



**ENGL 1010  
COURSE SYLLABUS  
Spring Semester 2018**

**COURSE INFORMATION**

Credit Hours/Minutes: 3/2250

Class Location: Main Building, room 156

Class Meets: Monday and Wednesday 9:30-10:45

Course Reference Number (CRN): 40110

**INSTRUCTOR CONTACT INFORMATION**

Instructor Name: Vicky Conner

Office Location: Main Building, room 155

Office Hours: Monday and Wednesday 8:00-9:00, 1:00-2:30; Tuesday and Thursday 9:30-12:00

Email Address: [Vicky Conner \(vconner@southeasterntech.edu\)](mailto:vconner@southeasterntech.edu)

Phone: 912-538-1992

Fax Number: 912-538-3156

Tutoring Hours (if applicable): by appointment

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

Students are responsible for all policies and procedures and all other information included in Southeastern Technical College's [Catalog and Student 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 Information Delivery System (IDS).

**COURSE DESCRIPTION**

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

**MAJOR COURSE COMPETENCIES**

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

## **PREREQUISITE(S)**

ENGL 0090 OR Appropriate Placement Test Score AND READING 0090—Reading II OR Appropriate Placement Test Score.

## **COURSE OUTLINE**

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

## **GENERAL EDUCATION CORE COMPETENCIES**

Southeastern Technical College 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 five-point penalty on the next writing assignment.
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 email 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.

## **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" (Failing 0-59) 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 \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 912-538-3126, to coordinate reasonable accommodations.

## **SPECIFIC ABSENCES**

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

## **PREGNANCY**

Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please advise me and make appropriate arrangements with [Helen Thomas \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 912-538-3126.

## **WITHDRAWAL PROCEDURE**

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" (Withdrawn) 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 accessed 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 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 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 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 Student 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 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>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 108 Phone: 912-538-3126 Email: <a href="mailto:Helen.Thomas@SoutheasternTech.edu">Helen Thomas</a> <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 Email: <a href="mailto:Blythe.Wilcox@SoutheasternTech.edu">Blythe Wilcox</a> <a href="mailto:bwilcox@southeasterntech.edu">bwilcox@southeasterntech.edu</a>

## 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 \(www.southeasterntech.edu\)](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

Assessment/Assignment	Percentage
Grammar Exams	25%
Writing Assignments	35%
Journal and Homework	15%
Final Grammar Exam	10%
Essay Final	15%

## GRADING SCALE

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

## ENGL 1010

### Spring Semester 2018 Lesson Plan

Date/Week	Chapter/Lesson	Class	Assignments & Tests Due Dates	Competency Area
<b>Week 1</b> January 8		Introduction to Course Paperwork Blackboard	Students will keep a writing journal. In Blackboard on the left menu, there are ten journal topics and their due dates. Journal entries are to be typed, printed and submitted into the assignment box. The topics are in Blackboard. Look at the rubric at the end of the syllabus for more information about the grading process.	1, 2, 3 ** a, b, c
January 10		Diagnostic Test  Practice finding Subjects and Verbs	<b>Homework due before class on January 10</b> Read the syllabus thoroughly. <b>Go to Blackboard, click on Grammar Lessons on the left menu</b> , Subjects and Verbs, and look at the power point 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.	*1, 2, 3 ** a, b, c
January 15		<b>Holiday—No classes</b>		
<b>Week 2</b> January 17		Discussion: Structure of Paragraph  Paragraph for Chapter 1	<b>Homework due before class on January 17</b> <b>In Bb, click on Writing Lessons on the left menu</b> and chapter 1. Look at the PowerPoint. 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.  <b>In Bb, click on Writing Lessons</b> and chapter 2. Look at the PowerPoint. Read chapter 2, page 18, in Langan, and complete activities 1-16. After working through the chapter, check your answers in Blackboard.	*1, 2, 3, 5 ** a, b, c
January 22		Worksheets for Chapter 3	<b>Homework due before class on January 22</b> <b>In Bb, click on Writing Lessons</b> and look at the chapter 3 PowerPoint. In Langan, read chapter 3, page 51, and complete activities 1-17. Check your answers. Be ready to discuss in class.	*1, 2, 3, 5 ** a, b, c

Date/Week	Chapter/Lesson	Class	Assignments & Tests Due Dates	Competency Area
<b>Week 3</b> January 24		Discussion on Fragments	<b>Homework due before class January 24</b> <b>In Bb, click on Grammar Lessons</b> , and view the PowerPoints, videos, and extra helps for chapter 20. In Langan, complete all the activities in chapter 20 “Fragments.”  Journal entry 1 is due.	*1, 2, 3, 5 ** a, b, c
January 29		Discussion: Transitions, Synonyms, and Repeated Words  Example Paragraph	<b>Homework due before class January 29</b> <b>In Bb, click on Writing Lessons</b> for the PowerPoint and answers for chapter 4.  In Langan, read chapter 4, page 89 and complete practices 1-12. Read chapter 29, page 442, and complete activities 1-3. In Bb, click on Writing Lessons and check your answers.	*1, 2, 3, 5 ** a, b, c
<b>Week 4</b> January 31		Example paragraph  Finding and Correcting Run-ons	<b>Homework due before class January 31</b> <b>In Bb, click on Grammar Lessons</b> , and view the PowerPoint and videos for chapter 21.  In Langan, complete chapter 21 “Run-ons.”  Rough draft of example paragraph is due. Please write or type the paragraph and bring to class. I will take up the paragraph.	*1, 2, 3 ** a, b, c
February 5		Grammar Exam 1 will be given in class.	<b>Homework due before class February 5</b> Study for Grammar Exam 1. The exam will cover chapter 20 “Fragments,” chapter 21 “Run-ons,” and chapter 18 “Finding Subjects and Verbs.” The test will have 30 multiple-choice questions.  Journal entry 2 is due.	*1, 2, 3 ** a, b, c
<b>Week 5</b> February 7		Discussion: Parallelism, Specific Words, and Concise Wording	<b>Homework due before class February 7</b> <b>In Bb, click on Grammar Lessons</b> in the left menu, look at the PowerPoint, 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
February 12		Sentence Variety Worksheet Revision	<b>Homework due before class February 12</b> Complete the chapter 5 worksheet given in class.	*1, 2, 3 ** a, b, c

Date/Week	Chapter/Lesson	Class	Assignments & Tests Due Dates	Competency Area
<b>Week 6</b> February 14		Grammar Exam 2	<b>Homework due before class February 14</b> Study for Grammar Exam 2, which covers chapter 5. The test will be a pencil and paper test and like the worksheet we completed in class.  Journal entry 3 is due.	*1, 2, 3 ** a, b, c
February 19		Discussion: The Fourth Step in Writing	<b>Homework due before class February 19</b> <b>In Bb, click on Writing Lessons</b> and view PowerPoint for chapter 6.  In Langan, read chapter 6, page 141, and complete activities 1-11. Be prepared to discuss answers in class.  Read “Do It Better” (page 602) by Ben Carson, a former presidential candidate.	*1, 2, 3, 5 ** a, b, c
<b>Week 7</b> February 21		Final draft of the Example paragraph will be written in class.	<b>Homework due before class February 21</b> <b>In Bb, click on Grammar Lessons</b> in the left menu and view PowerPoints for chapters 22 and 23.  In Langan, complete chapters 22 “Regular and Irregular Verbs,” and 23 “Standard English Verbs.”	*1, 2, 3 ** a, b, c
February 2		Verbs	<b>Homework due before class February 26</b> <b>In Bb, click on Grammar Lessons</b> on the left menu and view the PowerPoints and videos for chapter 24.  In Langan, complete all the activities in chapter 24. Be ready for work in class.  Journal entry 4 is due.	*1, 2, 3, 5 ** a, b, c

Date/Week	Chapter/Lesson	Class	Assignments & Tests Due Dates	Competency Area
<b>Week 8</b> February 28		Discussion: Cause or Effect paragraph “Anxiety: Challenge by another name.”	<p><b>Homework due before class February 28</b> Read “Anxiety: Challenge by Another Name” on page 612.</p> <p><b>Extra Credit! If you would like an extra homework grade, complete the following chapters below.</b></p> <p>In Bb, click on Grammar Lessons, and click on chapter 30 folder. Look at the videos and PowerPoint. Complete all the activities for chapter 30 “Capital Letters” page 447.</p> <p>In Bb, click on Grammar Lessons, and click on chapter 31 “Numbers and Abbreviations.” Look at the videos and PowerPoint. Read and complete all of the activities.</p> <p><b>After completing the two chapters, click on Quizzes in Bb and take the chapter 30 and 31 quiz.</b></p> <p>Journal entry 5 is due.</p>	*1, 2, 3, 5 ** a, b, c
March 5		Final draft of the cause or effect paragraph will be written during class.	<p><b>Homework due before class March 5</b> <b>In Bb, click on Grammar Lessons</b> in the left menu, and view PowerPoint and all videos for chapter 25.</p> <p>In Langan, complete all the activities in chapter 25 “Pronoun Agreement and Reference.”</p>	*1, 2, 3 ** a, b, c
<b>Week 9</b> March 7		Discussion: Pronouns	<p><b>Homework due before class March 7</b> <b>In Bb, click on Grammar Lessons</b> in the left menu, and view the PowerPoint and all videos for chapter 26.</p> <p>Complete all the activities in chapter 26 “Pronoun Types” in Langan.</p>	*1, 2, 3, 5 ** a, b, c
March 12		We will take Grammar Exam 3.	<p><b>Homework due before class March 12</b> Study for Grammar Exam 3 over Verbs (chapters 22, 23, 24) and pronouns (chapters 25 and 26). <b>For extra practice for the exam, go to Bb, and click on Grammar Bytes in the left menu.</b></p>	*1, 2, 3 ** a, b, c

Date/Week	Chapter/Lesson	Class	Assignments & Tests Due Dates	Competency Area
<b>Week 10</b> March 14		Discussion: Comparison or Contrast paragraph	<b>Homework due before class March 14</b>  <b>In Bb, click on Grammar Lessons</b> in the left menu, and view PowerPoints and videos for the chapters 34 and 32 below. In Langan, complete the activities in the following chapters: chapter 34 "Commas" chapter 32 "Apostrophes"  Journal entry 6 is due.	*1, 2, 3, 5 ** a, b, c
March 19		Final draft of the comparison or contrast paragraph will be written in class.	<b>Homework due before March 19</b>  <b>In Bb, click on Grammar Lessons</b> in the left menu, and view all PowerPoints and videos for chapters 33 and 35. In Langan, complete the activities in chapter 33 "Quotation Marks" and chapter 35 "Other Punctuation."	*1, 2, 3 ** a, b, c
<b>Week 11</b> March 21		Discussion: Commas, Apostrophes, Quotation Marks, and Other Punctuation	<b>Homework due before class March 21</b>  <b>In Bb, click on Grammar Lessons</b> in the left menu, and view PowerPoints and videos for chapter 28. Complete all the activities for chapter 28 "Misplaced and Dangling Modifiers." Be prepared for discussion in class. Review "All the Good Things" on page 548.	*1, 2, 3, 5 ** a, b, c
March 26		Discussion: Review of modifiers	<b>Homework due before March 26</b>  Study for Grammar Exam 4. The exam will cover chapters 32, 33, 34, 35, and 28.  Journal entry 8 is due.	*1, 2, 3, 5 ** a, b, c
<b>Week 12</b> March 28		Grammar Exam 4 will be given in class.	<b>Homework due before March 28</b>  <b>In Bb, click on Grammar Lessons</b> in the left menu, and view PowerPoints and videos.  In Langan, read Adjectives and Adverbs, page 428, and complete activities 1-3.  Journal entry 7 is due.	*1, 2, 3 ** a, b, c

Date/Week	Chapter/Lesson	Class	Assignments & Tests Due Dates	Competency Area
April 9		Discussion: the essay	<b>Homework due before class April 9</b> <b>In Bb, click on Grammar Lessons</b> in the left menu, and view PowerPoints and videos. Read chapter 17, page 324, and complete activities 1-8.	*1, 2, 3, 5 ** a, b, c
Week 13 April 11		We will write the final draft of Essay 1.	<b>Homework due before April 11</b> <b>In Bb, click on Grammar Lessons</b> in the left menu, and look at the PowerPoints and videos for each chapter. In Langan, read chapter 39, page 511, and work through the chapter. Read chapter 40, page 521, and complete. Be sure to check your answers.  Journal entry 9 is due.	*1, 2, 3 ** a, b, c
April 16		Discussion: Library Project—Galileo and Summary	<b>Homework due before class April 16</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.  Journal entry 10 is due.	*1, 2, 3, 4, 5 ** a, b, c
Week 14 April 18		Discussion: Library Project—APA documentation	<b>Homework due before class April 18</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
April 23		Library Project due Discussion: Essay 2	<b>Homework due before class April 23</b> Library Project is due at the beginning of class.	*1, 2, 3, 5 ** a, b, c
Week 15 April 25		We will write Essay 2 in class.	<b>Homework due before class April 25</b> Complete the Sentence Achievement Test on page 687 in Langan. This exam will be taken up.	*1, 2, 3 ** a, b, c
April 30		We will write the final Essay Exam.	<b>Homework due before class on April 30</b> Study for the essay final.	*1, 2, 3 ** a, b, c
May 2		<b>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

<b>Criteria and Comments</b>	<b>Points</b>
<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>Criteria and Comments</b>	<b>Points</b>	<b>Grading Scale for Cause and Effect Paragraph</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	
A ten-point penalty will be applied if ALL instructions are not followed.	<u>Total Points</u>	

**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>	1 2 3 4 5     X8
<b>Unity &amp; Coherence</b> <ul style="list-style-type: none"> <li>• Transitions</li> <li>• Conclusion</li> </ul> restated thesis summary closing remarks	
<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

<b>Compare/Contrast Paragraph</b>	
<b>Criteria and Comments</b>	<b>Points</b>
<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>	
<b><u>Total Points</u></b>	

### Grading Rubric for Journal

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

“F” journal standards: Everything thing else.