



**ENGL 1010—FUNDAMENTALS OF ENGLISH I
COURSE SYLLABUS
Summer Semester 2019 (201916)**

COURSE INFORMATION

Credit Hours/Minutes: 3/2250
Class Location: Building A, room 156
Class Meets: Tuesday and Thursday 8:00-10:15
Course Reference Number (CRN): 60059

INSTRUCTOR CONTACT INFORMATION

Instructor Name: Vicky Conner
Office Location: Building A, room 155
Office Hours: Monday and Wednesday, 1:00-4:30 p.m. and Tuesday and Thursday 10:15-11:45 a.m.
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 HANDBOOK

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

REQUIRED TEXT

Langan, J. & Albright, Z. L. (2015). *English Skills with Readings*. New York, NY: McGraw-Hill.

REQUIRED SUPPLIES & SOFTWARE

Flash drive, loose-leaf paper and binder, pencils, blue-black pens, and access to Internet and Southeastern Technical College's Remote Lab Access, RemoteApp, or Remote Application Services.

COURSE DESCRIPTION

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

MAJOR COURSE COMPETENCIES

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

5. Oral communication skills.

PREREQUISITE(S)

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

COURSE OUTLINE

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

GENERAL EDUCATION CORE COMPETENCIES

STC has identified the following general education core competencies that graduates will attain:

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

STUDENT REQUIREMENTS

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

ATTENDANCE GUIDELINES

Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and also interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of F and face financial aid repercussions in upcoming semesters.

Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor.

Students will not be withdrawn by an instructor for attendance; however, all instructors will keep records of graded assignments and student participation in course activities. The completion dates of these activities will be used to determine a student's last date of attendance in the event a student withdraws, stops attending, or

receives an F in a course.

STUDENTS WITH DISABILITIES

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

Swainsboro Campus: [Macy Gay mgay@southeasterntech.edu](mailto:Macy.Gay@southeasterntech.edu), 478-289-2274, Building 1, Room 1208

Vidalia Campus: [Helen Thomas hthomas@southeasterntech.edu](mailto:Helen.Thomas@southeasterntech.edu), 912-538-3126, Building A, Room 108

SPECIFIC ABSENCES

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

PREGNANCY

Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please make arrangements with the appropriate campus coordinator

Swainsboro Campus: [Macy Gay mgay@southeasterntech.edu](mailto:Macy.Gay@southeasterntech.edu), 478-289-2274, Building 1, Room 1208

Vidalia Campus: [Helen Thomas hthomas@southeasterntech.edu](mailto:Helen.Thomas@southeasterntech.edu), 912-538-3126, Building A, Room 108

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

WITHDRAWAL PROCEDURE

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% point of the term in which student is enrolled (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" is assigned for the course(s) when the student completes the withdrawal form.

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

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

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. A grade of "W" will count in attempted hour calculations for the purpose of Financial Aid.

MAKEUP GUIDELINES (TESTS, QUIZZES, HOMEWORK, PROJECTS, ETC...)

The course has a total of four major grammar exams, but only one makeup exam is allowed. The missed exam will have a zero in the gradebook. The makeup grammar exam will be administered at the end of the course at the instructor's discretion and will be a pencil and paper test. If a student misses more than one grammar exam, the student will be allowed to make up only one grade. Quizzes that are missed will not be made up and will receive a zero. If a student is absent when a writing assignment is given in class, a student has one week to make up the assignment. Only one writing assignment may be made up. He or she will schedule a time outside of class to write the make-up assignment. Until the assignment is made up, the student will receive a zero. Dropping a grade or extra credit assignments will not be given.

ACADEMIC DISHONESTY POLICY

The Southeastern Technical College Academic Dishonesty Policy states all forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline. The policy can also be found in the Southeastern Technical College Catalog and Handbook.

PROCEDURE FOR ACADEMIC MISCONDUCT

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

1. First Offense

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

2. Second Offense

Student is given a grade of "WF" (Withdrawn Failing) for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

3. Third Offense

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of third offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

STATEMENT OF NON-DISCRIMINATION

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

All work and campus environments shall be free from unlawful forms of discrimination, harassment and retaliation as outlined under Title IX of the Educational Amendments of 1972, Title VI and Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act of 1967, as amended, Executive Order 11246, as amended, the Vietnam Era Veterans Readjustment Act of 1974, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, the Americans With Disabilities Act of 1990, as amended, the Equal Pay Act, Lilly Ledbetter Fair Pay Act of 2009, the Georgia Fair Employment Act of 1978, as amended, the Immigration Reform and Control Act of 1986, the Genetic Information Nondiscrimination Act of 2008, the Workforce Investment Act of 1998 and other related mandates under TCSG Policy, federal or state statutes.

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

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

American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer	Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 st Street, Vidalia Office 108 Phone: 912-538-3126 Email: Helen.Thomas@southeasterntech.edu	Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1 st Street, Vidalia Office 138B Phone: 912-538-3230 Email: Lanie.Jonas@southeasterntech.edu

ACCESSIBILITY STATEMENT

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

GRIEVANCE PROCEDURES

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

ACCESS TO TECHNOLOGY

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

TECHNICAL COLLEGE SYSTEM OF GEORGIA (TCSG) GUARANTEE/WARRANTY STATEMENT

The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.

GRADING POLICY

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—FUNDAMENTALS OF ENGLISH I

Summer Semester 2019 (201916) Lesson Plan

Date/Week	Chapter/Lesson	Class	Assignments & Tests Due Dates	Competency Area
May 14		<p>Introduction to Syllabus and Policies</p> <p>Blackboard</p> <p>Diagnostic Test</p>	<p>Workshop—The face-to-face Blackboard session will be held on Wednesday, May 15, at 12:00 noon in the Gillis Building, Lab 809. This workshop will help in every class taken at STC.</p> <p>Students will write journal entries. In Blackboard on the left menu, there are eight journal topics and their due dates. Journal entries are to be typed 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.</p> <p>Also, be warned. I will take up homework without warning. Please complete homework on paper because I will not accept pages from the textbook. Be sure to label the answers for the activities clearly.</p> <p>ALL HOMEWORK ASSIGNMENTS ARE DUE BEFORE CLASS BEGINS.</p>	<p>1, 2, 3 ** a, b, c</p>
May 16		<p>Practice finding Subjects and Verbs</p> <p>Organization and Structure of a paragraph worksheets</p> <p>Writing a Paragraph</p>	<p>Go to Blackboard, click on Grammar Lessons on the left menu, Subjects and Verbs, and look at the video.</p> <p>In <i>English Skills with Readings</i> by Langan, read chapter 18 “Subject and Verbs” page 359. Complete activities 1 and 2.</p> <p>read chapter 2 and complete activities 1-16.</p>	<p>*1, 2, 3 ** a, b, c</p>

Date/Week	Chapter/Lesson	Class	Assignments & Tests Due Dates	Competency Area
May 21		Fragments The First and Second Steps of Writing Worksheets	<p>In Blackboard, click on Grammar Lessons, and view the PowerPoint and videos for chapter 20.</p> <p>In Langan, complete all the activities in chapter 20 "Fragments," page 367.</p> <p>Click on Writing Lessons and look at the chapter 3 PowerPoint.</p> <p>In Langan, read chapter 3, page 51, and complete activities 1-17. Check your answers. Be ready to discuss in class.</p>	*1, 2, 3, 5 ** a, b, c
May 23		Run-ons The Third Step in Writing	<p>In Blackboard, click on Grammar Lessons and chapter 21. Look at the Videos and PowerPoint.</p> <p>In Langan Read chapter 21 "Run-ons," page 381, and complete all activities.</p> <p>Read chapter 4, page 89, and complete all activities. Check your answers.</p> <p>Journal Entry 1 is due.</p>	*1, 2, 3, 5 ** a, b, c
May 28		Formatting a paragraph Four Bases of Revised Writing We will take Grammar Exam 1 in class.	<p>In Langan, Read chapter 29, page 442, and complete all activities.</p> <p>Read chapter 6, and complete all activities. Check your answers afterward.</p> <p>Study for Grammar Test 1. The test will consist of 30 multiple-choice questions over fragments, run-ons, and finding subjects and verbs.</p>	*1, 2, 3, 5 ** a, b, c

Date/Week	Chapter/Lesson	Class	Assignments & Tests Due Dates	Competency Area
May 30		<p>Verbs</p> <p>We will look at examples of paragraphs in Blackboard.</p> <p>We will write the Example Paragraph.</p>	<p>In Blackboard, click on Grammar Lessons and chapter 22, 23 and 24. Look at the PowerPoints and three irregular verbs.</p> <p>In Langan, complete all activities in chapters 22, 23, and 24.</p> <p>Journal Entry 2 is due.</p>	<p>*1, 2, 3, 5 ** a, b, c</p>
June 4		<p>We will practice using pronouns correctly.</p> <p>We will learn about how to think about a Cause or Effect Paragraph.</p>	<p>In Blackboard, click on chapter 25 and chapter 26. Look at the PowerPoints and videos.</p> <p>In Langan, read and complete all the activities for chapters 25, page 416, and 26, page 422.</p> <p>Read "Do It Better" by Dr. Ben Carson on page 602.</p>	<p>*1, 2, 3 ** a, b, c</p>
June 6		<p>We will take Grammar Exam 2 in class.</p> <p>Verb and Pronoun Review</p> <p>We will write a cause or effect paragraph.</p>	<p>Study for Grammar Exam 2. The exam has 30 multiple choice questions over verbs and pronouns. Practice for this test on Grammar Bytes.</p> <p>In Blackboard, click on Grammar Lessons, and look at the videos for chapters 30 and 31.</p> <p>In Langan, chapters 30 and 31, and complete all the activities.</p> <p>Journal Entry 3 is due.</p>	<p>*1, 2, 3 ** a, b, c</p>
June 11		<p>Complete the Worksheet for chapter 5.</p> <p>Lecture over Comparison or Contrast Paragraph</p>	<p>In Blackboard, click on Grammar Lessons in the left menu, look at the PowerPoint and videos.</p> <p>In Langan, read chapter 5, page 111, and complete activities 1-11. Check your answers after completing the activities.</p> <p>In Langan, read "Rowing the Bus" page 554.</p>	<p>*1, 2, 3, 5 ** a, b, c</p>

Date/Week	Chapter/Lesson	Class	Assignments & Tests Due Dates	Competency Area
June 13		<p>We will have a test over chapter 5.</p> <p>We will write a comparison or contrast paragraph in class.</p>	<p>Study for Grammar Exam 3, which is over chapter 5. The exam will be like the worksheet completed in class.</p> <p>Journal Entry 4 is due.</p>	<p>*1, 2, 3 ** a, b, c</p>
June 18		<p>Modifiers</p> <p>Writing the Essay</p> <p>Examples of Essays</p>	<p>In Blackboard, click on Grammar Lessons and chapter 28 Modifiers. Look at videos and PowerPoint.</p> <p>In Blackboard, click on Writing Lessons, click on Essays, and look at the PowerPoint.</p> <p>In Langan, read chapter 17, page 324, and complete all activities.</p> <p>In Langan, read "Rowing the Bus" page 554.</p>	<p>*1, 2, 3 ** a, b, c</p>
June 20		<p>Apostrophes Quotation Marks</p> <p>Outline for first essay.</p> <p>We will write our first essay.</p>	<p>In Blackboard, click on Grammar Lessons and chapters 32 and 33. Look at the PowerPoints and videos.</p> <p>In Langan, read chapter 32, page 460 chapter 33, page 468. Do all activities in both chapters.</p> <p>Complete the outline for Essay 1 and bring to class. I will read it.</p> <p>Journal Entry 5 is due.</p>	<p>*1, 2, 3, 5 ** a, b, c</p>
June 25		<p>Commas</p> <p>Other Punctuation</p> <p>Journal Entry 6</p>	<p>In Blackboard, click on Grammar Lessons and chapters 34, 35, 39 and 40. Look at the PowerPoints and videos.</p> <p>In Langan, read chapter 34, page 476, chapter 35, page 485</p>	<p>*1, 2, 3 ** a, b, c</p>

Date/Week	Chapter/Lesson	Class	Assignments & Tests Due Dates	Competency Area
June 27		Review for Grammar Exam 4 We will take Grammar Exam 4 in class. Write Journal 7 in class.	Study for Grammar Exam 4. The exams will be 30 multiple-choice questions. Read "All the Good Things," page 548.	*1, 2, 3, 5 ** a, b, c
			SUMMER HOLIDAYS July 1-4--NO CLASSES	
July 9		Effective Word Choice Commonly Confused Words Lecture for Essay 2 Look at examples in Blackboard.	In Blackboard, click on Grammar Lessons and chapters 39 and 40. Look at the PowerPoints and videos. In Langan, read and complete all activities for chapter 39, page 511 chapter 40, page 521 Complete all the activities in every chapter.	*1, 2, 3, 5 ** a, b, c
July 11		We will write Essay 2 in class.	In Blackboard, click on Grammar Lessons and chapter 27. Look at the PowerPoints and videos. In Langan, read chapter 27, page 428, and complete all activities.	*1, 2, 3 ** a, b, c
July 16		Library Project Writing a Summary APA documentation		*1, 2, 3, 5 ** a, b, c
July 18		Take Achievement Test Adjectives and Adverbs. Journal Entry 8 in class.	Library Project is due. This project must be printed out and handed in.	*1, 2, 3 ** a, b, c
July 23		We will write the final Essay Exam.		*1, 2, 3, 5 ** a, b, c

Date/Week	Chapter/Lesson	Class	Assignments & Tests Due Dates	Competency Area
July 25		We will take the final Grammar Exam	Study for the Grammar Exam Final.	
			The instructor reserves the right to change the syllabus as needed.	

***COMPETENCY AREAS:**

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

****GENERAL CORE EDUCATIONAL COMPETENCIES**

- a) The ability to utilize standard written English.
- b) The ability to solve practical mathematical problems.
- c) The ability to read, analyze, and interpret information.

Grading Scale –Exemplification Paragraph

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

Grading Scale for Cause or Effect Paragraph	
Criteria and Comments	Points
Cause-Effect <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
Structure <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
Support <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
Grammar <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
A ten-point penalty will be applied if ALL instructions are not followed. <div style="text-align: right;"><u>Total Points</u></div>	

Five Paragraph Essay Grading Scale
English 101

Criteria and Comments	Grading Scale
Content (30%) <ul style="list-style-type: none"> • Interesting, detailed • Clear Purpose • Well Developed, thorough • Content Relevant to Topic 	1 2 3 4 5
X6	
Essay & Paragraph Structure (40%) <ul style="list-style-type: none"> • Thesis • Introduction • 3 Topic Sentences • 3 Body Paragraphs • Support/Details for T.S. Unity & Coherence Transitions Conclusion <ul style="list-style-type: none"> • restated thesis • summary • closing remarks 	1 2 3 4 5
X8	
Grammar/Mechanics (30%) <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 	1 2 3 4 5
X6	
A ten-point penalty will be applied if ALL instructions are not followed. Total Points	

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

Compare/Contrast Paragraph

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

Grading Rubric for Journal

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

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

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

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