ENC0025: Writing Essentials II

**Welcome!**



**[Optional photo. Delete placeholder if not inserting a photo.]**

Welcome and thank you for enrolling in this course! I think you will enjoy our time together!

For some, this may be your first online course. If you are not a computer expert, don’t worry. You don’t need to be. From a computer standpoint, everything is simple to use and easy to navigate.

Please take a few minutes to read the syllabus in its entirety. Exploring all the topics in this syllabus and related links will help you succeed in this course.

I am looking forward to working with you and having a great semester!

**Professor XXXX**

# Professor Information

Professor: XXXXX
Virtual Office Hours: By Appointment
Virtual Contact Methods: XXXXX
Office Hours: XXXXX
Office Location: XXXXX
Office Phone: XXXXX
Email: XXX@fscj.edu

# Instructor Response

You can anticipate responses to inquiries and questions within 24 - 48 hours of receipt.

# Campus Information

This online course is offered by the Florida State College at Jacksonville Open Campus. For questions or concerns, please feel free to call the Campus Resource Center (904-997-2628). For technical assistance, please contact the Help Desk at 877-572-8895 or (904) 632-3151 or via <http://www.fscj.edu/campus-life/student-computing-resources/>.

# Course Description

ENC 0025 is an introductory course in composition which provides students the necessary instruction to gain greater proficiency in basic writing skills. The course involves a variety of teaching and learning methods, including lecture, discussion, cooperative learning, lab-enhanced learning, and others. As a result of carefully planned learning experiences, students should be able to write clear, adequately developed, logically organized paragraphs as well as essays which conform to the conventions of standard American English. Students must pass both the course and a common writing exam graded by a faculty committee in order to proceed to ENC 1101. This course does not apply toward the associate's degree.

# Learning Outcomes

Upon completion of the course, the student will be able to:

* Understand and use the conceptual and organizational skills necessary to write a paragraph/essay.
* Understand and use standard American English sentence structure.
* Understand and use grammar, spelling capitalization, punctuation word choice skills according to the standards of American English.
* Understand and demonstrate technological skills requisite for success in a college-level writing course.
* Understand and demonstrate a basic understanding of research and documentation.

# Course Information

Course Number/Title: ENC0025: Writing Essentials II

Reference Number: XXXX

Number of Credit Hours: 4

Term/Year/Session/Length: XXXX

Course prerequisites: Appropriate score on a college placement test or completion of ENC0015

with a grade of "C" or higher (for non-exempt students)

Course co-requisites: None

# Important Dates

|  |  |
| --- | --- |
| **Class Begins** | XXXX |
| **100% Refund Deadline** | XXXX |
| **Non-Attendance Drop** | XXXX |
| **Withdraw with “W” Deadline** | XXXX |
| **Course Evaluation** | XXXX |
| **Class Ends** | XXXX |

These dates are critical for this course. Additional critical dates for this course can be found by choosing the appropriate term links in the Academic and Registration Calendars (<http://www.fscj.edu/academics/academic-calendar>) at the Florida State College at Jacksonville website.

# Instructional Materials and Equipment

If you have not done so already, obtain your textbook and related course materials. Visit your nearest campus bookstore or order online via the student portal, Connections (<https://connections.fscj.edu/web/guest/home>), or the Follett Online Bookstore (<http://www.bkstr.com>). Be sure to order using your course and instructor’s name and the six-digit course reference number.

Please note that some courses may require a text plus additional software or a publisher Web access code. If purchasing a used text, be sure to check on and obtain all required materials.

## Required Text/Materials

|  |  |
| --- | --- |
|  | Cengage BundleBuilding Better GrammarBuilding Better ParagraphsBuilding Better EssaysAplia Access CodeGina Baaklini Hogan, Cengage Learning (2012)ISBN: 9781305792814 |
|  | USB or other computer storage device |

## Recommended Materials

* Notebook

# Online Delivery System

This course will be delivered using the Blackboard Learn™ course management system.

# Blackboard™ Supported Browsers and Technologies for Version 9.1 201404

Review the list of supported browsers on the [Blackboard Help-Browser Support site](https://help.blackboard.com/en-us/Learn/9.1_2014_04/Administrator/020_Browser_Support/019_Browser_Support_2014_04) to see if your browser is included. View the list of supported operating systems on the [Blackboard Help-Supported Technologies site](https://help.blackboard.com/en-us/Learn/9.1_2014_04/Administrator/010_Release_Notes/Release_Notes_9.1_090_2014_04/Supported_Technologies_for_End_Users) to see if your operating system is compatible.

# Technology Requirements

Reliable and consistent computer and Internet access is encouraged to successfully participate in and complete online courses. Ensure that your computer meets the minimum system requirements noted below and on the Florida State College at Jacksonville Online Learning site (<http://www.fscj.edu/academics/online-learning>). Please use the following checklist to determine your computer readiness.

You should own or have access to:

* An email account
* Computer with high speed access to the Internet
* Access to College computers when needed
* Virus-checking software
* Word-processing software
* Software and plug-Ins that may include (choose the links for the free downloads)
	+ Adobe Acrobat Reader (<http://get.adobe.com/reader/>)
	+ Flash Player (<http://get.adobe.com/flashplayer/>)
	+ Java (http://www.java.com/en/download/manual.jsp)
	+ Shockwave Player (<http://get.adobe.com/shockwave/>)
	+ VLC (<http://www.videolan.org/>)

It is a good idea to check your computer at the beginning of each course and a couple of times throughout the term to ensure you have all the necessary software and plug-ins to use the Blackboard online system and course features. After logging in to Blackboard, choose the Browser Checker link. Review the results and choose the links to the recommended software.

Please note that you will need to turn off your pop-up blocker to use all features of this online course.

Aplia Requirements and Support

The minimum requirements for accessing *Aplia* can be found here: https://www.aplia.com/support/sysreq.jsp. For technical support, submit a message here: <http://support.cengage.com/magellanweb/TechSupport/CreateCase.aspx?isLogless=yes&prodId=1-1G486LP>.

If you experience any type of problem with the *Aplia* site, please submit a help message to Aplia support directly before contacting your instructor or the College help desk. FAQs are available at the *Aplia* Support site: <http://www.aplia.com/support/student_faq.jsp>.

# Accessibility

If you require specific accommodations to complete this course, contact the Florida State College at Jacksonville Office of Services for Students with Disabilities (<http://www.fscj.edu/admissions-aid/services-for-students-with-disabilities>), located at 101 W State St, Room A1020, Jacksonville, FL 32202 with additional offices at Kent, North, and South campuses. You may reach the main OSSD office at (904) 633-8488.

# Your Course Participation and Assessments

## Learning Communities

Students learn through interactions with each other, with their instructor, and with the course material. A major goal of this course is to encourage you to build learning communities within the course. This course has special forums to aid in building our learning community. We will use the discussion area to meet each other and share our thoughts and concerns.

The “Questions for the Professor” discussion forum is used for general questions about course content, navigation, or flow. Please do not ask personal or specific grade-related questions in this forum, send individual communication instead.

The “Cyber Café” is available to discuss items of interest to you and your classmates. Please remember that in all discussion forums, you must follow all netiquette rules and guidelines.

## Assigned Work

In each module, you may have individual activities to complete. Detailed information, instructions, and rubrics for each assignment can be found below and in the module folders of the online classroom.

To see all the assignments due in this course, refer to the Calendar of Activities below. Be sure to check the Calendar of Activities carefully for due dates on all assigned work. Some weeks may require completion of more than one module.

## Original Writing, Style and Sources

Written assignments must adhere to MLA style guidelines. Writing style resources are available in the Tools and Resources folder within your Blackboard classroom.

Your written assignments should be original writing and include citations as described in the MLA style guide. Turnitin® is an online tool that scans written assignments for signs of plagiarism and may be used to screen your assignment submissions. Please go to Turnitin® (<http://www.turnitin.com/en_us/products/overview>) for information about originality checks and reports, and to *What is Plagiarism?* (<http://www.plagiarism.org/>) for plagiarism prevention resources.

## Wikipedia is a tertiary (condensed) source of information and should not be used as a reference in your assignments and papers. It is, however, a good resource for finding primary and secondary sources that may be acceptable.

## Planned Writings

Three planned paragraphs and three planned essays are required. All planned writings will be submitted through Blackboard. Detailed instructions for each planned writing are available in the Module pages. Planned writings are graded using the Planned Paragraph and Planned Essay rubrics included at the end of this syllabus and in the Blackboard classroom.

**Timed Writings**

Three timed paragraphs and three timed essays are required. These timed writings will be submitted through Blackboard. Detailed instructions for each timed writing are available in the Module pages.

Timed writings are graded using the Timed Paragraph and Timed Essay rubrics included at the end of this syllabus and in the Blackboard classroom. (The proctored common writing exam is a timed essay, but it does not count as one of the three timed paragraphs or three timed essays. More information on the common writing exam can be found below under Proctored Exams.)

**Discussions and Peer Review**

Students will participate in 3 discussions and 1 peer review. Discussions (with the peer review discussion) are worth 20 points for a total of 80 points toward the final grade. Students will participate in discussions about using resources and/or reflecting on a brief reading assignment, and rough draft peer review located in the discussion forum.

The links to the forums are located in the module folders in the Course Content area. The discussion board forums are an opportunity to have thoughtful discussions about a given topic. The questions raised will be general in nature and ask students to think deeply.

In each discussion forum, students will be required to give a thoughtful and comprehensive response that is reflective and well written, as well as respond to at least two other people. The discussion begins when other class members read what you wrote and respond.

Class members are expected to contribute original thoughts as well as respond to classmates' posts. In your responses, ask your classmates questions, expand on one of their ideas, and/or ask for clarity on one of their points. Reply politely if you disagree. Please note that students should complete all of the readings for the module prior to posting the discussion board forum response. Students are expected to post to the forums in correct sentence and paragraph format. Feel free to edit and replace the rubric as desired. Discussions are graded using the Discussion Rubric included at the end of this syllabus and in the Blackboard classroom

Prior to adding research and documentation to Planned Essay 3, you will post your essay draft for peer feedback that can be wisely incorporated into your paper. Additionally, you are required to give feedback to at least 2 of your classmates on their posted drafts.

## Aplia Assignments

There are 40 Aplia Assignments. Together they are worth 100 points towards your final grade. In order to receive credit for an Aplia assignment you MUST demonstrate Mastery Level by scoring at least 80% on each activity.

Aplia and Textbooks: When using Aplia, you should consult the appropriate textbook chapter for each assignment. Then, you will practice your skills by completing Aplia exercises. You will have three chances for different versions of each activity, and you must score at least 80% to demonstrate mastery and receive credit for the assignment.

Aplia records the amount of time students spend working problems and navigating through the course. This is not a self-paced course. You are responsible for completing all assignments according to the posted calendar of activities.

## Proctored Exams

Final Grammar Exam

A Grammar Final is required and must be taken in a proctored environment. The exam consists of 40 multiple-choice pulled from a pool of questions grouped by specific grammar skill tested and difficulty. You will have 60 minutes to complete this exam. Everyone in ENC0025 receives the same number of easy, medium, and difficult questions for each grammar skill although those questions may not be identical. The exam is worth 100 points toward your final grade.

**Common Writing Exam**

All ENC0025 students will complete a common writing assessment that counts as the final writing exam in the course. This exam may be either an in-depth paragraph or a mini-essay consisting of 150 to 300 words. Students may be asked to write a narrative, example-based, or other type of paper. Additionally, students will choose one of two prompts on the final exam, which will be scored by their professor and a faculty committee to determine college readiness in composition.

**Because the final exam will be worth a high percentage of the student’s grade (25%), students are encouraged to take it seriously and to apply their skills at planning, organizing, developing, and editing during the seventy-five-minute, timed exam period. (Please note: Failure to pass the final writing exam may result in a student’s failure of the course depending on the student’s other scores.)**

Please remember that the Final Grammar Exam and Common Writing Exam are administered in a proctored environment. See the Blackboard Tools and Resources section for details on how to make an appointment for this assignment. Make an appointment for both the Final Grammar Exam and the Common Writing Exam at the same time. Remember to make your appointment early so you can request a time slot that is convenient for you.

# Course Grade

Your final letter grade will be determined by totaling the points earned on all graded coursework.

|  |  |
| --- | --- |
| **ASSIGNED WORK** | **POINTS** |
| Timed Paragraphs (3 @20 points) | 60 |
| Timed Essays (3 @50 points) | 150 |
| Planned Paragraphs (3 @20 points) | 60 |
| Planned Essays (2 @50 points; 1 @100 points) | 200 |
| Discussions (4 @20 points) | 80 |
| Aplia Assignments (Mastery level of at least 80% for EACH activity) | 100 |
| Final Grammar Exam **(Proctored)** | 100 |
| Common Writing Exam **(Proctored)** | 250 |
| **Total Points** | **1000** |

| **GRADE** | **POINTS** |
| --- | --- |
| A | 900-1000  |
| B | 800-899  |
| C | 700-799  |
| D | 600-699 |
| F | 0-599  |

**FN Grade – Failure for Non-Attendance**

A Failure for Non-Attendance (FN) grade indicates that a student has failed a course due to non-attendance. It is calculated as an “F” in the student’s grade point average. **For students receiving financial aid, failure for non-attendance may require the student to refund to the College all or part of the aid received.** The faculty member will assign the FN grade at any time following the final withdrawal date for the course.

For additional information, please review the grading system and policies in the College catalog.

**I Grade - Incomplete**

Incomplete (I) grades may be awarded based on the criteria in the College catalog.

Instructor: add specific policy here.

**Repeating the Course**

You may repeat a course in an attempt to improve a grade previously earned. However, you are limited in your attempts to courses where a “D,” “F,” or “FN” grade was earned. You have only three total attempts in any course, including the original grade, repeat grades, and withdrawals. Upon the third attempt in a course, you must be given an “A,” “B,” “C,” “D,” or “F”.

When you repeat a course at Florida State College, only the last grade earned is calculated in your cumulative grade point average (GPA). If you have an excessive number of “W” or “FN” grades and repeat courses to improve your GPA, you may jeopardize your admission to programs in the Florida State University System (SUS) or other institutions.

# Calendar of Activities

The Calendar of Activities is a summary of the lessons and course activities for each module. See each specific Module page for directions on how to complete each assignment.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week** | **Writing****Module** | **Grammar****Module** | **Assigned Work** | **Points Possible** | **Due Date** |
|  | Paragraph Focus | INSTRUCTOR: ADD TITLE OF GRAMMAR MODULE | Student Contract | required |  |
| Greetings & Introductions | required |  |
| Timed Paragraph 1 | 20 |  |
| Planned Paragraph 1 | 20 |  |
|  | Paragraph Development | INSTRUCTOR: ADD TITLE OF GRAMMAR MODULE | Timed Paragraph 2 | 20 |  |
| Discussion: Online Tutoring | 20 |  |
| Planned Paragraph 2 | 20 |  |
|  | Paragraph Coherence | INSTRUCTOR: ADD TITLE OF GRAMMAR MODULE | Timed Paragraph 3 | 20 |  |
| Planned Paragraph 3 | 20 |  |
|  | Essay Focus | INSTRUCTOR: ADD TITLE OF GRAMMAR MODULE | Timed Essay 1 | 50 |  |
| Planned Essay 1 | 50 |  |
|  | Essay Development | INSTRUCTOR: ADD TITLE OF GRAMMAR MODULE | Timed Essay 2 | 50 |  |
| Discussion: Reflecting on Your Own Writing | 20 |  |
| Planned Essay 2 | 50 |  |
|  | Essay Coherence | INSTRUCTOR: ADD TITLE OF GRAMMAR MODULE | Timed Essay 3 (Proctored) | 50 |  |
|  | Argument | INSTRUCTOR: ADD TITLE OF GRAMMAR MODULE | Planned Essay 3 Peer Feedback | 20 |  |
| Common Writing Exam | 250 |  |
|  | Research and Documentation | INSTRUCTOR: ADD TITLE OF GRAMMAR MODULE | Discussion: MLA Formatting | 20 |  |
| Planned Essay 3 | 100 |  |
| Final Grammar Exam | 100 |  |
| Aplia Assignments due | 100 |  |
| Optional Student-Instructor Conferences |  |  |
| **Total Points Possible** | **1000** |  |

**Special Note**: The instructor reserves the right to modify this syllabus. You will be notified of any changes.

# Course Guidelines/Policies

## Academic Dishonesty Policy

Academic dishonesty, in any form, has severe consequences. Please review the Student Rights and Responsibilities (<http://catalog.fscj.edu/content.php?catoid=31&navoid=3998#conduct>) section of the College catalog.

Instructor: add specific policy here.

## Attendance Policy

Attendance is measured in this course by your weekly access to the online content and timely completion of required course activities. If you fail to sufficiently participate in the online course prior to the official refund deadline, you can be dropped for non-attendance. If the official withdrawal date has passed and you fail to sufficiently progress in the online course, you can be awarded a Failure for Non-Attendance (FN) grade.

Instructor: add specific policy here.

## **Late/Make Up Work Policy**

Instructor: add specific policy here.

## Expectations of Student Conduct

The College’s Expectations of Student Conduct (<http://catalog.fscj.edu/content.php?catoid=31&navoid=3998#conduct>) extends to the online classroom. It is expected that each of you use appropriate, professional language and respect when addressing classmates, as well as your instructor, in any part of the online classroom. That same level of professional conduct should extend to all assignments submitted.

It is expected that you will not make insulting or inflammatory statements to other members of the class. Read the comments of other classmates thoroughly before entering your remarks and responses. Be positive, thoughtful, and constructive in your comments and responses.

## **Recommendations for Success in this Course**

Have a place where you can study and set aside an appropriate amount of time to do it. Generally, a 3-credit hour course requires a minimum of 12 hours of self-study time each week in addition to the time spent completing assignments.

* Practice and repetition are the best way to ensure your mastery of the material.
* Communicate with your instructor to ask any important questions and to discuss important concepts.
* Complete all reading assignments and view and review all chapter resources.
* Complete and review all online course activities.

# College Resources

Florida State College at Jacksonville offers many resources to help you become successful in your course and academic career. A brief description of some of these resources follows and others are noted in the Tools and Resources folder of the Blackboard classroom.

## Academic Advising

Counselors and advisors are available to assist students with the achievement of their academic goals. Academic advising is available to help students identify appropriate courses, select majors, select transfer institutions and assist with academic problems. Students are encouraged to seek advising on a regular basis in order to achieve their educational objectives. Appointments may be scheduled through the Counseling and Advising Office (<http://www.fscj.edu/admissions-aid/counseling-advising>). However, students should know that appointment times will be severely impacted during peak registration periods. For more information, visit the Florida State College at Jacksonville Advising page (<http://www.fscj.edu/admissions-aid/counseling-advising/advising/>).

## **Technical Helpdesk**

If you have any problems with Blackboard, viewing online content, email or Connections, visit the Florida State College at Jacksonville Help Desk (<http://www.fscj.edu/campus-life/student-computing-resources>). There you can contact the technical support team directly via live chat or visit the Self-Help Portal (<http://helpdesk.fscj.edu/content/default.aspx>). Campus support phone numbers are also included on this page.

Please remember that answers to questions about your course materials, tests, quizzes, or assignments can only be provided by your instructor.

## **Library and Learning Commons**

The Library/Learning Commons (LLC) (<http://www.fscj.edu/campus-life/library-learning-commons>) is an instructional area of the College designed to offer a variety of teaching, learning and research resources to students enrolled in courses at Florida State College at Jacksonville.  LLC services include individual and small group tutoring; traditional and virtual library services and materials; subject-specific instruction including orientations; free workshops; study areas; and access to tutorials, computers, and multimedia technology.

## Tutorials/Online Demonstrations

To view demonstrations of common Blackboard and computer activities, go to On Demand Learning Center for Students (<http://ondemand.blackboard.com/students.htm>).

# The Next Step

I hope you have found this syllabus useful. Your next step is to become familiar with the Blackboard classroom and begin the assignments for Module One.

See you in the online course!

# Rubrics

## Discussion Rubric

|  |  |
| --- | --- |
|  | **Levels of Achievement** |
| **Criteria** | **Exemplary** | **Proficient** | **Developing** | **Beginning** |
| **Original Post** | 10-9 pointsThe original post provides a clear, concise answer that addresses the question, including persuasive information and insight in to the topic. Specific support is referenced from the reading and explained in detail. The post was presented in a timely fashion to allow for classmates’ responses. (Post made two days before the discussion is due or earlier) | 8 pointsThe original post provides a clear, concise answer that addresses the question but does not necessarily include persuasive information and/or insight into the topic. Support is general rather than specific or is not explained in detail. The post was presented in time to allow for some classmates’ responses. | 7 pointsThe original post does not answer the question, include persuasive information, and/or provide insight into the topic. The post is vague, lacks a clear point of view, and was not presented in a time to allow for classmates’ responses. (Post made the last day of discussion) | 6-0 pointsNo original post submitted. Original post is inadequate. |
| **Replies to Class/ Team members** | 5 pointsThe replies to classmates are fully responsive and respectful of differing opinions. The replies clearly and politely provide a counter perspective, contribute new information, and/or ask a question that prompts further discussion.  | 4 pointsThe replies to classmates are respectful of differing opinions but do not necessarily provide a counter perspective, contribute new information, and/or ask a question that prompts further discussion | 3 pointsReplies are rudimentary (e.g., “I agree”) OR the replies use belligerent language and/or a disrespectful tone.  | 2-0 pointsNo replies posted. Replies are inadequate. |
| **Writing Mechanics** | 5 pointsGrammar, spelling, and punctuation are impeccable and contribute to the overall quality of the discussion posts.  | 4 pointsGrammar, spelling, and punctuation are mostly correct; minor errors do not detract from the overall quality of the posts.   | 3 pointsNumerous grammar, spelling, and punctuation errors inhibit reader comprehension and detract from the overall quality of the posts.  | 2-0 pointsNo posts submitted. Mechanics cannot be assessed.  |

## Timed Paragraph Rubric

Timed Paragraphs 1, 2, and 3 will be graded using this rubric.

|  |  |
| --- | --- |
|  | **Levels of Achievement** |
| **Criteria** | **Exemplary** | **Above Average**  | **Meets Expectations** | **Developing** | **Novice** | **Not Acceptable** |
| **Content** | 5 pointsPaper has a clearly established main idea that is fully developed with specific details and examples. | 4.5 pointsPaper has a clearly established main idea that is adequately developed with specific details and examples. | 4 pointsPaper has an adequately stated main idea that is developed with some specific details and examples. | 3.5 pointsPaper has a main idea that is developed with generalizations or lists. | 3 pointsPaper has an incomplete or ambiguous main idea that is with generalizations or lists. | 0 pointsPaper has no evident main idea and has inadequate or irrelevant support or no assignment submitted. |
| **Organization**  | 5 pointsOrganization is notably logical and coherent; demonstrates skillful use of transitions. | 4.5 pointsOrganization is logical and coherent; demonstrates effective use of transitions. | 4 pointsOrganization is mostly logical and coherent; demonstrates competent use of transitions. | 3.5 pointsOrganization is mechanical and may contain occasional lapses of logic and coherence; demonstrates adequate use of transitions. | 3 pointsOrganization is mechanical and contains lapses of logic and coherence; demonstrates inadequate use of transitions.  | 0 pointsOrganization is illogical and/or incoherent; demonstrates inaccurate use of transitions or lacks transitions altogether or no assignment submitted. |
| **Word Choice And Sentence Structure** | 5 pointsWord choice and sentence structure are varied and effective. | 4.5 pointsWord choice and sentence structure are mostly varied and effective. | 4 pointsWord choice and sentence structure are somewhat varied and effective. | 3.5 pointsWord choice and sentence structure are repetitious and often ineffective.  | 3 pointsWord choice and sentence structure are simplistic and/or disjointed.  | 0 pointsWord choice and sentence structure are garbled and confusing or no assignment submitted. |
| **Grammar, Usage, & Mechanics** | 5 pointsErrors in grammar, usage, and mechanics are few and insignificant. | 4.5 pointsOccasional errors in grammar, usage, and mechanics do not interfere with the writer’s ability to communicate | 4 pointsOccasional errors in grammar, usage, and mechanics may somewhat interfere with the writer’s ability to communicate. | 3.5 pointsA variety of errors in grammar, usage, and mechanics sometimes interfere with the writer’s ability to communicate. | 3 pointsRepeated errors in grammar, usage, and mechanics frequently interfere with the writer’s ability to communicate. | 0 pointsNumerous serious errors in grammar, usage, and mechanics significantly interfere with the writer’s ability to communicate or no assignment submitted. |

## Timed Essay Rubric

Timed Essays 1, 2, and 3 will be graded using this rubric.

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| --- | --- |
|  | **Levels of Achievement** |
| **Criteria** | **Exemplary** | **Above Average** | **Meets expectations** | **Developing** | **Novice** | **Not Acceptable** |
| **Content**  | 12.5 pointsPaper has a clearly established main idea that is fully developed with specific details and examples. | 11.25 pointsPaper has a clearly established main idea that is adequately developed with specific details and examples. | 10 pointsPaper has an adequately stated main idea that is developed with some specific details and examples. | 8.75 pointsPaper has a main idea that is developed with generalizations or lists. | 7.5 pointsPaper has an incomplete or ambiguous main idea that is with generalizations or lists. | 0 pointsPaper has no evident main idea and has inadequate or irrelevant support or no assignment submitted. |
| **Organization**  | 12.5 pointsOrganization is notably logical and coherent; demonstrates skillful use of transitions. | 11.25 pointsOrganization is logical and coherent; demonstrates effective use of transitions. | 10 pointsOrganization is mostly logical and coherent; demonstrates competent use of transitions. | 8.75 pointsOrganization is mechanical and may contain occasional lapses of logic and coherence; demonstrates adequate use of transitions. | 7.5 pointsOrganization is mechanical and contains lapses of logic and coherence; demonstrates inadequate use of transitions.  | 0 pointsOrganization is illogical and/or incoherent; demonstrates inaccurate use of transitions or lacks transitions altogether or no assignment submitted. |
| **Word Choice & Sentence Structure** | 12.5 pointsWord choice and sentence structure are varied and effective. | 11.25 pointsWord choice and sentence structure are mostly varied and effective. | 10 pointsWord choice and sentence structure are somewhat varied and effective. | 8.75 pointsWord choice and sentence structure are repetitious and often ineffective.  | 7.5 pointsWord choice and sentence structure are simplistic and/or disjointed.  | 0 pointsWord choice and sentence structure are garbled and confusing or no assignment submitted. |
| **Grammar, Usage, & Mechanics** | 12.5 pointsErrors in grammar, usage, and mechanics are few and insignificant. | 11.25 pointsOccasional errors in grammar, usage, and mechanics do not interfere with the writer’s ability to communicate. | 10 pointsOccasional errors in grammar, usage, and mechanics may somewhat interfere with the writer’s ability to communicate. | 8.75 pointsA variety of errors in grammar, usage, and mechanics sometimes interferes with the writer’s ability to communicate. | 7.5 pointsRepeated errors in grammar, usage, and mechanics frequently interfere with the writer’s ability to communicate. | 0 pointsNumerous serious errors in grammar, usage, and mechanics significantly interfere with the writer’s ability to communicate or no assignment submitted. |

## Planned Paragraph Rubric

Planned Paragraphs 1, 2, and 3 will be graded using this rubric.

|  |  |
| --- | --- |
|  | **Levels of Achievement** |
| **Criteria** | **Exemplary** | **Meets Expectation** | **Developing** | **Novice** | **Not Acceptable** |
| **Subject** | 2 pointsWell-chosen subject of particular interest to some audience expressed in a clear topic sentence. | 1.6 pointsWell-chosen subject expressed in a clear topic sentence. | 1.4 pointsAcceptable subject which may be rather ordinary but of some interest to a reader expressed in a topic sentence. | 1 pointGeneral, trite subject and/or no identifiable topic sentence. | 0 pointsNo identifiable subject or no assignment submitted. |
| **Quantity Of Detail** | 2 pointsConsiderable quantity of relevant and specific detail. | 1.6 pointsSufficient quantity of relevant and specific detail. | 1.4 pointsSome detail but mainly generalities to accomplish purpose. | 1 pointVery little specific detail, mostly generalities. | 0 pointsNo specific detail or no assignment submitted. |
| **Paragraph Structure** | 2 pointsSeamless paragraph structure. | 1.6 pointsEffective paragraph structure. | 1.4 pointsStandard paragraph structure with all elements. | 1 pointPoor paragraph structure, missing elements. | 0 pointsLacks any paragraph structure or no assignment submitted. |
| **Sentence Structure** | 2 pointsA variety of appropriately used sentence patterns. | 1.6 pointsA variety of sentence patterns. | 1.4 pointsSome sentence variety. | 1 pointSentences which are simplistic. | 0 pointsSentences are unclear and/or disjointed or no assignment submitted. |
| **Diction** | 2 pointsEffective and appropriate diction. | 1.6 pointsAppropriate diction. | 1.4 pointsClear but ordinary diction.  | 1 pointPedestrian and/or tangled language. | 0 pointsIncoherent and/or confusing language or no assignment submitted. |
| **Errors In Sentence Construction** | 2 pointsFew, if any, writing errors in sentence construction. | 1.6 pointsA minimal number of writing errors in sentence construction. | 1.4 pointsErrors in sentence construction, but not enough to interfere with understanding of content. | 1 pointErrors in sentence construction which interfere with the content of the paragraph. | 0 pointsPervasive errors in sentence construction which obscure the content of the paragraph or no assignment submitted. |
| **Errors In Grammar** | 2 pointsFew, if any, writing errors in grammar. | 1.6 pointsA minimal number of writing errors in grammar. | 1.4 pointsErrors in grammar, but not enough to interfere with understanding of content. | 1 pointErrors in grammar which interfere with the content of the paragraph. | 0 pointsPervasive errors in grammar which obscure the content of the paragraph or no assignment submitted. |
| **Errors In Punctuation** | 2 pointsFew, if any, writing errors punctuation. | 1.6 pointsA minimal number of writing errors in punctuation. | 1.4 pointsErrors in punctuation, but not enough to interfere with understanding of content. | 1 pointErrors in punctuation which interfere with the content of the paragraph. | 0 pointsPervasive errors in punctuation which obscure the content of the paragraph or no assignment submitted. |
| **Errors In Spelling** | 2 pointsFew, if any, writing errors spelling. | 1.6 pointsA minimal number of writing errors in spelling. | 1.4 pointsErrors in spelling, but not enough to interfere with understanding of content. | 1 pointErrors in spelling which interfere with the content of the paragraph. | 0 pointsPervasive errors in spelling which obscure the content of the paragraph or no assignment submitted. |
| **Follow Directions** | 2 pointsDirections fully followed. All elements of the assignment are addressed. | 1.6 pointsDirections followed. Most elements of the assignment are addressed. | 1.4 pointsDirections followed. Most of the assignment are addressed. | 1 pointDirections followed, but more than half of the elements of the assignment are missing. | 0 pointsDirections not followed or no assignment submitted. |

## Planned Essay Rubric

Planned Essays **1 and 2** will be graded using this rubric.

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|  | **Levels of Achievement** |
| **Criteria** | **Exemplary** | **Meets Expectations** | **Developing** | **Novice** | **Not Acceptable** |
| **Subject** | 5 pointsWell-chosen subject of particular interest to some audience expressed in a clear thesis statement. | 4 pointsWell-chosen subject expressed in a clear thesis statement. | 3.5 pointsAcceptable subject which may be rather ordinary but of some interest to a reader expressed in a thesis statement. | 3 pointsGeneral, trite subject and/or no identifiable thesis statement. | 0 pointsNo identifiable subject or no assignment submitted. |
| **Quan~~t~~ity Of Detail** | 5 pointsConsiderable quantity of relevant and specific detail. | 4 pointsSufficient quantity of relevant and specific detail. | 3.5 pointsSome detail but mainly generalities to accomplish purpose. | 3 pointsVery little specific detail, mostly generalities. | 0 pointsNo specific detail or no assignment submitted. |
| **Paragraph Structure** | 5 pointsSeamless essay structure. | 4 pointsEffective essay structure. | 3.5 pointsStandard essay structure with all elements. | 3 pointsPoor essay structure, missing elements. | 0 pointsLacks any essay structure or no assignment submitted. |
| **Sentence Patterns** | 5 pointsA variety of appropriately used sentence patterns. | 4 pointsA variety of sentence patterns. | 3.5 pointsSome sentence variety. | 3 pointsSimplistic sentences. | 0 pointsSentences are unclear and/or disjointed or no assignment submitted. |
| **Diction** | 5 pointsEffective and appropriate diction. | 4 pointsAppropriate diction. | 3.5 pointsClear but ordinary diction.  | 3 pointsPedestrian and/or tangled language. | 0 pointsIncoherent and/or very confusing language or no assignment submitted. |
| **Errors In Sentence Constructions** | 5 pointsFew, if any, writing errors in sentence construction. | 4 pointsA minimal number of writing errors in sentence. construction | 3.5 pointsErrors in sentence construction, but not enough to interfere with understanding of content. | 3 pointsErrors in sentence construction which interfere with the content. | 0 pointsPervasive errors in sentence construction which obscure the content or no assignment submitted. |
| **Errors In Grammar** | 5 pointsFew, if any, writing errors in grammar. | 4 pointsA minimal number of writing errors in grammar. | 3.5 pointsErrors in grammar, but not enough to interfere with understanding of content. | 3 pointsErrors in grammar which interfere with the content. | 0 pointsPervasive errors in grammar which obscure the content or no assignment submitted. |
| **Errors In Punctuation** | 5 pointsFew, if any, writing errors punctuation. | 4 pointsA minimal number of writing errors in punctuation. | 3.5 pointsErrors in punctuation, but not enough to interfere with understanding of content. | 3 pointsErrors in punctuation which interfere with the content. | 0 pointsPervasive errors in punctuation which obscure the content or no assignment submitted. |
| **Errors In Spelling** | 5 pointsFew, if any, writing errors spelling. | 4 pointsA minimal number of writing errors in spelling. | 3.5 pointsErrors in spelling, but not enough to interfere with understanding of content. | 3 pointsErrors in spelling which interfere with the content. | 0 pointsPervasive errors in spelling which obscure the content or no assignment submitted. |
| **Follows Direction** | 5 pointsDirections fully followed. All assignment elements are addressed. | 4 pointsDirections followed. Most of the assignment elements are addressed. | 3.5 pointsDirections followed. Many of the assignment elements are addressed. | 3 pointsDirections followed, but more than half of the assignment elements are missing. | 0 pointsDirections not followed or no assignment submitted. |

## Planned Essay 3 Rubric

Planned Essay 3 will be graded using this rubric.

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|  | **Levels of Achievement** |
| **CRITERIA** | **Exemplary** | **Meets Expectation** | **Developing** | **Novice** | **Not Acceptable** |
| **Stance** | 5 pointsReasonable stance on issue addressed to a particular audience expressed in a clear, correctly located thesis statement. | 4.25 pointsReasonable stance on issue expressed in a clear, correctly located thesis statement. | 3.5 pointsReasonable stance on issue expressed in a clear thesis statement. | 2.75 pointsUnreasonable stance on issue and/or unclear or unidentifiable thesis statement. | 0 pointsNo assignment submitted. |
| **Evidence And Explanation** | 5 pointsConsiderable quantity of relevant and specific evidence and explanation. | 4.25 pointsSufficient quantity of relevant and specific evidence and explanation. | 3.5 pointsSome evidence and explanation, but mainly generalities or unexplained information. | 2.75 pointsVery little specific evidence or explanation, mostly generalities. | 0 pointsNo assignment submitted. |
| **Opposing Views** | 5 pointsAll necessary opposing views have been fairly represented, respectfully treated, and persuasively responded to. | 4.25 pointsMost necessary opposing views have been fairly represented, respectfully treated, and persuasively responded to. | 3.5 pointsSome necessary opposing views have been fairly represented, respectfully treated, and persuasively responded to. | 2.75 pointsOpposing views are not represented or have been unfairly represented, disrespectfully treated, and/or not persuasively responded to. | 0 pointsNo assignment submitted. |
| **Research** | 5 pointsResearch has been incorporated both accurately and persuasively. | 4.25 pointsResearch has been incorporated accurately and somewhat persuasively. | 3.5 pointsResearch has been incorporated accurately but not persuasively. | 2.75 pointsResearch is inaccurate or absent. | 0 pointsNo assignment submitted. |
| **Organization** | 5 pointsEssay organization shows a clear progression of ideas. | 4.25 pointsEssay organization is logical. | 3.5 pointsEssay organization is mechanical. | 2.75 pointsEssay organization seems random, disorganized, and/or illogical. | 0 pointsNo assignment submitted. |
| **Transitional Devices** | 5 pointsTransitional devices are used seamlessly and accurately to provide a sense of smooth coherence. | 4.25 pointsTransitional devices are used accurately to provide coherence. | 3.5 pointsTransitional devices are often used accurately to provide some coherence. | 2.75 pointsTransitional devices are sometimes used inaccurately or missing so do not provide coherence. | 0 pointsNo assignment submitted. |
| **Essay Framing** | 5 pointsSkillful essay framing hooks the reader and provides context initially, then summarizes the message and reinforces its importance upon closing. | 4.25 pointsEffective essay framing provides context initially, then summarizes the message upon closing. | 3.5 pointsStandard essay framing exists but is mechanical. | 2.75 pointsLack of essay framing, missing elements. | 0 pointsNo assignment submitted. |
| **Sentence Patterns** | 5 pointsA variety of appropriately used sentence patterns. | 4.25 pointsA variety of sentence patterns. | 3.5 pointsSome sentence variety. | 2.75 pointsSentences which are simplistic, unclear, and/or disjointed. | 0 pointsNo assignment submitted. |
| **Diction** | 5 pointsEffective and appropriate diction conveys precision and reflects a respectful tone. | 4.25 pointsAppropriate diction mostly conveys precision and reflects a respectful tone. | 3.5 pointsClear but ordinary diction somewhat conveys precision and reflects a respectful tone.  | 2.75 pointsPedestrian, tangled, incoherent, and/or confusing language lacks precision and/or reflects a disrespectful tone. | 0 pointsNo assignment submitted. |
| **Errors In Sentence Construction** | 5 pointsFew, if any, errors in sentence construction. | 4.25 pointsA minimal number of errors in sentence construction. | 3.5 pointsErrors in sentence construction, but not enough to interfere with understanding of content. | 2.75 pointsPervasive errors in sentence construction which interfere with the content. | 0 pointsNo assignment submitted. |
| **Errors In Verb Use** | 5 pointsFew, if any, errors in verb use. | 4.25 pointsA minimal number of errors in verb use. | 3.5 pointsErrors in verb use, but not enough to interfere with understanding of content. | 2.75 pointsPervasive errors in verb use which interfere with the content. | 0 pointsNo assignment submitted. |
| **Errors In Pronoun Use** | 5 pointsFew, if any, errors in pronoun use. | 4.25 pointsA minimal number of errors in pronoun use. | 3.5 pointsErrors in pronoun use, but not enough to interfere with understanding of content. | 2.75 pointsPervasive errors in pronoun use which interfere with the content of the essay. | 0 pointsNo assignment submitted. |
| **Errors In Other Grammar** | 5 pointsFew, if any, errors in other grammar. | 4.25 pointsA minimal number of errors in other grammar. | 3.5 pointsErrors in other grammar, but not enough to interfere with understanding of content. | 2.75 pointsPervasive errors in other grammar which interfere with the content of the essay. | 0 pointsNo assignment submitted. |
| **Errors In Punctuation** | 5 pointsFew, if any, errors in punctuation. | 4.25 pointsA minimal number of errors in punctuation. | 3.5 pointsErrors in punctuation, but not enough to interfere with understanding of content. | 2.75 pointsPervasive errors in punctuation which interfere with the content of the essay. | 0 pointsNo assignment submitted. |
| **Errors In Spelling** | 5 pointsFew, if any, errors in spelling. | 4.25 pointsA minimal number of errors in spelling. | 3.5 pointsErrors in spelling, but not enough to interfere with understanding of content. | 2.75 pointsPervasive errors in spelling which interfere with the content of the essay. | 0 pointsNo assignment submitted. |
| **Errors In Capitalization And/ Or Mechanics** | 5 pointsFew, if any, errors in capitalization and/or mechanics. | 4.25 pointsA minimal number of errors in capitalization and/or mechanics. | 3.5 pointsErrors in capitalization and/or mechanics, but not enough to interfere with understanding of content. | 2.75 pointsPervasive errors in capitalization and/or mechanics which interfere with the content of the essay. | 0 pointsNo assignment submitted. |
| **Summarizing, Paraphrasing, And Quoting** | 5 pointsHighly effective choices made between summarizing, paraphrasing, and quoting, which has been correctly done. | 4.25 pointsEffective choices made between summarizing, paraphrasing, and quoting, which has been correctly done. | 3.5 pointsSummarizing, paraphrasing, and/or quoting has been correctly done. | 2.75 pointsSummarizing, paraphrasing, and/or quoting has not been correctly done. | 0 pointsNo assignment submitted. |
| **Research Citation** | 5 pointsResearch has been correctly and smoothly incorporated into essay with opening signal phrase and closing parenthetical reference as needed. | 4.25 pointsResearch has been correctly incorporated into essay with opening signal phrase and closing parenthetical reference as needed. | 3.5 pointsResearch has been correctly cited in essay but not smoothly incorporated. | 2.75 pointsResearch has not been correctly cited in essay. | 0 pointsNo assignment submitted. |
| **Works Cited** | 5 pointsWorks Cited entry has been correctly transferred into paper. | 4.25 pointsWorks Cited entry has been mostly correctly transferred into paper. | 3.5 pointsWorks Cited entry has been somewhat correctly transferred into paper. | 2.75 pointsWorks Cited entry has been incorrectly transferred into paper and/or is missing. | 0 pointsNo assignment submitted. |
| **MLA Format** | 5 pointsMLA format of paper is fully correct. | 4.25 pointsMLA format of paper is mostly correct. | 3.5 pointsMLA format of paper is somewhat correct. | 2.75 pointsMLA format of paper is seriously incorrect. | 0 pointsNo assignment submitted. |