

<b>English 900.23</b>	<b>Intermediate Writing and Grammar</b>	<b>Fall 2010</b>
<b>Instructor:</b> J. Grimes	<b>CRN:</b> 50301	
<b>Days &amp; Time:</b> M-F 11:10-12:00 p.m. in G-3	<b>Office Hours:</b> M-F 10:00-11:00 a.m.	
<b>E-mail:</b> <a href="mailto:jgrimes@taftcollege.edu">jgrimes@taftcollege.edu</a>	<b>Phone:</b> 661.763.7721	
<b>CengageNOW:</b> <a href="http://www.cengagebrain.com/shop/index.html">http://www.cengagebrain.com/shop/index.html</a>		
<b>Class Online Writing Journal:</b> <a href="http://grimeswritingjournal.weebly.com">http://grimeswritingjournal.weebly.com</a>		
<b>Class Website:</b> <a href="http://tinyurl.com/tcJGRIMES">http://tinyurl.com/tcJGRIMES</a>		
<b>Class Grades:</b> <a href="https://jupitergrades.com">https://jupitergrades.com</a> ( <b>ACCESS GRADES ONLINE</b> )		

## COURSE DESCRIPTION

### **CATALOG DESCRIPTION:**

This course reviews basic communication skills, specifically targeting academic writing through composing, revising, and editing essays. It fuses writing and reading skills through vocabulary acquisition and reading short works. Particular attention is placed on applying grammar, punctuation, and mechanic rules to writing.

**Prerequisite:** Qualification by assessment process or successful completion of English 800 with a grade of "C" or better or requalification by assessment process after completion of English 800.

### **COURSE THEME:**

This course emphasizes writing as an integral part of life and teaches its process: brainstorming, writing, revising, and rewriting. Central to writing well is a foundational understanding of the conventions of English; therefore students will learn grammar, punctuation, and mechanics and will learn how to apply these rules to their writing.

### **REQUIRED TEXTS AND MATERIALS:**

- Anderson, Debra J. *College Culture, Student Success*. New York: Pearson/Longman, 2008.<sup>1</sup>
- *Longman Dictionary of American English*. 4<sup>th</sup> ed., 2008.
- Wilson, Paige, and Teresa Ferster Glazier. *The Least You Should Know about English: Writing Skills, Form A*. 11<sup>th</sup> ed. Boston: Wadsworth/Cengage Learning, 2012.
- CengageNow Access code (packaged with *The Least You Should Know about English*)
- Carlson, Kamala, and Jessica Grimes. *Grammar Cards*, 2<sup>nd</sup> ed. 2011.
- Online Writing Journal (OW Journal)
- Flash drive

### **COURSE OBJECTIVES:**

By the end of the course, a successful student will be able to

- identify parts of speech,
- compose sentences using subjects/verbs, pronouns, adjectives, adverbs, and prepositions correctly,
- apply punctuation and capitalization rules to writing,
- use a computer to write coherent, unified essays containing an introduction, body, and a conclusion,
- compose three or more essays,

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<sup>1</sup> The following acronyms are used for the books of this class: CCSS, (College Culture, Student Success), LD (Longman Dictionary of American English), and LYSKE (The Least You Should Know about English).

- read short works of literature and respond in writing, and
- integrate the following transitions in writing: as a result, because, consequently, due to, however, in addition to, in contrast, likewise, similarly, therefore, whenever, while.

### **COURSE SLOs:**

At the end of the course, a successful student will be able to do the following:

- compose and revise essays according to the conventions of MLA format,
- identify and correct grammatical and mechanical errors in written work, and
- use new vocabulary accurately in written work.

### **COURSE POLICIES:**

**Plagiarism** completely undermines the learning process. Taft College defines plagiarism as “any illegitimate act by any student, such as plagiarism or falsifying documents that would gain that student an advantage in grading, graduating from the college, or qualifying for entrance into any academic program” ([Student Handbook](#) 125). Any form of cheating, whether it is appropriating someone's work or allowing others to use your work, is not acceptable. A student will receive a zero for the assignment; additionally, the Vice President of Student Services will be notified. Depending on the severity of the offense, other disciplinary measures may be taken.

**Attendance:** Academic success often hinges on a student's punctuality and on consistent attendance. If you are absent, contact me by phone (661. 763. 7721) or via e-mail ([jjgrimes@taftcollege.edu](mailto:jjgrimes@taftcollege.edu)) before class meets. If a student is chronically tardy or chronically leaves class early for four (4) or more days, s/he may be dropped from the class. However, if a student has an emergency, it is recommended that s/he contact the instructor in advance so that accommodations can be made. Failure to attend class will result in missing important competencies and mini-lectures that are pre-requisites for passing the class; therefore it is **imprudent** to be late, unless an emergency prevents him/her from attending class on time. This means that outside commitments should be carefully evaluated before making a semester-long commitment to attend class. Students should keep in mind that it is their responsibility to organize outside commitments or appointments to avoid interference with class time. Since the course covers a voluminous amount of material that requires in-class participation, your attendance will affect your performance in the class.

**Late Work Passes<sup>2</sup> and Late Work:** Every student will have two Late Work Passes (LWPs) to only use for late papers. No other assignments will be accepted late, except papers. Once the passes are used, late papers will not be accepted. Therefore, it would be advisable to use those passes carefully in case of an unexpected emergency.

If one chooses to use the Late Work Pass, he can turn in the assignment a day later for a ten percent grade drop on the assignment. As days pass, the percentage dropped on the assignment will increase by ten percent for each late day. For example, if an assignment is due on Monday, and a student turns in the assignment on Wednesday, he or she will receive a thirty percent grade drop on the assignment; however, if he or she turns in the assignment the day after, the assignment will be dropped by ten percent.

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<sup>2</sup> LWP abbreviated

**Writing Assignments:** Writing is recursive, meaning a process of pre-writing, drafting, revising, and rewriting. Clear, coherent writing requires practice in and out of class. Each time an essay is due, students will write a rough draft, conference with the teacher, and revise it for the final draft. Each outside essay must include a ROUGH DRAFT and a FINAL DRAFT to be considered complete. **In order for your final draft to be accepted and graded, students must compose a rough draft. Without a rough draft, final drafts will not be graded. All outside essays must be**

**double-spaced, typed, and in Times New Roman font or the equivalent.** This means that I WILL NOT ACCEPT an essay, rough or final draft, that has been handwritten. Failure to comply with this rubric for outside essays will result in a grade penalty.

**Revisions:** After a student turns in the final essay and receives a grade, she or he may revise it up to ten percent provided it is done before the next essay or test is due. A revision must be comprehensive, meaning that merely revising grammatical and mechanical errors will not result in a significant grade change if the content remains virtually the same. A student who chooses to revise must conference with the instructor first before rewriting. Additionally the student must include a typed explanation of how he or she revised the essay.

**Online Writing Journal (OW):** Each student will write short quickwrites responding to College Culture, Student Success (CCSS) essays, which will be read in and outside class. The journal portion of it will be used to extend ideas and skills learned in class. Since your posts will be on-line, it is important to maintain online etiquette by following these rules:

- 1). Identify who you are: your first and last name, section of 900
- 2). Include the title of the short essay in your response.
- 3). Stay on topic.
- 4). Avoid negative or disparaging comments. Do not use expletives ("cuss words").
- 5). Do not post any information unrelated to the quickwrite. All personal information should be reserved for your personal Facebook account, not the class account.

**Journal responses must be posted by Friday's class. To receive credit for your response, you must turn in a printed copy of your entry for proof.** Late responses will not be accepted.

**CengageNOW:** All grammar homework from LYSKE will be completed online at CengageNOW where you have ten chances to master a lesson before taking the post-test. Exercises will coincide with grammar lessons learned in class. Use LYSKE to practice lessons and to check your answers in the back of the book. In order to receive credit, complete the exercises before the due date on the syllabus and receive 80% or better on the pre-test or post-test. **The first half of the exercises (1-7) are due October 17<sup>th</sup> while the second half are due one week before the final on December 8<sup>th</sup>.** In your textbook LYSKE, you will find an **access code** to register online. **Use the following directions to access CengageNOW:**

- 1). Go to **http://academic.cengage.com/longin.**
- 2). Under "New Users", click "Create My Account", and click on the "Student" button.
- 3). Enter your "Access Code" in the textbook LYSKE.
- 4). Enter your account information; accept the "License Agreement"; confirm your age, and click "Continue".
- 5). Select "US" and Taft College" under "Search"; then click "Register".
- 6). Continue to CengageNOW, and click "Resources".
- 7). Key in the **Course Key Code-E-2R6AD4VHX7VQ.**

**E-mail Requirement:** All students are required to provide a working e-mail address and are expected to check their e-mail twice a week for possible updates. All students should have an account provided by the school by the end of the first week of class. If you don't have an account, then contact Technology Services at 763. 7797.

**Appropriate Behavior:** To avoid unnecessary interruptions, cell phones need to be turned off. A cell phone is turned OFF when there isn't a ring tone, whether it's on vibrate or a melody, and it's impossible to text message. If emergencies occur, where use of the cell phone is necessary, step outside of class and/or notify me before class to answer.

Unless working in groups or engaged in a class discussion, please refrain from engaging in conversations unrelated to class discussion. Consulting other materials, including textbooks from other classes or leisure books/magazines during class is strictly prohibited, and I reserve the right to confiscate materials that distract from the learning process.

**Tutors and Supplemental Instructor Assistants (SIs):** Tutors and Supplemental Instructors are available to assist you in your studies. You may visit them in the library for further assistance.

**Statement on Disabilities:** Students with disabilities who believe they may need accommodations in the class are encouraged to contact Supportive Services at 763. 7841 or 763. 7927, as soon as possible to better ensure such accommodations are implemented in a timely fashion.

**GRADE SUMMARY:**

ASSIGNMENTS	WORD COUNT	POINTS
OW Journal and <u>Food Inc.</u>	<u>CCSS</u> (10 entries) and <u>Food Inc.</u> Packet	100 points
Grammar/Punctuation	Posters/Presentations	50 points
WBI & GA	10 assignments	50 points
CengageNOW ( <u>LYSKE</u> )	CengageNOW (online)	100 points
Essay #1 (Diagnostic)	500-250 words or 2-3 pages	50 points
Rough Draft of Essay #2	500-750 words or 2-3 pages	25 points
Essay #2	500-750 words or 2-3 pages	75 points
Rough Draft of Essay #3	500-750 words or 2-3 pages	25 points
Essay #3	500-750 words or 2-3 pages	75 points
Rough Draft of Essay #4	500-750 words or 2-3 pages	50 points
Essay #4	500-750 words or 2-3 pages	150 points
Exams (2)	50 - Midterm/100 - Final	150 points
Competencies	10 competencies (10 points/each)	100 points
<b>TOTAL POINTS</b>		1000 points

<sup>a</sup>Write by Imitation (WBI)

<sup>b</sup>Grammar Acquisition (GA)

**GRADE RUBRIC FOR PAPERS:**

GRADE	REQUIREMENTS
<b>A</b>	<b>Superior paper:</b> clear response to topic, coherent, virtually free of sentence-level errors, and demonstrates above-average control of mechanics and diction.
<b>B</b>	<b>Good paper:</b> clear response to the topic, but may show problems with paragraph structure, minimal sentence-level errors, and average control of mechanics and diction.
<b>C</b>	<b>Average paper:</b> responds to the topic, reasonably organized (although some inconsistency) with sufficient paragraph structure, some sentence-level errors, and acceptable control of mechanics and diction.
<b>D</b>	<b>Incompetent paper:</b> limited or repetitive response to assignment, disorganized and lacking transitions, a variety of sentence-level errors, awkward mechanics and diction.
<b>F</b>	<b>Incomplete paper:</b> confused response to assignment, disorganized and weak paragraph structure, sentence-level errors obscure the meaning of essay, confused mechanics and diction.

**GRADE SCALE**

Letter Grade	Percentage
A+ to A-	100-90
B+ to B-	89-80
C+ to C-	79-70
D to D-	69-60
F to F-	50-0

**Complaints/Questions Regarding Grades:** If a student has a question regarding a grade, follow the protocol outlined below:

- 1). Allow 24 hours before speaking to the instructor about the assignment.
- 2). Make an appointment with the instructor and come to the instructor's office hours to discuss the complaint BEFORE the next paper/test is due.
- 3). After a week, the student may not make a complaint about the grade.
- 4). The student must explain why the grade was unmerited and bring the original assignment sheet showing where he/she adhered to the rubric.
- 5). If the student's grade was wrong, then the instructor will revise the grade appropriately. If the student received a fair grade but would like to try for a better grade, s/he may revise it as long as it is turned in BEFORE the next paper/test is due. If the subsequent paper is better than the first, then I will average the first and second paper, and the student will receive the average. If the subsequent paper is worse than the previous paper, then the student will receive the better of the two grades.

I \_\_\_\_\_ understand the syllabus and what is expected of me. I agree to comply with the policies and rules outlined in the syllabus. I agree to follow the conditions outlined for each assignment and understand the penalties for not complying. In addition, if I have a complaint, I agree to follow the protocol to resolve any issues that I might have regarding grades.

*"Learning never exhausts the mind." –Leonardo da Vinci*

<b>SLOs</b>	<b>WEEK 1</b>	<b>In-Class Work</b> (Bring the appropriate book.)	<b>Outside Homework</b> (Use the appropriate book.)
Compose and revise essays according to the MLA format.	Monday August 22	Syllabus Overview, Diagnostic Assessment	Buy books ( <u>LYSKE</u> , <u>CCSS</u> , <u>LD</u> ), highlighters, and a one-subject notebook/journal.  <b>Register on CengageNOW using the access code. CengageNOW assignments open.</b>
	Tuesday August 23	Syllabus Overview, Introduction to CengageNOW, Grammar Cards	
	Wednesday August 24	Introducing the Essay (Anatomy of an Essay), Understanding Writing Prompts	
	Thursday August 25	<b>Syllabus Competency</b> , The Writing Process: pre-writing, outlining, writing, and revising	
	Friday August 26	Lab Day- The Writing Process: pre-writing, outlining, writing, and revising	
	<b>WEEK 2</b>		
Compose and revise essays according to the MLA format.	Monday August 29	Introductory Paragraph (Thesis Statements)	Work on the thesis statement, body paragraphs, concluding paragraphs; then revise the practice in-class essay.
	Tuesday August 30	Body Paragraphs (TECT) and Transitions	
	Wednesday August 31	Body Paragraphs (Evidence and Commentary)	
	Thursday September 1	Concluding Paragraphs (HS)	
	Friday September 1	Lab Day-Completing the Essay, <b>Diagnostic Essay due</b>	
	<b>WEEK 3</b>		
Use new vocabulary accurately in written work.	Monday September 5	<b>Labor Day Holiday</b>	<u>CCSS</u> Online Writing Journal and <i>VGA due Friday</i> <b>CengageNOW:</b> Words Often Confused
	Tuesday September 6	<b>Competency 2</b> , OW Journal and <u>CCSS</u> Quick Writes, How to Use the Dictionary <u>LD</u> viii-ix	
	Wednesday September 7	Homophones/Homonyms 1, 8-12, <u>CCSS</u> "And Then I Went to School" 2-7	
	Thursday September 8	Homophones/Homonyms 1, 8-12, <u>CCSS</u> "Mother Tongue" 8-14	
	Friday September 9	Lab Day- Homophones/Homonyms 2, 18-21	
	<b>WEEK 4</b>		

Identify grammatical and mechanical errors in written work.  Compose and revise essays according to the MLA format.	Monday September 12	<b>Essay 2 Handout</b> , Review Homophones/Homophones	Finish the outline. Work on the outline and paper. <u>CCSS</u> Online Writing Journal and <i>VGA due Friday</i> <b>CengageNOW:</b> Words Often Confused Contractions and Possessives
	Tuesday September 13	<u>LYSKE</u> Contractions 40-44 <u>CCSS</u> "Let the Colors Run" 28-34	
	Wednesday September 14	<u>LYSKE</u> Possessives 46-51, <u>CCSS</u> "Could Facebook Throw a Wrench in Your Future?" 44-48	
	Thursday September 15	<b>Competency 3</b> , Work on the thesis and outline	
	Friday September 16	<i>Lab Day-</i> Work on the rough draft <b>Rough Drafts of Essay 2 Due</b>	
<b>WEEK 5</b>			
Identify grammatical and mechanical errors in written work.  Use new vocabulary accurately in written work.	Monday September 19	Rough Draft Conferences	<u>CCSS</u> Online Writing Journal and <i>VGA due Friday</i> Revise the Rough Draft. <b>CengageNOW:</b> Words Often Confused Contractions and Possessives Parts of Speech
	Tuesday September 20	Parts of Speech <u>LYSKE</u> 27-32 <u>CCSS</u> "Universities Seeing a Gender Gap in Enrollments" 58-60	
	Wednesday September 21	Parts of Speech <u>LYSKE</u> 27-32 <u>CCSS</u> "Saved"	
	Thursday September 22	Parts of Speech Contd.	
	Friday September 23	<i>Lab Day-</i> Parts of Speech Identification	
<b>WEEK 6</b>			
Identify grammatical and mechanical errors in written work.  Compose and revise essays according to the MLA format.	Monday September 26	<b>Final Drafts of Essay 2 due</b> , Finding Subjects and Verbs 57-62	<b>LAST DATE TO DROP WITHOUT A "W"—September 26<sup>th</sup></b> <u>CCSS</u> Online Writing Journal and <i>VGA due Friday</i> <b>CengageNOW:</b> Words Often Confused Contractions and Possessives Parts of Speech Subjects and Verbs
	Tuesday September 27	Finding Subjects and Verbs 57-62, <u>CCSS</u> "ADHD: The Cloud Lifted" 69-71	
	Wednesday September 28	<b>Competency 4</b> , Prepositional Phrases 63-68, <u>CCSS</u> "Log on to Learn" 72-78	
	Thursday September 29	Prepositional Phrases 63-68	
	Friday September 30	<i>Lab Day-</i> Grammar Review	
<b>WEEK 7</b>			
Identify grammatical and mechanical errors in	Monday October 3	Understanding Dependent and Independent Clauses 69-75	Work on the outline and paper.

written work.  Compose and revise essays according to the MLA format.  Use new vocabulary accurately in written work.	Tuesday October 4	Understanding Dependent and Independent Clauses 69-75, <u>CCSS</u> "Sticky Fingers on the Information Superhighway" 78-85	<u>CCSS</u> Online Writing Journal and <i>VGA due Friday</i> <b>CengageNOW:</b> Words Often Confuse Contractions and Possessives Parts of Speech Subjects and Verbs Fragments Run-ons <b>REMINDER—CengageNOW Exercises DUE October 17<sup>th</sup></b>
	Wednesday October 5	Fragments 76-81	
	Thursday October 6	Comma Splices and Run-ons 83-90, <u>CCSS</u> "From Single Mother to Successful Student" 91-95	
	Friday October 7	<i>Lab Day-</i> Fragments, Run-ons, Comma Splices	
	<b>WEEK 8</b>		
Identify grammatical and mechanical errors in written work.  Compose and revise essays according to the MLA format.	Monday October 10	Identifying Verb Phrases 91-95 <u>CCSS</u> "Saved" 96-99	Study for the midterm; revise rough drafts. <u>CCSS</u> Online Writing Journal and <i>VGA due Friday</i> <b>CengageNOW (DUE October 17<sup>th</sup>):</b> Words Often Confused Contractions and Possessives Parts of Speech Subjects and Verbs Fragments Run-ons Verb Tenses
	Tuesday October 11	Standard English Verbs 97-102, Regular & Irregular Verbs 103-112, <u>CCSS</u> "Symptoms of Math Anxiety" 149-152	
	Wednesday October 12	<u>CCSS</u> "Take This Quiz" 153-161	
	Thursday October 13	Grammar and Writing Review	
	Friday October 14	<i>Lab Day-</i> <b>Competency 5</b> , Grammar and Writing Review	
	<b>WEEK 9</b>		
Use new vocabulary accurately in written work.	Monday October 17	<b>Midterm</b>	Work on the <u>Food Inc.</u> packet. <i>VGA due Friday</i>
	Tuesday October 18	Introduction of Food Unit ( <u>Food, Inc.</u> )	
	Wednesday October 19	<u>Food Inc.</u> , "Organic Farming Harms the Environment and Threatens Human Health" <i>Argument</i>	
	Thursday October 20	"Organic Produced Food Improves Human, Animal, and Environmental Health" <i>Counterargument</i>	
	Friday October 21	<i>Lab Day-</i> Debate, Organic Farming Presentation	
	<b>WEEK 10</b>		
Compose and revise essays according to the	Monday October 24	<b>Essay 3 handout, Competency 6</b> , Work on the presentation/rough draft.	Work on the paper, the outline, and presentation/rough draft.

MLA format.	Tuesday October 25	Work on the presentation/rough draft.	VGA due Friday
	Wednesday October 26	Work on the presentation/rough draft.	
	Thursday October 27	<b>Food Presentations</b>	
	Friday October 28	Lab Day- <b>Rough Drafts of Essay 3 Due, Food Presentation</b>	
<b>WEEK 11</b>			
Identify grammatical and mechanical errors in written work.  Use new vocabulary accurately in written work.	Monday October 31	Rough Draft Conferences	<b>LAST DATE TO DROP WITH A "W"—October 31<sup>st</sup></b> Revise the paper. <u>CCSS</u> Online Writing Journal and VGA due Friday <b>CengageNOW:</b> Pronouns A-B
	Tuesday November 1	<b>Competency 7</b> , Using Pronouns 153-161, <u>CCSS</u> "General Education and a College Degree" 166-168	
	Wednesday November 2	Using Pronouns Contd. 153-161, <u>CCSS</u> "The Nontraditional Student and You?" 169-173	
	Thursday November 3	Recognizing Verbal Phrases (Gerunds, Infinitives, Participles) 125-130	
	Friday November 4	Lab Day- Recognizing Verbal Phrases (Gerunds, Infinitives, Participles) 125-130	
<b>WEEK 12</b>			
Identify grammatical and mechanical errors in written work.  Compose and revise essays according to the MLA format.	Monday November 7	Subject-Verb Agreement 115-121	Exercise Handout Revise the paper. VGA due Friday <b>CengageNOW:</b> Pronouns A-B Subject-Verb Agreement Sentences A-B
	Tuesday November 8	Types of Sentences: Simple, Complex, Compound, Complex-Compound	
	Wednesday November 9	Types of Sentences: Simple, Complex, Compound, Complex-Compound, Sentence Patterns	
	Thursday November 10	<b>Final Drafts of Essay 3 Due</b> , Grammar Review	
	Friday November 11	<b>Veteran's Day Holiday</b>	
<b>WEEK 13</b>			
Identify grammatical and mechanical errors in written work.	Monday November 14	<b>Competency 8</b> , Period-Dash 167-173	<b>CengageNOW:</b> Pronouns A-B Subject-Verb Agreement Sentences A-B
	Tuesday November 15	Comma Rules I 174-180	

	Wednesday November 16	Comma Rules II 182-188	Commas Punctuation Quotation Marks Capitalization
	Thursday November 17	Quotation Marks, Underlining, and Italics 190-195	
	Friday November 18	Lab Day-Grammar and Writing Review	
	<b>WEEK 14</b>		
Identify grammatical and mechanical errors in written work.	Monday November 21	<b>Grammar/Punctuation Presentation Handout,</b> Capital Letters 196-200	Work on the presentation. Work on the outline. Sign up for Grammar/Punctuation Presentation. <b>CengageNOW:</b> Pronouns A-B Subject-Verb Agreement Sentences A-B Commas Punctuation Quotation Marks Capitalization
	Tuesday November 22	Work on Grammar/Punctuation Presentation.	
	Wednesday November 23	<b>Competency 9,</b> Work on Grammar/Punctuation Presentation.	
	Thursday November 24	<b>Thanksgiving Holiday</b>	
	Friday November 25	<b>Thanksgiving Holiday</b>	
	<b>WEEK 15</b>		
Identify grammatical and mechanical errors in written work.  Compose and revise essays according to the MLA format.	Monday November 28	Grammar/Punctuation Presentations	Sign up for rough draft conferences. Work on the presentation, and revise Essay 3. Reminder—  <b>*CengageNOW Exercises 1-8 DUE December 8<sup>th</sup></b>
	Tuesday November 29	<b>Essay 4 handout,</b> Responding to literature through writing, In-text citations. Work on the outline/RD.	
	Wednesday November 30	Work on the outline/RD.	
	Thursday December 1	Grammar/Punctuation Presentations	
	Friday December 2	Lab day- <b>Rough Draft of Essay 4 due</b> Grammar/Punctuation Presentations	
	<b>WEEK 16</b>		
	Monday December 5	Rough Draft Conferences	Study for the Final Exam.
	Tuesday December 6	<b>Competency 10,</b> SLO Assessment	
	Wednesday	Grammar and Writing Review	

	December 7		
	Thursday December 8	Grammar and Writing Review, SLO Assessment Review	
	Friday December 9	<b>NO CLASS</b>	
			<b>*CengageNOW Exercises 1-8 DUE December 8<sup>th</sup></b>
<b>WEEK 17</b>			
Finals Week	Monday December 12	Final Exam (8:00-11:00 p.m.), <b>Final Drafts of Essay 4 due</b>	
	Tuesday December 13		
	Wednesday December 14		
	Thursday December 15		
	Friday December 16		

The SYLLABUS MAY CHANGE; IF IT DOES, YOU WILL BE NOTIFIED VERBALLY, AND IT WILL BE UPDATED ON THE WEBSITE OR VIA E-MAIL.

Category	Explanation	Publishable (A to B)	Somewhat Publishable (C)	Needs Improvement (D-F)
<b>Word Count:</b>	Minimum of 500 words or more. A 10% grade reduction will result for 50 words below the minimum, 20% for 100, and 50% for 250 words less than the minimum.	The essay is at least 450 words or more.	The essay is at least 350 words.	The essay is 250 words or less.
<b>Introduction:</b>	The introduction has three parts (HOOK, INFORMATION, & THESIS) defined in the <b>Anatomy of an Essay</b> handout. It contains a hook, background information, and an informative or argumentative thesis statement that is not a question or a fact. The introduction is developed and avoids repetitiveness.	The hook captures the reader's attention without restating the prompt. The information presents new information, and the thesis is logical, argumentative or informative.	One of the three parts of the introduction is undeveloped or skews the prompt: the hook, information, or thesis. It may veer slightly off topic.	One or more of the three parts of the introduction is undeveloped and skews the prompt: the hook, information, and/or thesis. It veers off topic and lacks clarity.
<b>Body Paragraphs:</b>	The body paragraph follows the format outlined in the <b>Anatomy of an Essay</b> handout. The topic sentence is clear and states the main idea; the evidence and commentary further develop the topic sentence and isn't repetitive or off topic. The examples and commentary are clearly stated.	Topic sentences clearly outline the paragraph's content, and examples further develop the topic sentence and are on topic. Commentary further explains the paragraph without repetitiveness.	Topic sentences may or may not outline the paragraph. Examples may not stay on topic or be logical. The paragraph may need further development and may be repetitive. It may begin to veer off topic.	Topic sentences are missing or too vague to understand. Examples may veer off topic or may be missing. The paragraph needs further development and may be repetitive.
<b>Transitions:</b>	The essay uses transition words and sentences to connect ideas and paragraphs together.	Transitions are used consistently.	Transitions are used inconsistently.	Few or no transitions are used.
<b>Vocabulary:</b>	AWL and homophones are integrated correctly into the essay and are spelled correctly.	AWL words are included and are spelled correctly.	Some AWL words are used but may not be accurate.	AWL words are missing or are used inaccurately and are misspelled.
<b>Conclusion:</b>	The conclusion offers a summation of the topic without being repetitive.	The conclusion summarizes and anticipates further ideas.	The conclusion summarizes without new ideas.	The conclusion may be missing or undeveloped.
<b>Grammar:</b>	Informal language is avoided (clichés, slang, colloquial words). Sentences are clear and aren't wordy or repetitive. Apostrophes are used correctly. Pronouns match their antecedents and are clear. Subject-verb agreement is maintained. Verb tense is maintained. Modifiers are clear. The essay avoids run-ons, comma splices, and fragments, and is virtually free from spelling errors or words often confused (homophones). The punctuation and capitalization rules are correct.	Few grammatical errors distract from the essay's content. Grammatical errors that have been reviewed are less prominent but may appear infrequently. However, the essay shows a clear understanding of how to use grammar and punctuation correctly.	Some grammatical errors detract from the essay's content and indicate a need for further review. Some errors are persistent but aren't too frequent to compromise the meaning of the essay.	Grammatical errors seriously detract from the essay's content and may compromise the meaning of the essay, indicating the need for extensive review and practice.
<b>Revision:</b>	The final draft shows significant improvement in the areas outlined in the conference.	Significant revision is done in grammar and content.	Only grammatical and/or mechanical errors are changed.	Very little has changed between both drafts.
<b>Grade/Points:</b>	RD:	FD:		

## Anatomy of an Essay (AE)

AE defines essay terms and how they should be used. While it outlines a basic essay, these are guidelines to help you draft your essay. Introductions may vary from three sentences or more; body paragraphs should have at least four or more sentences, and the conclusion, three or more sentences. There is no formula to writing an essay, but since it is a specific genre of writing it does include specific elements defined below. The entire essay itself should be at least four or more paragraphs.

<b>Introduction (HIT)</b>	<b>Explanation</b>	<b>Avoid. . .</b>
Hook	Provocative and relevant quotation, question, or statement that grabs the reader's attention.	Repeating the prompt or stating the obvious.
Information	Background information about the topic; sometimes this requires a bit of research.	Veering off topic.
Thesis	An argumentative statement that isn't self-evident.	Writing a question, an announcement, or a fact
<b>Body Paragraphs (TECT)</b>	<b>Explanation</b>	<b>Avoid. . .</b>
Topic Sentence	An argumentative or informative statement that relates to the thesis.	Writing an unanswered question, an announcement, or a fact
Evidence	Proves your point with evidence such as an example, quote, story, or statistic.	Veering off topic or using unclear examples.
Commentary	Further explains your ideas and makes the connection to the topic sentence.	Skipping this step—the reader cannot intuit meaning!
Transition (see the transition list)	The sentence that sums up the paragraph AND alludes or hints to what's next.	Restating the topic sentence "creatively".
<b>Conclusion (HS)</b>	<b>Explanation</b>	<b>Avoid. . .</b>
Hook	Alludes or hints to the topic/thesis	Repeating the prompt (or the first paragraph).
Summation	Add a short, relevant <b>story (relevant anecdote)</b> ; make a <b>prediction</b> ; make a <b>comparison</b> to a similar topic; make a <b>suggestion (call to action)</b> ; include a <b>relevant quotation</b> .	Restating what you've written (summarizing).

Created by J. Grimes, 2008, updated 2010

Sample Student

J. Grimes

English 900.20

8 May 2009

### MLA Format of Papers

Your essay (**rough and final draft**) should be **typed, double spaced, in Times New Roman style** or the equivalent, **font size 12**. Do not enlarge the margins or change the format of the page. Remember to include **your name, the instructor's name, the class name and section, and the date**.

Also remember that each new paragraph should be indented. Each essay should include **four or more paragraphs**: the **introduction, two or more body paragraphs**, and a **conclusion**. Since your paper is also graded on its **word count, include the word count at the end of the essay**. For MS Word 2007, the word count is on the bottom part of the screen. For MS Word 2003, the word count is located under "Tools".

When turning in your **final draft, the rough draft should also be included**, attached on the bottom along with the essay rubric, used for grading.

Each time you turn in an essay, the above format should be followed.

**Word Count: 177**

## Transitional Words and Phrases

Use these words between sentences and paragraphs.

### Examples of Transitions:

<b>Illustration</b>	Thus, for example, for instance, namely, to illustrate, in other words, in particular, specifically, such as.
<b>Contrast</b>	On the contrary, contrarily, notwithstanding, but, however, nevertheless, in spite of, in contrast, yet, on one hand, on the other hand, rather, or, nor, conversely, at the same time, while this may be true.
<b>Addition</b>	And, in addition to, furthermore, moreover, besides, than, too, also, both-and, another, equally important, first, second, etc., again, further, last, finally, not only-but also, as well as, in the second place, next, likewise, similarly, in fact, as a result, consequently, in the same way, for example, for instance, however, thus, therefore, otherwise.
<b>Time</b>	After, afterward, before, then, once, next, last, at last, at length, first, second, etc., at first, formerly, rarely, usually, another, finally, soon, meanwhile, at the same time, for a minute, hour, day, etc., during the morning, day, week, etc., most important, later, ordinarily, to begin with, afterwards, generally, in order to, subsequently, previously, in the meantime, immediately, eventually, concurrently, simultaneously.
<b>Space</b>	At the left, at the right, in the center, on the side, along the edge, on top, below, beneath, under, around, above, over, straight ahead, at the top, at the bottom, surrounding, opposite, at the rear, at the front, in front of, beside, behind, next to, nearby, in the distance, beyond, in the forefront, in the foreground, within sight, out of sight, across, under, nearer, adjacent, in the background.
<b>Concession</b>	Although, at any rate, at least, still, thought, even though, granted that, while it may be true, in spite of, of course.
<b>Similarity Of Comparison</b>	Similarly, likewise, in like fashion, in like manner, analogous to.
<b>Emphasis</b>	Above all, indeed, truly, of course, certainly, surely, in fact, really, in truth, again, besides, also, furthermore, in addition.
<b>Details</b>	Specifically, especially, in particular, to explain, to list, to enumerate, in detail, namely, including.
<b>Examples</b>	For example, for instance, to illustrate, thus, in other words, as an illustration, in particular.
<b>Consequence Or Result</b>	So that, with the result that, thus, consequently, hence, accordingly, for this reason, therefore, so, because, since, due to, as a result, in other words, then.
<b>Summary</b>	Therefore, finally, consequently, thus, in short, in conclusion, in brief, as a result, accordingly.
<b>Cause/Effect</b>	accordingly, as a result, because, consequently, for this purpose, hence, so, then, therefore, thereupon, thus, to this end
<b>Suggestion</b>	For this purpose, to this end, with this in mind, with this purpose in mind, therefore.

Handout from Richmond University  
<http://writing2.richmond.edu/writing/web/trans1.html>