid classes require students to complete a portion of the required contact hours traditionally by attending classes on campus while completing the remaining portion online at the student's convenience with respect to the instructor's requirements.**

**REQUIRED TEXTS:**

1. Reid, S. (2014). *The Prentice Hall guide for college writers, 10<sup>th</sup> edition*. Upper Saddle River, N J : Pearson Prentice Hall; Mish, F. (Ed.). (2011). This is bundled with MyWritingLab Access Card, which is also required. If you buy the textbook used, you must purchase the card separately.
2. *Merriam-Webster's collegiate dictionary* (10<sup>th</sup> Ed.). Summerfield, MA: Merriam-Webster.

**REQUIRED SUPPLIES & SOFTWARE:** Folder with pockets, loose-leaf paper, binder, pencils, pens, **reliable** internet access, personal e-mail account, and access to STC's Information Delivery System (IDS) -- Students are required to use Microsoft Applications for this class, specifically Microsoft Word.

**COURSE DESCRIPTION:** Explores the analysis of literature and articles about issues in the humanities and in society. Students practice various modes of writing, ranging from exposition to argumentation and persuasion. The course includes a review of standard grammatical and stylistic usage in proofreading and editing. An introduction to library resources lays the foundation for research. Topics include: writing analysis and practice; revision; and research. Students write research papers using library resources and using a formatting and documentation style appropriate to the purpose and audience.

**MAJOR COURSE COMPETENCIES:** Topics include: writing analysis and practice, revision, and research.

**PREREQUISITE(S):** Appropriate degree-level writing (English) placement test score and appropriate degree-level reading placement test score

**COURSE OUTLINE:** 1. Writing Analysis and Practice; 2. Revision; 3. Research

**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 :** Students are expected to complete all assignments by the due dates. Late assignments will NOT be accepted. No exceptions. Students are required to submit all assignments in APA Style via the digital drop boxes for each assignment. Students are responsible for policies and procedures included in the STC E-Catalog. Students are responsible for checking e-mails and Blackboard announcements daily. Read instruction documents under Coursework tab in Blackboard if you have any further questions about course content, expectations, or due dates.

**BASIC ERRORS:** Certain errors in writing are called basic or failing errors. A pattern of such errors must be eliminated. They include the following:

1. Lack of clarity at the sentence level
2. Subject-verb agreement errors
3. Comma splices and run-on or fused sentences
4. Sentence fragments
5. Incorrect verb forms
6. Spelling errors
7. Pronoun antecedent agreement

**CELL PHONE POLICY:** As 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 or give an individual quiz to the person not adhering to policy (upon the discretion of the instructor) 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.

**\*\*Students have exactly one week from the date of an absence to make up a test or quiz. Failure to do so will result in a zero as the final grade for the missed test or quiz. \*\*** Late homework assignments are not accepted.

**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**

**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...):** Tests and assignments must be completed on the assigned date in the course calendar or per the instructor. **Students can make up tests/quizzes missed within one week of missing the assignment.** If the student does not make up the test within the one week period, a zero will be given for the test grade without any other make-up opportunities. **There are no late submissions for writing assignments.** If you do not submit the assignment by the due date, a zero will be given for the assignment. There is one day provided on the class calendar to make up one writing assignment of the student's choice. Students can make up this assignment if they missed the deadline or they want to revise and improve the writing assignment for a better grade.

**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:** The Technical College System of Georgia and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, 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 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:** For information regarding Blackboard, the Information Delivery System (IDS), Student Owl Mail, and BannerWeb, please see the IT Department link on STC's website at <http://www.southeasterntech.edu>.

**GRADING POLICY**

- Writing Assignments=45%;
- Tests= 15%;
- Assignments=15% (Includes quizzes and discussion questions)
- Essay Final Exam=15%
- Grammar Final=10%

**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.*

**DISCUSSION POSTS:** You are required to complete several discussion question posts during the semester. Answers to the questions should include one post per discussion question in a minimum of 200 words and two replies in a minimum of 100 words each. **Discussion posts (including replies) should be a total of 400 words or more. Feel free to add sources from research to your posts. Be sure to cite in APA format.**

\*\*\*Feedback for writing assignments should take approximately two to three weeks.

<b>1101 Composition and Rhetoric Hybrid: 80%F2F/ 20%Online</b>			
<b>Date</b>	<b>Content</b>	<b>Assignment/ HW</b>	<b>Comp Area</b>
<b>Week 1</b> <b>January 10</b>  <b>January 12</b>	What is Rhetoric?	<b>Tuesday:</b> Syllabus, Class Policies and expectations, Information and Policies Packet <b>Youtube: Kid President: Pep Talk</b> <b>Sentence PowerPoint</b> <b>HW: Read Chapter 2: Rhetorical Situation</b>  <b>Thursday:</b> <b>Purpose of Writing</b> <b>What is Rhetoric?</b> <b>Youtube:</b> Rhetoric video: Purdue Owl Vidcast <b>BLackboard: Discussion Question</b> respond to 2 others in the course. <b>BLackboard: Syllabus Quiz. Complete by January 17, 2017 by 11:59 pm.</b> <b>BLackboard: Vocabulary List 1</b>	1, a,c,d  Note: discussion questions are due every Tuesday night. Practice quizzes are normally due on test dates and used as a review prior to testing.  Calendar is subject to change.

<p><b>Week 2</b> <b>January 17</b></p> <p><b>January 19</b></p>	<p>Writing Review/ Introducing Rhetoric and analysis</p>	<p><b>Tuesday:</b> Writing Dos and don'ts Required parts of an essay Thesis Statements APA format</p> <p><b>Thursday:</b> -Introduce rhetorical devices <b>*You tube:</b> Introduction to Ethos, Pathos, and Logos Discuss other rhetorical devices and impact in writing or speech. <b>HW: Blackboard:</b> Run-ons and Fragments...Bring handouts to class on <b>Tuesday, January 24, 2017.</b> <b>Blackboard:</b> Argumentative essay topic. Submit <b>Friday, January 19, 2017 by 11:59 pm</b></p>	<p>1,2,3 a,c,d</p>
<p><b>Week3</b> <b>January 24</b></p> <p><b>January 26</b></p>	<p>Rhetorical Analysis/ personal pronouns</p>	<p><b>Tuesday: Sentence Quiz</b> "A Life Beyond Do What You Love" Analyze text for rhetorical devices. <b>Blackboard:</b> Vocabulary List 1: Prepare ppt for submission in Week 4 <b>Blackboard: Discussion Question</b></p> <p><b>Thursday</b> <b>Grammar Test 1: Sentences</b> <b>Blackboard:</b> Rhetorical Analysis Assignment <b>*Youtube:</b> The Girl Who Silenced the World for 5 minutes (Discussion) <b>HW:</b> What is the Rhetorical Situation of this speech? Students are provided the link to speech and a transcript. <b>HW: Read Chpt. 4: Reading Critically, Analyzing Rhetorically</b></p>	<p>1,2,3 a,c,d</p>
<p><b>Week 4</b> <b>January 31</b></p> <p><b>February 2</b></p>		<p><b>Tuesday:</b> Personal Pronoun PowerPoint and Practice <b>Blackboard:</b> Pronoun Practice Quiz.(due <b>Tuesday, February 7, 2017 by 9:30 am</b>) <b>Blackboard:</b> Submit vocabulary list 1 powerpoint <b>on Tuesday, January 31, 2017 by 11:59 pm</b> <b>HW:</b> Pronoun Worksheet (Complete by test date-<b>Tuesday, February 7, 2017</b>)</p> <p><b>Thursday:</b></p>	<p>1,2,3 a,c,d</p>

		<b>Vocabulary Quiz: List 1</b> Pronoun Antecedent Agreement PowerPoint	
<b>Week 5</b> <b>February 7</b>  <b>February 9</b>		<b>Tuesday: Grammar Test 2: Pronouns</b> <b>Class:</b> Bring Pronoun worksheet in class for review  <b>Thursday:</b> Rhetorical Analysis rough draft due <b>Thursday, February 9, 2017 in class.</b> APA/ Annotations <b>Blackboard :</b> Discussion Question: Argumentative essay topic	1,2,3 a,c,d
<b>Week 6</b> <b>February 14</b>  <b>February 16</b>		<b>Tuesday: Blackboard :</b> Rhetorical Analysis due <b>Tuesday, February 14, 2017 by 11:59 pm</b> <b>Blackboard :</b> Vocabulary List 2 <b>Blackboard :</b> Discussion Question <b>HW: Read chapter 4 and 5:Advertisement and Rhetoric</b> <b>Blackboard : Advertisement Analysis Assignment</b>  <b>Thursday : Library Day</b> <b>Blackboard:</b> Submit Annotated bibliography/Reference List...drop box located in <b>Week 8.</b> Due <b>Wednesday, March 1, 2017 by 11:59 pm</b>	1,2,3 a,c,d
<b>Week 7</b> <b>February 21</b>  <b>February 23</b>		<b>Tuesday:</b> Verbs and Tenses PowerPoint <b>Blackboard :</b> Verb Practice Quiz ( <b>due Tuesday, February 28, 2017</b> by 9:30 am) <b>HW:</b> Read chapter 10: Arguing <b>HW:</b> Verb worksheets (due in class completed <b>Tuesday, February 28, 2017</b> )  <b>Thursday:</b> Subject-Verb Agreement <b>Blackboard :</b> Vocabulary List 2. Submit List 2 Vocabulary PowerPoint <b>by Thursday, March 2, 2017 at 11:59 pm</b>	1,2,3 a,c,d

		<b>Blackboard</b> : Advertisement Analysis due <b>Tuesday, February 28, 2017 by 11:59 pm</b>	
<b>Week 8</b> <b>February 28</b>		<b>Tuesday:</b> <b>Grammar Test 3:</b> Verbs <b>Class:</b> Bring Verb worksheets to class for review <b>Blackboard</b> : Advertisement Analysis due <b>Tuesday, February 28, 2017 by 11:59 pm</b> <b>Blackboard:</b> Discussion Question/ Thesis Statement and Evaluation: Argumentative Essay Thesis Statement due <b>Tuesday, March 7, 2017 by 11:59 pm.</b> <b>Blackboard:</b> Submit annotated bibliography/reference list...drop box located in Week 8. <b>Due Wednesday, March 1, 2017 by 11:59 pm</b>	
<b>March 2</b>		<b>Thursday:</b> Argumentative essay. Begin drafting. <b>Blackboard:</b> Submit List 2 Vocabulary PowerPoint <b>Thursday, March 2, 2017 by 11:59 pm</b>	
<b>Week 9</b> <b>March 7</b>		<b>Tuesday:</b> Vocabulary List 2 Quiz <b>Blackboard:</b> Commas PowerPoint <b>Blackboard</b> : Commas Practice Quiz( <b>due Tuesday, March 14, 2017 by 9:30 am</b> ) <b>Blackboard</b> : Discussion Question <b>HW:</b> Commas Worksheets( bring to class completed <b>on Tuesday, March 14, 2017 by 9:30</b> )	
<b>March 9</b>		<b>Thursday:</b> <b>Blackboard:</b> Commas and Conjunction PowerPoint	
<b>Week 10</b> <b>March 14</b>		<b>Tuesday:</b> Commas Test	
<b>March 16</b>		<b>Thursday:</b> <b>Blackboard:</b> Other Punctuation PowerPoint <b>Blackboard:</b> Semicolon/Colon PowerPoint	

<p><b>Week 11</b> <b>March 21</b></p> <p><b>March 23</b></p>		<p><b>Tuesday:</b> Library Day</p> <p><b>Thursday:</b> Library Day</p> <p><b>Blackboard:</b> Argumentative Essay Outline due <b>Thursday, March 23, 2017 by 11:59 pm.</b></p>	
<p><b>Week 12</b> <b>March 28</b></p> <p><b>March 30</b></p>		<p><b>Tuesday:</b> <b>Blackboard:</b> Nouns: Possession PowerPoint <b>Blackboard:</b> Vocabulary List 3</p> <p><b>Thursday:</b> <b>Blackboard:</b> Nouns: Singular/Plural <b>Blackboard :</b> Nouns Practice Quiz(complete by <b>Tuesday, April 4 by 9:30 am</b>) <b>HW:</b> Nouns Worksheet (bring to class completed on <b>Tuesday, April 4. By 9:30 am</b>)</p>	
<p><b>Week 13</b> <b>April 4</b></p> <p><b>April 6</b></p>		<p><b>Tuesday:</b> Nouns Test</p> <p><b>Thursday:</b> Review Dos and Don'ts of Writing. Review APA format/ Reliable sources <b>Blackboard :</b> Submit Vocabulary List 3 PowerPoint <b>Thursday, April 6, 2017 by 11:59 pm</b></p>	
<p><b>Week 14</b> <b>April 11</b></p> <p><b>April 13</b></p>	<p>Library Day</p>	<p><b>Tuesday:</b> Vocabulary Quiz Argumentative Essay Draft /<b>peer review</b></p> <p><b>Blackboard:</b> Discussion Question: Reflection</p> <p><b>Thursday:</b> Argumentative Essay Draft <b>Blackboard:</b> Argumentative Essay final draft due <b>Wednesday, April 12, 2017 by 11:59 pm.</b></p>	
<p><b>April 18</b></p> <p><b>April 20</b></p>		<p><b>Tuesday:</b> Final exam tutoring and appointments/<b>Make up day</b></p> <p><b>Thursday:</b> <b>Make up day</b></p>	

<b>Week 15</b> <b>April 25</b>  <b>April 27</b>	Final Exam	<b>Tuesday: Final Exam: Grammar</b>  <b>Thursday: Final Exam: Essay</b>	
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**\*\*\*\*Instructor reserves the right to change the syllabus and/or lesson plan as necessary. \*\*\*\***

### ENG 1101 Essay Rubric

L. Thomas

Content: <ul style="list-style-type: none"> <li>• Clearly defined thesis</li> <li>• Clearly defined context/purpose/audience</li> <li>• Specific and relevant details/supporting examples/evidence and data</li> <li>• Adequate Analysis, explanation, and/or discussion</li> </ul>		0 1 2 3 4 5
Organization: <ul style="list-style-type: none"> <li>• Title appropriate and formatted correctly</li> <li>• Appropriate introduction (makes the reader want to read) and conclusion (reflects and supports the thesis)</li> <li>• Organized logically to support argument</li> </ul>		0 1 2 3 4 5

<ul style="list-style-type: none"> <li>Unified paragraphs</li> <li>Coherent paragraphs</li> <li>Sensible transitions</li> </ul>		
<b>Content &amp; Organization</b>	<b>40% (x4)</b>	
Sentence Style & Syntax <ul style="list-style-type: none"> <li>Sentence structures and beginnings varied</li> <li>Sentences complex</li> <li>Efficient and sophisticated word use</li> <li>Transitions between and within sentences</li> </ul>		0 1 2 3 4 5
Diction & Spelling <ul style="list-style-type: none"> <li>Accurate diction</li> <li>Correct word forms and endings</li> <li>Correct spelling</li> </ul>		0 1 2 3 4 5
<b>Sentence Style &amp; Syntax/Diction &amp; Spelling</b>	<b>20% (x2)</b>	
Grammar & Mechanics <ul style="list-style-type: none"> <li>No fragments</li> <li>No fused sentences or comma splices</li> <li>No tense shifts</li> <li>Correct subject/verb agreement</li> <li>Correct pronoun usage</li> <li>Correct pronoun reference</li> <li>Correct use of apostrophes and quotation marks</li> <li>Correct use of commas</li> <li>Correct capitalization</li> </ul>		0 1 2 3 4 5
<b>Grammar &amp; Mechanics</b>	<b>25% (x5)</b>	
APA Formatting for Paper <ul style="list-style-type: none"> <li>Running header with title and page number</li> <li>Cover Page</li> <li>Title on first page of text</li> <li>Reference Page</li> <li>Double-spaced throughout</li> </ul>		0 1 2 3 4 5
Parenthetical Citations <ul style="list-style-type: none"> <li>Match References</li> <li>Formatted properly</li> <li>Inside end marks/outside any quotation marks</li> </ul>		0 1 2 3 4 5
References <ul style="list-style-type: none"> <li>Text formatted properly</li> <li>Hanging indent</li> <li>Alphabetized</li> </ul>		0 1 2 3 4 5
<b>Formatting and Citations</b>	<b>15%</b>	
<b>Notes:</b>	<b>Total Grade</b>	

Content: <ul style="list-style-type: none"> <li>Clearly defined thesis</li> <li>Clearly defined context/purpose/audience</li> <li>Specific and relevant details/supporting examples/vivid details</li> <li>Adequate explanation/narration</li> </ul>		0 1 2 3 4 5
Organization: <ul style="list-style-type: none"> <li>Title appropriate and formatted correctly</li> <li>Appropriate introduction (makes the reader want to read) and conclusion (reflects and supports the thesis)</li> <li>Organized logically to support argument</li> <li>Unified paragraphs</li> <li>Coherent paragraphs</li> </ul>		0 1 2 3 4 5

<ul style="list-style-type: none"> <li>Sensible transitions</li> </ul>		
<b>Content &amp; Organization</b>	<b>40% (x4)</b>	
Sentence Style & Syntax <ul style="list-style-type: none"> <li>Sentence structures and beginnings varied</li> <li>Sentences complex</li> <li>Efficient and sophisticated word use</li> <li>Transitions between and within sentences</li> </ul>		0 1 2 3 4 5
Diction & Spelling <ul style="list-style-type: none"> <li>Accurate diction</li> <li>Correct word forms and endings</li> <li>Correct spelling</li> </ul>		0 1 2 3 4 5
<b>Sentence Style &amp; Syntax/Diction &amp; Spelling</b>	<b>20% (x2)</b>	
Grammar & Mechanics <ul style="list-style-type: none"> <li>No fragments</li> <li>No fused sentences or comma splices</li> <li>No tense shifts</li> <li>Correct subject/verb agreement</li> <li>Correct pronoun usage</li> <li>Correct pronoun reference</li> <li>Correct use of apostrophes and quotation marks</li> <li>Correct use of commas</li> <li>Correct capitalization</li> </ul>		0 1 2 3 4 5
<b>Grammar &amp; Mechanics</b>	<b>25% (x5)</b>	
<b>Creativity &amp; Imagination</b>		0 1 2 3 4 5
Student connects memory to a moral/lesson learned in insightful, original, and sophisticated manner. Student shows exceptional imaginative efforts!		
	<b>15% x (3)</b>	
<b>Notes:</b>	<b>Total Grade</b>	

**ENG 1101 Memory Essay Rubric**

L. Thomas

Content: <ul style="list-style-type: none"> <li>Clearly defined thesis</li> <li>Clearly defined context/purpose/audience</li> <li>Specific and relevant details/supporting examples/evidence and data</li> <li>Adequate Analysis, explanation, and/or discussion</li> </ul>		0 1 2 3 4 5
Organization: <ul style="list-style-type: none"> <li>Title appropriate and formatted correctly</li> <li>Appropriate introduction (makes the reader want to read) and conclusion (reflects and supports the thesis)</li> </ul>		0 1 2 3 4 5

<ul style="list-style-type: none"> <li>Organized logically to support argument</li> <li>Unified paragraphs</li> <li>Coherent paragraphs</li> <li>Sensible transitions</li> </ul>		
<b>Content &amp; Organization</b>		<b>40% (x4)</b>
<b>Sentence Style &amp; Syntax</b> <ul style="list-style-type: none"> <li>Sentence structures and beginnings varied</li> <li>Sentences complex</li> <li>Efficient and sophisticated word use</li> <li>Transitions between and within sentences</li> </ul>		0 1 2 3 4 5
<b>Diction &amp; Spelling</b> <ul style="list-style-type: none"> <li>Accurate diction</li> <li>Correct word forms and endings</li> <li>Correct spelling</li> </ul>		0 1 2 3 4 5
<b>Sentence Style &amp; Syntax/Diction &amp; Spelling</b>		<b>20% (x2)</b>
<b>Grammar &amp; Mechanics</b> <ul style="list-style-type: none"> <li>No fragments</li> <li>No fused sentences or comma splices</li> <li>No tense shifts</li> <li>Correct subject/verb agreement</li> <li>Correct pronoun usage</li> <li>Correct pronoun reference</li> <li>Correct use of apostrophes and quotation marks</li> <li>Correct use of commas</li> <li>Correct capitalization</li> </ul>		0 1 2 3 4 5
<b>Grammar &amp; Mechanics</b>		<b>25% (x5)</b>
<p style="text-align: center;"><b>Creativity &amp; Imagination</b></p> <p>Paper is insightful, original, and sophisticated. Student shows exceptional imagination and/or critical thinking.</p>		0 1 2 3 4 5
		<b>15% x (3)</b>
<b>Notes:</b>	<b>Total Grade</b>	

**Discussion Board Rubric**

Criteria	A (90-100)	B (80-90)	C (70-79)	F (0-69)
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>Rich in content</li> <li>Full of thought, insight, and analysis</li> </ul>	<ul style="list-style-type: none"> <li>Substantial Thought, insight, and analysis has taken place</li> </ul>	<ul style="list-style-type: none"> <li>Generally competent but information is thin</li> </ul>	<ul style="list-style-type: none"> <li>Rudimentary/ superficial</li> <li>No analysis or insight is displayed</li> </ul>
<b>Connections</b>	<ul style="list-style-type: none"> <li>Clear connections to previous or current to real-life situations and/or readings</li> </ul>	<ul style="list-style-type: none"> <li>New ideas or connections</li> <li>Lack depth and/or detail</li> </ul>	<ul style="list-style-type: none"> <li>Limited, if any connections</li> <li>Vague generalities</li> </ul>	<ul style="list-style-type: none"> <li>No connections are made</li> </ul>
<b>Uniqueness</b>	<ul style="list-style-type: none"> <li>New ideas</li> <li>New connections made with depth and detail</li> </ul>	<ul style="list-style-type: none"> <li>New ideas or connections</li> <li>Lack depth and/or detail</li> </ul>	<ul style="list-style-type: none"> <li>Few, if any new ideas or connections rehash or summarize other postings</li> </ul>	<ul style="list-style-type: none"> <li>No new ideas</li> <li>"I agree with....statement</li> </ul>
<b>Timeliness</b>	<ul style="list-style-type: none"> <li>All required postings completed early in discussion</li> <li>Posted throughout the discussion</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>All required postings</li> <li>Some not in time for others to read and respond</li> </ul>	<ul style="list-style-type: none"> <li>All required postings</li> <li>Most at the last minute without allowing for response time</li> </ul>	<ul style="list-style-type: none"> <li>Some, or all, required postings missing</li> </ul>
<b>Stylistics</b>	<ul style="list-style-type: none"> <li>Few grammatical or stylistic errors</li> </ul>	<ul style="list-style-type: none"> <li>Several grammatical or stylistic errors</li> </ul>	<ul style="list-style-type: none"> <li>Obvious grammatical stylistic errors</li> <li>Errors interfere with content</li> </ul>	<ul style="list-style-type: none"> <li>Obvious grammatical or stylistic errors makes understanding impossible</li> </ul>

**Final Score:**

## 1101 Composition and Rhetoric Due Dates

Use these dates as a map for the course. These dates can help you plan for assignments and organize the due dates around important personal events, other courses, and other course assignments. There is only one chance to make up a writing assignment in this course; therefore, I would suggest that you use this calendar to plan ahead. This schedule is subject to change as seen fit by the instructor.

**Due by Tuesday, January 17, 2017 by 11:59 pm:** Syllabus Quiz

**Friday, January 19, 2017 by 11:59 pm:** Argumentative Essay Topic due in **Blackboard** (not graded but reviewed)

**Tuesday, January 24, 2017:** Sentence Quiz

**Thursday, January 26, 2017:** Grammar Test 1: Sentences

**Tuesday January 31, 2017 by 11:59 pm:** Vocabulary List 1 PowerPoint in **Blackboard\*\***

**Thursday, February 2, 2017:** Vocabulary quiz: List 1

**Tuesday, February 7, 2017: Grammar Test 2: Pronouns**

**Tuesday, February 9, 2017:** Rhetorical analysis rough draft due in class (5 points on FD)

**Tuesday, February 14, 2017 by 11:59 pm:** Rhetorical Analysis due in **Blackboard \*\***

**Thursday, February 16:** Library Day

**Tuesday, February 28, 2017 by 11:59 pm:** Advertisement Analysis due in **Blackboard. \*\***

**Tuesday, February 28, 2017:** Grammar Test 3: Verbs

**Wednesday, March 1, 2017 by 11:59 pm:** Annotated Bibliography/ Reference list due in **Blackboard (graded) \*\***

**Thursday, March 2, 2017 by 11:59 pm:** Vocabulary List 2 PowerPoint in **Blackboard\*\***

**Tuesday, March 7, 2017 by 11:59 pm:** Argumentative Essay Thesis Statement due in **Blackboard\*\***

**Tuesday, March 7, 2017:** Vocabulary List 2 quiz

**Tuesday, March 14, 2017:** Grammar Test 4: Commas

**Thursday, March 23, 2017 by 11:59 pm:** Argumentative Essay Outline due in **Blackboard\*\***

**Tuesday, April 4, 2017:** Grammar Test 5: Nouns

**Thursday, April 6, 2017 by 11:59 pm:** Vocabulary List 3 PowerPoint in **Blackboard\*\***

**Thursday, April 6, 2017:** Argumentative Essay rough draft- Bring to class (5 points on FD)

**Tuesday, April 11, 2017:** Vocabulary Quiz

**Wednesday, April 12, 2017 by 11:59 pm:** Argumentative Essay final draft due in **Blackboard\*\***

**April 18:** appointments for tutoring and final exam

**April 18 & 20, & April 25:** Make-up days

**April 26 & 27** Grammar Test 6: Final Exam Grammar/ Final Exam Essay

Make-up day: Revise a writing assignment that you received a poor grade on or submit a writing assignment that was missed due to an emergency or absence during the semester. You only get to make up one writing assignment at this time.

**\*\*No late submissions accepted.**

