**English 1A, Web**

**Section # 56435**

**Reading and Composition**

**Monday, January 8 - Tuesday, May 15, 2018**

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

# Contact Information

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

Office: HUM 51 (directly behind the SOC building) Phone: 638-0300, ext. 3150

Office Hours: Mondays, 12-1pm (Virtual office hours--call or email to reach me). Tuesdays and Thursdays, 9am-9:50am in HUM 51; Fridays, 12-1pm.

*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**: Notions of Success (due week 4) | 100 |  |
| **Essay #2**: The American Dream (due week 8) | 150 |  |
| **Essay Midterm** (timed essay exam, taken week 9) | 100 |  |
| **Grammar Midterm** (exam on the grammar concepts  from weeks 1-9, taken week 10) | 25 |  |
| **Annotated Bibliography** for Essay #3 (due week 12) | 100 |  |
| **Essay #3**: Argument-based research paper (due week 14) | 200 |  |
| **Essay #4:** Rogerian Argument (due week 17) | 150 |  |
| **Grammar Final** (Test on the grammar concepts  from weeks 10-17, taken during finals week) | 25 |  |
| **Reading quizzes** | 100 |  |
| **Grammar Quizzes** (one taken every three weeks, 10 points each) | 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 all of these texts on reserve at the Reedley College library.*

Kirszner, Laurie G. and Stephen R. Mandell. *The Blair Reader: Exploring Issues and Ideas*. 9th Edition. Boston:

Pearson, 2017. Print. ISBN: 978-0-13-411037-0

Kirszner, Laurie G. and Stephen R. Mandell. *The Concise Cengage Handbook*. 5th Edition. Boston: Wadsworth

Cengage Learning, 2017. Print. ISBN: 978-1-305-66812-6

Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*. New York: Broadway, 2011. Print. ISBN **10:** 1400052181

**Supplies Needed for Every Class**:

* a flash drive
* 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

Additional materials needed: two examination blue books (size 8 ½ x 11) for the midterm and final.

**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 didn’t do 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, especially if you miss more than one class in a row. 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. Should you need to be tardy more than 10 minutes of any class or need to leave more than 10 minutes early, that class will count that as an absence.

**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 *Wadsworth Handbook* to read and some exercises to complete; there is also an answer guide to selected exercises section in the back of your handbook. 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. Your completed Checklist of Required Elements for that paper.
   3. Final draft of your paper. Highlight on the final draft your thesis and the topic sentences for all body paragraphs.
   4. All other work done on that paper (include all of the following: Smarthinking Tutoring feedback; freewrites and discussion questions; outlines; rough drafts).

**Please remember that computer problems inevitably will occur when submitting your paper online**. I have found that when students wait until the last minute to upload their papers, they will usually end up having problems (such as having the computer crash). Remember, a paper turned in at 12:05pm is considered late and therefore will have credit deducted. I will not be able to respond to a last minute, panicked email to have me clear a failed upload attempt. The smart student will take this warning into consideration and upload the paper several days in advance of the due date, allowing time to get help or make alternative arrangements should computer problems occur.

That being said, if something happens, simply email me your paper as an attachment, then call the next morning during office hours to see what you need to do for your paper to be accepted; at the very least, I will see from the timestamp on your email that you got the essay done in time, and you will still need to submit your paper to Turnitin.com at the earliest chance you can.

**Essays--Rewriting Policies**

You are allowed to and encouraged to rewrite **one 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, first cut and paste the final graded draft with my comments, then paste your rewritten draft after, making sure to **highlight exactly what you have changed in the rewritten section**.
4. Then, send me an email with this one document attached. In the body of the email, explain 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. Go to our Canvas website and find these quizzes and exams in the “Quizzes” tab. 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. When this class is taught face-to-face, students meet with an instructor and the class for four hours a week for this class. The average amount of homework for a hour is two-three hours for each hour of class time. It is important to understand the time commitment necessary to be successful in this or any online class; you are expected to spend the same amount of time on this class as would any English 1A student—the benefit to you is that you get to decide when you work on the class, outside of the set due dates. **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 the 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** *(Please note that even though the campus has several holidays this semester, our online class doesn’t get a day off: regularly scheduled due dates still apply.):*
    1. **Semester begins: Monday, January 7**
    2. **MLK holiday: Monday, January 15**
    3. **Presidents’ Day holiday: Friday, February 16-Monday, February 19**
    4. **Spring break: March 26-30**
    5. **Last day to drop the class without a “W” on your transcript: Friday, January 26**
    6. **Last day to drop the class (a letter grade will be assigned after this date): Friday, March 9**
    7. **The final will close at noon on Tuesday, May 15.**

**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.*

ESSAY PROMPTS

**Essay #1**

**Write an essay in which you examine how your parents’ (or those in parental roles to you) notions of success have influenced your own experiences**. In forming your ideas about this topic, you should begin by comparing your own experiences to your choice of the assigned essays.

The final draft of this essay will be a **minimum of three full typed pages in MLA formatting, in addition to a works cited page**. *Note*: three full pages means that your writing should fall onto the fourth page.

**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…”). Then, in a few sentences, provide background on the essay you have chosen as well as your own experience. Include a clear thesis as your last sentence that responds fully to the prompt of this essay.

**Body Paragraphs:**

In each of your body paragraphs, describe a different way that your parents’ notions of success have influenced you, or a different expectation that your parents had of your own success and its influence on you. You should provide a few quotations from the essay you have chosen in most of the body paragraphs. Remember, this essay describes the different ways your parents’ notions of success have influenced you—*it is not a timeline of events.* In other words, do not tell the reader the chronological story of your life—that would be off-topic, which would result in a failing paper.

Consider how you will organize your required information. You need to address **for each topic**:

* 1. What exactly your parents’ notion of success about this topic was.
  2. What affect this notion had on you.
  3. Tie this in with your text.

Students have approached this in different ways: making all of this information fit into one body paragraph (the downside: the paragraph gets very long!); writing one body paragraph about “a” above, and then another body paragraph combining “b” and “c” above; or, writing a separate body paragraph for each one of these (the upside of this organizational strategy that it gives you space to go into depth about each of your topics). Whichever organizational pattern you choose, **just make sure that you follow this pattern for every topic** you choose to write about. Having predictable organization is essential for clarity.

Another pointer to consider within each of these required elements: provide a **specific example** to help prove whatever point you are trying to make. It is fine to begin with general statements in your paragraphs (e.g. “My parents always believed firmly in the value of education.”) but move very quickly into your specific proof (i.e. *When exactly did your parents demonstrate in their own lives that they did indeed value education?*).

**Conclusion:**

In the conclusion, tie in your experiences with the article once again to bring closure to the essay. Discuss the significance of these influences on you and your goals today.

**Essay #2**

President Barak Obama, in his book *The Audacity of Hope* says, “I believe that part of America’s genius has always been its ability to absorb newcomers, to forge a national identity out of the disparate lot that arrived on our shores.” **Write an essay in which you use your choice of assigned readings to support or disprove his observation**.

In your analysis of this issue, be sure to use all of the following texts to support your position:

· Rebecca Skloot’s *The Immortal Life of Henrietta Lacks (Note:* because this is the longest text, you should have the majority of your paper focused on this source).

· At least two essays from the assigned chapters from *The Blair Reader* (*Note*: make sure you select essays you have *not* previously referenced in the first essay).

In your **introduction**, be sure to provide a context by identifying Obama’s statement. Then, transition from that statement to a brief summary of the texts that you will use. Finally, transition to your thesis statement, a direct answer to the essay’s question.

In your **body paragraphs**, give specific evidence from the texts to support your thesis. Make sure that you have more than one body paragraph that discusses most of your sources, particularly the Rodriguez text, and that your body paragraphs have informative topic sentences that accurately tell what that body paragraph is about with transitions in between.

**All body paragraphs in expository essays such as this one need to be focused on topics, rather than the sources themselves**. Consider the different ideas and ways that the authors discuss that support or disprove Obama’s statement. These ideas, topics, not the sources themselves, should be the focus of your organization of the body paragraphs.

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. What overall is important about the fact that so many readings support or disprove Obama’s observation?

Your final draft of your essay needs to be **a minimum of four full typed pages, in addition to a works cited page**.

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**Annotated Bibliography and Essay #3**

For this assignment, you will construct your own argument based on a combination of your own research and some assigned sources.

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

* At least two essays from the assigned chapters in *The Blair Reader* (Note: do not reference any text that you have used already in the first three essays)
* At least one book: Rebecca Skloot’s *The Immortal Life of Henrietta Lacks*
* At least three 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 bring in are scholarly in nature (see Chapter 43 in *The Wadsworth Handbook* for an excellent discussion of "Evaluating Sources").

**The final draft of this research paper will need to be at least seven full typed pages, in addition to a works cited page**.   You do not need to turn in the annotated bibliography again with the final draft, but of course, you will need a works cited page with the final draft.

**Annotated Bibliography (The first project due for this assignment):**

One of the first steps in writing your research paper is to write an annotated bibliography of all of the sources you will reference in your writing (listed above).   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.

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.   The source citation (MLA works cited entry) and the credentials of the author (make sure, when you provide the author’s credentials that you do not plagiarize. Rephrase the wording of the author’s biographies to avoid plagiarism.).

2.   The content (a one-sentence summary of the source’s main idea/thesis)

3.   A brief explanation of how the author supports his or her main idea.

4.   A brief explanation of how it will be used in your research paper.

The annotated bibliography needs to be **at least three pages in length**.

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**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 two articles that have opposing arguments from any of the articles you select from the Focus sections in your *Blair Reader*. 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 Wadsworth Handbook* Chapter 6, "Thinking Critically" 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 (Use this outline for Essays 1, 2, and 3)

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.

Informal Outline Structure for Composition Classes—Comparison Essays (use this for the midterm)

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 (the first essay) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example/Details:

Example/Details:

Example/Details:

Reason #1 your answer is true (the second essay) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example/Details:

Example/Details:

Example/Details

Reason #2 your answer is true (the first essay): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example/Details:

Example/Details:

Example/Details:

Reason #2 your answer is true (the second essay): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example/Details:

Example/Details:

Example/Details:

Reason #3 your answer is true (the first essay): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example/Details:

Example/Details:

Example/Details:

Reason #3 your answer is true (the second essay): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example/Details:

Example/Details:

Example/Details:

**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**

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| 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) |
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| 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 |
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| 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 |
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| Plagiarism | Elements of plagiarism |

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

|  |  |
| --- | --- |
| Content |  |
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| 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 |
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| 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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| **Date** | ***Blair Reader/The Immortal Life of Henrietta Lacks* Assignment** | **Cengage Handbook Assignment** | **Due Dates/Notes** |
| --- | --- | --- | --- |
| **Week 1**  JAN 9 |  | -- |  |
| Week 1  JAN 11 | ***Blair Reader***: Chapter 2, “Writing about Reading” and from Chapter 3, “Family and Memory”:  “The Great Forgetting,”  “My Fictional Grandparents,”  “When I Moved Online” | Chapter 1, “Understanding Audience and Purpose,” and Chapter 2, “Planning an Essay.”  Chapter 20, “Using the Parts of Speech.” |  |
| **Week 2**  JAN 16 | Chapter 3, “Family and Memory”:  “Sixty-Nine Cents,”  “Adapted from *Battle Hymn of the Tiger Mother.”*  Chapter 9, “The American Dream,” Part 1:  “Just Walk on By,”  “Dr. King’s Righteous Fury,”  “The Declaration of Independence,” | Chapter 3, “Using a Thesis to Shape Your Material.” | Outline for Essay #1 due |
| Week 2  JAN 18 | Chapter 9, “The American Dream,” Part 1:  “The Gettysburg Address,”  “Outlaw: My Life in America as an Undocumented Immigrant.” | Chapter 14, “Building Sentences” and complete the exercises, checking your answers in the “Answers to Selected Exercises.” |  |
| **Week 3**  JAN 23 | ***Blair Reader***: Chapter 9, “The American Dream,” Part 2. All of the essays in the “Focus: Is the American Dream Still Attainable?” | Chapter 4, “Drafting and Revising” and Chapter 5, “Writing Paragraphs.” | Typed, full-page rough draft for Essay #1 due |
| Week 3 JAN 25 | ***The Immortal Life of Henrietta Lacks***: Part 1, Prologue and Chapters 1-10 (pages 1-82) | Chapter 24 in *Cengage Handbook* “Revising Sentence Fragments,” and complete the exercises. | Weeks 1-3 grammar quiz |
| **Week 4**  JAN 30 | ***Blair Reader***: Chapter 4, “Issues in Education,” Part 1.  “The Sanctuary of School,”  “School is Bad for Children,”  “The Good Immigrant Student,”  “Online Higher Education’s Individualist Fallacy,”  “For More Balance on Campus.” |  |  |
| Week 4 FEB 1 | ***The Immortal Life of Henrietta Lacks***: Chapters 11-21 (pages 83-169) | “Revising Run-ons” in *Cengage Handbook* Chapter 25. | **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.** |
| **Week 5**  FEB 6 | ***Blair Reader***: Chapter 4, “Issues in Education,” Part 2. All of the essays in “Focus: Is a College Education Worth the Money?” | Chapter 8, “Writing Essays about Literature” and Chapter 46, “Avoiding Plagiarism.” |  |
| Week 5  FEB 8 | ***The Immortal Life of Henrietta Lacks***: Chapters 22-30 (pages 170-249) | “Revising Agreement Errors” in *Cengage Handbook* Chapter 26 and complete the exercises |  |
| **Week 6**  FEB 13 | ***Blair Reader***: Chapter 7, “Gender and Identity,” Part 1. “Why I Want a Wife,”  “Stay- at-Home Dads,”  “Marked Women” | Chapter 9, “Reading to Write.” | Outline for Essay #2 due |
| Week 6  FEB 15 | ***The Immortal Life of Henrietta Lacks***: Chapters 31-Afterword (pages 250-328) | “Using Parallelism” in *Cengage Handbook* Chapter 18 and complete the exercises | Grammar quiz weeks 4-6 |
| **Week 7**  FEB 20 | ***Blair Reader***: Chapter 7, “Gender and Identity,” Part 2. All of the essays in “Focus: Who Has It Harder, Girls or Boys?” | Chapter 7, “Writing Argumentative Essays” and Chapter 41, “Writing a Research Paper.” | Typed, full page rough draft for Essay #2 due. |
| Week 7  FEB 22 |  | “Choosing Words” in *Cengage Handbook* Chapter 19 and complete the exercises |  |
| **Week 8**  FEB 27 | ***Blair Reader***: Chapter 10, “Why We Work.” All of the essays in this chapter, except the “Focus: Is Every Worker Entitled to a Living Wage?” | Chapter 42, “Using and Evaluating Library Sources.” |  |
| Week 8  MAR 1 | Chapter 10, “Why We Work.” The essays in the “Focus: Is Every Worker Entitled to a Living Wage?” | “Using Verbs” in *Cengage Handbook* Chapter 22 and complete the exercises | **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.** |
| **Week 9**  MAR 6 | Chapter 5, “The Politics of Language,” Part 1. “The Curious Grammar of Police Shootings,”  “Is Social Media Hurting Our Social Skills?”  “Will Text Messaging Destroy the English Language?”  “Mother Tongue,” | Chapter 43, “Using and Evaluating Internet Sources” | **Timed essay midterm.**  Grammar quiz 7-9**.** |
| Week 9  MAR 8 | Chapter 5, “The Politics of Language,” Part 1.  “Learning to Read and Write,” “Sexism in English,”  “The Human Cost of an Illiterate Society” | “Using Semicolons” in *Cengage Handbook* Chapter 31 and complete the exercises | **Last day to submit any missing homework from weeks 1-8.** |
| **Week 10**  MAR 13 | Chapter 11, “Making Ethical Choices,” Part 1. Read all of the essays in “Focus: What Has Happened to Academic Integrity?” | Chapter 44, “Summarizing, Paraphrasing, and Quoting Sources.” | Informal outline for Essay #3 due.  **Grammar midterm.** |
| **Week 10**  MAR 15 | Chapter 11, “Making Ethical Choices,” Part 1. Read all of the essays in “Focus: What Has Happened to Academic Integrity?” | Chapter 44, “Summarizing, Paraphrasing, and Quoting Sources.” | Informal outline for Essay #3 due.  **Grammar midterm.** |
| **Week 11**  MAR 20 | Chapter 11, “Making Ethical Choices,” Part 2.  “The Unacknowledged Ethicists on Campuses,”  “How Not to Be Alone,” | Chapter 6, “Thinking Critically” | Typed, full-page rough draft of Annotated Bibliography for Essay #3 due |
| Week 11  MAR 22 | Chapter 11: “Fracking: A Fable,”  “Letter from Birmingham Jail,” | “Revising Misplaced and Dangling Modifiers” in *Cengage Handbook* Chapter 27 and complete the exercises |  |
| **Week 12**  APR 3 | Chapter 4, “Media and Society.”  “Eminem is Right,”  “After the Protests,”  “Connectivity and its Discontents,” | Chapter 47, “MLA Documentation Style.” | Outline for Essay #3 due (formal—all sources must be included and cited) |
| Week 12  APR 5 | Chapter 4: “Mind over Mass Media,” and “Reality is Broken.” | “Writing Varied Sentences” in *Cengage Handbook* Chapter 15 and complete the exercises | **Typed, full page final draft for Annotated Bibliography for Essay #3 due. Turn in all prior work. Upload final draft to Turnitin.com one hour before class.**  Grammar quiz 10-12 |
| **Week 13**  APR 10 | Chapter 3, “The Politics of Language,” Part 2. Read all of the essays in “Focus: How Free Should Free Speech Be?” | Chapter 45, “Synthesizing Sources.” | Typed, full page rough draft for Essay #3 due. |
| Week 13  APR 12 |  | “Writing Emphatic Sentences” in *Cengage Handbook* Chapter 16 and complete the exercises |  |
| **Week 14**  APR 17 | Chapter 8, “Culture and Identity.” Part 1.  “The Struggle to Be an All-American Girl,”  “The Myth of the Latin Woman: I Just Met a Girl Named Maria,”  “Muslim in America.” | Chapter 10, “Writing Essay Exams.” |  |
| Week 14  APR 19 | Read all of the essays in “Focus: Do Racial Distinctions Still Matter?” |  | **Typed, full page final draft for Essay #3 due. Turn in all prior work. Upload final draft to Turnitin.com one hour before class.** |
| **Week 15**  APR 24 | Chapter 12, “Facing the Future,” Part 1.  “Inaugural Address,”  “The Obligation to Endure,”  “The Changing Demographics of America,” |  | Outline for Essay #4 due |
| Week 15  APR 26 | Chapter 12: “The Elusive Big Idea,”  “The Next American Frontier,” and “Innovation Starvation.” | “Using Commas” in *Cengage Handbook* Chapter 30 and complete the exercises |  |
| **Week 16**  MAY 1 | Chapter 12, “Facing the Future.” Part 2. Read all of the essays for the “Focus: What Comes Next?” |  | Typed, full page rough draft for Essay #4 due. |
| Week 16  MAY 3 |  | “Revising Awkward or Confusing Sentences” in *Cengage Handbook* Chapter 28 and complete the exercises | Grammar quiz 13-16. |
| **Week 17**  MAY 8 |  |  | **Last day to submit any missing homework from weeks 10-17.**  **Grammar final exam.** |
| Week 17  MAY 10 |  |  | **Essay #4 due. Turn in at the final with all prior work. Upload final draft to Turnitin.com one hour before the final.** |
| **FINALS WEEK** |  |  | **FINAL—Tuesday, MAY 15, 10:00am-11:50am in HUM 62.** |