



ENGL 1010
COURSE SYLLABUS
Web-enhanced / Lecture
Summer Semester 2017

Semester: Summer 2017
Course Title: Fundamentals of English I
Course Number: ENGL. 1010
Credit Hours/ Minutes: 3 / 2250
Class Location: Room # 156, Main Building
Class Meets: Tuesday & Thursday 8:00-10:30 a.m.
CRN: 60008
Preferred contact: vconner@southeasterntech.edu

Instructor: Vicky Conner
Office Hours: MW 1-4:00, TR 10:30-12:30
Office Location: MAIN BUILDING ROOM 155
Email Address: vconner@southeasterntech.edu
Phone: 912-538-1992
Fax Number: 912-538-3156
Tutoring Hours: Please schedule an appointment.

REQUIRED TEXT: Langan, J. (2015). *English Skills with Readings*. New York, NY: McGraw-Hill.

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

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

MAJOR COURSE COMPETENCIES:

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

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

COURSE OUTLINE:

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

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

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

STUDENT REQUIREMENTS:

1. Students are expected to bring all materials and their books to class. Failure to do so will result in a ten-point penalty on the next grammar test.
2. Students are required to complete all assignments on the lesson plan by their due dates and any assignments assigned by the instructor to exit the class.

3. All writing assignments must be in APA format, typed in Microsoft Word, and submitted in a Blackboard assignment box on the due date to get a grade. Late assignments will not be accepted, and assignment boxes or quizzes will become inactive after the deadline.
4. Writing assignments sent through email will not be accepted.
5. All grades during semester will be posted in Blackboard and will not be rounded up for final grades.
6. Extra credit assignments will **not** be given. Do not ask.

CELL PHONE POLICY: As STC policy states, cell phones are not to be used while in class. When a student enters the classroom, the cell phone 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 is 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, 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 Room, (912) 538-3126, 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 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 four major grammar exams. One makeup grammar test will be allowed and will be administered at the end of the course at the instructor's discretion. If a student misses more than one grammar exam, the student will be allowed to make-up one grade and will receive a zero for the other. Quizzes given during class and missed will not be made up and will receive a zero. All writing assignments will be written in class. If a student misses a writing assignment, he or she must schedule a time outside of class to write the assignment; the assignment must be handed in within a week of the student's return. Only one make-up writing assignment will be allowed. A make-up test for the final essay or the final grammar exam will not be given. 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:

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

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.

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	20%
Writing Assignments	35%
Journal and Quizzes	20%
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
SUMMER SEMESTER 2017 LESSON PLAN

Date	Chap / Less	What we do in class	Assignments & Tests Due	Comp Area
Week 1--May 18				
	chapter1	<p>First day of class Introduction of the Course—Syllabi, Outline, Rules, Paperwork Log into Blackboard An Introduction to Writing</p>	<p>The Blackboard session for Vidalia for Summer Semester will be held on Thursday, May 18, 5 p.m. Lab 809 Gillis Building. The session will help students understand email and Blackboard, which is valuable information for all classes. For those who attend and sign the sign-in sheet, a five-point bonus will be given on the first writing assignment.</p> <p>Students will keep a writing journal. In Blackboard, there are eight journal topics and their due dates. Journal entries are to be typed, printed and given to me at the beginning of the class period. Those entries that are given to me after the class begins will not be accepted. If a student is absent on the day a journal entry is due, he or she should email the journal entry or hand it in early. Each entry is worth a maximum of ten points. At the end of the semester, the points will be added together to create one homework grade. Look at the rubric at the end of the syllabus for more information about the grading process.</p> <p>Homework due before class May 23 Read the syllabus thoroughly.</p> <p>In <i>English Skills with Readings</i> by Langan, complete the Diagnostic Test on page 682. This test is to find grammar strengths and weaknesses. Please write answers on a separate sheet of paper and bring to class.</p> <p>Go to Blackboard, click on Grammar Lessons, the folder chapter 18 Subjects and Verbs, and look at the power point and videos. Complete all the activities in chapter 18 "Subjects and Verbs" page 359. Be prepared to discuss in class.</p> <p>In Langan's <i>English Skills with Readings</i>, complete activity 3, page 6. Bring the completed paragraph to class. I will not grade this paragraph, but we will work with this paragraph in class several times.</p> <p>In Langan's <i>English Skills with Readings</i>, read chapter 2 and complete activities 1-17.</p> <p>Journal Entry 1 is due. To locate the topics, go to Blackboard, click on Journal, and topics. The topics with their due dates are also located below the syllabus.</p>	<p>*1,2,3 **a, c, d</p>
May 23				
	chapter 20 chapter 2	<p>Identifying subjects and verbs Discussion on The Writing Process Journal Entry 1</p>	<p>Homework due before class May 25 In BB, go to Grammar Lessons, click on the chapter 20 Fragment folder, and look at the videos</p>	<p>*1,2,3 **a,c,d</p>

			and PowerPoint. In the Langan book, complete all the activities in chapter 20, page 367. In Langan, read chapter 3 and complete activities 1-17. Be sure to check your answers before class and make a note of any questions.	
Week 2--May 25				
	chapter 3	Finding and correcting fragments The First and Second Steps of Writing Review the structure of a paragraph. Work with the different parts of a paragraph.	Homework due before class May 30 In BB, go to Grammar Lessons, click on the chapter 21 Run-on folder, and look at the videos and PowerPoint. Complete all the activities in chapter 21. In Langan, read chapter 4 and complete activities 1-12. Check your answers. Journal Entry 2 is due.	*1,2,3 **a, c, d
May 30				
	chapter 4	Finding and correcting run-ons The Third Step in Writing—working with transitions Introducing the Example Paragraph Journal Entry 2	Homework due before class June 1 Study for Grammar Test 1. The test will cover fragments, run-ons, and finding subjects and verbs. In Langan, read chapter 29 page 442. Complete activities 1-3. In Langan, read chapter 6, and complete activities 1-11. Check your answers afterward.	*1, 2, 3 **a, c, d
Week 3-- June 1				
	chapter 29 chapter 6	Paper Format Four Bases for Revising Writing Quick grammar review for test. Grammar Test 1 will be given in class. The test will cover fragments, run-ons, and finding subjects and verbs.	Homework due before class June 6 In BB, click on Grammar Lessons, and click on chapter 22 and 23 verb folder. Look at the PowerPoint and three irregular verbs. Afterward, complete all activities for chapter 22 and 23 in Langan. In Langan, read “Rowing the Bus” on page 554. Journal Entry 3 is due.	*1, 2, 3 **a, c, d
June 6				
		“Rowing the Bus” page 554 Regular and Irregular Verbs. We will revise the rough draft of the example paragraph and submit in the assignment box. Journal Entry 3	Homework due before class June 8 In Bb, click on Grammar Lessons, and chapter 24 folder. Look at the PowerPoint and videos in the folder. Complete all the activities in chapter 24 in Langan. Read “Do It Better” page 602.	*1, 2, 3 **a, c, d
Week 4--June 8				
	chapters 22 and 23 Cause or Effect paragraph	“Do It Better” Subject/ Verb Agreement Cause or Effect paragraph	Homework due before class June 13 In BB, click on Grammar Lessons, and click on chapter 25 folder. Look at the PowerPoint and videos. Complete all the activities in chapter 25. In Bb, click on Grammar Lessons, and click on chapter 26 folder. Look at the PowerPoint and videos. Complete all the activities in chapter 26 in the Langan. Journal Entry 4 is due.	* 1, 2, 3 **a, c, d
June 13				
	chapter 5	We will work on Pronouns We will write the cause or effect paragraph	Homework due before class June 15 Study for Grammar Exam 2 over Verbs and	*1, 2, 3 **a, c, d

		in class. Journal Entry 4	Pronouns. The test will consist of 30 multiple choice questions over chapters 22, 23, 24, 25, and 26. Read "Different Is Just Different" page 582.	
Week 5--June 15				
	chapter 28 and 29	Learning about Comparative or Contrast paragraph Outline Grammar Exam 2	Homework due before June 20 In BB, click on Grammar Lessons and complete the folder for chapter 5. We will work with activities 1-11 in class. Journal Entry 5 is due.	*1,2,3 **a, c, d
June 20				
		We will write a comparison or a contrast paragraph. I will answer questions, and give out worksheets on chapter 5. Journal Entry 5	Homework due before June 22 To practice for Grammar Exam 3, complete the worksheet on chapter 5, and be prepared to work on the board. Use the Langan book to help with the worksheet. In Langan, read chapter 17 "What is an Essay?" and complete activities 1-8.	*1, 2, 3 **a, c, d
Week 6--June 22				
	chapter 5	Work with chapter 5 worksheet. Discussion about the different parts of an essay. Look at examples of Essays on Bb.	Homework due before class June 27 In BB, click on Grammar Lessons, and click on chapter 32. Look at the videos and PowerPoint. Complete all the activities in chapter 32 in the Langan book. In Bb, click on Grammar Lessons, and click on chapter 33 folder. Look at the videos and PowerPoint. Complete all the activities in chapter 33 in Langan. Journal Entry 6 is due.	*1, 2, 3, 5 **a, c, d
June 27				
	chapter 17	Grammar Exam 3--Chapter 5 test We will outline and write rough draft of Essay 1. Journal Entry 6	Homework due before June 29 Complete the rough draft of essay 1. In Bb, click on Grammar Lessons, and click on chapter 34 folder. Look at the videos and PowerPoint. Complete all the activities in chapter 34 in Langan. In Bb, click on Grammar Lessons, and click on chapter 35 folder. Look at the videos and PowerPoint. In Langan, complete all the activities in chapter 35.	*1, 2, 3 **a, c, d
Week 7--June 29				
		"Different is Just Different" page 582 Peer Review of rough draft of Essay 1 We will write the final draft of essay 1	Homework due before July 11 In Bb, click on Grammar Lessons, and click on chapter 28 folder. Look at the videos and PowerPoint. Complete all the activities for chapter 28 in Langan. Check answers when finished. Journal Entry 7 is due. EXTRA CREDIT! If you would like an extra homework grade, complete the two chapters below and take the quiz. Bb, click on Grammar Lessons, and click on chapter 30 folder. Look at the videos and PowerPoint. Complete all the activities in chapter 30 "Capital Letters" page 447.	*1, 2, 3, 5 **a, c, d

			<p>In Bb, click on Grammar Lessons, and click on chapter 31 folder. Look at the videos and PowerPoint. Complete all the activities in chapter 31 “Numbers and Abbreviations.”</p> <p>After completing both chapters 30 and 31, go to Bb, click on Quizzes and take the quiz.</p> <p>EXTRA CREDIT! If you would like one more homework grades, complete the two chapters below and take the quiz.</p> <p>In Bb, click on Grammar Lessons, and click on chapter 39 folder. Look at the PowerPoint. Work through the chapter. Be sure to check your answers in Bb.</p> <p>In Bb, click on Grammar Lessons, and click on chapter 40 folder. Look at the PowerPoint. Complete all the activities in chapter 40. Afterward, go to Bb, click on Grammar Lessons, and quizzes. Take the quiz.</p>	
		Summer Break—No class on July 4 and 6		
July 11				
		Library Project Journal Entry 7	<p>Homework due before July 13</p> <p>Library Project is due. Follow the directions on the front page of the project. This assignment must be printed off and handed in.</p> <p>Read “All the Good Things” page 548</p>	*1, 2, 3, 4, 5 **a, c, d
Week 8--July 13				
	chapter 35, 36, 37 and 38 chapter 28	Discussion of Essay 1 Preparation of Essay 2 “All the Good Things” Apostrophes and Quotation Marks Commas and Other Punctuation Modifiers	<p>Homework due before July 18</p> <p>Study for Grammar Test 4.</p> <p>Final Journal Entry 8 is due.</p>	*1, 2, 3, 4, 5 **a, c, d
July 18				
		Fill out Banner Web Grammar Test 4 We will write Essay 2. Journal Entry 8	Homework due before class July 20	*1, 2, 3 **a, c, d
Week 9-- July 20				
		Discussion of Essay 2. Essay final.	<p>Homework due before July 25</p> <p>Study for the Final Grammar Exam. The test is comprehensive (over everything we have studied) with 50 multiple choice questions.</p>	*1, 2, 3, 5 **a, c, d
July 25				
		Final Grammar Exam.		*1, 2, 3 **a, c, d
		The instructor reserves the right to modify these lesson plans as she deems necessary.		

*** 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.

Journal for ENGL 1010

All journal entries must be typed. To set up the format, do the following:
Double-space the document, use a plain front size 12 and put the student's name on the right side of the document at the top.

Journal Entry 1-due May 23

Enrolling in Southeastern Technical College shows that a student wants more in his or her life. Successful students have goals they want to achieve while at STC. Write a paragraph of at least 7 sentences explaining your long term goal. You may create an original topic sentence or fill in the blanks for the following topic sentence:

My long term goal is _____.

Journal Entry 2—May 30--Why is writing important?

Journal 3—June 6--Write a paragraph, using the sentence below as the topic sentence.
My biggest fear is _____.

Journal 4—June 13--If you had a superpower, what would it be?

Journal 5—June 20--What makes a person dependable?

Journal 6—June 27--Do you believe in ghosts? Why or why not?

Journal 7—July 11--What is my biggest challenge in passing English?

Journal 8—July 18--Why is writing important?

Grading Rubric for each Journal Entry.

“A” journal standards: The entry is a page or more (180-500 words) in length. The content will represent a thoughtful effort on your part to express yourself in writing.

“B” journal standards: The entry is a page or more, (170-400 words) in length. The content will represent a generally serious attempt at good writing, but there may be some repetition of ideas.

“C” journal standards: The entry is at least one-half to one page (85-200 words) in length. The content is often trivial or uninspired, but may contain some quality sentences.

“F” journal standards: Everything else.

Grading Scale –Exemplification Paragraph

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

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

Grading Scale – Compare/Contrast Paragraph

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

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

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

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