**Syllabus for English 1A, #50015, Reading and Composition**

**Monday, August 12-Friday, December 10, 2019**

**Mondays, 10-11:50 in LRC 104**

**Fridays, 10-11:50 in SOC 35**

# Contact Information

Mrs. Berg, Instructor Email: emily.berg@reedleycollege.edu

Office: CCI 215 Phone: 638-0300, ext. 3150

Office Hours: Mondays and Fridays, 9am-9:50am; Thursdays, 12-1pm (Virtual office hours--call or email to reach me). *Other times may be scheduled outside these hours as needed and as mutually convenient.*

**Course Descript****ion**

Reading, analyzing, and composing college-level prose, with emphasis on the expository; studying writing as a process; exploring different composing structures and strategies; editing and revising one’s own writing; conducting research (gathering, organizing, evaluating, integrating, and documenting information,) culminating in a term research paper and annotated bibliography.

**Changes to the Syllabus/Calendar**

The instructor reserves the right to make changes as necessary for the benefit of the class to change policies on the syllabus or dates on the calendar. Not checking Canvas or your email account is not an excuse for not being aware of any changes that are made to the calendar or the syllabus.

**Grading Policy**

Your grade is calculated by using the following traditional grading scale during the semester:

**Passing Grades: A=90-100%; B=80-89%; C=70-79% Failing Grades: D=60-69%; F=0-59%**

|  |  |  |
| --- | --- | --- |
| **Assignments and Their Due Dates** | **Approximate**  **Point Value** | **Your Grade** |
| **Essay #1**: Cause and Effect (Due week 5) | 150 |  |
| **Timed Essay Midterm** (week 9) | 150 |  |
| **Grammar Midterm** (exam on the grammar concepts  from weeks 1-9 taken week 9) | 25 |  |
| **Essay #2:** Annotated Bibliography for the research paper (week 8) | 150 |  |
| **Essay #3**: Argument-based research paper | 200 |  |
| **Essay #4:** Rogerian Argument | 150 |  |
| **Grammar Final** (Test on the grammar concepts  from weeks 10-17) | 25 |  |
| **Reading Quizzes**—always on Mondays | 100 |  |
| **Grammar Quizzes**—always on Fridays | 50 |  |
| **APPROXIMATE POINT VALUE:** | **1,000** |  |

Grades are promptly posted on Canvas; please look on Canvas for your current grade in the class. You are also always welcome to come discuss your progress in the class with me during my office hours.

**Required Texts and Materials**

Please note that I have placed a hard copy of both of these texts on reserve at the Reedley College library. Note also that both of these texts are Open Educational Resources, which means that they are free to you**. You are** **strongly encouraged to print these materials out**, either week by week, or ideally, all at once. The electronic files of these textbooks are located in our Canvas classroom site.

* *Successful College Composition*
* *The Reading Anthology*

**Supplies Needed for Every Class**:

* a flash drive with your name on it
* a set of several different colored highlighters
* plenty of lined paper
* some computer paper (in case we run out in lab)
* pencils and blue or black ink pens
* a binder with organizational tabs to keep all of your work for this class
* a stapler to turn in your work

**Course Objectives/Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. Write a documented research paper of at least 1,500 words that includes:
   * a sophisticated introduction, multiple body paragraphs, and conclusion
   * a clearly defined, arguable thesis sentence
   * supporting details that exhibit critical thinking and use credible secondary sources
   * correct usage of MLA format, including a works cited page
   * sentences that exhibit a command of the complex/compound with minimal comma splices, sentence fuses, fragments, and mechanics
   * controlled and sophisticated word choice
   * writing in third person/universal
   * an avoidance of logical fallacies
   * demonstrating an awareness of purpose and audience
   * appropriate and purposeful use of quotations
   * correct in-text citations
   * an annotated bibliography of multiple sources
   * an avoidance of intentional and unintentional plagiarism
2. Complete a timed essay independently in class
3. Summarize and comprehend college level prose (will include a full reading)

**Homework/Reading Quizzes**

The homework assignments are **checked at the beginning of class only** for full credit. **If you are late (or absent) for whatever reason, your work is late**. If you were late, absent, or you did not complete your work on time, you still have the opportunity to earn up to half credit. You have until the midterm to make up any homework from weeks 1-9, and the final to make up any work from weeks 10-17. No homework can be turned in after then for credit. Reading quizzes are only available at the beginning of class; no make ups are permitted.

**Attendance Policies *NOTE*: AN ABSENCE IN THE FIRST THREE WEEKS OF CLASS WITHOUT DISCUSSING IT WITH THE INSTRUCTOR INADVANCEWILL RESULT IN A DROP.**

Important skills are learned in every class meeting, especially since we only see each other only twice a week—when you are absent, you miss a lot! Please be aware **that more than 2 weeks’ worth absences for whatever reason will result in a drop** from this class (e.g. 5 absences=drop). Keep in mind that this is a college class—an absence, no matter the reason, is still an absence. That being said, it is common courtesy to inform me should you need to miss class. There are few things more infuriating for teachers than a student who disappears for a few class sessions and then shows up wanting to know if he has missed anything or expecting to fit right back in. It is your responsibility to get assignments and handouts and to make sure that they are turned in if you are absent. I suggest that you find a reliable person in class to turn in papers for you, get homework assignments, and pick up work for you should you need to be absent from a class.

Tardies and early departures are disruptive and will not be tolerated; **two tardies or early departures of more than 5 minutes will result in one absence**. **If you arrive late, it is your responsibility to check in with me at the end of class, or your absence will remain on your record**. Please come in quietly and take the closest available seat by the door to minimize disruptions to the class.

**Computer Requirements**

Skills Needed for this class:

* Familiarity with computers (knowing where the power switch is located, for example)
* Know the basics of word processing (saving files, using spell check, moving text, using the help function, etc.). Know how to access the Internet and navigate the Internet (use a browser, utilize search engines, save and print from the Internet)
* Know how to send e-mail and e-mail with attachments.
* Have some familiarity with Canvas. We will be using Canvas as part of our classroom. Our Canvas site contains documents, announcements and other information needed for our course; in addition, Canvas allows for e-mailing and online discussions. There are various tabs to the left of the screen in Canvas. These tabs lead you to necessary and supplementary documents, to all assignments and schedules, and more. You can access our Canvas directly from the Reedley College Website.

Hardware Needed for this class:

* Pentium (PC) or Mac equivalent
* Home Internet access is desirable. You can use the computers on campus; however, they are not always available, so you will need to find out when each lab is open and available for drop-in use. You should also know if your local library has computers available with Internet access. If your home computer crashes, is in need of repair, or you lose Internet access, you must find an alternative way to complete the required work on time for this class. This means, of course, that you need to constantly back up the work from your hard drive to a disk, flash drive, or other moveable source.

**Grammar Exercises**

Each week focuses on a different grammar concept by providing you a chapter in the *Successful College Composition* handbook to read and some exercises to complete. While I will not necessarily collect your completed grammar exercises, you need to work on and understand them as practice to prepare for the quizzes, the midterm, and final.

# Examinations

**Examinations and quizzes cannot be made up**; if you know in advance that you cannot attend class, be sure to speak with me at least forty-eight hours in advance to make alternate plans before the exam is given. Please refrain from talking during examinations, and you may not leave the classroom unless you have turned in your exam and you have been instructed that you may leave when you are finished. You may only use the materials specified on the directions of the exam, and you may only use your own materials. Absolutely no electronic devises may be used or be on your desk during an exam. Should you be found in violation of these test regulations, you will be immediately dismissed from the exam with no credit.

**Essay Formatting**

For all work you submit, follow MLA formatting:

* Font set for TIMES NEW ROMAN 12
* Entire essay is DOUBLE line spaced only—no more and no less ANYWHERE
* The margins are set to 1” on all sides.
* In the PARAGRAPH menu, SPACING **BEFORE** and **AFTER** is set for ZERO
* Page numbers have been INSERTED (not typed) into the upper right hand corner beginning with page one. This is formatted into the header, appearing ½ inch from the top of the page
* Student’s last name appears before the page number—AND there is a space between the name and page number.
* On page one ONLY, in the top left hand corner of the page, the following appears 1 inch below the top of the page.
  + Student’s Name
  + Instructor’s Name
  + Course and Section Number
  + Due Date for Essay
* The above information is double line spaced
* The essay has an appropriate title, which is centered—USING the computer’s function to center. The title is a creative one, not merely the assignment’s name. The title has every major word capitalized, and there are no quotation marks around the title. The title is the same size font, and it is not italicized or in all capital letters.
* The Work(s) Cited is the last page of the essay—INSERT NEW PAGE. The works cited page is the last formatted page of the essay, so it also follows all of the formatting details listed above.

**Please note:** Should I discover while reading your essay that you have not followed the above formatting expectations, run spell check, or sufficiently proofread and edited your work, I will discontinue reading and return the essay to you. You will then have until the following week to revise the paper and resubmit it with the first paper you submitted. The highest grade such a “returned” paper can receive is a “C.”

**Getting Feedback and Additional Help on Your Writing**

Please note that I will not be able to give students who send me an email with a draft attached feedback; **if you want feedback on your draft, send me a copy of the draft in an email and indicate when exactly during my office hours you will call or come by to go over your draft with me. You also can send me a part of your draft (such as a thesis or a body paragraph) and ask a very specific question about that specific part (e.g. Does my thesis make sense? Does this paragraph have enough analysis?)**

Another excellent source of help is The Reedley College Reading and Writing Center, located in HUM 58 on the Reedley College campus. You can enroll in English 272, a course designed to help you on any writing assignment from any class. You can also take advantage of their walk-in or online tutorial. The Writing Center is open Monday-Fridays 8am-4pm.

In our Canvas site, you also use **free online tutoring** (look for the “Smarthinking Online Tutoring” tab). Through this tutoring service, you can submit your writing for review by one of their tutors, who get back to you with feedback in less than 24 hours. There are also live tutors available most hours of the day for immediate feedback and answers to questions regarding writing

**NOTE**: **If you receive a failing grade (D or F) on the first or second writing assignment, you will be required to attend the Reading & Writing Center, Tutorial Center, and/or use the online Reading & Writing Center for a total of at least 5 hours.**

**Essays—Getting the Work Done on Time and Turned In**

Any essays written during the semester will only be **accepted up to one week** after the deadline for any credit. For each class meeting that you submit the essays late, **a full letter grade will be deducted** from the overall grade. If you turn in a paper late, you will not have an opportunity to rewrite the paper.

**To submit the final draft of your essays, follow these steps**:

1. **Submit the final draft of the paper in our Canvas site to Turnitin.com**. Before you upload the file, double check to make sure that you are submitting the correct draft of this assignment. Upload the file to the Canvas site (find it in this essay’s details folder). Save your file with your first and last name plus the essay number in it (e.g. the file should be called “John Smith Essay 1.docx”), and make sure you save this file as a doc or .docx or .rtf file. Take note of the percentage score you got, and open the report to find out why you got the score you did. **Papers must be uploaded at least one hour before our class begins**.
2. **Prepare a packet to be submitted at the beginning of class**. The packets must be stapled together in this order:
   1. Rubric on top. Write your name on the rubric, and on the bottom of the rubric, write your Turnitin.com originality score and a few sentences explaining why you got the score you did.
   2. Final draft of your paper. Highlight on the final draft your thesis and the topic sentences for all body paragraphs.
   3. All other work done on that paper (include all of the following: Smarthinking Tutoring feedback; freewrites and discussion questions; outlines; rough drafts).

**Essays--Rewriting Policies**

You are allowed to and encouraged to rewrite **any essay over the semester to try to earn up to one letter grade** **higher** than the final grade you received on the paper. Here are the steps you will need to follow:

1. You are welcome to come into my office hours or call in to discuss what you need to do to improve your paper should you have questions.
2. You have up to one week from when I return your essays to rewrite the paper.
3. On the rewritten document, **highlight exactly what you have changed in the rewritten section**. At the end of the paper, make sure to include a few sentences of explanation of exactly what changes you have made and how these changes improved your paper.

Other points to consider:

* You will not have the opportunity to rewrite Essay #4, as grades are due soon after you turn in that final paper.
* If you fail to follow these steps above exactly, I will not read your reconsider your essay’s grade.
* Higher grades will only be awarded for papers that were substantially improved, enough to change the essay’s overall grade (up to one letter grade higher only, even if the paper is of even higher quality than that).

**Cheating/Plagiarism**

***Bottom line***: Do not copy someone else’s words or ideas without giving them credit. Do not use another student’s paper as your own. Do not use a paper you wrote from another class in this class. Do not have another person write the paper for you. All of these are forms of cheating. You will receive a zero on the assignment (whether it is something plagiarized on your papers or on the discussion board) and a report will be filed with the administration for their review. Please be advised that you will submit your final drafts of your papers in Turnitin.com, so if you do plagiarize your papers, you will be caught.

**E-Mail**

An e-mail address is essential for this class, and everyone in this class has a SCCCD email account. This email account has been assigned to you and is the one that Canvas uses, **so you need to check your SCCCD email account daily**. It is the primary way I will be contacting you.

When you send an email, you must be specific in the message and always **sign your name and include your class name and section number in the title of your message**. I do not read or respond to email if I don’t know the sender. In addition, remember, when you email an instructor, you are not text messaging or emailing a friend. You need to run spell check and think about the way you are writing; for example, do not use lower case i’s when using the first person pronoun “I”. I will not respond if I cannot read what you have written, and I certainly won’t respond if you are being disrespectful.

In terms of response time, please keep in mind that you need to give me at least twenty-four hours to respond during the work week only (meaning I will not typically be able to respond over the weekend). Do not send me multiple copies of the same email, thinking this will get me to respond faster. I do not text students, but I will respond to your email as soon as I can. That being said, if I have not responded during the workweek within twenty-four hours, give me a call or email me again to make sure I did get your first message.

# Quizzes, Midterms, and Final

# You will have quizzes approximately every three weeks based on the grammar concepts, and the midterm and final will also be based on these grammar concepts. The quizzes, midterms, and final cannot be made up; once they close, I will not reopen them.

# Accommodations for Students with Disabilities

If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.

**Reminders/Tips for Success**

1. **Electronic Devices**: **Please turn off cell phones and pagers during class and put them away, off your desk**. It is unacceptable to set your phone on discreet and leave it on top of your desk, or to text during class—it is disruptive to you, your fellow students, and your instructor when you check your messages and calls during class, and I reserve the right to dismiss you from class if you are more interested in your phone than our class. Please do not use or have on any other electronic equipment during class (I-pods, cell phones, laptops, etc.), including during lab time. Without a doubt, do not answer your phone in class.
2. **Disruptive behavior** during class will not be tolerated for the sake of our learning environment; I reserve the right to ask you to leave the class with an absence if you are disruptive of other’s learning. Disruptive behavior includes (but is not limited to) talking, passing notes, arguing, eating food, sleeping during class, working on assignments for our class or other classes other than the one being covered in class at the time, receiving cell phone calls during class, text messaging during class, having your cell phone on your desk, not having the materials needed for class, or having your head on your desk. **The first time a student violates these rules, he will receive a verbal warning from the teacher. The second time (and any time thereafter), the student will be dismissed from the class with an absence**.
3. It is your responsibility to stay informed concerning any changes of assignment due dates, readings, etc. This means you should check the Canvas announcements on a daily basis and your SCCCD e-mail account daily.
4. Always be prepared for class. If you show up unprepared for class and unwilling to work, I will ask you to leave with an absence for the day.
5. Be sure to keep all of your work during the semester. Accidents happen, teachers lose papers, gradebooks get stolen—protect yourself by keeping copies of your work, both hard copies and electronic copies.
6. Showing up to class is not enough; it’s true that being present helps you to learn, but if you do not do the assignments, you will not pass. Likewise, turning in the work is not enough: just doing the assignments does not warrant a passing grade. You need to be doing passing work to pass the class.
7. The average amount of homework for an hour of a college class is two-three hours for each hour of class time. It is important to understand the time commitment necessary to be successful in this class: **plan now to spend at least ten to fifteen hours a week on this class alone.**
8. It is your responsibility to stay informed concerning any changes of assignment due dates, readings, etc. This means **you should check Canvas daily and your SCCCD e-mail account daily**.
9. If something happens to your computer and/or Internet and an assignment is due, ***call me or email me (of course using another computer)***. Do not wait until everything is back up before contacting me. Moreover, you need to back up your work on a moveable storage device (CD, flash drive, USB, etc.). Public libraries have computers with Internet access—work can be completed in places and on computers other than those we have at home!
10. In this class we will occasionally read, view, and discuss controversial subject matter. This is college, so adult topics should be expected. These could include issues such as race, sexuality, gender, and cultures different from your own. When you are faced with new ideas, ideas that are different than your own, or issues that make you uncomfortable, I expect you to keep an open mind and never to lower yourself into discriminating or using a mocking, harassing, or belittling tone to others.
11. If you choose to withdraw from the class, please keep in mind that **it is your responsibility to drop from the course before the final day to drop**. If you do not drop yourself and simply stop logging into the class, you will earn an F in the course.
12. Should you discover that you are unable to regularly attend class online for whatever reason, it is imperative that you discuss this with the instructor as soon as possible. Telling the instructor of work schedule changes, illness, family emergencies, etc. after missing several days/weeks is unacceptable.
13. Be sure to keep all of your work during the semester. Accidents happen, teachers lose papers, gradebooks get stolen—protect yourself by keeping copies of your work, both hard copies and electronic copies.
14. Turning in the work is not enough: just doing the assignments does not warrant a passing grade. You need to be doing passing work to pass the class.
15. **Important dates***:*
    1. **Semester begins: Monday, August 9**
    2. **Labor Day holiday: Monday, September 2**
    3. **Veterans’ Day holiday: Monday, November 11**
    4. **Last day to drop the class without a “W” on your transcript: Monday, August 30**
    5. **Last day to drop the class (a letter grade will be assigned after this date): Friday, October 11**
    6. **The final will close at noon on Tuesday, December 10.**

**Tips for Emailing Mrs. Berg and Other Instructors**

***Mrs. Berg’s note*: Email tends to be the primary way that students contact me in an online or hybrid class, and there are some things I wish you would keep in mind when considering whether to contact me this way. I do welcome contact, but I want you to know that I get at least fifty emails a day. Responding to emails is a large part of what I do in an online class, and reading and following these tips will help me ensure I can help you more efficiently.**

1. **Email using your SCCCD account.**Your instructor does not know who “volfan2014” is, nor is he or she likely to open messages from unknown senders. Reedley College provides you with a professional email address that it expects you to maintain, so utilize it to ensure that you can be identified as a member of the university community.
2. **Always put the Course & Section Number in the subject line.**Many instructors will only accept emails from you in this format. Remember, your instructor has multiple sections of your course and may still be learning your name, so you need to identify yourself to help him or her to help you. A phrase such as “Question about paper” will be overlooked, whereas a professional subject line easily points to your identity as the instructor’s student.
3. **Know your instructor’s preferences and policy regarding email.**Make sure your instructor accepts email, and that email is the best way to talk about the particular subject. If your instructor doesn’t accept assignments via email, don’t send them! If it’s a complicated matter, or if it’s very urgent, a face-to-face meeting during office hours would probably be better.
4. **Format your email properly.**Always use a greeting, and write in complete sentences. Remember to indicate which class you’re writing about (course and section number in the subject line). End with a closing courtesy and signature. If you include an attachment, make sure the file name clearly identifies what the attachment is and who it’s from, so your instructor doesn’t have to guess (e.g. – “sjones-paper1prospectus.docx”). In addition, if you include an attachment, be very specific about what you want done with that document. Above all, proofread! Just because it’s an email doesn’t mean you don’t have to adhere to Standard English! Use capital letters where appropriate, punctuate properly, and avoid “text-talk” (u, thru, lol, etc.). Compose your emails first in a Word document to take advantage of spell- and grammar-check before sending.
5. **Be clear and specific.**If you have a question about an assignment, be sure to specify which assignment. If you’re responding to feedback or other communication from the instructor, make it clear in your email that you’ve read the instructor’s response and are continuing the conversation.
6. **Don’t email in anger.**If you’re dealing with a touchy subject, or you’re lodging a complaint, be careful! Once sent, an email cannot be retrieved. Try having someone else read your message to ensure that you’re not being offensive or inflammatory, and if you’re emotional when writing the email, wait at least an hour before sending it.
7. **Patiently wait for a reply.**If you send an email, check back for a response. Leave plenty of time for your instructor to respond to your email (about 24 hours during the work week), and don’t harass him or her. However, it is perfectly okay to politely follow up on email messages if more than 24 hours has passed during the work week. Sometimes messages get lost in a crowded inbox. But make sure that what you’re asking is reasonable. Don’t send a rough draft at 10:00p.m. the night before the paper is due and expect feedback. Also, keep in mind that a request that takes five minutes to type might take a while to fulfill. Remember, email is the most passive way to contact your instructors. If the matter is very urgent, important, or sensitive, you’re probably better off talking to your instructor face-to-face, or at least calling him or her.
8. **Choose your wording carefully.**If you missed class, don’t ask “if” you missed anything important. It’s a good bet that your instructor thinks everything he or she works hard to impart to you in class is important. Be diplomatic. Even if you feel completely in the right, be smart about how you phrase your message. Remember, your instructor is there to help you succeed and wants to help you succeed. As with most things in life, if you ask nicely, the instructor will be much more likely to try his or her best to help you. Don’t be demanding, and don’t tell your instructors what they “have” to do. Finally, be honest, but don’t over-share.
9. **Be sure that your instructor is the best person to ask before emailing.**If you ask a question that the instructor has already answered multiple times in class, or the information you need is on the syllabus, or you can get the material from a classmate, then your instructor will not look favorably on your email. Remember, if your question is about assignments or class policies, most likely the information you are looking for is available to you in Canvas, in the syllabus, or in the assignment sheets. Take time to look carefully before asking, and if you don’t find the information, look again to be sure before contacting the instructor.

*Special thanks to the Student Success Center at University of Tennessee at Knoxville for most of the tips in this article.*

| **Date** | ***Reading Anthology*** | ***Successful College Composition***  **Note:Complete all exercises (except group) in the book or on a separate piece of paper** | **Due Dates/Notes** |
| --- | --- | --- | --- |
| **Week 1**  Monday  8/12 |  | -- |  |
| Friday  8/16 | Sandra Cisneros, “Only Daughter” | 1.1 Becoming a Successful Writer  1.2 Purpose, Audience, Tone, and Content  5 Grammar: Components of a Sentence |  |
| **Week 2**  Monday  8/19 | Gary Shteyngart, “Sixty-Nine Cents” | 1.3 Using Sources  1.4 Writing Thesis Statements |  |
| Friday  8/23 |  | 1.5 Methods of Organizing Your Writing  5 Grammar: Sentence Patterns; Compound Sentences: Joining Clauses with Coordination; Complex Sentences: Joining Clauses with Subordination |  |
| **Week 3**  Monday  8/26 | Susan Berne, “Where Nothing Says Everything” | 1.6 Writing Paragraphs | Outline for Essay #1 due |
| Friday  8/30 |  | 2.1 Prewriting  2.2 Outlining  2.3 Drafting  5 Grammar: Common Errors: Fragments and Run-ons | Weeks 1-3 grammar quiz |
| **Week 4**  Monday  9/2 |  |  | **NO CLASS—HOLIDAY** |
| Friday  9/6 | Heather Rogers, “Gone Tomorrow: The Hidden Life of Garbage” | 2.4 Revising and Editing  4.8 Documenting Your Source Material  5 Grammar: Commas | Typed, full-page rough draft for Essay #1 due |
| **Week 5**  Monday  9/9 | Amy Tan, “Mother Tongue” | 3.6 Comparison and Contrast | **Typed, full page final draft for Essay #1 due. Turn in with all prior work. Upload final draft to Turnitin.com one hour before class.** |
| Friday  9/13 |  | 5 Grammar: Subject-Verb Agreement |  |
| **Week 6**  Monday  9/16 | Stanley Fish, “Getting Coffee is Hard to Do” | 3.8 Persuasion (first four topics) | Typed annotations of at least three sources due. |
| Friday  9/20 |  | 5 Grammar: Parallelism | Grammar quiz weeks 4-6 |
| **Week 7**  Monday  9/23 | Judy Brady, “I Want a Wife” | 3.8 Persuasion (second four topics) | Typed, full page rough draft for Essay #2 due (all sources due). |
| Friday  9/27 |  | 5 Grammar: Avoiding Slang and Clichés |  |
| **Week 8**  Monday  9/30 | Deborah Tannen, “Sex, Lies, and Conversation: Why Is It So Hard for Men and Women to Talk to Each Other?” | 4.1The Purpose of Research Writing  4.2 Choosing Your Topic | **Typed, full page final draft for Essay #2 due. Turn in with all prior work. Upload final draft to Turnitin.com one hour before class.** |
| Friday  10/4 |  | 5 Grammar: Passive Verb Forms |  |
| **Week 9**  Monday  10/7 | Alex Wright, “Friending, Ancient or Otherwise” | 4.3 Managing Your Research | **Timed essay midterm.**  Grammar quiz 7-9**.** |
| Friday  10/11 |  | 5 Grammar: Semi-colons | **Grammar midterm.**  **Last day to submit any missing homework from weeks 1-8.** |
| **Week 10**  Monday  10/14 | Alan Weisman, “Earth Without People” | 4.5 Evaluating and Processing Your Sources | Informal outline for Essay #3 due. |
| Friday  10/18 |  | 4.6 Applying Your Research  5 Grammar: Common Errors: Misplaced and Dangling Modifiers |  |
| **Week 11**  Monday  10/21 | Martin Luther King, Jr. “Letter from Birmingham Jail” | 4.7 Writing Your Draft | Outline for Essay #3 due (revised and begin to use sources) |
| Friday  10/25 |  | 4.8 Documenting Your Source Material  5 Grammar: Rules for Capitalization |  |
| **Week 12**  Monday  10/28 | Michael Levin, “The Case for Torture” | 4.9 Revising Your Draft | Outline for Essay #3 due (formal—all sources must be included and cited) |
| Friday  11/1 |  | From Purdue OWL (website in this week’s module): Sentence Variety: Variation | Grammar quiz 10-12 |
| **Week 13**  Monday  11/4 | Alisa Soloman, “The Case Against Torture” |  | Typed at least three-page rough draft for Essay #3 due. |
| Friday  11/8 |  | From Purdue OWL (website in this week’s module): Sentence and Clause Arrangement for Emphasis |  |
| **Week 14**  Monday  11/11 | Select your own PRO article from a RC database to read and annotate |  | **NO CLASS—HOLIDAY** |
| Friday  11/15 |  | From Purdue OWL (website in this week’s module): Sentence Variety: For Similar Sentence Patterns or Rhythms | Typed, full page rough draft for Essay #3 due. |
| **Week 15**  Monday  11/18 | For the same issue, select a CON article from a RC database |  | **Typed, full page final draft for Essay #3 due. Turn in all prior work. Upload final draft to Turnitin.com one hour before class.** |
| Friday  11/22 |  | From Purdue OWL (website in this week’s module): Commas |  |
| **Week 16**  Monday  11/15 | For a different issue, select a PRO article to read and annotate |  | Outline for Essay #4 due |
| Friday  11/29 |  |  | **NO CLASS—HOLIDAY** |
| **Week 17**  Monday  12/2 | For the same issue as last week, select a CON article to read and annotate |  | Grammar quiz 13-16.  Typed, full page rough draft for Essay #4 due. |
| Friday  12/6 |  |  | **Last day to submit any missing homework from weeks 10-17.** |
| **FINALS WEEK** |  |  | **Essay #4 due. Turn in at the final with all prior work. Upload final draft to Turnitin.com one hour before the final.**  **FINAL—Monday, December 10, 10:00am-11:50am in HUM 62.**  **Grammar final exam.** |

ESSAY PROMPTS

**Essay #1: Cause and Effect Essay**

In your readings from the *The Reading Anthology*, you have encountered several different discussion of issues affecting the United States and the world; glance through the additional assigned readings for the semester, and choose a topic that is discussed by at least one of the assigned readings. Choose carefully something that interests you—your topic will be the focus of at least three of your four essays for this class.

Once you have identified a topic, you will write a cause and effect essay (see *Successful College Composition* textbook for a discussion of the organization of this rhetorical mode.

In your **introduction**, be sure to provide generalized background information about your topic. Transition to your thesis statement.

In your **body paragraphs**, you will need to provide multiple paragraphs about the causes and effects of this topic (you can decide if you would like to have cause-then-effect or effect-then-cause structure). Make sure each body paragraph has an effective topic sentence with transitions in between.

In your **conclusion**, make sure you summarize your main points you brought up in your essay, and, more importantly, discuss the significance of the issue.

At minimum, you will need to cite at least three sources:

* One essay from the assigned readings
* Two articles from the Reedley College databases

This assignment needs to be at least **four pages in length when correctly formatted in MLA** in addition to a works cited page.

**Essay #2: The Annotated Bibliography for the Research Paper**

One of the first steps in writing your research paper is to write an annotated bibliography of all of the sources you think you will reference in your research paper. The topic of these sources is the same one you explored for the first paper. Included in the weekly modules are several important references to help you on this assignment, including a rubric for annotated bibliographies, samples of student annotated bibliographies, and notes to remind you of what an annotated bibliography is and does.

You will need to cite as evidence to support your argument these sources **at a minimum:**

* At least one essays from the assigned readings
* At least five additional scholarly articles from the RC databases (found on RC's library homepage)

Besides the works cited entry for each of the sources listed above, each source will need to have four important pieces of information (and remember that all of the information after the works cited entry begins on that same line and has the same MLA formatting that the entry does):

1.   CITATION: The source citation (MLA works cited entry).

2.   MAIN IDEA: The content (a one-sentence summary of the source’s main idea)

3.   SUPPORTING DETAILS: An explanation of how the author supports his or her main idea. Use as many facts, figures, and examples from the article as possible; this information can be used in your research paper.

4.   ANALYSIS: A brief explanation of how specifically you will use this source in your research paper to support your argument. Use first person “I” in this section.

Make sure to format your essay correctly—annotations begin immediately after the works cited entry on the same line (so formatting your entries as hanging indents is a necessity), and remember to alphabetize your sources.

The annotated bibliography needs to be **at least four pages in length** with at least six sources and their annotations. Don’t forget to alphabetize the sources and format the entries as hanging indents.

**Essay #3: The Research Paper**

For this assignment, you will construct your own argument. Continuing to explore the same topic you have been working with, **you will argue what needs to be done to alleviate the problem of the topic you have been exploring**.

You will need to cite as evidence to support your argument **these sources at a minimum** (some of which can be the same sources you used for your annotated bibliography):

* At one essay from the readings in *The Reading Anthology*
* At least six additional scholarly articles from the RC databases (found on RC's library homepage)

You are welcome to bring in other sources (such as additional articles, documentaries or interviews), but you need to make sure that whatever sources you do use are scholarly in nature.

**The final draft of this research paper will need to be at least six full typed pages, in addition to a works cited page**.

**Essay #4**

The Rogerian Argument begins with a question and ends with a compromise which takes into consideration the needs, fears and concerns of both sides.   You will select your articles from RC’s online scholarly database; you are welcome to continue to use the same topic selected for the first three papers, or choose another. The final draft of this paper will be **at least three full pages**.

**Introduction:**

In your introduction, begin with an overview of what the paper is about, trying not to announce your intentions (e.g. do not say, “In this paper, I will…”). As you summarize each opposing article in your **introduction**, attribute each argument and example to its source, the author (Taylor argues…According to…).  Your **thesis** will restate both positions you are analyzing and will hint at the conclusion you will reach at the end of your paper.

**Body Paragraphs:**

In your **body paragraphs**, begin with a summary of each position as stated in the article, and then include an analysis of each argument afterwards.  These ideas would most effectively be broken down into separate paragraphs per article, for a total of four body paragraphs (article one summary for body paragraph #1; article one analysis for body paragraph #2; article two summary for third body paragraph; article two analysis for the fourth). Make sure, for however many paragraphs you have, to have a topic sentence for each that accurately represents what you will discuss in that body paragraph, and of course, you will need transitions between each body paragraph.

For your **summary** section for each article, make sure that you, after having a topic sentence with a transition, provide enough summary to represent accurately the author’s main idea and most important supporting details. Provide at least one short piece of textual evidence from each article. Remember that the emphasis here should be on the fact that these ideas are the author’s, so every sentence should emphasize this point (e.g. Silver writes…The author argues…).

In the **analysis** section, you are **flaws in the author’s argumentation** (see the resources for **terms and definitions** to include in your analysis--you will need to use at least one of these terms for logical fallacies in your analysis of each article.) Make sure you bold and underline these terms in your paper; make sure, too, that you define the terms in your own words. Most importantly, show evidence of this flaw from the article and then explain through careful analysis how your evidence shows that this author has committed this fallacy.

**Conclusion:**

The **conclusion** is your compromise which takes into consideration the needs, fears, and concerns of both sides. Since you have established the flaws in both arguments, you get to come up with a "solution," your compromise between the two positions.   You may delve into research to back up your compromise (although it is not a requirement), but if you refer to ideas others have come up with, attribute the idea to that source.

**REFERENCE MATERIALS**

Informal Outline for Expository Compositions

Essay’s Prompt: *(Find what the essay is about. If there is a couple of sentences, find the most important sentence, or combine the ideas into one sentence).*

Essay’s Question: *(Take the essay’s prompt, if it is written as a statement, and turn it into a question. Be sure to write the question as accurately as possible—use the exact words that the teacher has given you to ensure accuracy.)*

Your answer—the Thesis: *(Answer the essay’s questions, and include the reasons why the question is true, a.k.a. the “plan of development”, into your thesis as well).*

Body paragraphs: *(Each one of your reasons why your thesis is true--the plan of development--will have at least one entire paragraph for you to explain with examples. You do not need to write complete sentences at this point.)*

Reason #1 your answer is true: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example/Details:

Example/Details:

Example/Details:

Reason #2 your answer is true: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example/Details:

Example/Details:

Example/Details:

Reason #3 your answer is true: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example/Details:

Example/Details:

Example/Details:

Reason #4 your answer is true: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example/Details:

Example/Details:

Example/Details:

Rogerian Argument Outline—use this for Essay #4

1. Introduction paragraph
   1. Focus Question:
   2. Brief summary of Article #1 (first viewpoint, the “pro” side)
   3. Brief summary of Article #2 (second viewpoint, the “con” side)
   4. Thesis that refers to the authors and their essays and suggests the compromise you will reach
2. Article #1 (this could all be one paragraph or divided into multiple paragraphs; make sure you have got a topic sentence that tells specifically what the paragraph is about no matter how many you have).
   1. summary of Article #1 (first viewpoint, the “pro” side)
   2. analysis of Article #1 (looking for bias, appeals, fallacies, vested interests, omissions). You will need to have at least **one specific term** named in this section of a logical fallacy or bias; you need to bold and underline that term when you use it. For each term, show a specific example from the text of a logical fallacy or bias that the author has done.
3. Article #2 (this could all be one paragraph or divided into multiple paragraphs; make sure you have got a topic sentence that tells specifically what the paragraph is about no matter how many you have).
   1. summary of Article #2 (first viewpoint, the “con” side)
   2. analysis of Article #2 (looking for bias, appeals, fallacies, vested interests, omissions). You will need to have at least **one specific term** named in this section of a logical fallacy or bias; you need to bold and underline that term when you use it. For each term, show a specific example from the text of a logical fallacy or bias that the author has done.
4. The conclusion paragraph
   1. Your compromise between the two sides, taking into consideration the needs, fears, flaws, and concerns of both sides. Remember, your job in the essay was to show how very flawed the authors’ arguments were, so their flaws pave the way for your superior compromise.

**Reedley College, English 1A Essay Rubric**

|  |  |
| --- | --- |
| Content |  |
| Thesis | A. Strong, original, and arguable thesis statement  B. Clear, arguable thesis statement  C. Clearly-defined but simplistic arguable thesis statement  D. Unclear or confused thesis statement  F. No thesis |
| Topic Sentences | A. Strong topic sentences in all body paragraphs  B. Clear topic sentences in all body paragraphs  C. Adequate topic sentences in most paragraphs  D. Few or unclear topic sentences  F. No topic sentences |
| Examples | A. Strong examples/details/reasons that are well-chosen, thoughtful, original and balanced which support the thesis  B. Clear examples/details/reasons that are mostly well-chosen, original, and balanced and support the thesis  C. Adequate supporting examples/details/reasons that support the thesis  D. Supporting examples/details/reasons present, but are weak, poorly developed, disconnected from the thesis, repetitive, or very unbalanced  F. No specific evidence provided or most of the example, reasons, and details are very weak and/or off topic |
| Textual Evidence | A. Textual evidence is always chosen effectively and integrated into the essay correctly and smoothly  B. Textual evidence is often chosen effectively and integrated into the essay correctly and smoothly  C. Textual evidence is often (though not always) chosen effectively and integrated into the essay correctly and smoothly  D. Textual evidence is are seldom chosen effectively or integrated into the essay correctly and smoothly  F. Lacks textual evidence |
| Signal phrases | A. Textual evidence has strong signal phrases  B. Textual evidence has signal phrases prior to quotations and correct parenthetical citations with slight errors  C. Most of the textual evidence have signal phrases prior to quotations and parenthetical citations with errors  D. Most of the textual evidence used are missing signal phrases  F. No signal phrases used before quotations (or no textual evidence provided) |
| Complexity | A. Thoughtfully, critically, and logically addresses the essay prompt and a complex and sophisticated treatment of the topic  B. Clearly and logically addresses the essay prompt and topic with some degree of depth  C. Adequately addresses the essay prompt and meets the essay requirements  D. Attempts to address the essay prompt, but may be incomplete and/or demonstrate lack of understanding of the prompt  F. Essay is incomplete or doesn’t address the prompt |
| Logic | A. A strong sense of logic (avoidance of fallacies, effective use of arguments)  B. Good sense of logic (avoidance of fallacies, effective use of arguments)  C. Some discrepancies in logic (avoidance of fallacies, effective use of arguments)  D. Major discrepancies in logic (avoidance of fallacies, effective use of arguments)  F. Frequent and major discrepancies in logic (avoidance of fallacies, effective use of arguments) |
| Organization |  |
| Essay Structure | A. Strong essay structure with informative introduction, body paragraphs, conclusion, and transitions  B. Good essay structure, with a clear introduction, body paragraphs, conclusion, and transitions  C. Adequate introduction, body paragraphs, conclusion, and transitions  D. Weak essay organization  F. No sense of organization |
| Paragraph Structure | A. Strong paragraph structure  B. Good paragraph structure  C. Adequate paragraph structure  D. Weakly organized paragraph structure  F. No sense of internal organization |
| Conventions |  |
| Sentence Structure | A. Sophisticated, varied sentence structure  B. Complex and varied sentence structure  C. Attempts made at times to vary sentence structure  D. Simplistic sentence structure  F. Lack of control over sentence structure |
| Academic Diction | A. Sophisticated, precise word choice with appropriate level of formality  B. Accurate, precise word choice with appropriate level of formality  C. Some word choice errors that do not hinder understanding with adequate level of formality  D. Significant word choice errors that may hinder meaning  F. Numerous and significant word choice errors that obscure meaning |
| Surface Errors | A. Few if any surface errors (spelling, mechanics, punctuation) that do not interfere with understanding  B. Few surface errors that do not hinder understanding  C. Some surface errors that do not hinder understanding  D. Significant surface errors that may hinder meaning  F. Major problems with surface errors that obscure meaning |
| MLA Format | A. MLA formatting followed correctly for source citations, Works Cited, and paper format  B. MLA formatting followed correctly or nearly correctly for source citations, Works Cited, and paper format  C. MLA formatting followed adequately for source citations, Works Cited, and paper format  D. MLA formatting followed inadequately for source citations, Works Cited, and paper format  F. No MLA formatting |
| Plagiarism | Elements of plagiarism |

**Reedley College, English 1A Essay Rubric**

|  |  |
| --- | --- |
| Content |  |
| Thesis | A. Strong, original, and arguable thesis statement  B. Clear, arguable thesis statement  C. Clearly-defined but simplistic arguable thesis statement  D. Unclear or confused thesis statement  F. No thesis |
| Topic Sentences | A. Strong topic sentences in all body paragraphs  B. Clear topic sentences in all body paragraphs  C. Adequate topic sentences in most paragraphs  D. Few or unclear topic sentences  F. No topic sentences |
| Examples | A. Strong examples/details/reasons that are well-chosen, thoughtful, original and balanced which support the thesis  B. Clear examples/details/reasons that are mostly well-chosen, original, and balanced and support the thesis  C. Adequate supporting examples/details/reasons that support the thesis  D. Supporting examples/details/reasons present, but are weak, poorly developed, disconnected from the thesis, repetitive, or very unbalanced  F. No specific evidence provided or most of the example, reasons, and details are very weak and/or off topic |
| Textual Evidence | A. Textual evidence is always chosen effectively and integrated into the essay correctly and smoothly  B. Textual evidence is often chosen effectively and integrated into the essay correctly and smoothly  C. Textual evidence is often (though not always) chosen effectively and integrated into the essay correctly and smoothly  D. Textual evidence is are seldom chosen effectively or integrated into the essay correctly and smoothly  F. Lacks textual evidence |
| Signal phrases | A. Textual evidence has strong signal phrases  B. Textual evidence has signal phrases prior to quotations and correct parenthetical citations with slight errors  C. Most of the textual evidence have signal phrases prior to quotations and parenthetical citations with errors  D. Most of the textual evidence used are missing signal phrases  F. No signal phrases used before quotations (or no textual evidence provided) |
| Complexity | A. Thoughtfully, critically, and logically addresses the essay prompt and a complex and sophisticated treatment of the topic  B. Clearly and logically addresses the essay prompt and topic with some degree of depth  C. Adequately addresses the essay prompt and meets the essay requirements  D. Attempts to address the essay prompt, but may be incomplete and/or demonstrate lack of understanding of the prompt  F. Essay is incomplete or doesn’t address the prompt |
| Logic | A. A strong sense of logic (avoidance of fallacies, effective use of arguments)  B. Good sense of logic (avoidance of fallacies, effective use of arguments)  C. Some discrepancies in logic (avoidance of fallacies, effective use of arguments)  D. Major discrepancies in logic (avoidance of fallacies, effective use of arguments)  F. Frequent and major discrepancies in logic (avoidance of fallacies, effective use of arguments) |
| Organization |  |
| Essay Structure | A. Strong essay structure with informative introduction, body paragraphs, conclusion, and transitions  B. Good essay structure, with a clear introduction, body paragraphs, conclusion, and transitions  C. Adequate introduction, body paragraphs, conclusion, and transitions  D. Weak essay organization  F. No sense of organization |
| Paragraph Structure | A. Strong paragraph structure  B. Good paragraph structure  C. Adequate paragraph structure  D. Weakly organized paragraph structure  F. No sense of internal organization |
| Conventions |  |
| Sentence Structure | A. Sophisticated, varied sentence structure  B. Complex and varied sentence structure  C. Attempts made at times to vary sentence structure  D. Simplistic sentence structure  F. Lack of control over sentence structure |
| Academic Diction | A. Sophisticated, precise word choice with appropriate level of formality  B. Accurate, precise word choice with appropriate level of formality  C. Some word choice errors that do not hinder understanding with adequate level of formality  D. Significant word choice errors that may hinder meaning  F. Numerous and significant word choice errors that obscure meaning |
| Surface Errors | A. Few if any surface errors (spelling, mechanics, punctuation) that do not interfere with understanding  B. Few surface errors that do not hinder understanding  C. Some surface errors that do not hinder understanding  D. Significant surface errors that may hinder meaning  F. Major problems with surface errors that obscure meaning |
| MLA Format | A. MLA formatting followed correctly for source citations, Works Cited, and paper format  B. MLA formatting followed correctly or nearly correctly for source citations, Works Cited, and paper format  C. MLA formatting followed adequately for source citations, Works Cited, and paper format  D. MLA formatting followed inadequately for source citations, Works Cited, and paper format  F. No MLA formatting |
| Plagiarism | Elements of plagiarism |

**Reedley College, English 1A Essay Rubric**

|  |  |
| --- | --- |
| Content |  |
| Thesis | A. Strong, original, and arguable thesis statement  B. Clear, arguable thesis statement  C. Clearly-defined but simplistic arguable thesis statement  D. Unclear or confused thesis statement  F. No thesis |
| Topic Sentences | A. Strong topic sentences in all body paragraphs  B. Clear topic sentences in all body paragraphs  C. Adequate topic sentences in most paragraphs  D. Few or unclear topic sentences  F. No topic sentences |
| Examples | A. Strong examples/details/reasons that are well-chosen, thoughtful, original and balanced which support the thesis  B. Clear examples/details/reasons that are mostly well-chosen, original, and balanced and support the thesis  C. Adequate supporting examples/details/reasons that support the thesis  D. Supporting examples/details/reasons present, but are weak, poorly developed, disconnected from the thesis, repetitive, or very unbalanced  F. No specific evidence provided or most of the example, reasons, and details are very weak and/or off topic |
| Textual Evidence | A. Textual evidence is always chosen effectively and integrated into the essay correctly and smoothly  B. Textual evidence is often chosen effectively and integrated into the essay correctly and smoothly  C. Textual evidence is often (though not always) chosen effectively and integrated into the essay correctly and smoothly  D. Textual evidence is are seldom chosen effectively or integrated into the essay correctly and smoothly  F. Lacks textual evidence |
| Signal phrases | A. Textual evidence has strong signal phrases  B. Textual evidence has signal phrases prior to quotations and correct parenthetical citations with slight errors  C. Most of the textual evidence have signal phrases prior to quotations and parenthetical citations with errors  D. Most of the textual evidence used are missing signal phrases  F. No signal phrases used before quotations (or no textual evidence provided) |
| Complexity | A. Thoughtfully, critically, and logically addresses the essay prompt and a complex and sophisticated treatment of the topic  B. Clearly and logically addresses the essay prompt and topic with some degree of depth  C. Adequately addresses the essay prompt and meets the essay requirements  D. Attempts to address the essay prompt, but may be incomplete and/or demonstrate lack of understanding of the prompt  F. Essay is incomplete or doesn’t address the prompt |
| Logic | A. A strong sense of logic (avoidance of fallacies, effective use of arguments)  B. Good sense of logic (avoidance of fallacies, effective use of arguments)  C. Some discrepancies in logic (avoidance of fallacies, effective use of arguments)  D. Major discrepancies in logic (avoidance of fallacies, effective use of arguments)  F. Frequent and major discrepancies in logic (avoidance of fallacies, effective use of arguments) |
| Organization |  |
| Essay Structure | A. Strong essay structure with informative introduction, body paragraphs, conclusion, and transitions  B. Good essay structure, with a clear introduction, body paragraphs, conclusion, and transitions  C. Adequate introduction, body paragraphs, conclusion, and transitions  D. Weak essay organization  F. No sense of organization |
| Paragraph Structure | A. Strong paragraph structure  B. Good paragraph structure  C. Adequate paragraph structure  D. Weakly organized paragraph structure  F. No sense of internal organization |
| Conventions |  |
| Sentence Structure | A. Sophisticated, varied sentence structure  B. Complex and varied sentence structure  C. Attempts made at times to vary sentence structure  D. Simplistic sentence structure  F. Lack of control over sentence structure |
| Academic Diction | A. Sophisticated, precise word choice with appropriate level of formality  B. Accurate, precise word choice with appropriate level of formality  C. Some word choice errors that do not hinder understanding with adequate level of formality  D. Significant word choice errors that may hinder meaning  F. Numerous and significant word choice errors that obscure meaning |
| Surface Errors | A. Few if any surface errors (spelling, mechanics, punctuation) that do not interfere with understanding  B. Few surface errors that do not hinder understanding  C. Some surface errors that do not hinder understanding  D. Significant surface errors that may hinder meaning  F. Major problems with surface errors that obscure meaning |
| MLA Format | A. MLA formatting followed correctly for source citations, Works Cited, and paper format  B. MLA formatting followed correctly or nearly correctly for source citations, Works Cited, and paper format  C. MLA formatting followed adequately for source citations, Works Cited, and paper format  D. MLA formatting followed inadequately for source citations, Works Cited, and paper format  F. No MLA formatting |
| Plagiarism | Elements of plagiarism |

**Reedley College Annotated Bibliography Rubric**

|  |  |
| --- | --- |
| Content |  |
| Signal phrase | A. Signal phrase includes author, author’s credentials, source title, and source thesis in first sentence(s) of summary  B. Signal phrase includes author, author’s credentials, source title, and source thesis in first sentence(s) of summary, with some omission  C. Signal phrase includes author, author’s credentials, source title, and source thesis in first sentence(s) of summary, with omissions  D. Omission of most signal phrase details: signal phrase includes author, author’s credentials, source title, and source thesis in first sentence(s) of summary  F. Omission of signal phrase details |
| Summary | A. Main supporting points and relevant details are thoroughly summarized  B. Main supporting points and relevant details are well summarized, includes some unnecessary detail  C. Main supporting points and relevant details are summarized, includes unnecessary details  D. Supporting points are not summarized, includes frequent unnecessary detail.  F. No summary or does not meet required length. |
| Analysis |  |
| Evaluation | A. A sophisticated and thoughtful evaluation of the effectiveness, currency, reliability, and bias of the source.  B. A thoughtful evaluation of the effectiveness, currency, reliability, and bias of the source.  C. A vague evaluation of the effectiveness, currency, reliability, and bias of the source.  D. An unclear evaluation of the effectiveness, currency, reliability, and bias of the source.  F. No evaluation of the source or sources are not peer reviewed and/or scholarly. |
| Synthesis | A. A sophisticated and thoughtful analysis of source to source and source to thesis connections (how the source supports, contradicts, detracts from, or adds to the academic conversation)  B. A thoughtful analysis of source to source and source to thesis connections (how the source supports, contradicts, detracts from, or adds to the academic conversation)  C. A vague analysis of source to source and source to thesis connections (how the source supports, contradicts, detracts from, or adds to the academic conversation)  D. An unclear analysis of source to source and source to thesis connections (how the source supports, contradicts, detracts from, or adds to the academic conversation)  F. No analysis of the source. |
| Conventions |  |
| Sentence Structure | A. Sophisticated, varied sentence structure  B. Complex and varied sentence structure  C. Attempts made at times to vary sentence structure  D. Simplistic sentence structure  F. Lack of control over sentence structure |
| Academic Diction | A. Sophisticated, precise word choice with appropriate level of formality  B. Accurate, precise word choice with appropriate level of formality  C. Some word choice errors that do not hinder understanding with adequate level of formality  D. Significant word choice errors that may hinder meaning  F. Numerous and significant word choice errors that obscure meaning |
| Surface Errors | A. Few if any surface errors (spelling, mechanics, punctuation) that do not interfere with understanding  B. Few surface errors that do not hinder understanding  C. Some surface errors that do not hinder understanding  D. Significant surface errors that may hinder meaning  F. Major problems with surface errors that obscure meaning |
| MLA Format | A. MLA formatting followed correctly for source citations, Works Cited, and paper format  B. MLA formatting followed correctly or nearly correctly for source citations, Works Cited, and paper format  C. MLA formatting followed adequately for source citations, Works Cited, and paper format  D. MLA formatting followed inadequately for source citations, Works Cited, and paper format  F. No MLA formatting |
| Plagiarism | Elements of plagiarism |

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