Distance Education
CRNs: 65306, 68352, 70264, 77206

Instructor: Rob Blain
Office hours: by appointment
Phone: (713) 718-7165
Email: rob.blain@hccs.edu

Textbooks:

The Wadsworth Handbook, Kirszner and Mandell Houston Community College Seventh Ed. (W)


Grade Percentages: (The total will equal 100%)
10% Analysis of the a Short Story - 2 ½ -3 pages
10% Critical Analysis of a Drama 2 ½ -3 pages
10% Midterm Essay Exam - 3 pages
20% Final Essay Exam Analysis of Poetry - 4+ pages
30% The Research Paper - 8 - 10 pages
10% Instructor's Choice: including Journals (200 words each),
10% Oral Report Peer Review work and Class Participation especially in Discussions and Peer Reviewing

NOTE: Rough Drafts for Peer Reviews of essays count 10 points of the essay grade, and Journals and other portions of the Research Process count a total of 50% of the Research Paper grade

HCCS Important Days:

August 28: Classes begin
September 6: Labor Day Holiday
November 25-28: Thanksgiving Holiday

December 11: Last Day of Instruction
December 13-14: Finals
December 24: Grades Officially Online

Exemplary Educational Objectives

To Understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing and presentation.

To Understand the importance of specifying audience and purpose and to select appropriate communication choices.

To Understand and appropriately apply modes of expression (descriptive, expositive, narrative, scientific, and self–expressive) in written, visual and oral communication.

To Participate in groups with emphasis on listening, critical and reflective thinking and responding.

To Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in development of exposition and argument.

To Develop the ability to research and write a documented paper and give an oral presentation.

Assignments: Assignments are due on the assigned date. Assignments are listed by the week on the syllabus; however, the instructor reserves the right to make changes. Penalty points will be deducted for late assignments.

Make-up Policy: Students who miss an assignment due date because of documented illness will be permitted to turn in assignments as arranged specifically with the instructor. Students who miss assignments for other reasons must see the instructor on a one-on-one basis.

Withdrawing from the Course or Failure to Withdraw: If you decide to drop the course, you must do so by the last date to withdraw. If you simply stop attending class and do not officially withdraw from the class, you risk receiving a grade of F for the course.

Cheating and Plagiarism are serious offences and can result in the Dismissal of the student.
The Distance Education Student Handbook contains policies and procedures unique to the DE student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's responsibility to be familiar with the handbook's contents. The handbook contains valuable information, answers, and resources, such as DE contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the DE Student Handbook by visiting this link: http://de.hccs.edu/de/de-student-handbook

CLASS ATTENDANCE
As stated in the HCC Catalog, all students are expected to attend classes regularly. Students in DE courses must log into their Blackboard class or they will be counted as absent. Just like an on-campus class, your regular participation is required.

Although it is the responsibility of the student to withdraw officially from a course, the professor also has the authority to block a student from accessing Blackboard, and/or to withdraw a student for excessive absences or failure to participate regularly. DE students who do not log into their Blackboard class before the Official Day of Record will be automatically dropped for non-attendance. Completing the DE online orientation does not count as attendance.

DISABILITY SERVICES
Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Support Services Office at the beginning of each semester. Professors are authorized to provide only the accommodations requested by the Disability Support Services Office.

DE students who are requesting special testing accommodations may choose the most convenient DSS office for assistance each semester:
District ADA Coordinator – Donna Price – 713.718.5165
Central ADA Counselors – Jaime Torres & Martha Scribner – 713.718.6164
Northeast ADA Counselor- Kim Ingram – 713.718.8420
Northwest ADA Counselor – Mahnaz Kolaini – 713.718.5422
Southeast ADA Counselor – Jette Lott - 713.718.7218
Southwest ADA Counselor – Dr. Becky Hauri – 713.718.7910
Coleman ADA Counselor – Dr. Raj Gupta – 713.718.7631

After student accommodation letters have been approved by the DSS office and submitted to DE Counseling for processing, students will receive an email confirmation informing them of the Instructional Support Specialist (ISS) assigned to their professor.

LIBRARY RESOURCES
As a DE student you have the same access to first-rate information resources that the HCC Libraries make available to all HCC students. A special website pulls together all the tools DE students will need to complete research. Visit Library Resources specifically for Distance Education students.

FREE ONLINE TUTORING
HCC provides free online tutoring in writing, math, science, and other subjects. Look for Ask Online on your Blackboard log-in page. This directs students to the HCC AskOnline Tutoring site: http://hccs.askonline.net/. Use your student ID or HCC e-mail address to create an account. Instructions, including a 5-minute video, are provided to make you familiar with the capabilities of this service.

VIRTUAL CLASSROOM CONDUCT
As with on-campus classes, all students in HCC Distance Education courses are required to follow all HCC Policies & Procedures, the Student Code of Conduct, the Student Handbook, and relevant sections of the Texas Education Code when interacting and communicating in a virtual classroom with your professor and fellow students. Students who violate these policies and guidelines will be subject to disciplinary action that could include denial of access to course-related email, discussion groups, and chat rooms or even removal from the class.
**HCC Policy Statement: Internet Outage Policy**

If your professor experiences an Internet service outage or a power outage that significantly affects the timing of distributing on-line assignments, or in any way appreciably hinders the professor in communicating with students, adjustments to due dates and/or grades will be made appropriately. If there is any official notification from HCCS concerning downtime of the BB Internet course server that would affect distributing assignments, or in any way appreciably hinders the professor in communicating with students, adjustments to due dates and/or grades will be made appropriately. This policy pertains only to the professor's INTERNET SERVICE or to HCCS's Internet course servers, not the students' computers or Internet access. No one at HCCS can monitor or verify outages at student sites and student access is not the responsibility of HCCS. **Students are responsible for making sure that they have continuous, reliable Internet access in order to complete this course.**

Use Of Cameras Or Recording Devices
Use of recording devices, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the Office for Students with Disabilities for information regarding reasonable accommodations.

**STUDENT LEARNING OUTCOMES, effective Fall 2010**
1. Apply basic principles of rhetorical analysis.
2. Write essays that classify, explain, and evaluate rhetorical and literary strategies employed in argument, persuasion, and various forms of literature.
3. Identify, differentiate, integrate, and synthesize research materials into argumentative and/or analytical essays.
4. Employ appropriate documentation style and format across the spectrum of in-class and out-of-class written discourse.
5. Demonstrate library literacy.

<table>
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<tr>
<th>SCANS Skills</th>
<th>How these skills are met in this course</th>
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<tbody>
<tr>
<td>Reading</td>
<td>Daily reading assignments</td>
</tr>
<tr>
<td>Writing</td>
<td>6,000 words of writing</td>
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<tr>
<td>Listening</td>
<td>Daily class lectures &amp; discussion</td>
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<td>Speaking</td>
<td>One or more oral presentations</td>
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<td>Critical Thinking</td>
<td>Analytical writing in some papers</td>
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<tr>
<td>Computer Literacy</td>
<td>Use of the computer for the writing of papers and research</td>
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Official HCCS NOTICE: Students who repeat a course three or more times may soon face significant tuition/fee increases at HCC and other Texas public colleges and universities. Please ask your instructor/counselor about opportunities for tutoring/other assistance prior to considering course withdrawal, or if you are not receiving passing grades.

*The instructor reserves the right to change various assignments in this syllabus at his discretion.*

**Dear Distance Ed Students: I have written this syllabus to simulate “attending” class twice a week to help you see the assignments as discrete (separate) requirements which are achievable.**

**Course Calendar**
Course Calendar

Please be sure to follow the “Major Blunders” handout. It is a quick guide to word usage, sentence structure and writing errors in college composition classes.

All essays must be turned in on the due date, and sent to me online for Turnitin.com plagiarism check.

Your Ticket To The Mid-Term and Final Essays is Having All Assignments Turned In and Up-To-Date

Each student has an H.C.C email account and access to computers and printers on campus with lab assistance.

Week 1  January 18-January 21
Get the Books Before Class Begins as the Online Orientation says!

Introduction to class

The writing process

Assignment: Read Wadsworth (W), “Writing Essays” p. 1-105
Read W, “Writing Paragraphs” p. 106-140

See Major Blunders, Parenthetical References and Works Cited guide, given by instructor

In Literature: Reading, Reacting, Writing, read the following:

**Read: Understanding Literature, Imaginative Literature-Conventional Themes-The Literary Cannon, pgs. 2-6
Read: Interpreting Literature-Evaluating Literature-The Function of Literary Criticism, pgs. 8-15
Read Chapter 2: Reading and Writing About Literature, pgs. 17-42
Read Chapter 5: Writing Literary Arguments, pgs. 79-94

Week 2 January 24-28

Critical reading Research Paper Topics Assigned Journals
Assignment: See Writing Guides—Major Blunders—given by instructor

Read W, "Sentence Style” p. 673, “Building Simple Sentences” p. 674
Read W, “Building Compound and Complex Sentences” p. 689

Begin rough draft of Critical Analysis of the Essay over essays assigned by instructor.

Day One: Discussion of essay you read and your first typed essay

See the instructions on the home page

Refer to the editors’ and student’s analysis of “Sleepy Time Gal” beginning on page 518 Wadsworth
See pages 44, 55, 87 LRRW as an example of well written arguments

Read these essays and choose from them to write your Analysis of a Short Story

Read LRRW: “The Third and Final Continent,” p. 650-663
Read LRRW: “Saboteur,” p. 633-640
Read LRRW: “Sister Godzilla,” Louise Erdrich p. 622-628
Read LRRW: “Half a Day,” Naguib Mahfouz p. 664
Read LRRW: “Hills Like White Elephants,” p. 145-149

>POST: TWO QUOTATIONS and YOUR WORKS CITED EXAMPLES

Write rough draft of Analysis of a Short Story

Day Two: >Turn in two quotations, correctly introduced for your essay, and a Works Cited page

January 26: Two quotations and a Works Cited entry
Research Paper Topics and Length of Paper(s) Discussion

All essays will be have a Peer Review, a Tutorial Review and will be sent electronically to the instructor who will send it to Turitin.com. You must do two Peer Reviews and get at least one Peer Review for your essay.

Week 3 January 31-February 4

Read W, “Solving Common Sentence Problems” p. 727-75
See W, Index, “Adjectives,” “Adverbs,” (855—861) “Quotation Marks
Read W, “Revising Faulty Modification” p. 748 Read W, “Revising Faulty Predication” p. 770
Read W, “Revising Awkward or Confusing Sentences” p. 765

Day One: First Rough Draft of Critical Analysis Essay Due and Peer Reviews
Note: No outside references are allowed on this assignment. The only references allow are the textbook references and instructions given by the professor. Any use of outside material on this assignment will cause you to fail this assignment.

Day One: First Rough Draft of Critical Analysis Essay Due and Peer Reviews
Due: Journal #1: Your Topic and Why You Chose It Journals have 5 points deducted if not turned in on time

Day Two: Due-- Rough draft of Critical Analysis of an Essay. Formal Peer Reviews

Due: Post Rough Draft of Critical Analysis Essay.
Peer Reviews Will Be Done By Classmates.
Peer Reviews are done between Tuesday and Thursday

The Rough Draft Consists of:
• Title Page
• Essay – 2 ½-3 pages with two quotes
• Works Cited Page
• Peer Review
• Tutorial Review

A tutor from the Writing Center or online tutor must review your Rough Draft

Narrowing the topic for the Research Paper Persuasion and Argumentation
Finding and using sources -- taking notes, paraphrasing, quoting
Library and/or Computer orientations suggested
Assignment:
* See Writing Guides given by instructor Read W “Avoiding Plagiarism” p. 308-314

Read Documentation MLA Format W: M.L.A. Documentation Style p. 365

The Final Draft Consists of:
• New Title Page
• New Essay – Two and one-half pages with two quotes
• New Works Cited Page
• Peer Review
• Tutorial Review
• Rough Drafts
Week 4: February 7-11

Research Paper Topics and Journals One and Two

25 References  Final Draft Packet Arrangement
Due: Final Draft of Analysis of Fiction

Research Paper: The Narrowing Process
Day One Due: Journal #2 Narrow the Topic: The Specific Focus of My Research Is . . .”

Assignment: See Writing Guides—Major Blunders—given by instructor
See “Doing Research: A Case Study” and Sample MLA Style Research Paper p. 317 Wadsworth

Day Two, Due: Journal 3 One Sentence giving your Working Thesis, and one paragraph explaining how you will prove it

Week 5  25 References

Day One, Due: Journal #4 “My Progress in the Research Process to this point”

Again, for emphasis, I refer you to the following very important sections:

Read W, “Solving Common Sentence Problems” p. 727-75
See W, Index, “Adjectives,” “Adverbs,” (855—861) “Quotation Marks
Read W, “Revising Faulty Modification” p. 748 Read W, “Revising Faulty Predication” p. 770
Read W, “Revising Awkward or Confusing Sentences” p. 765*

The Research Paper:
Preparing a Rough Draft of Outline and Working Thesis

Day Two, Due: Working Bibliography for Research Paper, 25 References

See Writing a Research Paper beginning on p. 220 Wadsworth plus p. 333 and beyond for format of paper
See p. 334-337 for Formal Sentence Outline Example

Week 6
See Wadsworth p. 334-337 for example of a FORMAL, SENTENCE OUTLINE

Big Assignment Due: Outline and Working Thesis

Day One, Due: Journal #4 “My Progress in the Research Process to this point”
Discuss essays for the Mid-Term Exam
The Research Paper: Continued work in class and outside of class
Assignment: Begin writing the research paper.


Follow your instructor's directions for documenting the sources used on the Mid-Term.

The Deadline for Turning in any late work to qualify for taking the Midterm is coming.

Week 7
Due Day One: Journal #5 “My Progress in the Research Process to this Point”
Due Day One: Six References to discuss and present online: *Six Sources for RP*

**Due Day Two:** *Note Cards & Revised Working Bibliography for RP*, *Note Streamlined Note Cards combining cards on page 322 and 325*

- Continue the Research Process
- Preparing for the Mid-term Essay Exam

**Assignment:** Read "Sentence Fragments" p.732-738, and “Comma Splices” p.741

- Continue work on the Research Paper.
- Prepare for Mid-Term Exam.

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**Your Ticket To The Mid-Term is Having All Assignments Turned In and Up-To-Date**

Deadline for Turning in any late work to qualify for taking the Midterm: Wednesday of Week Seven (7)

**Week 8  *MID-TERM ESSAY EXAM***

**Assignment:** Begin the rough draft of the research paper.

See Sample Research Paper beginning on page 333

**Week 9**

**Day One, Due:** Journal #6 “My Progress in the Research Process”

**Day Two, Due: Partial rough draft of Research Paper**—

**THE PARTIAL ROUGH DRAFT CONSISTS OF**

- Title Page
- Formal, Sentence Outline
- At least Five Pages of Research Paper
- At least Five Quotations from separate sources
- Works Cited Page
- Peer Review

**Assignment:** Complete the Rough Draft of your Research Paper and bring a clean, printed copy to the next class for instructor check and peer analysis.

**Week 10  Research Paper Consultation Appointments begin**

**Discussion of:** The Story of “The A Student and the Day the Research Paper Was Due”

**Day One, Due:** Journal #7 “My Progress in Research Process”

**Day Two, Due: Completed rough draft of Research Paper**—

**THE COMPLETE ROUGH DRAFT CONSISTS OF**

- Title Page
- Revised Formal, Sentence Outline
- Eight to ten (8-10) Pages of Research Paper
- At least 10 Quotations from separate sources
- Works Cited Page
- Peer Review

**Peer Review of Complete Rough Draft of Research Paper**

**Assignment:** Read "Writing about Literature" beginning on page 516 *Wadsworth*

Read the assigned short stories.

Complete the Research Paper to turn in. GET A TUTORIAL REVIEW!

**Week 11**

**The Research Paper Final Draft Packet! All components of the Final Draft Packet must be turned in.**

**Due:** Journal #8 “There is Life After the Research Paper!”

Work on editing of the Research Paper
Assignment: Begin working on Analysis of Drama Essay

Read “Understanding Drama” page 1076-1094 LRRW

Complete Research Paper for submission next week.

Note: No outside references are allowed on this assignment. The only references allow are the textbook references and instructions given by the professor. Any use of outside material on this assignment will cause you to fail this assignment.

Read Introductory Dramas
““The Brute: A Joke in One Act” p. 1094-1105 LRRW
“Beauty” p. 1108-1113 LRRW
“Word, Word, Words” p. 1486-1492 LRRW

Week 12 DUE: ★ the Research Paper ★
Notice: A deduction of 15 Points will be taken if the Research Paper is not turned in on time. After the first week, another 15 points will be taken.

Introduction of Understanding Drama p. 536 W

Reading and Writing About Drama page 1121 LRRW

Preparing for the Analysis of Drama (Final Out-of-class Essay)

Assignment: Continue working on the Critical Analysis of Drama

Week 13

Due: Journal #9
Due: Rough draft of Critical Analysis of Fiction + Peer analysis

Dramas From Which to Choose for Your Analysis of Fiction:
- “Henry V” by Shakespeare, see posted script in Resources and view 1989 film directed by Kenneth Branagh; you may find and view the film on your own
- “The African Queen” film with Humphrey Bogart and Katharine Hepburn, not in text; find and view on your own
- “Oedipus, The King” p. 1506-1547;
- “Death of a Salesman” p. 1292-1394.

Rough Draft Packet Consists of
- Title Page
- 2 ½ pages of Literary Critical Analysis
- At least two Quotations
- Works Cited Page
- Peer Review

Week 14 Remember the Format of the Final Draft Packet for the Analysis of Drama!

REMEMBER, THE COMPLETE FINAL DRAFT PACKET CONSISTS OF:
- Title Page
- 2 ½ - 3 Pages of Analysis of a Drama
Due: Critical Analysis of Drama
Preparing for the final essay exam
Assignment: Prepare for the final essay exam as directed by your instructor.

Your Ticket to the Final Essay is Having All Assignments Turned In and Up-To-Date

The deadline for turning in any late work is the end of Week 14---Now.

Week 15 Poetry Analysis for the Final and Oral Presentations

Read: Poetry Selections from instructor + “Literary Terms”

For your Final, we read and analyze Poetry!

See the Checklist for Analysis of Poetry on page 518 in the Wadsworth, and for further instruction read pages 721-750 in LRRW.

See “Reading and Writing About Poetry” and the ideas, preparation and terms beginning on 721 and the analyses beginning on page 722. The ideas for “Writing About Poetry” on page 724 begin a section of example essays that are very helpful.

Continue reading page 742, “Voice,” and “The Speaker in the Poem” as well as the example poems through page 750.


It will be very important for you to know the terms or literary devices on pages 721-722 and the Glossary of Literary Terms on pages G1-G10 in LRRW.

Your Ticket To Final Essay is Having All Assignments Turned In and Up-To-Date

Final Essay Exam preparation

Writing on at least Four poems

Week 15: Oral Presentations—Due This Week!

Assignment: Review Semester and prepare Oral Presentation to the class.

Week 16

Final Essay Exam – Timed Test. Specific time and date limits.

Final Exam: Monday, December 13 or Tuesday, December 14—ending at 5:00 P.M. Tuesday

This will be your Final Class Session
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<td>Superior understanding of writing context; impressive analytic thinking; most counter-arguments recognized &amp; effectively refuted when appropriate; clear thesis supported with abundant, convincing, verifiable evidence; strong reader interest; required length. Correct use of quotations.</td>
<td>Unusually clear plan related to thesis; developed with consistent attention to proportion, emphasis, logical order, smooth flow &amp; synthesis of ideas; paragraphs coherent, unified &amp; effectively developed; strong title, introduction &amp; conclusion; persuasive argumentative strategy</td>
<td>Sentences skillfully constructed to achieve clarity, conciseness &amp; coherence; emphasis achieved through subdivision, coordination, repetition &amp; parallelism; harmonious agreement of content &amp; sentence design achieved through rhythm &amp; variety; impressive</td>
<td>Clear, concrete diction; lively &amp; original connotations &amp; precise denotations; euphonious; word form mastery; consistent tone admirably suited to context; effective persona.</td>
<td>Clarity &amp; effectiveness of expression promoted by consistent use of standard punctuation, capitalization &amp;/or spelling; attractive manuscript form.</td>
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<td>19,1817</td>
<td>11, 10</td>
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<td>Accurate grasp of writing context; substantial analytic thinking; counter-arguments refuted when appropriate; thesis supported with sufficient verifiable evidence; substantial reader interest; required length.</td>
<td>Clear plan developed with attention to proportion, emphasis, logical order &amp; synthesis of ideas; paragraphs coherent, unified &amp; effectively developed; transition between paragraphs usually smooth; effective title, introduction &amp; conclusion.</td>
<td>Sentences correctly &amp; coherently constructed with some variety &amp; emphasis; capability in coordinating &amp; subdividing ideas; no major sentence errors even in complicated patterns; clear.</td>
<td>Clear diction; accurate denotations &amp; connotations; idiomatic; few errors in word choice; appropriate &amp; consistent tone.</td>
<td>Flow of communication not diverted or confused by errors in standard punctuation, capitalization &amp;/or spelling; standard manuscript form.</td>
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<td>16,15,14,13, 12</td>
<td>9</td>
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<td>Acceptable understanding of writing context; adequate analytic thinking; most counter-arguments recognized &amp; refuted; thesis supported with adequate but predictable evidence, some content may be slanted or irrelevant; some reader interest; required length. Incorrect quotation/citation form.</td>
<td>Conventional plan apparent but routinely developed or occasional inconsistency; paragraphs generally coherent, but minimally effective in strategy and development; topic sentences weak; transitions between paragraphs clear but abrupt, mechanical or monotonous; routine title, introduction &amp; conclusion.</td>
<td>Sentences constructed clearly &amp; correctly but with little variety &amp; emphasis; minimal skill in coordinating &amp; subdividing ideas; clarity occasionally weakened by one to three major sentence errors or illogical shifts; adequate.</td>
<td>Communication weakened by wording - inappropriate but sometimes weak, trite or predictable; idiomatic; several word form errors; tone appropriate &amp; generally consistent.</td>
<td>Adequate clarity &amp; effectiveness of expression, but weakened by errors in punctuation, capitalization &amp;/or spelling; standard manuscript form.</td>
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| 18, 17, 16, 15, 14, 13, 12, 11, 10, 5 | 15,14, 13, 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1 | Sentences marred frequently enough to annoy or frustrate the reader; clarity frequently weakened by incoherent, fused, incomplete, comma spliced, or incorrectly predicated sentences; | Communication hindered or obscured by frequent errors in punctuation, capitalization &/or spelling; no evidence of editing; unattractive manuscript form. | Communication hindered or obscured by inappropriate or excessively vague diction; undiomatic; numerous errors such as subject-verb agreement, pronoun agreement, forms of | Points_______
| Little or no consideration of the writing context or audience; poor or no use of analytic thinking; failure to recognize & respond to counter-arguments when appropriate, weak or | Plan not apparent, inappropriate, undeveloped, or developed with irrelevance, redundancy, inconsistency, or little order or progression; paragraphs frequently incoherent, | | | No Grade: | Letter Grade______
| Incorrect quotation/citation form. | | | | ____ Incomplete Package |
unclear thesis; insufficient content insufficiently supported; most content may be slanted, repetitive, or irrelevant; little or no reader interest; less than required length. Too few quotations. Incorrect quotation/citation form.

underdeveloped, or not unified; transition between paragraphs unclear or ineffective; weak & ineffective title, introduction & conclusion.

illogical shifts in grammatical structure, voice, mood & tense; little or no sentence variety or emphasis; unacceptable.

nouns, pronouns, verbs, adjectives, or adverbs; inappropriate or inconsistent tone. Incorrect use of quotations.

Nonsensical wording. Incorrect quotation-citation form.

Essay does not meet minimum standards for acceptance
### H.C.C.S. ENGLISH DEPARTMENT GRADING PROFILE:

**English 1302**

Name: __________________________________________

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**Essay Assignment:** C/A Fiction or Poetry  Essay #4

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<td>Unusually clear plan related to thesis; developed with consistent attention to proportion, emphasis, logical order, smooth flow &amp; synthesis of ideas; paragraphs coherent, unified, effectively developed; strong title, introduction &amp; conclusion; persuasive argumentative strategy</td>
<td>Sentences skillfully constructed to achieve clarity, conciseness &amp; coherence; emphasis achieved through subordination, coordination, repetition &amp;/or parallelism; harmonious agreement of content &amp; sentence design achieved through rhythm &amp; variety; impressive</td>
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<td>B 19, 18 Clear plan developed with attention to proportion emphasis, logical order &amp; synthesis of ideas; paragraphs coherent unified &amp; effectively developed; transition between paragraphs usually smooth; effective title, introduction &amp; conclusion.</td>
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<td>C 20, 19</td>
<td>C 17, 16 Conventional plan apparent but routinely developed or developed with occasional inconsistency; paragraphs unified, generally coherent, but minimally effective in strategy and development; one or two weak topic sentences; transitions between paragraphs clear but abrupt, mechanical or monotonous; routine title, introduction &amp; conclusion.</td>
<td>Sentences constructed clearly &amp; correctly but with little variety &amp; emphasis; minimal skill in coordinating &amp; subordinating ideas; clarity occasionally weakened by one to three major sentence errors or illogical shifts; adequate.</td>
<td>Communication weakened by some wording- appropriate but sometimes weak, trite or predictable; idiomatic; several word form errors; tone appropriate &amp; generally consistent. Some incorrect or inexact wording. Unclear wording.</td>
<td>Adequate clarity &amp; effectiveness of expression, but weakened by errors in punctuation, capitalization &amp;/or spelling; standard manuscript form.</td>
</tr>
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<td>D-F 18, 17, 16, 15, 14, 13, 12, 11, 10, 5</td>
<td>D-F 15, 14, 13, 12, 11, 10, 9, 8, 7, 6, 5 Plan not apparent, inappropriate.</td>
<td>Sentences marred frequently enough to</td>
<td>Communication hindered or obscured by frequent errors in punctuation, capitalization &amp;/or spelling; no evidence of</td>
<td></td>
</tr>
</tbody>
</table>
writing context or audience; poor or no use of analytic thinking; failure to recognize & respond to counter-arguments when appropriate, weak or unclear thesis; insufficient content insufficiently supported; most content may be slanted, repetitive, or irrelevant; little or no reader interest; less than required length.

undeveloped, or developed with irrelevance, redundancy, inconsistency, or little order or progression; paragraphs frequently incoherent, under-developed, or not unified; transition between paragraphs unclear or ineffective; weak & ineffective title, introduction & conclusion.

annoy or frustrate the reader; clarity frequently weakened by incoherent, fused, incomplete, comma spliced, or incorrectly predicated sentences; illogical shifts in grammatical structure, voice, mood & tense; little or no sentence variety or emphasis; unacceptable.

inappropriate or excessively vague diction; unidiomatic; numerous errors such as subject-verb agreement, pronoun agreement, forms of nouns, pronouns, verbs, adjectives, or adverbs; inappropriate or inconsistent tone. Nonsensical wording.

editing; unattractive manuscript form.

Points______

No Grade:

_____ Incomplete Package

_____ Essay does not meet minimum standards for acceptance
**H.C.C.S. ENGLISH DEPARTMENT GRADING PROFILE:**

*English 1302*

Name: ______________________________________________  Thesis: ____________________________

<table>
<thead>
<tr>
<th>Essay</th>
<th>Assignment:</th>
<th>THE RESEARCH PAPER</th>
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<tbody>
<tr>
<td></td>
<td>CONTENT</td>
<td>ORGANIZATION</td>
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<tr>
<td>A</td>
<td>18, 17</td>
<td>Superior understanding of writing context; impressive analytic thinking; significant counter-arguments recognized &amp; effectively refuted when appropriate; clear thesis supported with abundant, convincing, verifiable evidence; strong reader interest; required length. Correct quotation form.</td>
</tr>
<tr>
<td></td>
<td>A 15, 14</td>
<td>Unusually clear plan related to thesis; developed with consistent attention to proportion, emphasis, logical order, smooth flow &amp; synthesis of ideas; paragraphs coherent, unified, effectively developed; strong title, introduction &amp; conclusion; persuasive argumentative strategy</td>
</tr>
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<td>A 14, 13</td>
<td>Sentences skillfully constructed to achieve clarity, conciseness &amp; coherence; emphasis achieved through subordination, coordination, repetition &amp;/or parallelism; harmonious agreement of content &amp; sentence design achieved through rhythm &amp; variety; impressive</td>
</tr>
<tr>
<td></td>
<td>A 12, 11</td>
<td>Clear, concrete diction; lively &amp; original connotations &amp; precise denotations; idiomatic; euphonious; word form mastery; consistent tone admirably suited to context; effective persona.</td>
</tr>
<tr>
<td>B</td>
<td>16, 15</td>
<td>Accurate grasp of writing context; substantial analytic thinking; counter-arguments refuted when appropriate; thesis supported with sufficient verifiable evidence; substantial reader interest; required length.</td>
</tr>
<tr>
<td></td>
<td>B 13, 12</td>
<td>Clear plan developed with attention to proportion, emphasis, logical order &amp; synthesis of ideas; paragraphs coherent unified &amp; effectively developed; transition between paragraphs usually smooth; effective title, introduction &amp; conclusion.</td>
</tr>
<tr>
<td></td>
<td>B 12</td>
<td>Sentences correctly &amp; coherently constructed with some variety &amp; emphasis; capability in coordinating &amp; subordinating ideas; no major sentence errors even in complicated patterns; clear.</td>
</tr>
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<td>B 10, 9</td>
<td>Clear diction; accurate connotations; idiomatic; few errors in word choice; appropriate &amp; consistent tone.</td>
</tr>
<tr>
<td>C</td>
<td>14, 13</td>
<td>Acceptable understanding of writing context; adequate analytic thinking; most counter-arguments recognized &amp; refuted; thesis supported with adequate but predictable evidence, some content may be slanted or irrelevant; some reader interest; required length. Incorrect quotation-citation form.</td>
</tr>
<tr>
<td></td>
<td>C 11, 10</td>
<td>Conventional plan apparent but routinely developed or developed with occasional inconsistency; paragraphs unified, generally coherent, but minimally effective in strategy and development; one or two weak topic sentences; transitions between paragraphs clear but abrupt, mechanical or monotonous; routine title, introduction &amp; conclusion.</td>
</tr>
<tr>
<td></td>
<td>C 11</td>
<td>Sentences constructed clearly &amp; correctly but with little variety &amp; emphasis; minimal skill in coordinating &amp; subordinating ideas; clarity occasionally weakened by one to three major sentence errors or illogical shifts; adequate.</td>
</tr>
<tr>
<td></td>
<td>C 8</td>
<td>Diction appropriate but sometimes weak, trite or predictable; idiomatic; several word form errors; tone appropriate &amp; generally consistent. Incorrect use of quotations.</td>
</tr>
<tr>
<td>D-F</td>
<td>12, 11, 10, 9, 8, 7, 6, 5</td>
<td>Little or no consideration of the writing context or audience; poor or no use of analytic thinking; failure to recognize &amp; respond to counter-arguments when</td>
</tr>
<tr>
<td></td>
<td>D-F 9, 8, 7, 6, 5</td>
<td>Plan not apparent, inappropriate, undeveloped, or developed with irrelevance, redundancy, inconsistency, or little order or progression; paragraphs frequently incoherent, under-</td>
</tr>
<tr>
<td></td>
<td>D-F 10, 9, 8, 7, 6, 5, 4, 3, 2, 1</td>
<td>Sentences marred frequently enough to annoy or frustrate the reader; clarity frequently weakened by incoherent, fused, incomplete, comma spliced, or incorrectly</td>
</tr>
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<td></td>
<td>D-F 7, 9, 8, 7, 6, 5, 4, 3, 2, 1</td>
<td>Communication hindered by inappropriate or excessively vague diction; unidiomatic; numerous errors such as subject-verb agreement, pronoun agreement, forms of nouns, pronouns, verbs,</td>
</tr>
</tbody>
</table>
The Research Paper, Grading Profile p. 2

FORMAT OF FINAL DRAFT

A 5 Correct title page, formal outline, body & works cited page; correct punctuation of documentation; correct pagination; optional tables, charts, illustrations, and appendices correctly presented.

A 14, 13 On-time & error-free completion of all research process parts (narrow topic, working bibliography, working thesis & scratch outline, note cards & bibliography cards, rough draft chunks, peer & self-analysis & complete rough draft) & on-time completion of final draft with title page, formal outline, body & works cited page.

B 4 Mostly correct title page, formal outline, body, works cited page, punctuation of documentation & pagination; very few typographical errors (no more than 1 or 2 per page).

B 12 On time & mostly error-free completion of all research process parts (narrow topic, working bibliography, working thesis & scratch outline, note cards & bibliography cards, rough draft chunk, peer & self-analysis & complete rough draft) & on-time completion of final draft.

C 3 11, 10

QUALITY AND USE OF SOURCES

A 14, 13 Excellent use of primary & secondary sources; at least 10 authoritative sources; at least 10 judiciously selected & smoothly integrated quotes & paraphrases; clear acknowledgment.

B 12 Good use of primary & secondary sources; at least 10 authoritative sources; at least 10 thoughtfully selected & carefully integrated quotes & paraphrases; generally clear acknowledgment.

C 11, 10

ADDITIONAL ISSUES

A complete research paper package consists of (1) typed research paper and (2) support materials.

RESEARCH PAPER:

________ title page
________ outline and thesis
________ final draft with in-text citations
________ endnotes (optional)
________ works cited page
________ other:

SUPPORT MATERIALS:

________ research paper checklist
________ notes (cards, xeroxing, etc.)
________ bibliography cards
________ rough draft(s)
________ working bibliography
________ grading profile
________ other:

LATE WORK POLICY:

Research papers submitted one to seven (1 - 7) calendar days late will be
Very few errors on title page, formal outline, body, works cited page, punctuation of documentation & pagination; a few typographical errors (3 or 4 per page).

No later than one week late on one or two parts of the research process (narrow topic, working bibliography, working thesis & scratch outline, note cards & bibliography cards, rough draft chunk, peer & self-analysis & complete rough draft), generally correct completion of all research process parts & on-time completion of final draft.

Adequate use of primary & secondary sources; at least 10 sources cited at least 10 times; acknowledgment not always clear or plain; some awkwardness in quoting & paraphrasing; unintentional plagiarism.

D-F 2, 1 Incorrect or missing title page, outline or works cited page; incorrect punctuation of documentation; poor pagination; numerous typographical errors.

D-F 9, 8, 7, 6, 5, 4, 3, 2, 1 Two weeks or more late or unsatisfactory or incomplete research process parts (narrow topic, working bibliography, working thesis & scratch outline, note cards & bibliography cards, rough draft chunk, peer & self-analysis & complete rough draft), or one week or more late submission of final draft.

D-F 9, 8, 7, 6, 5, 4, 3, 2, 1 Incorrect use of primary & secondary sources; fewer than 10 sources; fewer than 10 citations; incorrect or very poor acknowledgment; unintentional plagiarism.

Penalized fifteen (20) points. Research papers submitted eight to fourteen (8-14) calendar days late will be penalized thirty (30) points.

Intentional plagiarism will result in a grade of zero (0) on the research paper project. Intentional plagiarism is defined as the conscious and blatant use of the ideas and facts of another person as your own. It is literary theft.

Points: _________ Letter Grade: __________

No Grade: _______ Incomplete package.

_____ Research paper does not meet minimum standards for acceptance.