Office: Pafford 105-A  
Office Hours, Appointments Recommended  
Monday, 2-3pm, Tuesday and Thursday 12:30-1:55 & 3:30-4:30pm, Wednesday (Newnan): 9-11  

Writing Center Shift: Monday 10:30-1:30, Appointment Required  

SYLLABUS  
This syllabus serves as the contract for the class; if you are enrolled in the course, then it is understood that you will comply with the criteria set forth on this syllabus. The guidelines, expectations, and grading criteria are clearly outlined here, and these will govern the structure of the class. You should keep a hard copy of the syllabus in your class binder and make note of any changes as they occur.  

CELLPHONES  
This Classroom is a Cellphone free zone. I may occasionally ask your help finding information online. You may use your electronic devices at that time.  

A NOTE REGARDING PERSONAL AND ACADEMIC RESPONSIBILITY  
Being part of an academic culture (and "real life" in general) necessitates that you accept responsibility, not only for your actions, but for the work that you do; this means that it is ultimately up to you to meet deadlines, complete assignments, and accept the consequences when you do not comply with course policies. You are not entitled to a passing grade simply because you are enrolled in the course; likewise, in a university setting such as this one, grades are not assigned on the basis of effort, but rather, on the basis of academic performance. Your final grade will be the result of the grades that you earn; I cannot ethically give you additional points because you need to pass the course in order to avoid academic suspension or losing a scholarship. You know what the stakes are for you if you do not do well in the course, so take responsibility for your performance. I will be glad to help you and to provide feedback for you as you engage in the writing process, but do be aware that if you choose to see me for help with an essay, you must bring some form of pre-writing with you. In other words, do not meet with me only to tell me that you don’t know what to write about; it’s your responsibility to generate ideas, and then I will help you refine those ideas. In addition, you should not wait until the day before an essay is due to meet with me about it for the first time.  

REQUIRED TEXTS AND OTHER MATERIALS  

- Best Science and Nature Writing 2014, Deborah Blum (used from $6.49)  
- Writer’s Help, an online handbook compiled by Bedford/St. Martins (subscription required). ($30.99 for 2 years)  
- Three Hole Composition Notebook for in-class writing assignments ($2)  
- Three Hole Spiral Notebook for Class Notes. You will be required to take notes in class. ($2)  
- Binder for notebooks and texts available for printing on Faculty Profile ($2)  
- Internet and UWG email access ($0)  
- Google Blog Access and Participation for class social media exchange and discussions ($0)
IMPORTANT NOTES

● This schedule is subject to change in order to accommodate the progress of the class. Changes will be discussed in class as needed. You are responsible for checking the syllabus on a regular basis.

● Because we will read selections from our texts during class discussions, you should bring the work we are discussing to class; failure to do so will affect your participation and process grades.

● Any use of cell phones or personal electronics at any time during class is discouraged and directly affects your grade. I do not want to see your cell phone.

● All students are expected to schedule an individual meeting with the instructor during the instructor’s office hours. Failure to do so will affect your participation grade.

● All students are expected to participate in class discussions, Writer’s Help Assignments, and Draft Workshops. Failure to do so will affect your participation grade.

● Attendance and Classroom Behavior will directly affect your grade.

● Students will be required to take notes in the composition notebook. Notebooks will be graded.

● Students who plagiarize in any way including excessive collaboration, recycled papers, or failure to cite material or intellectual property will receive a 0 on the assignment in question and will fail the class. Plagiarism: Using the words and/or ideas of another without properly giving credit to the source(s). It should be noted that unintentional plagiarism is plagiarism nonetheless. In addition to obvious methods of plagiarism such as intentionally representing someone else’s words as one’s own, other acts such as “making up” sources, turning in work done in fulfillment of another course, or receiving excessive assistance are all forms of academic dishonesty, and subject to the penalties for plagiarism. http://www.westga.edu/writing/index_153.php

● Hard copies of final essays should be turned in with a copy of your outline, your original draft, and the essay rubric in a pocket folder labeled with your name, course section, class day, and time

● Reading the assigned material is essential to your success in class.

GRADE CALCULATOR: http://www.westga.edu/~bjett/calculator2.php
Final grades will be posted to BanWeb; no grades will be given via telephone.

**English 1101 Course Description**

Focuses on the needs, interests, and skill level of students when choosing texts and sequencing assignments, scaffolding assignments to advance the students’ critical reading, writing, and thinking skills throughout the semester

Chooses length-appropriate and level-appropriate texts, consisting primarily (but not exclusively) of non-fiction

Teaches the skills of summary, critical analysis of texts, and argumentative synthesis

Develops a range of assignments that focus on a variety of analytical writing tasks, including at least two distinct types of writing over the three major out-of-class essays (possibilities include, though are not necessarily limited to: summary, reader response, autobiographical narrative, critiques, problem/solution, ad analysis, rhetorical analysis, description, argumentative synthesis)

Creates grammar lessons and assignments to teach students about a range of grammatical issues and to track student progress on those issues.

**General Learning Outcomes for ENGL 1101**

*In service of the QEP and in order to develop skills that can be applied across the disciplines, students will:*

Demonstrate an understanding of the role of rhetoric in the construction of effective academic writing

Hone critical reading and critical thinking skills

Develop facility with the whole writing process from invention through revision

Complete a range of assignments that highlight different rhetorical strategies and different methods of critical analysis

Develop the skill of summarizing an argumentative text, identifying and conveying in the student’s own words the main and supporting arguments and the evidence used to support these arguments

Develop the skill of effectively conveying and analyzing the significance of a text, through the student’s engagement and dialogue with the text

Develop the skill of critical analysis, both analyzing the components of an argument in texts and mounting an effective argument of the student’s own

Develop the skill of synthesis, understanding how to analyze, integrate, and summarize the ideas from multiple texts while the student makes an argument of his/her own

Become proficient in accurate paraphrasing, citing, and documenting of a text

Complete specific assignments aimed at competence in 1101-level grammar and writing mechanics, with an understanding of the application and relevance of these skills outside the context of the FYW classroom
Plagiarism & Academic Dishonesty

The Department of English and Philosophy defines plagiarism as taking personal credit for the words and ideas of others as they are presented in electronic, print, and verbal sources. The Department expects that students will accurately credit sources in all assignments. An equally dishonest practice is fabricating sources or facts; this is another form of misrepresenting the truth. In addition, working closely with someone else to the point at which his/her ideas significantly contribute to your paper also constitutes a form of plagiarism known as excessive collaboration.

Regardless of the extent of the plagiarism, students who plagiarize will be given a 0 on the assignment and an automatic F in the course, no exceptions, and may face possible expulsion (Note: This policy extends to cheating on all other assignments as well, including journal entries, quizzes, or other in-class work.). See below for University policies for handling Academic Dishonesty:


Attendance: Attendance directly affects your grade.

All absences count, regardless of your reason for missing class, so there is no need to explain absences or provide doctor's notes. If you are absent when roll is called, you will be noted as absent. Do not be tardy if you want to be counted present.

Attending class is essential to your success. Our essay topics will be discussed and developed in class; your progress and participation grades will come from class work.

After 3 absences you will receive 0% on your participation grade; after 4 absences you will lose 5% of your process work grade, 10% after five, and upon 6 absences you will receive 0% on you process work grade.

Since you will be required to take the class again if you do not receive a C, it’s in your best interest, financially and personally, to attend all classes and protect your opportunity to complete the class with an A, B, or C.

Withdrawal period ends on October 14. If you have already missed three classes by that time (including late arrivals), you are advised to withdraw with a W instead of risking a WF or a failing grade.

On days when a quiz or writing assignment is completed during class, late arrivals will not be permitted to disrupt the progress of present students.

MAKEUP WORK: If you miss a quiz or daily class assignment, you may ask me or a classmate for the information. However, no grade will be entered in course den for that activity on that day. You should complete the work in your composition notebook and add the daily class notes to your spiral notebook for final assessment. If you miss a mid-term, you may make an office appointment during which you can complete the test.

Disruptive Behavior Policy (FYW policy): Students may be dismissed from any class meeting at which they exhibit behavior that disrupts the learning environment of others. Such behavior includes – but is not limited to – arriving late for class, allowing cell phones to ring, speaking disrespectfully to the instructor and/or to other students, checking email or surfing the web, and using personal audio or visual devices. Each dismissal of this kind will count as an absence and will be applied toward the attendance policy above. (Department Policy)

Classroom Decorum: Respect, compassion and support for the class, the instructor, yourself, and your fellow students is critical. Any behavior in opposition to this expectation will result in dismissal from class and be regarded as an absence. Such behaviors include: texting, sleeping, disruptive side-conversations, rude or inappropriate remarks, and general antipathy for the classroom.
All electronic devices (cell phones, ipods, etc.) should be turned off and out of sight during class UNLESS I ask you to assist in looking up an item related to our discussion.

**Late Work Policy:** We will use Turnitin for delivery of all papers. Papers are due to Turnitin by 10pm on the evening BEFORE the hard copies are due in class. Late work will not be accepted. Make-up opportunities may be assigned on a case by case basis, but the easiest and best way to preserve your grade and protect your efforts is to turn in your work on time.

To access additional class readings, go to my faculty profile and check course materials. If for some reason you cannot access a hyperlink or run into a problem with one, email me as soon as possible so that I can address the issue. PDFs may have to be downloaded and saved to a file on your device.

**Protocol for out-of-class essays:** All final essays will be delivered via Turnitin. We will have a Turnitin tutorial during the first two weeks of class.

**Pre-writing:** For each of your out-of-class essays, you are required to turn in a pre-writing, each of which will contribute to your final grade. You have the option of submitting pre-writing early for feedback. Please schedule an office visit to submit and discuss your pre-writing.

**Rough Drafts:** Students who do not have acceptable drafts will be dismissed from class with an absence.

For each of your out-of-class essays, you are required to turn in a rough draft. Your rough drafts will be graded on the basis of completion, not content; the rubric for rough draft grades is as follows:

- **ESSAY #1 (3 full pgs.):** 3-4 pages = A; 1 ½ pages = C; anything below 1 ½ pages = F
- **ESSAYS #2 (3 full pgs.):** 3-4 pages = A; 2 ½ pages = C; anything below 2 ½ pages = F
- **ESSAY #3 (4 pgs.):** 4-5 pgs. = A; 3-4 pgs. = C; anything below 3 pages = F

All rough drafts must be typed; handwritten submissions will not receive credit.

Each workshop will vary according to class needs.

**Student-Professor Email correspondence:**

You are welcome to email me with any questions, and you may also email your thesis statement to me if you’d like feedback. While I’m happy to help via email, please do not abuse this privilege (i.e. re-sending thesis statements multiple times with changes made according to my suggestions). At a certain point, this becomes excessive collaboration, which is, of course, a form of plagiarism. Likewise, do not send emails asking questions that I have covered in class or that you can find on your own (due dates, course policies, etc.). Should you miss class, it is your responsibility to find out what work you missed (by consulting the online course calendar) and to get the notes from a classmate.

I also ask that you observe standard grammar and punctuation rules when emailing me (or any professor, for that matter!). Do not send emails that are in “text speak.” This is not an appropriate form of communication outside the realm of sending an actual text.

*Note: All student-professor email correspondence must take place via your my.uwg account; likewise, if you need to reach me outside of class and/or office hours, email is the most efficient way to do so.

**Departmental Paperless Policy:** As of Fall 2006, our English Department has implemented a “paperless” policy in its classrooms. In other words, instructors will no longer be handing out worksheets or Xerox copies of materials for students. Thus throughout the semester, I will post things on my profile for you to download, print, and bring to
class I will try to remind you when you need to download and print an item for an upcoming class meeting, but it is your responsibility to check the syllabus and follow through.

FERPA

Please be aware as well that I cannot communicate with your parents unless you complete a FERPA form (available upon request). Should you have concerns about your progress in the course or any other issues that arise, it’s best that you address them with me personally.

The Writing Center, TLC 1201
678-839-6513 Writing@westga.edu www.westga.edu/~writing
Hours: Monday - Wednesday: 10am-7pm, Thursday 10am-3pm, Friday 10am-1pm

The Writing Center is an extremely valuable (and free!) resource, one that I would encourage you to utilize. The WC offers consultation in which tutors question, respond to, offer choices, and encourage revision in student essays. Services Provided: Discuss ideas, read drafts, and work through revisions of essays; we do not proofread Regents’ Test Preparation (both the reading and essay sections) MLA, APA, Chicago/Turabian, and other citation formats

Policies: Please make appointments in advance. We accept walk-ins, but we cannot guarantee that a tutor will be available. If you cannot keep your appointment, you must call or email us 24 hours in advance to cancel. If you do not notify us 24 hours in advance, you will be counted as a No Show. Please arrive at your appointment on time. If you are 10 minutes late or more, you will be counted as a No Show and will not be able to have your appointment. If you have 3 No Shows in one semester, you will not be able to have any more appointments for that semester.
For more information, visit the Writing Center online

Common Language for Course Syllabi
Students should review the following information each semester, because these statements are updated as federal, state, university, and accreditation standards change.

Americans with Disabilities Act
Students with a documented disability may work with UWG Disability Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please notify your instructor in writing by the end of the second full week of class and include a copy of your Student Accommodations Report (SAR), which is available only from Disability Services. Students are entitled to accommodations if they deliver the SAR to the instructor no later than the end of the second full week of class.

UWG Email Policy
University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student’s responsibility to check his or her email.

Credit Hour Policy
The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).
University of West Georgia Honor Code
At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Updated April 19, 2013

Additionally, you are responsible for safeguarding your computer account. Your account and network connection are for your individual use. A computer account is to be used only by the person to whom it has been issued. You are responsible for all actions originating through your account or network connection. You must not impersonate others or misrepresent or conceal your identity in electronic messages and actions.

Grading: All out-of-class essays will be graded according to the department’s shared grading rubrics for ENGL 1101. We will discuss the grading rubric in class prior to the due date for each essay so that you will be familiar with the criteria. All out-of-class essays must be typed and formatted according to MLA style guidelines. (See AWR 29 for more details regarding the proper format for your essays.)

In the second week of the semester, you will complete a diagnostic essay for feedback; this will enable me to let you know if your pattern of error constitutes a deficiency that will need attention outside of the time we spend in class. It will ultimately be your responsibility, if you do have a deficiency and need outside help, to seek that help, either via an appointment with the Writing Center or an appointment with me during my office hours.

Please note that I do not accept/allow “recycled” papers (i.e. essays that you have written for previous classes).

Your final grade will be the result of the grades you earn, averaged according to the weights specified here (see below for percentages).

Grading scale:
Out-of-Class Essay: A+=98%; A=95%; A-=92%; B+=88%; B=85%; B-=82%; C+=78%; C=75%; C-=72%; D+=68%; D=65%; D-=62%; F=50%

Your final grade will be determined as follows:
- Participation: 15% (Lost after 3 absences)
- Process and Diagnostic Work: 20% (Lost incrementally with 4, 5, and 6 absences)
- Out of class essays: 65% (Late papers are not accepted. Plagiarized, Recycled or Collaborated papers will receive a 0.)


Essay #1 (1000-1200 words): 15%
Essay #2 (1100-1300 words): 20%
Essay #3 (1200-1400 words): 30%

**Please note: Out-of-Class essays are due to Turnitin by 10pm the night prior to the due date. Hard copies are due in class at the beginning of class.**
IMPORTANT DATES/QUICK REFERENCE

8/24-8/26  Open Drop – Classes dropped during Open Drop will receive a refund of paid funds. Open Drop ends at midnight August 26.

9/2-9/4  Roster/roll verification (for faculty only)

9/3  Withdrawal period begins: Students who withdraw from a full term 15 week class between 12:01 am Sep 3 and midnight Oct. 14 will receive a grade of W.

9/7  NO CLASSES (Labor day holiday)

10/14  Last day to withdraw with a ‘W’: Students withdrawing from full term courses after midnight will be awarded a grade of WF. Note: A WF grade is calculated as an F in the GPA.

11/23-25  NO CLASSES (Thanksgiving recess)

12/5-12/11  Final Instruction/Fall Examinations week: During this week, instructors have the option of having the class meet for a final week of instruction or scheduling a final exam during the appointed exam time.

To access the Final Exam schedule, go to the published schedule on the registrar’s website: [http://www.westga.edu/registrar/1064.php](http://www.westga.edu/registrar/1064.php). Listed are the dates and times for class meetings accompanied by the designated final exam periods for those courses.

12/14  Final Grades due to the registrar by noon

EXAM SCHEDULE:

Monday/Wednesday Class Periods
8:00-9:20 classes .............................Monday, Dec. 7, 8:00-10:30 am
9:30-10:50 classes .........................Wednesday, Dec. 9, 8:00-10:30 am
11:00-12:20 classes ..............................Monday, Dec. 7, 11:00-1:30 pm
12:30-1:50 classes ...........................Wednesday, Dec. 9, 11:00 -1:30 pm
2:00-3:20 classes ..............................Monday, Dec. 7, 2:00-4:30 pm
3:30-4:50 classes ..............................Wednesday, Dec. 9, 2:00-4:30 pm

Tuesday/Thursday Class Periods
8-9:20 classes ............................... Tuesday, Dec. 8, 8:00-10:30 am
9:30-10:50 classes .............................Thursday, Dec. 10, 8:00-10:30 am
11-12:20 classes ...............................Tuesday, Dec. 8, 11:00-1:30 pm
12:30-1:50 classes ..............................Thursday, Dec. 10, 11:00-1:30 pm
2:30-4:00 classes .............................Tuesday, Dec. 8, 2:00-4:30 pm
3:30-4:50 classes .............................Thursday, Dec. 10, 2:00-4:30 pm
Dickson Jackson, EC 1101 Class Calendar

CELL PHONE FREE ZONE

General Class Outline
30-40 minutes: Group Reading Review and Class Discussion/Debate
20-30 minutes: Grammar, Mechanics, Essay Construction
20-30 minutes: In-Class Writing

Week 1.
A) Syllabus Review, “What Our Telescopes Couldn’t See,” Introductions Assignment

B) Deliver Introductions, Assigned Listening: Radio Lab, “The Living Room” (28 minutes)
   Take Quiz 1 in Writer’s Help, print and sign your score sheet. Assess your needs in your class notebook.
   Identify 5 points for growth.

Week 2.


Week 3.
A) Diagnostic Essay Due. Hard Copy in Class. To Turnitin by 10:30 previous night. Class Reading and Discussion, O-Rings. In-Class Writing Response. Letter to the Author. (See pages 68 and 77 of Writer’s Reference for helpful guidelines and ideas) Read: WR A1 and B1 (67-78 and 309-327)


Week 4.


Week 5.
A) MLA Review. Draft #1 with Outline due. Intro Workshop. Sentence Level Concerns. Discussion.
Week 6.
A) Final Draft Workshop and Peer Review. Letter to peer.

B) Essay #1 Due. In Class Reading and Discussion. CD: “A Modest Proposal” WR: (Review) W4-E, Avoid Sexist Language; W4-5, Revise Potentially Offensive Language, W-6, 159-172

Week 7.

B) Mid-Term Assessment. MLA Review. In-Class Discussion and Freewriting.

Week 8.


MUST WITHDRAW 10/14 to receive a W. After that date, all withdrawals WF, Failing. Have you missed three classes? Consider withdrawing now to avoid a failing grade.

Week 9.
A) Draft Due. Draft Workshop. WR: W2, Wordy Sentences and W3, Active Verbs, 153-58 (Review) Chapter W1, Glossary of Usage, 139-152

B) In Class Peer Review and Discussion. Review A3 Evaluating Arguments. 92-100 Read for next week, S&N: Learning to Die in the Anthropocene, 231

Week 10.

B) Essay #2 Due. Essay # 3 Assigned. WH Assignments. CD: “The Really Big One” Summarize – Assess -- Analyze

Week 11.
A) Discussion and Response. In class writing. Write the author a letter.

B) Free Writing and Organizing Ideas. Review your notes. What questions remain?

Week 12.
A) Essay #3 Proposals Due. Peer Review. Class Discussion
B) Proposal and Thesis Revision and Outline Due.

**Week 13**
A) In-Class Writing. Tools for future Success. Review WR Revising, Pages 20-45

**Week 14**
THANKSGIVING BREAK

**Week 15**
A) Essay #3 Due. Final Exam Review. In Class Writing: Write Professor Jackson a letter – what goals have you achieved. What do you want to work on now?

B) Continuing Final Exam Review. Questions. In Class Writing and Prep. What to expect in 1102. Turn in Composition Notebook and Spiral Bound Class Notebook

**Week 16:**
FINAL EXAM. See Exam Schedule

**Dec 14:** Final Grades due to Registrar
## RUBRICS

### Grading for Class Participation
(from: [https://www.cmu.edu/teaching/designteach/teach/rubrics.html](https://www.cmu.edu/teaching/designteach/teach/rubrics.html))

<table>
<thead>
<tr>
<th>Frequency and Quality</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D/R</th>
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<tbody>
<tr>
<td>Frequency</td>
<td>Attends class regularly and always contributes to the discussion by raising thoughtful questions, analyzing relevant issues, building on others’ ideas, synthesizing across readings and discussions, expanding the class’ perspective, and appropriately challenging assumptions and perspectives</td>
<td>Attends class regularly and sometimes contributes to the discussion in the aforementioned ways.</td>
<td>Attends class regularly but rarely contributes to the discussion in the aforementioned ways.</td>
<td>Attends class regularly but never contributes to the discussion in the aforementioned ways.</td>
</tr>
<tr>
<td>Quality</td>
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ESSAY #1

C To earn a “C” on essay #1, a student must
1. Respond to most of the constraints of the assignment:
   a. Paper should generally be formatted according to MLA style guidelines, with proper parenthetical citations and Works Cited page. Minor formatting errors should not prevent an essay from receiving a C.
   b. Paper should meet the minimum length requirement specified on the assignment sheet.
   c. Paper should respond in some way to one of the topics assigned.
2. Posit a recognizable thesis/argument:
   a. Thesis must center on a claim, though it may be broad or vague.
   b. Thesis should at least loosely relate to the topic assigned.
   c. Essay should contain some analysis, though it may be scant and underdeveloped, occasionally drifting into surface-level description or summary.
   d. Essay should indicate at least a general understanding of the text in question.
3. Present an essay with some semblance of organization:
   a. Essay should contain an identifiable introduction and conclusion, though both may need more specificity or clarity.
   b. Body paragraphs should be of reasonable length with some supporting evidence and analysis, however weak.
4. Maintain a tone appropriate for the audience:
   a. Essay should for the most part avoid colloquialisms or excessively informal language.
   b. Essay should not rest primarily on personal opinion.
5. Be able to construct generally grammatically sound paragraphs; while there may be grammatical errors, they should not undermine basic sentence-level coherence.

B To earn a “B” on essay #1, a student must
1. Adhere to all assignment requirements (MLA style and formatting, length, assigned topic). While minor formatting errors should not prevent an essay from receiving a B, clear disregard for MLA style should.
2. Anchor essay via a clear thesis statement that posits a concrete claim about the assigned text(s) and topic(s), though it may need further specificity and/or development.
3. Provide concrete analysis that follows standard rules of paragraph construction (topic sentences, supporting evidence, explication).
4. Some paragraphs may be lacking (whether a topic sentence, transition, supporting evidence/analysis, etc.), but not enough to compromise overall clarity and development.
5. Have no distracting pattern of grammatical error.

A To earn an “A” on essay #1, a student must
1. Adhere to all assignment requirements (MLA style and formatting, length, assigned topic) with few formatting errors, if any.
2. Provide a clear, specific, and insightful thesis.
3. Remain focused on the topic and thesis, often providing sound and compelling analysis.
4. Provide effective textual evidence to support said analysis.
5. Guide argument via strong topic sentences that assert the claim that will govern the paragraph(s) to follow.
6. Have very few grammatical errors, none of which interfere with coherence.

D A “D” grade results from
1. Failing to adhere to basic assignment requirements (length, assigned topic, or disregard for MLA style).
2. A lack of substantive analysis (i.e. an essay that rests primarily on observation or summary).
3. A pattern of major grammatical errors (see above list) or basic sentence-level incoherence.

F An “F” grade results from
1. Failure to adhere to basic assignment requirements.
2. Absence of any statements of assertion or claims; paragraphs consisting almost entirely of observation, opinion, or summary.
3. Obvious misunderstanding of the text and/or rhetorical task.
4. Pervasive pattern of grammatical errors that undermines basic sentence-level coherence.
ESSAY #2

To earn a “C” on essay #2, a student must
1. Respond to all of the constraints of the assignment:
   a. Paper should be formatted according to MLA style guidelines; likewise, parenthetical citations and Works Cited page should adhere to MLA style with few errors.
   b. Paper should meet the minimum length requirement specified on the assignment sheet.
   c. Paper should adequately respond to one of the topics assigned.
2. Posit a clear thesis/argument:
   a. Thesis must center on a claim, though it may lack specificity.
   b. Essay should be comprised primarily of textual analysis, though it may lack development in some areas.
   c. Essay should demonstrate an understanding of the text(s).
3. Present a reasonably organized essay:
   a. Essay should contain introductory and conclusion paragraphs.
   b. Body paragraphs should be of reasonable length with supporting evidence and accompanying analysis, though further elaboration may be in order.
   c. Most paragraphs should contain recognizable topic sentences with appropriate transitions.
4. Maintain a tone appropriate for the audience:
   a. Essay should avoid excessive colloquialisms or informal language.
   b. Essay should not rest on personal opinion.
5. Be able to construct grammatically sound paragraphs with no pervasive pattern of grammatical errors that would undermine basic sentence-level coherence.

To earn a “B” on essay #2, a student must
1. Adhere to all assignment requirements (MLA style and formatting, length, assigned topic).
2. Anchor essay via a clear thesis statement that posits concrete claim(s) about the assigned text(s) and topic(s).
3. Provide sound analysis that follows standard rules of paragraph construction (topic sentences, supporting evidence, explication), with most paragraphs adequately developed.
4. Have no distracting pattern of grammatical error.

To earn an “A” on essay #2, a student must
1. Adhere to all assignment requirements (MLA style and formatting, length, assigned topic).
2. Provide an insightful and sophisticated thesis.
3. Remain focused on the topic and thesis, providing complex and compelling analysis throughout the essay.
4. With few exceptions, guide the argument via strong topic sentences and appropriate transitions to ensure flow.
5. Have few grammatical errors, none of which interfere with coherence.

A “D” grade results from
1. Failing to adhere to basic assignment requirements (length or flagrant disregard for MLA style).
2. A lack of substantive analysis (i.e. an essay that rests primarily on observation or summary).
3. A pattern of major grammatical errors that significantly undermines sentence-level coherence.

An “F” grade results from
1. Failure to adhere to basic assignment requirements.
2. Absence of any statements of assertion or claims; paragraphs consisting of observation, opinion, or summary.
3. Pervasive pattern of grammatical errors that undermines basic sentence-level coherence.
Essay #3

To earn a “C” on essay #3, a student must

1. Respond to all of the constraints of the assignment:
   a. Paper should be formatted according to MLA style guidelines; likewise, parenthetical citations and Works Cited page should adhere to MLA style with no major errors.
   b. Paper should meet the minimum length requirement specified on the assignment sheet.
   c. Paper should adequately respond to one of the assigned topics.

2. Pose a clear thesis/argument:
   a. Thesis must center on a concrete claim.
   b. Essay should be comprised primarily of textual analysis in support of the thesis.
   c. Essay should illustrate an understanding of the text that extends beyond the surface level.

3. Present a well-organized essay:
   a. Essay should contain introductory and conclusion paragraphs of adequate length and appropriate tone.
   b. The majority of body paragraphs should provide supporting evidence and accompanying analysis, with few in need of further elaboration.
   c. Paragraphs should contain topic sentences and/or transitions.

4. Maintain a tone appropriate for the audience:
   a. Essay should not contain colloquialisms or excessively informal language.
   b. Essay should not rest on personal opinion.

5. Be able to construct grammatically sound paragraphs with no pervasive pattern of grammatical errors that would undermine basic sentence-level coherence.

To earn a “B” on essay #3, a student must

1. Adhere to all assignment requirements (MLA style and formatting, length, assigned topic).
2. Anchor essay via concrete thesis statement focusing on a sophisticated analysis of the assigned text(s) and topic(s).
3. Provide sound analysis that follows standard rules of paragraph construction (topic sentences, supporting evidence, explication) and displays adequate paragraph development.
4. Have no distracting pattern of error and no more than two major grammatical errors.
5. Display tangible improvement with respect to errors marked on previous essays/graded writing (meaning the student cannot have a repeated pattern of errors marked on previously graded work).

To earn an “A” on essay #3, a student must

1. Adhere to all assignment requirements, with no major errors in MLA style or formatting.
2. Provide a thesis that is insightful, sophisticated and well-articulated.
3. Remain focused on the topic and thesis, providing sound and compelling analysis throughout the essay.
5. Have very few grammatical errors, none of which interfere with coherence.
6. Display marked improvement with respect to errors marked on previous essays/graded writing.

A “D” grade results from

1. Failing to adhere to basic assignment requirements (length, flagrant disregard for MLA style and formatting).
2. A lack of substantive analysis (i.e. an essay resting primarily on observation or summary).
3. A pervasive pattern of minor errors that undermines sentence-level coherence.
4. A pattern of repeated errors marked on previously graded work.

An “F” grade results from Failure to adhere to basic assignment requirements.
Or Two or more of the faults listed under “D.”