**Syllabus for English 1A, #52298, Reading and Composition**

**Spring Semester: Monday, January 11-Tuesday, May 18, 2021**

**WEB**

# Contact Information

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

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

Virtual Office Hours: Mondays, Wednesdays, and Fridays, 10am-10:50am (see class module for Zoom link). *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 |  |
| Discussion Board Posts (Original and Replies) | 150 |  |
| 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*

**Course Objectives/Learning Outcomes**

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

1. Write multiple essays of at least 1,500 words, including at least one research paper with documentation that includes:
   1. a sophisticated introduction, multiple body paragraphs, and conclusion.
   2. a clearly defined, arguable thesis sentence.
   3. supporting details that exhibit critical thinking and use credible secondary sources.
   4. correct usage of MLA format, including a Works Cited page.
   5. sentences which exhibit a command of the complex/compound with minimal comma splices, sentence fuses, and fragments, and which show a command of mechanics.
   6. controlled and sophisticated word choice.
   7. writing in the third person.
   8. an avoidance of logical fallacies.
   9. demonstration of an awareness of purpose and audience.
   10. appropriate and purposeful use of quotations.
   11. correct in-text citations.
   12. an annotated bibliography of multiple sources.
   13. a lack of intentional and unintentional plagiarism.
2. Write one or more organized, independently-written in-class essays with thesis and adequate support.
3. Read and understand college-level prose.

**Weekly Schedule Overview**

To give you a feel of how the class will work, a typical week looks like this:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sunday** | **Monday**  A New Week’s Work Begins | **Tuesday** | **Wednesday**  **To be Completed by Noon:**  --all textbook readings  --all videos and additional readings  --all original discussion board posts | **Thursday** | **Friday**  **To be Completed by Noon:**  --all discussion board replies  --all grammar exercises completed  --grammar quiz completed (if there is one assigned that week)  --final draft of essays due (if there is one due that week) | **Saturday** |
| **Sunday** | **Monday**  The Next Week’s Work Begins |  |  |  |  |  |

**Supplies Needed for Class**:

* Your printed out textbooks and syllabus
* 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
* a folder and binder clips to organize your articles

**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.

**Attendance Policy**

I will monitor your online contact through the Canvas discussion board, essays, quizzes, and e-mail. You will need to make your presence known every few days by making substantive contributions to the discussions.

Failure to post to the discussion board for two weeks in a row (including weekends) and/or complete assignments, without contacting me, will mean that you are no longer participating in the class, and you may be dropped from the class. *Note*: Failure to complete the first week’s assignments on time will result in a drop from the class.

**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. Your work on these exercises can be used on the quizzes and exams.

# Examinations

**Examinations and quizzes cannot be made up**; if you know in advance that you cannot take the exams, be sure to speak with me at least forty-eight hours in advance to make alternate plans before the exam is given. 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 given no credit on the exam.

**Discussion Board Details and Tips**

Here are some hints to help you write quality original posts and responses:

1. Take the time to think about what you are writing so that your comments are well-written and complete.
2. When responding to others, don’t merely say “I agree.” Instead, explain why you agree or disagree. Try to carry on a discussion.
3. Remember that spelling and grammar count; please also watch your language and word choice. Cursing and inappropriate language are not acceptable. If this occurs, action will be taken as necessary per school policy. Make sure that you capitalize “I” and spell “you” correctly. Do not abbreviate words. Make sure you use academic English. “Stupid” is not very academic and doesn’t tell the reader much!

Each week, you will have the following due for your discussion board assignments:

* **Original Posts (due Wednesdays at noon).** You will have one original post due each week based on that week’s readings and on your essay writing (an outline or a draft)**; you will need to post a substantive post (of at least 300 words per post**) **for each original post**.
* **Replies (due Fridays at noon).** **You** **will need to reply to at least TWO fellow student’s post for every original post**; each reply needs to be **at least 100 words**. Be sure to address the person by name that you are replying to, and make sure that you first try to reply to someone in the class who has not had any feedback on his post.

Also, does replying to another students’ work mean you can only agree with that student? Think about how discussions happen in traditional classes. Do students only agree with each other in real-time class conversations? If we did, it would certainly be a dull conversation, and we probably wouldn’t learn much. Think about how you would politely disagree with a student you are having a conversation with (by saying something like, “I appreciate your viewpoint, but have you considered...” “I think I understand what you are saying, but I wonder if you have thought about...”).

**How Are Discussion Board Postings Graded?**

A thoughtful, well-written response that directly addresses all of the components of the question will earn full credit. The response should indicate that you reflected carefully upon the question; it also indicates that you took the time to edit your work prior to posting. A full-credit posting will have few grammatical errors, and you would need to include the word count (that is above the minimum requirement of the assignment). For drafts and outlines, work must be complete and thorough, addressing all minimum requirements.

**Some tips to earn full credit: Type your responses first in Word**, get the word count added to your post in Word, and then cut and paste the work into Canvas. This is a good idea for several reasons—first, you can edit your work with the help of spell and grammar check. Also, so many students have told me that they have lost work when their computer crashes or Canvas freezes.

Points will be deducted for each of the following:

* not addressing all parts of the questions
* having a draft or outline that is partially complete
* not having a depth of thought in the response (responding quickly just to get the work done)
* not including the word count or falling short of the word count
* having a large number of grammatical errors or spelling errors, including IM speak (“u” instead of “you”) or slang
* posting the original post but no replies, or posting the reply but no original post
* not addressing by name the person to whom you are replying
* choosing to reply to someone else’s post who already been replied to by another student when there are other students who have not had any replies to their posts
* posting your work late (before I grade the posts)

**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. **Turnitin originality report**: You are strongly encouraged to submit multiple drafts of your essay. Once you submit a draft, you can see the grammar feedback, and, more importantly, the Turnitin originality report. To access your originality score, go to where you uploaded the document, and click on the percentage. It will take you to the feedback report. Read through that carefully; everything that shows as not original is fine as long as it is in “quotation marks.” If something shows up that is more than a couple of words, that part needs to be rewritten in your own words (this is paraphrasing), and the source needs to be cited. Direct quotations should comprise no more than 10% of your paper. You may resubmit your drafts as many times as needed to bring down your percentage and eliminate any plagiarism—before the due date. As such, it is highly encouraged for you to start submitting drafts a few days before the final due date.
2. **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. **The latest draft submitted before the final due date and time will be the one graded**.
3. **Originality score comment**: In the assignment submission itself, post a comment to me, telling me what your final originality score for this assignment was, and why. An example would be, “For my final draft on this assignment, I received a Turnitin originality score of 9% because of direct textual evidence that I quoted and cited in addition to the works cited entries.”

**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**. In the comments section of your assignment, make sure to include a few sentences of explanation of exactly what changes you have made and how these changes improved your paper. In this explanation in the comments, include also your new Turnitin originality score and the reasons why you had that score.
4. **Upload the rewritten file to the same assignment location before the one week due date.**

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 or only email through our Canvas course**. Email 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 if you do not go through the Canvas course**. 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 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. This also applies to online courses; it is difficult to concentrate fully on course material if you are checking your phone.
2. 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.
3. 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.
4. 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, especially considering 80% of your grade is based on your compositions.
5. 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.**
6. 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**.
7. 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!
8. 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.
9. 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.
10. Should you discover that you are unable to attend class regularly 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.
11. **Important dates***:*
    1. **Semester begins: Monday, January 11**
    2. **Martin Luther King, Jr. Day holiday: Monday, January 18**
    3. **Presidents’ Day holidays: Friday, February 12-Monday, February 15**
    4. **Last day to drop the class without a “W” on your transcript: Friday, January 29**
    5. **Last day to drop the class (a letter grade will be assigned after this date): Friday, March 12**

**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 OR THROUGH CANVAS.**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

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