

**English 100 (01)**  
**M,T,W,F 10:00-10:50**  
**Spring 2004**  
**Instructor: Al Lovington**  
**Office Hours:**

**Course Description**

The course is designed to provide a foundation for effective writing. Emphasis will be placed on grammar, and paragraph and essay organization. The course will offer practice in writing short essays. After successfully completing this course, the student will be prepared for English 101.

**Course Objectives**

At the successful completion of this course, the student should be able

- To demonstrate the correct use of grammar, punctuation, word choice, mechanics, and sentence structure in a written text.
- To demonstrate the ability to edit a text with grammar, punctuation, word choice, mechanics, and sentence structure errors.
- To demonstrate paragraph and essay development in a written text.
  - To demonstrate thesis sentences.
  - To demonstrate topic sentences.
  - To demonstrate clear supporting examples for thesis sentence and topic sentences.
  - To demonstrate logical and clear connections between topic/thesis sentences and supporting examples.
- To demonstrate an organized paper.
  - To demonstrate an effective introductory paragraph.
  - To demonstrate an effective concluding paragraph.
  - To demonstrate the use of transitions (internal/within a paragraph and external/ between paragraphs) in a written text.
- To demonstrate pre-writing strategies and techniques such as mapping, freewriting, and listing.
- To identify and apply rhetorical writing techniques (narrative, descriptive, exposition/illustration).
  - To demonstrate logical structure utilizing the rhetorical techniques.

**Required Texts**

*Exercises for English Simplified*, 9<sup>th</sup> edition by Blanche Ellsworth and John A. Higgins.  
*American 24-Karat Gold: 24 American Short Stories* by Yvonne Sisko

**Required Extras**

Access to computer, word processor, or typewriter (all papers must be typed)

**Student Responsibilities**

*Class Preparation*

Students are responsible for reading the assigned material by the beginning of class, and they must be prepared to answer questions posed by their instructor.

*Class Attendance*

Attendance and punctuality are mandatory. Students are responsible for making up work assigned during their absence from class.

*Unexcused Absences*

Your final grade may be lowered unexcused absences.

*Excused Absences*

An excused absence must be documented and approved by the instructor.

*Tardiness*

Excessive tardiness may result in a grade deduction. If a student is more than 5 minutes late for class, he/she will be marked as tardy.

*Late Work*

You may turn in one late paper (up to a week late) with no questions asked. No other late papers will be accepted.

*Class Behavior*

In class you are free to express your opinions with respect to the other members of the class. Class members who do not adhere to this rule will be asked to leave the classroom and will be marked absent (unexcused) for the day.

Students are asked to turn off all electronic devices (cell phones) before entering the classroom. Talking on the phone during lectures or class discussions is unacceptable. Students will be asked to leave the class and will be marked as absent (unexcused) for the day.

*Plagiarism*

Plagiarism is presenting the work of another as your own. The guidelines for plagiarism are in General Catalog (online). They include, but are not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement (citation) of the source is always mandatory.
2. Paraphrasing the work of another without proper acknowledgement.
3. Submitting the work prepared by another as one's own. (online).

Any student caught plagiarizing will receive a failing grade for the paper.

## Grading Breakdown

Quizzes (10)	100 pts
Grammar Test	100 pts
Punctuation Test	100 pts
Papers (5)	50
In Class Writing (10)	50
Final Exam	<u>100 pts</u>
Total Score	500 pts

### Grading Scale

- |     |  |           |
|-----|--|-----------|
| 'A' | Outstanding scholarship and an unusual degree of intellectual initiative.                                | (450+)    |
| 'B' | Superior work done in a consistent and intellectual manner.  | (400-449) |
| 'C' | Average grade indicating competent grasp of subject matter.  | (350-399) |
| 'D' | Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work. | (-349)    |
| 'F' | Failed to grasp minimum subject matter; no credit given.   | (-300)    |

**A passing grade for this course is a 'C.'**

## Papers

All papers must be typed, double-spaced, with one-inch margins. Students must also use Times New Roman 12 pt font. All late papers will be subject to a grade deduction. Papers that are not typed will not be accepted. Individualized assignment sheets will be handed out for each paper.

## Grading Rubrics

Descriptive Paper

Points	10	8,9	6,7	4,5
Descriptive Elements	Descriptive words and phrases are used effectively. A thorough description is presented.	Descriptive words and phrases are used effectively, but the description is not as thorough.	More descriptive words and phrases are needed.	It is difficult to picture the people being described. "Empty words" are used without the appropriate explanations.
Organizational Elements	There is a clear organizational structure to the paper. The physical descriptions all have a clear and logical pattern.	There is a clear organizational structure to the paper. Two or more of the physical descriptions have a logical pattern.	Organizational elements are present, but it is difficult to visualize the people being described while reading the text.	The text is difficult to follow.
Grammar and Punctuation	No errors.	5-8 errors.	Numerous errors 8+	The errors make it difficult to understand the paper.

Narrative Paper

Description	A	B	C	D
Narrative Formula & Details	Narrative formula was clear. Words or phrases were used to map out the narrative.	Same as 'A'	Narrative formula was present, but difficult the detect. The chronological pattern was not clear.	Same as 'C'
Level of details.	The details added to the narrative making it easy for the reader to "see" the narrative unfold.	The details added to the narrative, and the reader could somewhat visualize the story.	Details were included and varied but not easy to understand or effective.	Few descriptive details were included.
Grammar & Mechanics	No errors.	1-3 errors.	4-6 errors.	More than 6 errors.
Misc.	The paper provoked a response (emotional, intellectual) from the reader that made it especially memorable and effective.			

Expository Paper

Grade	Thesis	Organizational Development	Specific Examples	Grammar and Punctuation
10	A clear thesis that includes a statement followed by reasons.	Clear Introduction (attention line, topic introduction, thesis).  Topic sentences that link back to the thesis.  Clear conclusion.	A specific example for each topic sentence. You use different techniques (narrative, descriptive, listing)	No errors  Includes all 5 sentence requirements correctly.
9	Same as 10	Same as 10	Same as 10	1-2 errors in grammar, punctuation, or proofreading.
8	Same as 10	Same as 10	Same as 10	3-4 errors in grammar, punctuation, or proofreading
7	Thesis may lack reasons.	Topic sentences are not present.  OR The topic sentences do not link back to the thesis.  OR The introduction does not introduce the general topic.  OR The introduction does not get the reader's attention.  OR The conclusion does not restate the thesis.	Examples are included in the paper, but they "tell" they do not "show."	5 errors in grammar, punctuation, or proofreading.  One or more of the required sentences are not grammatically correct OR are not included (highlighted and marked) in your paper.
6	Thesis may lack reasons.	Same as '7'	Same as '7'	6 errors OR two or more of the required sentences not completed correctly.
0	Thesis not included in the paper.  OR The thesis lacks a statement.  OR The thesis contains a split assertion.  OR The thesis is too broad or vague.		Specific Examples are not clear.	7 or more of the following errors: <ul style="list-style-type: none"><li>▪ Proofreading</li><li>▪ Fragments</li><li>▪ Fused Sentences</li><li>▪ Comma Splices</li><li>▪ Punctuation</li></ul> OR sentences not included.