

★ ENC 1102 Syllabus ★

Summer B 2010 ★ MWF ★ 8:00AM - 10:15AM ★ Room 7109

Professor: Brooke Bovee

E-mail: bbovee@mdc.edu (the best way to reach me)

Office phone: 305-237-1699

Office: 7320

Office hours:

Mondays and Wednesdays

10:30 - 1:00PM

Tuesdays and Thursdays

8:00AM - 11:30PM

or by appointment.

Absence Tally

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Classmate _____ **Email** _____

Classmate _____ **Email** _____

Course Description:

This is the second required general core course in college-level writing. Observing the conventions of standard edited American English, students will compose informative and persuasive essays, write responses to a variety of literary genres and/or non-fiction, and produce a documented paper based on research. This course is worth three credits and must be completed with a grade of "C" or better. (Prerequisite: ENC 1101 or equivalent with a grade of "C" or better.)

Required Texts and Materials:

- Atwan, Robert, ed. *America Now: Short Readings from Recent Periodicals*. 8th ed. Boston: Bedford, 2009.**
- Hacker, Diana and Nancy Sommers, eds. *Bedford Handbook*. 8th ed. Boston: Bedford, 2006.*
- Shaw, Lisa and Jennie Olaguibel-Lundahl. *Hands on Research: Simplifying the Process*. Dubuque, IA: Kendall/Hunt, 2008.** RECOMMENDED BUT NOT REQUIRED.
- Additional readings and handouts distributed in class and through email**
- Notebook paper and pen or pencil*
- Jump drive (or some other way to save documents from the computer)
- Folder to save papers and Journal entries and a folder for your Rough and Final Drafts*
- MDC ID number for research using the library's databases
- About \$20 for printing costs
- Pocket folder for submitting Final Draft with printouts of all sources
- Enthusiasm, open mind, and sense of humor*

*Always bring these materials to class.

**Bring these materials to class when homework is assigned from them during the previous class.

1,000 Total Possible Points

50	Quizzes
50	Journals/Group Work
50	Homework
25	Topic Proposal
150	Annotated Bibliography
75	Outline with Thesis and Topic Sentences
75	Rough Draft
25	Peer Responding
450	Final Draft
50	Oral Presentation

Grading Scale (in Points)

A	900 - 1,000
B	800 - 899
C	700 - 799
D	600 - 699
F	599 and below

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POLICIES

NOTE: All syllabus and course policies may be subject to change at my discretion.

Grading:

All writing assignments are graded holistically using the Gordon Rule Writing Rubric (pages 10 and 11 of this Syllabus), which consists of four criteria: Purpose/Audience, Organization, Support/Development, and Language. All four criteria are worth equal weight. The grades are translated into points depending on the assignments. (See individual assignment sheets for breakdown.) Points are tallied at the end of the semester. **To figure out your grade before the end of the semester, add up your total points and divide by the total possible point so far.** The Grading Scale follows standard American grading percentages (A = 90-100%, B = 80-89%, etc.). See individual assignment descriptions and assignment sheets for more information.

MDC Policy on Academic Integrity:

ALL work submitted for evaluation MUST be the student's own work. Any outside sources should be cited according to MLA guidelines. We will be discussing what constitutes plagiarism and how to avoid it. Academic dishonesty includes, but is not limited to the following:

- cheating on an examination
- receiving help from others in work to be submitted, if contrary to the stated rules of the course
- plagiarizing: that is, the taking and passing off as one's own the ideas, writings and work of another, without accurately citing the source and without clearly distinguishing between original and borrowed ideas
- submitting work from another course unless permitted by the instructor
- stealing examinations or course material
- assisting anyone to do any of the above

Academic honesty is required. In the event that you are suspected of classroom cheating, plagiarism or otherwise misrepresenting your work, you will be subject to procedural due process. The specific steps involved are outlined in Procedure #4074 and may be found in the *Students Rights and Responsibilities Handbook*. **If you plagiarize, you will receive a failing grade on the paper and/or for the course.** All cases of plagiarism, regardless of the seriousness, will be reported to the authorities.

Attendance:

Coming to class is the best way to ensure your success in this (and every) course. **You may be absent THREE TIMES for whatever reason.** That's one sixth of the semester! **Arriving late or leaving early counts as half of an absence. After three absences, you are in serious violation of the policy and may be dropped from the course or receive a failing grade.** Use the tally box on the first page to keep track of your absences, and write down the names and email addresses of two classmates at the beginning of the semester. You are responsible for contacting your classmates about what you have missed. If you miss class, **you cannot make up any of the informal, in-class Journal writings, Group Work submissions, or Peer Responding Sessions.** (By the way, English class can be fun! It's up to you.)

Late Work:

Assignments are due at the beginning of class. **The penalty for late papers is one letter grade per day it is late** (excluding weekends). That means that if a "B" paper were turned in on Tuesday instead of Monday, it would receive a "C"; by Wednesday, it would be down to a "D." After four days, the work is no longer worth any credit. If you miss class, check with your classmates to see if any due dates have shifted. **Emailed papers will not be accepted.** You or a friend can drop your paper by my scheduled office hours or in my mailbox in the English department work/lunchroom. Across from the mailboxes is a time-clock where you can **stamp the time and date on your work to make sure they are accurately documented.** If you get lost in the English department, ask someone for help!

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Paper Format:

All formal assignments should follow MLA rules for document design as described in the MLA section of *The Bedford Handbook*. Papers should be double-spaced and use Times New Roman, 12-point font with 1-inch margins). In the top left corner (not in the "header"), you should include your first and last name, my first and last name, the date, and ENC 1102, double-spaced. The title, which should be original, must be centered but NOT italicized, bolded, underlined, in a different size font, or in quotation marks; also, capitalize the first letter of the important words in your title. Insert your last name and page numbers as a "header" in the top right corner. **If your printer is out of ink, plan ahead and use the printers in the computer courtyard. Make sure all papers are stapled together!** For further questions regarding paper formatting, consult the handout titled "Formatting." (Note: Changing the font size or increasing the margins to meet the page-length requirement will result in a lower grade than a paper that falls short of the requirement.) Feel free to print your essays on both sides of the paper.

Email:

Be sure to **check your mymdc.net email account once every day**. You will be receiving important information not only from MDC but also from your professors and classmates. **You will also need to print readings and other handouts that I will send to you through email.** Please write your emails in a professional manner in order to make your communications clear. Although I am happy to help you with important questions via email, please **do not expect instant replies to your emails**. Again, my email is bbovee@mdc.edu.

Classroom Conduct:

- You may bring in food or beverages, as long as you do not disrupt our working environment.
- You may leave the classroom at anytime, but please try to do so quietly.
- **Laptops and cell phones are STRICTLY PROHIBITED.**
- Students are expected to use manners and show respect toward classmates at all times. Those who choose to talk, text message, or sleep during lectures or presentations may be asked to leave.

Disabilities: Appropriate instructional support services are offered for students with a documented disability. Such auxiliary aid assistance must be arranged through the campus office for Access Student Services. Please visit this office and bring your documentation to me as soon as possible.

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ASSIGNMENTS

As we approach each of the assignments, we will discuss the criteria and expectations for their completion in detail. The following are *very basic* assignment guidelines. For this reason, it is extremely important that you receive the "Official Assignment Sheet" for each assignment and attend class regularly to avoid falling behind. Also, be sure to **save and electronically backup all work** (see me for help) **and keep all papers that I have graded and returned to you**. What follows are brief descriptions of the assignments in the order in which you will complete them.

In-Class Textual Response Essay

You will be asked to **write a short timed essay on the first day of class**. Do not panic! This essay will not be graded. It is designed to assess your writing skills in order to determine whether you will need supplemental instruction.

Quizzes

The quizzes are designed to encourage you to complete the readings and to use the Handbook to study the writing concepts we are discussing. **If you miss a quiz without making prearrangements with me,**

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you cannot make it up. This is not a grammar class, but we will review some grammar and take one official grammar quiz. **Prepare by reading the assigned pages.** Quizzes 1 and 4 worth 5 points each, and quizzes 2, 3, 5, and 6 are worth 10 points each (with occasional "Bonus" questions). The quizzes will consist of True and False, Multiple Choice, Matching, Short Answer and/or Short Essay.

Journal/Group Work

Journal entries and Group Work submissions will consist mostly of **informal in-class writings that are reflections on issues and answers to discussion questions about the texts we are studying.**

- **For Journals,** write the date and the journal number at the top of each entry. You can put more than one entry per page; just draw a line separating entries and keep them in chronological order. We will write in class about topics we are discussing, or in response to texts, images, or film, so **these cannot be made up if you miss class.** Sometimes I will collect the Journals; keep the rest in your notebook. At the end of the semester, tear the journal entries out of your notebook and staple them together. There is no need to type them.
- **For Group Work,** you will get into groups of NO MORE THAN FOUR people. Choose someone to be the note taker. The note taker will write down the names of those who participate in the group activity. Take a few minutes to discuss the problem or question given to your group, and then write down the group's thoughts. **It is everyone's responsibility to make sure the directions have been followed and to check the submission for grammar, spelling, punctuation, and legible handwriting.**

Homework

Researching, reading, summarizing, paraphrasing, quoting, and citing are some of the most essential skills that you will need in order to complete your other writing tasks in this class and throughout college. The homework assignments are designed to help you practice these skills before we begin the essay project.

Topic Proposal

NOTE: *There will not be a separate, Official Assignment Sheet for this assignment. Please refer to the following paragraph and the paragraph for the "Final Draft of Synthesis Essay II" for instruction.*

In order you get you on the right track for your big research project, you will **submit a one-page Topic Proposal in which you will describe the specific topic you have selected, why you are interested in this topic, why it is worth researching, what is at stake in the issue you have chosen, what questions you intend to answer, what subtopics might be related, how you will go about researching and writing the paper, and so on.** When choosing a topic, remember that although seven pages sound like a lot, you should narrow your topic down enough so that you can go in depth on one issue. For example, "iPods" is not a suitable topic because it is far too broad. What about iPods will your paper discuss? On the other hand, pairing "iPods" with another issue makes it a topic that can be more thoroughly developed in seven to nine pages. Imagine how the content would differ in an essay called "iPods and the Livelihood of Musical Artists" from one titled "iPods and Pedestrian Safety." We will spend a substantial amount of time considering different topic possibilities before the proposal is due. One way to get started is to watch and read the news, jotting down essay ideas along the way. As a homework assignment due July 2nd, you will list five issues that concern you about our world and five issues about which you would like to know more. It may also be helpful to begin researching to see what (if anything) is being said about the topics you are considering. **Avoid broad and cliché essay topics such as "death penalty," "abortion," and "legalization of marijuana."** If you have an idea for a unique approach to one of these issues, please come see me. If you submit a Proposal and then change your mind, you do not need to submit a new one, but **all final topic selections must be approved by me before July 12th.** First-person perspective is fine for this assignment, but not second-person.

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Annotated Bibliography

This assignment is a **bibliography of four sources on or related to your chosen topic, with annotations. AT LEAST THREE OF YOUR FOUR SOURCES MUST BE ACADEMIC JOURNAL ARTICLES FOUND THROUGH THE APPROVED LIBRARY DATABASES.** You will accurately document the sources you have found, listing them alphabetically according to MLA format. Beneath each Works Cited entry you will write one full single-spaced paragraph summarizing the source and one (short) single-spaced paragraph explaining, specifically, how you plan to use the source in your paper. This is a fantastic way to organize the information from your sources and your thoughts for your outline and first draft. **You must begin each summary with a précis and include a quotation with signal phrase and page number for each of your four sources.** Follow instructions and the example on the assignment sheet for MLA Annotated Bibliography formatting rules (double-space citations, single space annotations). You may use first-person pronouns when explaining how you plan to use the information. No second-person perspective in this assignment.

NOTE: This assignment requires four sources, but the Rough Draft and Final Draft require six sources.

Documented Outline with Thesis Statement, Eight Topic Sentences, and Details from the Sources

Creating an outline for an essay will help you plan your ideas so that your argument persuades your readers. For this assignment, you will **build a detailed outline that includes an arguable thesis statement, eight fully-formulated topic sentences (one for each paragraph), and specific supporting details from the sources, including authors' names and page numbers where the information was obtained.** Be sure to include **at least one counterargument and details of your plans for addressing it** in your essay. Think of your Outline as the shell of your argument, with the main structure composed and key words and authors fit into their places.

Rough Draft

You will **submit your typed Rough Draft of your final paper** for review by classmates and evaluation by me Monday, July 19th. The closer to a "finished product" you can make this draft, the more your classmates and I can help you, and the better your final draft will be. Use the "Final Draft Checklist" in The Packet to make sure you have followed directions and implemented the skills we have been studying this semester.

Peer Responding

There will be one **Peer Responding Session on July 19th.** You must **come prepared to share your Rough Draft and comment on the Rough Drafts of the other student-writers in our class in order to get full credit.** Peer responding is beneficial for *all* parties. When you read another student's paper, you will be able to see how another person conceptualizes ideas on the paper's subject, as well as alternative ways to write. Further, it reinforces the idea that what is on the page is changeable. Your classmates are not out to attack you personally. They are there to give you suggestions on how they believe you could improve what you have written. It is a win-win situation! Be polite, but be honest! The Peer Responding Session is **worth 25 points and cannot be made up if you miss class.**

Final Draft (continued on next page)

This is the culmination of the semester's work. It should reflect clear knowledge of the current conversation on the topic you have chosen and tackle in great detail a specific, specialized problem (or problem within a problem). Further, it should display your ability to choose, synthesize, and document sources. You may choose any current issue that concerns, although you should avoid broad and overused arguments such as the death penalty, legalization of marijuana, abortion, etc. (See me for questions.) Remember, your thesis does not have to save the world; pose a problem from your everyday life. Alternatively, you may write a synthesis about a literary piece, researching what critics and scholars are saying about a particular poem, play, novel, etc. (This route is strongly encouraged for those who plan to study literature.) **All topics must be cleared with me by July 12th.** Organize the information you gather

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during research, identifying the debatable points of the argument and positioning the authors in a way that proves your thesis while incorporating and refuting opposing arguments. All authors and their articles must be introduced, and all quotations must be embedded in your own language, explained, and related back to your thesis. **Failure to accurately cite your sources and clearly distinguish between borrowed and original wording and ideas constitutes plagiarism and will result in a failing grade for the paper and/or class.** Please check your handbook or online at www.owl.english.purdue.edu for help with documenting sources. Do not use first- or second-person pronouns. **This final paper should be six to eight pages of full text** (not including your Works Cited page; there is no title page in MLA style).

NOTE: Your final draft should be submitted in a pocket folder that includes the full, annotated print-offs of all of your sources.

Make sure you are implementing the skills we have been working on this semester:

1. Use of sources. You need to use **a minimum of six sources, at least three of which must be academic/scholarly/peer-reviewed journal articles found using the approved library databases.** If you choose to use websites, you should clear them with me first. *If you have fewer than six sources total, or fewer than three academic sources, you will likely receive a failing grade for the paper.*
2. Presence of your voice to unify and make sense of the other voices you have brought into the discussion. Be sure to **explain how your points connect to one another and to your thesis.** You should explicitly tie together the ideas presented in your paper so that it is absolutely clear to your reader what it is you are arguing.
3. **Level of development/depth.** In academic work, it is not enough to merely mention great points (even with sources). You need to explain them carefully. How was the point arrived at? What sort of research was done to get the information? Does everyone agree on it? Who doesn't? Why? What are alternative/counter points?
4. **Compliance with the rules of standard edited American English** (grammar, punctuation, organization, thesis, academic voice, etc.)
5. **Proper use of MLA Documentation.** Make sure you follow all of the rules of MLA in-text and Works Cited citation and paper format.

****FOR BEST RESULTS, CONSULT THE FINAL DRAFT CHECKLIST.**

Oral Presentation

After you finish writing your paper, you will be asked to **give a short oral presentation of your findings.** An oral presentation is not a reading of your essay. Instead, you should discuss your project (your thesis, support, and conclusion) with the class. **Your presentation should be at least 5 minutes long (no longer than 8 minutes).** You may wish to use a handout, PowerPoint, or other visual aid to engage the class.

NOTE: Points may be deducted from your score if you are not actively listening while other students are presenting their findings.

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TENTATIVE CLASS SCHEDULE:

Week 1

- M June 21 Introductions and Syllabus. **In-Class Essay: Absolutely Required.** *Homework:* 1) Check/Set up your *mymdc.net* email account. 2) Print and study Syllabus for Wednesday's Quiz. Bring Syllabus to class Wednesday and every day. 3) Read and annotate *America Now*, pages 1-52 for Wednesday's other Quiz.
- W June 23 **Quiz 1: The Syllabus AND Quiz 2: Introduction to America Now.** *Homework:* Read and annotate Chapter 5 in *America Now* for Friday's Quiz.
- F June 25 **Quiz 3: Chapter 5 in America Now.** Short Film: "The Story of Stuff." *Homework:* 1) Login to MDC's library databases, find the article "Our Consuming Interest" by Linda Kulman, and print the full text to hand in on Monday. 2) Read and annotate the essay for Monday's Quiz.
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Week 2

- M June 28 **Due: Kulman Printout AND Quiz 4: Linda Kulman's "Our Consuming Interest."** "La United Fruit Co." by Pablo Neruda, "Blood" by Sarah Jones, and "Guerilla Radio" by Rage Against The Machine. *Homework:* 1) Login to MDC's library databases, find the article "Narrative Techniques of Fear Mongering" by Barry Glassner, and print the full text PDF. 2) Read and annotate the article. 3) Compose a *précis* (a one-sentence summary with full signal phrase) about the essay, quote one passage from it using MLA style in-text citation, and provide the Works Cited entry at the bottom of the page. 4) Type and print your work and staple it to your annotated printout of the article to turn in Wednesday. 5) Study grammar for Wednesday's Quiz.
- W June 30 **Due: Glassner Printout and Précis Exercise AND Quiz 5: Grammar Basics** *Homework:* Brainstorm and make a list of ten topics that you could make an argument about in your final paper (perhaps five issues you know/care about and five issues about which you would like to know more). Be specific and creative.
- F July 2 **Due: Topic List.** Giant Brainstorming Session. *Homework:* Compose your Topic Proposal to hand in on Wednesday.
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Week 3

- M July 5 *****NO CLASS!*****HAPPY 4TH OF JULY!*****
- W July 7 **Due: Topic Proposal** *Homework:* 1) Read assigned Chapters in *The Bedford Handbook* (specific chapters to be announced in class). 2) *Homework:* Find and print five essays from the approved MDC databases.
- F July 9 **Quiz 6: Plagiarism and MLA** *Homework:* Compose the Annotated Bibliography assignment.
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Week 4

- M July 12 **Due: Annotated Bibliography.** *Homework:* Compose Documented Outline with Thesis Statement and Eight Topic Sentences.
- W July 14 **Due: Outline.** *Homework:* Begin composing your Rough Draft.
- F July 16 *Homework:* Continue composing your Rough Draft (with a thesis statement, at least five pages of text, and a Works Cited page).
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Week 5

M July 19 **Due: Rough Draft AND Peer Responding Session.** *Homework: Begin revising your Rough Draft for the Final Draft.*

W July 21 *Homework: Finish revising and carefully proofreading your paper. Print and staple your Final Draft and submit it in a folder with your Rough Draft (with my comments), and printouts of ALL of your sources.*

F July 23 **Due: Final Draft.** *Homework: 1) Organize and staple Journal Entries. Prepare for Oral Presentation.*

Week 6

M July 26 **Due: Journals. Film.** *Homework: Prepare for Oral Presentation.*

W July 28 **Oral Presentations**

F July 30 **Oral Presentations**

Course Competencies

Competency 1 The student will compose essays that explain an idea, belief or attitude by

- choosing and limiting a subject that can be sufficiently developed within a given time, for a specific purpose and audience.
- formulating a thesis reflecting the subject and purpose of the essay.
- supporting the thesis with specific details and arranging them logically.
- using appropriate transitional devices.
- writing an effective conclusion.

Competency 2 The student will present writing that seeks to persuade an audience to accept a belief, attitude, value or course of action by

- using logical, ethical, and/or emotional appeals appropriate to audience and purpose.
- demonstrating logical reasoning.
- providing sufficient evidence to support the thesis.
- clearly acknowledging any sources by using a standard form of documentation.

Competency 3: The student will write responses to a variety of literary genres and/or non-fiction by

- reflecting a literal and critical comprehension of the reading.
- providing suitable support and organization.
- articulating the author's point of view.

Competency 4 The student will write a documented research paper by

- limiting a topic.
- using library and electronic resources to fulfill research objectives.
- taking notes, paraphrasing, summarizing, and quoting sources.
- articulating a thesis that demonstrates a logical connection between research and argumentative techniques.
- organizing the text to be congruent with the subject and purpose of the paper.
- using sources in the text to substantiate the thesis.
- using a standard form of documentation (APA, MLA, Chicago, etc.).

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General Education Outcomes:

1. *Communication* -- Understanding the written communications of others and communicating ideas through clear writing are the main objectives of the course. Students will demonstrate college-level reading, writing, and discussion skills. In addition, students will explore the importance of civil communication and the role of language in shaping our world.
2. *Numbers/Data Analysis* -- Although this outcome will not directly be assessed in ENC 1102, students may encounter texts dealing with numerical data. If they do, students will be expected to demonstrate their information literacy, their computer usage, and their critical and ethical thinking skills to analyze and evaluate such texts and incorporate them into their writing.
3. *Critical Thinking* -- Students become critical thinkers through exposure to other critical thinkers and through practice asking certain kinds of questions. Critical thinkers are open-minded, inquisitive, analytical, and judicious. As students read, discuss, and write, they will work to advance this kind of thinking.
4. *Information Literacy* -- Students will locate, evaluate, and apply information. They will examine various texts, paying especial attention to the conventions used by the authors. Furthermore, students will study the textuality of texts and question their authors' motives in order to determine credibility.
5. *Cultural/Global Perspectives* -- From the assigned readings and class discussions, students will be exposed to a wide range of cultural perspectives. They will then incorporate these perspectives into their writings. In addition, students will explore the role of discourse in shaping such perspectives.
6. *Social Responsibility* -- Students will examine how texts circulate and how they affirm or contest dominant discourse. In doing so, they will investigate reading and writing as social acts. They will also read a variety of texts that argue in support of various social responsibilities.
7. *Ethical Thinking* -- Class discussions and readings will encourage students to become more aware of and engaged in ethical questions such as consumer ethics, the responsibility of the news media, and the issue of torture. Students will demonstrate an understanding of the complexity of such issues in class discussions and in their writing.
8. *Computer/Technology Usage* -- Students will be expected to proficiently navigate word processors, perform basic internet functions, and search for scholarship using databases. In addition, students will use their information literacy and critical thinking skills to analyze and evaluate the texts they encounter on the web.
9. *Aesthetic Appreciation* -- Because students will be studying essays, poetry, short fiction, and drama written by professional authors, this course will work to build an appreciation for literature. Also, because students will be creating their own written works, they will gain an understanding of the creative process.
10. *Knowledge of Natural Systems/Environmental Responsibility* -- Although this outcome will not directly be assessed, students may encounter texts dealing with scientific data and issues of environmental responsibility. If they do, students will be expected to demonstrate their information literacy, their data analysis, and their critical and ethical thinking skills to analyze and evaluate such texts and incorporate them into their writing.

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Gordon Rule Rubric

	Demonstrates Emerging College-Level Writing 1	Demonstrates Satisfactory College-Level Writing 2	Demonstrates Proficient College-Level Writing 3	Demonstrates Exemplary College-Level Writing 4
Addresses Purpose and Audience	<p>Wavers in purpose.</p> <p>Incompletely addresses assigned topic or directions.</p> <p>Shows need for more study of issues.</p> <p>Style uneven.</p>	<p>Adheres to purpose, fulfills assignment.</p> <p>Shows adequate understanding of key issues.</p> <p>Style generally appropriate to intended audience.</p>	<p>Communicates purpose clearly.</p> <p>Shows full understanding of issues.</p> <p>Style consistently effective for intended audience.</p>	<p>Communicates purpose with sophistication.</p> <p>Beyond understanding of issues, shows insight.</p> <p>Style engages audience, establishes writer's credibility.</p>

	Demonstrates Emerging College-Level Writing 1	Demonstrates Satisfactory College-Level Writing 2	Demonstrates Proficient College-Level Writing 3	Demonstrates Exemplary College-Level Writing 4
Demonstrates Effective Organization of Content	<p>Loose focus on central idea.</p> <p>Contains some repetition and digression.</p> <p>Paragraph structure weak.</p>	<p>Central idea evident.</p> <p>Paragraph structure sometimes supports content.</p> <p>Consistency, logic and transitions show some weaknesses.</p>	<p>Central idea clear.</p> <p>Paragraph structure uniformly supports content.</p> <p>Consistency, logic and transitions well managed.</p>	<p>Central idea clear.</p> <p>Paragraph structure consistently and effectively supports content.</p> <p>Clear logic and effective transitions.</p>

	Demonstrates Emerging College-Level Writing 1	Demonstrates Satisfactory College-Level Writing 2	Demonstrates Proficient College-Level Writing 3	Demonstrates Exemplary College-Level Writing 4
Demonstrates Effective Development: Thesis Statement, Main points, Supporting Information, Conclusion	<p>Thesis evident but support very general and/or inconsistent.</p> <p>Several factual errors.</p>	<p>Thesis evident but supported by a mixture of generalizations and specific detail.</p> <p>Some factual errors.</p>	<p>Thesis, stated or implied.</p> <p>Presents a plan of development that is carried out.</p> <p>Effective supporting details.</p> <p>Consistent development.</p> <p>No factual errors.</p>	<p>Stated or implied thesis developed logically, coherently and extensively with convincing, specific supporting details.</p> <p>Strong evidence of critical thinking.</p> <p>No factual errors.</p>

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	Demonstrates Emerging College-Level Writing 1	Demonstrates Satisfactory College-Level Writing 2	Demonstrates Proficient College-Level Writing 3	Demonstrates Exemplary College-Level Writing 4
Employs Effective Language	<p>Frequent errors in word choice.</p> <p>Sentence structure and mechanics seriously affect clarity.</p>	<p>Word choice correct but simple / without variety.</p> <p>Errors in mechanics and / or usage do not obscure content of assignment.</p>	<p>Word choice accurate, varied.</p> <p>Occasional errors in sentence structure.</p> <p>Usage and mechanics do not hinder writer's ability to communicate purpose.</p>	<p>Choice of language consistently precise, purposeful.</p> <p>Nearly flawless sentence structure.</p> <p>Usage, mechanics contribute to writer's ability to communicate purpose.</p>