



**ENGL 2130**  
**COURSE SYLLABUS**  
**Hybrid/ Lecture**  
**Summer 2017**

**Semester:** Summer 2017  
**Course Title:** American Literature  
**Course Number:** ENGL 2130  
**Credit Hours/ Minutes:** 3 / 2250  
**Class Location:** Room # Blackboard/ Room 2131  
(BLDG 2)  
**Class Meets:** 40% hybrid/ 60% face-to-face—Tuesday  
and Thursday--1:15-2:30  
**CRN:** 60235

**Instructor:** Laquanda Thomas  
**Office Hours:** MW 1-4:00, TR 10:30-12:30  
**Office Location:** 2131, B Rm. 2132-Building 2-Swainsboro  
**Email Address:** [lthomas@southeasterntech.edu](mailto:lthomas@southeasterntech.edu)  
(Preferred method of contact)  
**Phone:** 478-289-2219  
**Tutoring Hours:** by appointment

**REQUIRED TEXT:**

Baym, Nina, ed. *The Norton Anthology American Literature*. 2 Vols., Shorter 8<sup>th</sup> ed., Norton, 2013.  
McKeague, Pat. *Writing about Literature: Step by Step*. 9<sup>th</sup> ed., Kendall/Hunt Publishing Co., 2005.

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

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

**COURSE DESCRIPTION:** Emphasizes American literature as a reflection of culture and ideas. A survey of important works in American literature. Includes a variety of literary genres: short stories, poetry, drama, nonfiction, and novels. Topics include literature and culture, essential themes and ideas, literature and history, and research skills.

**MAJOR COURSE COMPETENCIES:**

1. Literature and Culture
2. Essential themes and ideas
3. Literature and history
4. Research skills

**PREREQUISITE(S):** Engl. 1101—Composition and Rhetoric with a C or better

**COURSE OUTLINE:**

1. Literature and Culture
2. Essential Themes and Ideas
3. Literature and History
4. Research 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 (Hybrid):** Students are expected to bring all materials, especially their books, to class. Failure to do so will result in a ten-point penalty on the next essay assignment. Students are required to complete all assignments, to submit all assignments through Blackboard and in **Microsoft Word**. All assignments that are not submitted in **Microsoft Word**, or that will not open will be given a zero. **Assignments will not be accepted after the due dates.** Also, a student must finish a test before leaving the classroom. **Extra credit or dropping a grade is not an option in this class.** Final grades will not be rounded. If a student's final average is 69.5, he or she will receive a D.

**REMEMBER:**

- Submit all assignments in a Word document.
- Always use MLA formatting.
- Do not plagiarize. All assignments should be completed **in your own words**. I check each paper for plagiarism. If students can find the information, so can I.
- Submit all assignments as **attachments** through the provided digital assignment box. (Assignments submitted in text box will receive a 0.)
- Do not submit any written assignment in text-like format. Use standard forms of writing.
- It is a good idea to save all assignments on a jump drive or the student R-drive.

Students are responsible for policies and procedures included in the STC E-Catalog.

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

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

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

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

**SPECIAL NEEDS:** Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact Helen Thomas, 912-538-3126, [hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu), to coordinate reasonable accommodations.

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

**PREGNANCY**

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

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

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

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

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

**MAKEUP GUIDELINES (Tests, quizzes, homework, projects, etc...):** There will be no make-up of writing assignments or quizzes given in class or in Blackboard. ENGL 2130 has three exams during the semester; however, students who miss an exam will be given an alternate writing assignment to complete at a time convenient for the instructor. **There will be no make-up of the final exam.** Extra credit will not be given.

**ACADEMIC DISHONESTY POLICY:** The STC Academic Dishonesty Policy states *All forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline.* The policy can also be found in the *STC Catalog and Student Handbook.*

#### **Procedure for Academic Misconduct**

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

##### **--First Offense--**

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

##### **--Second Offense--**

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

##### **--Third Offense--**

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

**STATEMENT OF NON-DISCRIMINATION:** Southeastern Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, disabled veteran, veteran of Vietnam Era or citizenship status, (except in those special circumstances permitted or mandated by law). This school is in compliance with Title VI of the Civil Rights Act of 1964, which

prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

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

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

**GRIEVANCE PROCEDURES:** Grievance procedures can be found in the Catalog and Handbook located on STC’s website.

**ACCESS TO TECHNOLOGY:** Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the STC website at [www.southeasterntech.edu](http://www.southeasterntech.edu).

**GRADING POLICY**

Exams 35%  
Research Project and class essay 35%  
Quizzes and homework 20%  
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.

**ENGL 2130**  
**Summer Semester 2017 Lesson Plan**

Date	Chap / Less	Content (What we do in class)	Assignments & Tests Due	Comp Area
<b>Week 1—May 18</b> <b>Writing Essays and the Research Project</b>				
	ch. 2 in <i>Writing About Literature</i>	STC Policies Introduction to syllabus and required paperwork Discussion of Research Essay Discussion about Writing Essays Discussion of Difference between Summary and Analysis	<p><b>In Blackboard (Bb) on the left menu, click on Syllabus and Rubrics.</b>            Read the syllabus.</p> <p><b>In Bb on the left menu, click Writing Essays and Research Project.</b></p> <p><b>HYBRID</b>—Read the short story “Story of an Hour”. Then write a summary of the story and bring to class on <b>Monday</b>.</p> <p><b>In Bb on the left menu, click on Research Project.</b></p> <p><b>HYBRID</b>--- Complete discussion question (due <b>HYBRID</b>— Submit the topic for the research project in the drop box.</p> <p><b>In <i>Writing About Literature</i>, read the following:</b></p> <p><b>HYBRID</b>—chapter 3 (pages 42-50), and complete the exercise Chapter 3: Using Quotations and Documentation in Your Essays. Use OWL Purdue (located in the left menu) to complete the citations. <b>Quiz: May 24, 2017—chapter 3 only</b></p> <p>chapter 1 (pages 1-11), and define terms on pages 9-11.</p> <p>chapter 2 (page 15). Although we cover this chapter in class, study the terms in bold print, for these terms will be on exam 1.</p> <p>chapter 14, pages 271-278.</p>	*2, 4 ** a, c, d
<b>Week 2---May 23</b>				
		Research Essay Writing Process Galileo MLA documentation and OWL Purdue MLA format	<p><b>HYBRID</b>— Read pages 3-19 in <i>Norton Anthology of American Literature Vol. 1</i>. Complete the questions on the worksheet, and bring to class. These questions will be on Exam 1.</p> <p><b>HYBRID</b>—Print out PAL Chapter 1 and bring to class. Questions from this document will be on Exam 1.</p> <p><b>In <i>Writing about Literature</i>, read chapter 9 “Analyzing Poetry” and complete Exercise on Explicating a Poem on page 185. Submit completed worksheet in assignment box.</b></p> <p><b>HYBRID</b>---Read History II 1700-1820 before class.</p> <p><b>HYBRID</b>—Print out PAL Chapter 2, and bring to class. Questions from this document will be on</p>	

			Exam 1.	
<b>May 25--Beginnings to 1700 and American Lit. 1700-1820</b>				
		<p>Discussion on questions from History</p> <p>Beginnings to 1700</p> <p>History 1700-1820</p> <p>Puritanism and Enlightenment</p>	<p>Quiz: MLA Documentation</p> <p><b>HYBRID</b>—Exam 1: history documents Beginnings to 1700, 1700-1820, and 1820-1865. There is only one date to memorize, which is July 4, 1776. Do you know why the date is significant?</p> <p><b>HYBRID</b>—Read History 1820-1865.</p> <p><b>HYBRID</b>—Look at PowerPoint on American Romanticism.</p> <p><b>In Bb on the left menu, click on Research Project.</b></p> <p><b>HYBRID</b>—Create a Preliminary Works Cited paper that consists of at least 3 citations in MLA style. These sources may or may not be used for the final draft of the research project. Submit in the assignment box, and I will give feedback on each.</p> <p><b>HYBRID:</b> Annotated Bibliography: Annotate the three sources on the preliminary works cited page. Write a summary and explain how this source might be useful to your research project. Also, evaluate source for reliability.</p> <p>.</p>	
<b>Week 3--May 30</b>				
		Library Day	<b>Begin Research for Research Project</b>	
<b>June 1--American Lit. 1820-1865</b>				
	<p><i>Writing About Literature</i> chapter 4 <i>Norton</i> Vol. 1</p>	<p>Romanticism</p> <p><b>Exam 1</b> will be given in class. The test covers and the history documents Beginnings to 1700, 1700-1820, 1820-1865. There is only one date to memorize, which is July 4, 1776. Do you know why the date is significant?</p>	<p><b>In <i>Writing About Literature</i>, read the following:</b> chapter 4 “Character Analysis,” and complete Analyzing Characters (page 71). We will discuss in class</p> <p>.</p> <p><b>In <i>Norton Anthology Vol. 1</i>, read</b> “Young Goodman Brown” page 619</p>	<p>*1, 2, 3 **a, c, d</p>
<b>Week 4--June 6-- American Lit. 1820-1865</b>				

		Discussion of stories	<p><b>Essay 1.</b> The essay topics are located above the assignment box. Bring the <b>rough draft</b> to class for a peer review. For those with a complete rough draft, a five-point bonus will be awarded. <b>(June 13</b></p> <p>)</p> <p><b>HYBRID</b>—Read History Following the Civil War.</p> <p><b>HYBRID</b>—Look at the powerpoint American Regionalism, Realism, and Naturalism.</p> <p><b>In Norton Anthology Vol. 1, read</b></p> <p>“Rip Van Winkle” page 470</p> <p>“The Black Cat” page 718.</p>	
<b>June 8--American Lit. 1865-1914</b>				
	<i>Writing About Literature Norton Vol. 1 and 2</i>	Peer Review of Essay 1	<p><b>Exam 1</b></p> <p><b>HYBRID</b>--Essay 1 is due June 13.</p> <p><b>LATE ASSIGNMENTS WILL NOT BE ACCEPTED.</b></p> <p><b>HYBRID</b>—Print of the Point of View Document and bring to class.</p> <p><b>In Norton Anthology Vol. 2, read</b></p> <p>“Desiree’s Baby” page 421.</p> <p>“The Yellow Wall-paper” page 484.</p>	*1, 2, 3, 4 **a, b, c
<b>Week 5--June 13-- American Lit. 1865-1914</b>				
		<p>Discussion on Realism and Naturalism</p> <p>Discussion of stories</p> <p>Setting</p> <p>Symbolism</p> <p>Thesis Statement</p>	<p><b>HYBRID</b>—In Bb, click on <b>Research Project</b> and submit a working thesis (a thesis that will probably need tweaking after the rough draft) in the assignment box. I will give feedback for each one. In the past, students have found this feedback valuable.</p> <p><b>In Writing About Literature read the following:</b></p> <p>chapter 8 (pages 143-157) and complete Exercise on Symbolism on page 163. Drop this worksheet in the assignment box.</p> <p>chapter 5 “Setting Analysis” in Writing About Literature, and complete Exercise on Setting page 97. Bring to class for discussion.</p> <p><b>In Norton Anthology Vol. 2, read</b></p> <p>“The Open Boat” on page 581.</p> <p>“An Occurrence at Owl Creek Bridge” p. 318.</p>	
<b>June 15--American Lit 1865-1914</b>				
	Norton	Discussion of Stories	<b>HYBRID</b> —Read History 1914-1945 and complete questions.	*1, 2, 3, **a, c, d

	Vol. 2		<p><b>HYBRID</b>—Look at the PowerPoint Modernism.</p> <p><b>HYBRID</b>—Read “Soldier’s Home.” Print and bring to class.</p>	
<b>Week 6--June 20 American Lit. 1914-1945</b>				
		<p>History 1914-1945</p> <p>Discussion of Stories</p> <p><i>Trifles</i></p>	<p><b>HYBRID</b>—Read “The Jilting of Granny Weatherall.” Print a copy and bring to class.</p> <p><b>In Norton Vol. 2</b>, read “A Rose for Emily” page 998.</p> <p>Bring a <b>rough draft</b> of research project to class for a peer review. For students who bring the complete rough draft, a five-point bonus will be given on the final grade. <b>(June 27, 2017)</b></p>	
<b>June 22-- American Lit. 1914-1945</b>				
		Discussion of stories	Review for Exam 2	*1, 2, 3, 4 **a, c, d
<b>Week 7--June 27 American Lit. 1914-1945</b>				
		<p>Faulkner</p> <p>Peer Review of Research Project</p>	<p>Bring a <b>rough draft</b> of research project to class for a peer review. For students who bring the complete rough draft, a five-point bonus will be given on the final grade. <b>(June 27, 2017)</b></p> <p><b>HYBRID</b>—Print and bring to class a copy of “A Good Man is Hard to Find.”</p>	
<b>June 29</b>				
		<p>Research Paper due</p> <p>History since 1945</p> <p>O’Connor</p>	<p><b>Exam 2</b></p> <p><b>HYBRID</b>—Read History Since 1945 and complete the questions. These questions will be on Exam 3.</p> <p><b>In Norton Anthology Vol. 2</b>, read “Everyday Use.” page 1531.</p> <p><b>HYBRID</b>— In Bb, click on Research Project. <b>The final draft of the research project is due in the assignment box before class. LATE PAPERS WILL NOT BE ACCEPTED (June 29, 2017 by 11:59 pm).</b></p>	*1, 2, 3 **a, c, d
<b>Summer Break: July 3-6</b>				
<b>Wee 8-- July 11</b>				
		Walker	<p><b>HYBRID</b>—Study for Exam 3. The exam will cover the terms in chapters 1, 4, 5, and 8 in McKeague and the point of view document. Also, the history over the history 1864-1914, 1914-1945, and Since 1945.</p>	

<b>July 13</b>				
		Final Exam Prep Banner Web- student survey	<b>HYBRID</b> —Study for the final exam. The only new information is drama terms, located with the study guides.	
<b>Week 9-- July 18</b>				
		<b>Final Exam</b>		
		<b>The instructor reserves the right to modify these lesson plans as she deem necessary</b>		

**\*Competency Areas:**

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

**\*\*General Core Educational Competencies**

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.

**Research-based Essay Rubric**

					<b>Criteria</b>	<b>Comments</b>
1	2	3	4	5	<b>Thesis 20%</b> This criteria will be graded on how well the author creates an argumentative thesis that tells what you plan to argue, and “telegraphs” how you plan to argue.	
X4						
1	2	3	4	5	<b>Organization 20%</b> This criteria will be graded on how well the author constructs and organizes cohesive paragraphs. <ul style="list-style-type: none"> <li>- creating a clear, singular focus</li> <li>- utilizing a topic sentence and</li> <li>- supporting sentences</li> <li>- avoiding tone and subject shifts</li> <li>- creating transitions</li> </ul>	

X4		
1 2 3 4 5	<b>Development 20%</b> This criteria will be graded on how well the author maintains their focus throughout the essay	
X4		
1 2 3 4 5	<b>Resources 25%</b> This criteria will be graded on how well the author utilizes citations to support their analysis. Citations will be MLA format. <ul style="list-style-type: none"> <li>- properly cites sources according to MLA format</li> <li>- properly constructs a Works Cited page according to MLA format</li> </ul>	
X6		
1 2 3 4 5	<b>Grammar 15%</b> This criteria will be graded on how well the author exhibits an understanding of the fundamentals of grammar: <ul style="list-style-type: none"> <li>- spelling, punctuation, capitalization</li> <li>- proper syntax</li> </ul>	
X2		
<b>Total Points</b>		

**ENG 2130 Essay Rubric**

Content: Clearly defined thesis Clearly defined context/purpose/audience Specific and relevant details/supporting examples/evidence and data Adequate Analysis, explanation, and/or discussion		0 1 2 3 4 5
Organization: Title appropriate and formatted correctly Follows the formula in McKeague book Organized logically to support argument Unified paragraphs Coherent paragraphs Sensible transitions		0 1 2 3 4 5
<b>Content &amp; Organization</b>	<b>40% (x4)</b>	
Sentence Style & Syntax Sentence structures and beginnings varied Sentences complex Efficient and sophisticated word use Transitions between and within sentences		0 1 2 3 4 5

Diction & Spelling Accurate diction Correct word forms and endings Correct spelling		0 1 2 3 4 5
<b>Sentence Style &amp; Syntax/Diction &amp; Spelling</b>	<b>20% (x2)</b>	
Grammar & Mechanics No fragments No fused sentences or comma splices No tense shifts Correct subject/verb agreement Correct pronoun usage Correct pronoun reference Correct use of apostrophes and quotation marks Correct use of commas Correct capitalization		0 1 2 3 4 5
<b>Grammar &amp; Mechanics</b>	<b>25% (x5)</b>	
MLA Formatting for Paper Running header with last name and page number Title on first page of text Double-spaced throughout		0 1 2 3 4 5
Parenthetical Citations Formatted properly Inside end marks/outside any quotation marks		
<b>Formatting and Citations</b>		
<b>Notes:</b>	<b>15% (x3)</b>	
	<b>Total Grade</b>	

All discussion boards **MUST** contain 1 post and a minimum of 2 replies

Original Post must contain a minimum of **75 words**

Replies must contain a minimum of **50 words**

Criteria	5 Points Outstanding	4 Points Proficient	3 Points Basic	2 Points Below Expectations
<b>Critical Thinking</b>	Discussion is rich in content. Generates thought provoking questions. Poster shows insight and analysis of subject	Discussion is substantial in content. Shows some insight and analysis has taken place.	Discussion is generally competent. Information is thin and commonplace	Rudimentary and superficial. No analysis or insight is displayed
<b>Connections</b>	Clear connections to previous or current real life situations.	Connections are somewhat evident. Some connection with real life situations but not very clear or obvious	Limited connections. Vague generalities	No connections. Off topic
<b>Uniqueness</b>	New Ideas. New Connections. Discussions are made with depth and detail	Contains new ideas or discussions but lacks depth and/or detail	Few or no new ideas or connections. Discussions rehash or summarize other postings.	No new ideas. "I agree with..." "I like that concept..." Etc.... statements
<b>Timeliness</b>	ALL required postings are	All required discussions are	All required discussions are	Some or all required postings are missing

	completed in advance of deadline. Discussions and replies are completed throughout the discussion to ensure that others have time to read and respond	completed by deadline. Some replies or discussions are not completed in time for others to read and respond	completed at the last minute without allowing time for others to read and respond.	
Stylistics	1 or 2 grammatical or stylistic errors	3-5 grammatical or stylistic errors	5 or more obvious grammatical errors. Errors interfere with discussion content	Obvious Grammatical errors that makes understanding impossible
TOTALS				
X 4				
Total Pts. ___/100				

NOTES: