Course Syllabus: English 1301 (Summer I 2012)

Liberal Arts Division Office: A-310
Phone: (972) 273-3480
Call the office for hours of operation.

This course syllabus is intended as a set of guidelines for English 1301. Both North Lake College and your professor reserve the right to make modifications in content, schedule, and requirements as necessary to promote the best education possible within prevailing conditions affecting this course.

Professor Information

Professor’s Name: Dr. Phyllis P. Elmore      Email: zora@dcccd.edu
Office Location/Hours: A225/By appt., please   Office Phone: 972.273.3486

Course Information

Course Title/Credit Hours: Composition I (3 cr.)

Course Number-Section: English 1301-7420

Class Meeting Time: Virtual

Course Description: English 1301 is the first half of freshman composition. The course focuses on student writing. It emphasizes reading and analytical thinking and introduces research skills. Students practice writing for a variety of audiences and purposes.

Course Prerequisites: One of the following must be met: (1) Development Reading 0093 AND Developmental Writing 0093; (2) English as a Second Language (ESOL) 0044 AND 0054; or (3) or have met the Texas Success Initiative (TS) Reading and Writing Standards.

1. Recognize that writing is a way to learn, communicate, record, and remember.
2. Examine a variety of texts as a basis for writing.
3. Understand and use the processes of writing: inventing, drafting, revising, and editing.
4. Understand the interrelationships among writing, reading, and critical thinking.
5. Use appropriate grammar, mechanics, and spelling.

Students who need help with specific skills are encouraged to visit the Writing Center (A-332).

**Required Textbooks**


**Course-Level Student Learning Outcomes** *(See Addenda, also)*

1. All students at the course level will demonstrate MLA rules for page formatting at 90% proficiency as measured by the English MLA Page Formatting Rubric, specifically, modeling the assessment process using the Page Formatting Rubric. CCICs 2, 6 EEOs 1, 5 Gen Ed SLOs 1.1, 2.2, 3.2
2. All students at the course level will write coherent, well developed, and mechanically correct essays at 80% proficiency as measured by the English Writing Rubric. CCICs 1, 2 5 EEOs 2, 3, 5 Gen Ed 1.1, 2.2
3. All students at the course level will demonstrate basic MLA documentation rules and formatting at 65% proficiency as measured by the English MLA Documentation Rubric. CCICs 2, 6 EEOs 1, 5 Gen Ed SLOs 1, 3

**Course Objectives**

Upon successful completion of English 1301, students will be able to write essays that appropriately address a variety of occasions, purposes, and audiences. Furthermore, students will be able to

1. Critically examine a variety of professional and student writings. (This objective satisfies CCIC 1-3 and EE0 4-5). To demonstrate this ability students will
   
   • recognize authors’ organizational strategies, biases, and purposes,
   • examine authors’ use of language, and
   • identify strengths/weaknesses of each writing.

2. Understand how to use word processing to facilitate the writing process. (This objective satisfies CCIC 1-4 and EE0 4-5.) At a minimum, students will know how to
   
   • create documents,
   • save documents,
   • cut and paste within documents,
• computer edit documents, and
• print documents.

3. Understand the purpose of documentation and therefore avoid plagiarism. (This objective satisfies CCIC 1-3 and EEO 4-5.) To demonstrate this ability, students will show that they

• understand the differences between summary, paraphrase, and quotation;
• can create effective, accurate summaries and paraphrases;
• are familiar with MLA documentation;
• can critically evaluate appropriateness and reliability of secondary sources;
• have developed basic library research skills; and
• are familiar with electronic academic databases.

4. Understand the recursive nature of the writing process. (This objective satisfies CCIC 1-4 and EEO 1-5.) To demonstrate this knowledge, students will

• experiment with various pre-writing, invention, organization, and drafting techniques;
• practice revision by writing multiple drafts; and
• conduct final proofreading.

5. Interact with professor and classmates with an emphasis on listening and critical thinking. (This objective satisfies CCIC 1-3 and EEO 4-5.) At a minimum, students will participate in

• classroom discussion,
• peer editing, and
• group work.

6. Within specified time constraints, write papers for a variety of purposes and audiences. (This objective satisfies CCIC 1-4 and EEO 1-5.) At a minimum, students will write multiple in-
and out-of-class essays that include the following:

• an in-class mid-term essay,
• an in-class final essay, and
• at least one source-based essay.

**Specific Course Outcomes**

All students will participate in the following activities to assure that the Core Curriculum Intellectual Competencies and the Exemplary Educational Objectives are met. Professors may include additional activities to enhance the educational experience.

1. Students will complete a minimum of five essays or writing projects for grading.
2. Students will write a mid-term essay on an unannounced topic in one class period and a final essay on an unannounced topic in the final exam period.
3. Students will complete a significant amount of free-writing, journal writing, and response/reaction writing, to include reflection about their own reading and writing processes.
4. Students will read models of student and professional writing.
5. Students will address a range of audiences with varied levels of intimacy, shared knowledge, and agreement.
6. Students will write for a variety of purposes: to express, to inform, and to convince.
7. Students will produce multiple drafts of all graded papers written outside of class.
8. Students will engage in group activities that will include critical thinking, problem-solving, listening and responding.
9. Students will engage in peer review as a part of the writing process.
10. Students will refine mechanics and grammar skills as a part of the editing process.
11. Students will demonstrate basic library research skills, including the use of academic electronic databases.
12. Students will practice paraphrasing, summarizing, and quoting from documented sources.

**Course Outline**

Since English 1301 is a composition course, students are expected to write on a regular basis. In most cases, they will submit some written work each week. In addition to exercises, paragraphs, and quizzes that some professors may require, students will write at least seven essays (including the mid-term and final essays) for a specific purpose (expressive, informative, or persuasive) and for specific audiences. These essays will be at least 500-700 words or about two to three typed or word-processed pages. The professor will determine the specifics. Students will practice specific rhetorical techniques such as: description/narration, definition, classification, cause/effect, comparison/contrast, and process. They will also demonstrate a working knowledge of the MLA (Modern Language Association) guidelines for research papers. The following table lists the major assignments, a description of each, required readings, and due date for each assignment:

<table>
<thead>
<tr>
<th>Assignment Name</th>
<th>Description</th>
<th>Required Readings</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay One</td>
<td>Syllabus Quiz</td>
<td>Read the entire course on eCampus</td>
<td>May 15, 6p.</td>
</tr>
<tr>
<td>Essay Two</td>
<td>Narrative Essay, and Reader Response</td>
<td>Chapter 49, Writing about Literature, TLBH, page 731 Read Eudora Welty’s A Worn Path, pdf file, eCampus; read and click on all media links in unit; use grading rubric to evaluate and assign grade to your work</td>
<td>May 17, 6p.</td>
</tr>
<tr>
<td>Assignment Type</td>
<td>Topic</td>
<td>Instructions</td>
<td>Due Date</td>
</tr>
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</tr>
<tr>
<td>Mid-Term Essay</td>
<td>Unannounced topic</td>
<td>See analytical component of each major essay</td>
<td></td>
</tr>
<tr>
<td>Essay Four</td>
<td>Formal Precis</td>
<td>Read Chapter 8, Responding to Texts, TLBH, page 162; Locate a copy of the essay, Christopher Columbus, the Indians, and Human Progress, by Howard Zinn, and write a formal summary of it, using the parameters in the relevant unit on eCampus</td>
<td>May 24, 6p.</td>
</tr>
<tr>
<td>Essay Five</td>
<td></td>
<td>See analytical component of each major writing assignment</td>
<td></td>
</tr>
<tr>
<td>Final Essay</td>
<td>Unannounced topic</td>
<td>Read Chapters 9, 10, Reading Arguments, and Writing Arguments, TLBH, pages 176, 196</td>
<td>May 26, 4-6p.</td>
</tr>
</tbody>
</table>
**Evaluation Procedures**

The grade earned in this course is a combination of the following individual grades:

- Attendance, class assignments, and participation: 10%
- Minimum of five essays or writing projects: 50%
- Mid-term essay on an unannounced topic written in one class period: 20%
- Final essay on an unannounced topic written in the final exam period: 20%

An **A** requires 90-100%; a **B**, 80-89%; a **C**, 70-79%; a **D**, 60-69%; an **F**, 0-59%. A grade of **C** or higher is required to earn a degree from North Lake College.

**Mid-Term and Final Essays**

Although most of the writing assignments in this course will call for extensive prewriting, drafting, reviewing, and editing, some writing assignments call for skills in composing a paper within a limited time. The essay topics for the **mid-term and final exams** will **NOT** be announced before the class, so students will have to plan, draft, and edit an acceptable essay of four or more paragraphs (about 500-600 words) during **ONE** class period. Although these papers will probably differ in quality and length from those written over a longer period of time, they are still expected to demonstrate a passing level of competency as indicated by the Departmental Writing Rubric (presented on the last page).

**Department of English Policies for Student Success**

**Attendance Policy**

The correlation between attendance and success in the course is strong because class participation is part of the learning process and can affect your final course grade. You are expected to arrive on time for all classes. If you miss all or part of a class, you should not expect your professor to repeat a lecture given during your absence. Check Addendum D for your professor’s policy because some professors deduct points when students miss class or are late to class. Absences and/or tardiness can affect the grade you earn in this course.

**Policy on Late Papers**

You are expected to hand in papers on time. Your professor is not required to accept late papers, and no late paper will be considered for full credit unless you discuss with your professor why the paper will be late prior to its due date. Check Addendum D for your professor’s policies on accepting late papers.

**Student Responsibilities**

1. Attend all classes.
2. Read the textbook selections that are assigned and be prepared to discuss them.
3. Hand assignments in on time and in the format designated by your professor.
4. Ask for help when needed.
5. Do not expect your professor to repeat a lecture given during an absence.
6. Visit the Writing Center (A-332) or meet with your professor when you need help or when you are directed to do so by your professor.

**Classroom Etiquette**

1. Follow your professor’s rules for acceptable on-line behavior.
2. Regularly login to eCampus, to read and to study.
3. Practice Netiquette decorum.
4. In short, treat your classmates and professor with respect.

**Institutional Policies for Student Success**

**Academic Dishonesty**

The Student Code of Conduct prohibits academic dishonesty and prescribes penalties for violations. According to this code, which is printed in the college catalog, "academic dishonesty," includes (but is not limited to) cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion.

Academic dishonesty may result in the following sanctions, including, but not limited to:

1. A grade of zero or a lowered grade on the assignment or course.
2. A reprimand.
3. Suspension from the college.

Check Addendum D for your professor’s policy re: academic dishonesty.

**Notification of Absence because of Religious Holy Days**

If you will be absent from class for the observance of a religious holiday, you must notify your professor in advance. You are required to complete any assignments or take any examinations you miss as a result of your absence within the time frame specified by your professor. Please refer to the Student Obligations section of the DCCCD catalog for more explanation.

**Requirements of the Americans with Disabilities Act**

North Lake College provides academic accommodations to students with disabilities, as defined under ADA law. It is the student's choice and responsibility to initiate any request for accommodations. If you are a student with a disability who requires such ADA accommodations, please contact North Lake College's Disability Services Office in person (A430) or by phone at 972-273-3165. [http://www.northlakecollege.edu/resources/disability.html](http://www.northlakecollege.edu/resources/disability.html)

**Stop before You Drop**
If you enrolled in college-level courses for the first time in the fall of 2007, the Texas Education Code 51.907 allows you to drop no more than six courses during your entire undergraduate career unless the drop qualifies as an exception. The Counseling/Advising Center will give you more information about allowable exceptions.

Once you have accumulated six non-exempt drops, you cannot drop any other courses with a “W.” Therefore, you need to exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. More information is available at https://www1.dcccd.edu/6drop.

**Drop Policy**

If you are unable to complete this course, you must officially withdraw by Friday, May 25, 2012. Withdrawing is a formal procedure which you must initiate; your professor cannot do it for you.

**Financial Aid Statement**

If you receive any form of financial aid, you should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could require you to repay the financial aid for this semester. If you fail to attend or participate after the drop date, you are also subject to this policy.

**Counseling Services**

If you are a currently enrolled student, you are eligible for free counseling services. You may schedule an appointment by calling 972-273-3333 or going to A-311.

**The Academic Skills Center (ASC, Room A-332)**

The ASC is designed to provide assistance to students in the following areas:

- Labs for students enrolled in foreign language, Developmental Reading, and ESOL courses. One-on-one tutoring is available.

- The Writing Center can help students clarify writing tasks, understand instructors’ requirements, develop and organize papers, explore revision options, detect grammar and punctuation errors, and properly use and document sources. Rather than merely editing or "fixing" papers, tutors focus on helping students develop and improve their writing skills.

- The Online Writing Lab (OWL) allows students to submit papers to our writing tutors electronically and get feedback within 24-72 hours. The OWL can be accessed through eCampus. After logging on to eCampus, click on the Community Tab at the top. Type “Owl” in the search field and click “Go.” Next, click on the double drop-down arrows
next to “NLC-OWL2,” and then click on “Enroll.” Once enrolled, students can receive services from the OWL.

For more information or to schedule a tutoring appointment, come by A-332 or call 972-273-3089.

**Exemplary Educational Objectives**

As part of the Core Curriculum, English 1301 satisfies the following Exemplary Educational Objectives set forth by the Texas Higher Education Coordinating Board:

1. To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
2. To understand the importance of specifying audience and purpose and to make appropriate communication choices.
3. To understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication.
4. To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
5. To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.

**Core Curriculum Intellectual Competencies:**

English 1301 satisfies the following Core Curriculum Intellectual Competencies specified by the Texas Higher Education Coordinating Board:

1. Reading: The ability to analyze and interpret a variety of printed materials—books, documents and articles—above 12th grade level.
2. Writing: The ability to produce clear, correct and coherent prose adapted to purpose, occasion and audience—above 12th grade level.
3. Critical thinking: The ability to think and analyze at a critical level.
4. Computer Literacy: The ability to understand today’s technological society and to use computer-based technology in communicating, solving problems, and acquiring information.

Your professor will use Learning Activities from the following list or provide a list of Learning Activities customized for your course.
Addendum A: Learning Activities, Outcomes, and Assessments for a Mode-Based Essay

Learning Activity for Mode-Based Unit: In planning the mode-based essay, you must choose a topic appropriate for the required mode; your professor will provide a list of suitable topics or will approve your topic prior to your beginning the essay. Your mode-based essay will be developed around one or more of the following rhetorical strategies: argumentation/persuasion, cause/effect, classification/division, comparison/contrast, definition, description/narration, exemplification, or process explanation/instructions. If required by your professor, you will a) participate in a professor-approved preparatory assignment such as Think/Pair/Share, group work, focused freewriting, probative questions or webbing to determine what you know about your chosen topic, what you need to discover about your chosen topic, and where you might find this information; b) if required by your professor, gather supporting information and bring it to the next session for classroom use; c) develop a working thesis; and d) construct a well-supported word-processed essay that conforms to the specific writing mode for your assignment.

Learning Outcomes: You will choose an approved topic and write a mode-based essay of three or more pages plus a Works Cited page (if required by the assignment). Your essay will contain:

1. a focused thesis suitable to your essay’s topic and purpose
2. language and tone appropriate for your targeted audience
3. an organizational pattern appropriate to your selected mode
4. concrete substance such as specific details, sensory data, figurative language (simile, metaphor, personification), and dialogue
5. a coherent arrangement of ideas (effective introduction, body paragraphs, and conclusion) and appropriate transitional devices
6. basic computer literacy (if appropriate)

Assessment: You will demonstrate competency by producing a coherent, mode-based essay that is word-processed (if appropriate). It will be evaluated on content, organization, style (including compliance with MLA guidelines), and mechanics.

EEOs and CCICs: EEOs 1-6 and CCICs 1-4

Addendum B: Learning Activities, Outcomes, and Assessments for a Topic-Based Essay

Learning Activity for Topic-Based Unit: In planning the topic-based essay, you will choose a subject from your professor’s list or have your subject approved by the professor prior to beginning the essay. A topic-based essay is developed around a thematic approach to an issue. It may use one or more of the following rhetorical strategies: argumentation/persuasion, cause/effect, classification/division, comparison/contrast, definition,
description/narration, exemplification, or process explanation/instructions. If required by their professor, students will a) participate in a professor-approved preparatory assignment such as Think/Pair/Share, group work, focused freewriting, probative questions, and/or webbing to determine what they know about their chosen topic, what they need to discover about their chosen topic, and where they might find this information; b) if required by their professor, gather supporting information and bring to the next session for classroom use; c) develop a working thesis; and d) construct a well-supported word-processed essay that conforms to the specific writing mode for their assignment.

**Learning Outcomes:** The students will choose an approved subject and write a topic-based essay of three or more pages plus a Works Cited page (if required by the assignment). This essay will contain:

1. a focused thesis suitable to the essay’s subject and purpose
2. language and tone appropriate for the targeted audience
3. an organizational structure appropriate to the essay’s subject and purpose
4. concrete substance such as specific and sensory details, figurative language (simile, metaphor, personification), and dialogue
5. a coherent arrangement of ideas (effective introduction, body paragraphs, and conclusion) and appropriate transitional devices
6. basic computer literacy

**Assessment:** Each student will demonstrate competency by producing a coherent topic-based essay that is word-processed (if appropriate). The essay will be evaluated on content, organization, style (including compliance with MLA guidelines), and mechanics.

**EEOs and CCICs:** EEOs 1-6 and CCICs 1-4

**Addendum C: Learning Activities, Outcomes, and Assessments for a Source-Based Essay**

**Learning Activity for Source-Based Unit:** In planning the source-based essay, the students will choose a topic from the professor’s list or have their topic approved by the professor prior to their beginning the essay. A source-based essay synthesizes information from multiple sources. It may use one or more of the following rhetorical strategies: (listed alphabetically) argumentation/persuasion, cause/effect, classification/division, comparison/contrast, definition, description/narration, exemplification, or process explanation/instructions. If required by their professor, students will a) participate in an professor-approved preparatory assignment such as Think/Pair/Share, group work, focused freewriting, probative questions, and/or webbing to determine what they know about their chosen topic, what they need to discover about their chosen topic, and where they might find this information; b) if required by their professor, gather supporting information and bring to the next session for classroom use; c) develop a working thesis; and d) construct a well-supported word-processed essay that conforms to the specific writing mode for their assignment.
**Learning Outcomes:** The students will choose an approved subject and write a source-based essay of three or more pages plus a Works Cited page. This essay will contain:

1. a focused thesis suitable to the essay’s subject and purpose
2. language and tone appropriate for the targeted audience
3. an organizational structure appropriate to the essay’s subject and purpose
4. concrete substance such as specific and sensory details, figurative language (simile, metaphor, personification), and dialogue
5. a coherent arrangement of ideas (effective introduction, body paragraphs, and conclusion) and appropriate transitional devices
6. information borrowed from one or more secondary sources
7. in-text documentation (following MLA guidelines) and the research specifics required by the professor
8. basic computer literacy

**Assessment:** Each student will demonstrate competency by producing a coherent word-processed source-based essay of three or more pages. The essay will be evaluated on content, organization, style (including compliance with MLA guidelines), and mechanics.

**EEOs and CCICs:** EEOs 1-6 and CCICs 1-4

**Addendum D: Learning Activities, Outcomes, and Assessments for the In-Class Mid-Term and Final**

**Learning Activity for the Mid-Term and Final Exam:** Choosing from your professor’s list of unannounced topics, you will write an analytical essay of three or more pages that presents and defends a position.

**Learning Outcomes:** You will: a) choose a topic, b) formulate a thesis, c) draft the essay, and d) edit/revise the essay before submitting it to your instructor for evaluation at the end of class. Each essay will contain:

1. a title that grabs your reader’s attention and sets the tone of the paper
2. a thesis statement (usually located in the introduction)
3. well-supported body paragraphs that develop your thesis
4. a complementary introduction and conclusion
5. appropriate transitional devices
6. correct grammar, usage, and mechanics
**Assessment:** You will demonstrate competency by writing an in-class, timed final essay on an unannounced topic. It will be evaluated based on content, organization, style, and mechanics.

**EEOs and CCICs:** EEOs 1-3, 5 and CCICs 1-3

The departmental rubrics begin on the next page.
### Addendum A: English Writing Rubric

<table>
<thead>
<tr>
<th>Topic/Thesis</th>
<th>Unacceptable 0</th>
<th>Poor 2</th>
<th>Average 3</th>
<th>Good 4</th>
<th>Excellent 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has major errors in organization and development. Inadequate ideas and details. Ineffective thesis or no thesis. No evidence of audience.</td>
<td></td>
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</tr>
<tr>
<td>Weak and/or ineffective expression of ideas. Unexplored topic. Little or no substance. Weak, unclear thesis. Inappropriate shift in audience.</td>
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<tr>
<td>Has a central idea organized clearly enough to convey its purpose, but unoriginal approach to topic, unfocused thesis, and undefined audience.</td>
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<tr>
<td>Clearly, logically, and adequately states its central ideas with originality. Has clear, logical, and thought-provoking ideas; meaningful, thoughtful thesis; and a focused audience.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th>Organization not logical or appropriate for thesis.</th>
<th>Illogical organization.</th>
<th>Uneven organization.</th>
<th>Supportive body paragraphs. Smooth flow from one point to another.</th>
<th>Concentration on a main purpose, with appropriate development and firm support. Clear overall organization.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paragraph development</td>
<td>Paragraphs without purpose or focus.</td>
<td>Undeveloped or under-developed paragraphs.</td>
<td>Weak paragraph development.</td>
<td>Appropriate paragraph development.</td>
<td>Thorough paragraph development.</td>
</tr>
<tr>
<td>Sentence variety</td>
<td>Poorly constructed sentences.</td>
<td>Weak sentence variety.</td>
<td>Basic, predictable language and sentence structure.</td>
<td>Varied sentence structure.</td>
<td>Varied and effective sentence construction.</td>
</tr>
<tr>
<td>Mechanics/Grammar</td>
<td>Serious errors in spelling, punctuation, and grammar.</td>
<td>Many distracting errors in spelling, punctuation, and grammar.</td>
<td>Distracting errors in spelling, punctuation, and grammar.</td>
<td>Some errors in spelling, punctuation, and grammar.</td>
<td>Freedom from distracting errors such as spelling, punctuation, and grammar.</td>
</tr>
</tbody>
</table>

### Proficiency Percentage from Raw Score

<table>
<thead>
<tr>
<th>Raw Score</th>
<th>= to %</th>
<th>Raw Score</th>
<th>= to %</th>
<th>Raw Score</th>
<th>= to %</th>
<th>Raw Score</th>
<th>= to %</th>
<th>Raw Score</th>
<th>= to %</th>
<th>Raw Score</th>
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</thead>
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<td>30</td>
<td>100</td>
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<td>18</td>
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<td>1</td>
<td>3</td>
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</tr>
</tbody>
</table>
**Addendum B: English MLA Page Formatting Rubric**

<table>
<thead>
<tr>
<th>Categories</th>
<th>Unacceptable = 0 points</th>
<th>Acceptable = 14 points</th>
<th>Points earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Header</td>
<td>No header or header is manually inserted.</td>
<td>Has actual header with author’s last name, space, and page number automatically inserted.</td>
<td>14</td>
</tr>
<tr>
<td>Heading</td>
<td>Missing one or more line of essential information.</td>
<td>Has four-line, double-spaced heading with required information in correct order (if paper has no title page).</td>
<td>14</td>
</tr>
<tr>
<td>Title</td>
<td>No title and/or title is bolded, underlined, and/or supersized.</td>
<td>Title is properly sized and formatted.</td>
<td>14</td>
</tr>
<tr>
<td>Margins</td>
<td>Has not set margins correctly.</td>
<td>Has correct margin for every side of the page.</td>
<td>14</td>
</tr>
<tr>
<td>Font and Size</td>
<td>Does not follow instructor’s rules for font choice and size.</td>
<td>Follows instructor’s rules for font choice and size.</td>
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</tr>
<tr>
<td>Paragraph Spacing</td>
<td>Paragraphs are single-spaced.</td>
<td>Paragraphs are double-spaced.</td>
<td>14</td>
</tr>
<tr>
<td>Paragraph Indentation</td>
<td>One or more paragraphs not indented.</td>
<td>Every paragraph is indented using one-tab stroke.</td>
<td>14</td>
</tr>
</tbody>
</table>

**Proficiency Percentage from Raw Score**

<table>
<thead>
<tr>
<th>Raw Score</th>
<th>= to %</th>
<th>Raw Score</th>
<th>= to %</th>
</tr>
</thead>
<tbody>
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<td>42</td>
<td>43</td>
</tr>
<tr>
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<td>86</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>70</td>
<td>71</td>
<td>14</td>
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## Addendum C: English MLA Documentation Rubric

<table>
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<tr>
<th>Categories</th>
<th>Unacceptable = 0 points</th>
<th>Acceptable = 11 points</th>
<th>Points earned</th>
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<tbody>
<tr>
<td><strong>Internal Citation, Location</strong></td>
<td>One or more citations is missing or in the wrong place.</td>
<td>Citations are present when needed and are appropriately placed.</td>
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</tr>
<tr>
<td><strong>Internal Citation, Content</strong></td>
<td>One or more citations has incomplete or incorrect information.</td>
<td>Citations contain complete, correct information</td>
<td>11</td>
</tr>
<tr>
<td><strong>Internal Citation, Format</strong></td>
<td>One or more citations has improper comma, page numbers, or missing last name or article title.</td>
<td>Citations use name properly, are punctuated correctly, and do not contain incorrect page numbers.</td>
<td>11</td>
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<tr>
<td><strong>Internal Citation, Linkage</strong></td>
<td>One or more citations has no corresponding Works Cited Entry.</td>
<td>Citations are properly tagged to correspond to Works Cited Entry.</td>
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<td><strong>Works Cited, Location</strong></td>
<td>Works Cited page is missing.</td>
<td>Works Cited page is last page of document.</td>
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<tr>
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<td>One or more entries has incomplete or incorrect information.</td>
<td>Entries contain complete, correct information.</td>
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<td><strong>Works Cited, Format</strong></td>
<td>One or more entries has reversed name order, is indexed incorrectly, or is out of alphabetical sequence.</td>
<td>Entries are properly formatted and punctuated, indexed correctly, and alphabetically sequenced. Works Cited Page is properly titled.</td>
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<td><strong>Works Cited, Title</strong></td>
<td>Works Cited Page is not titled or title is capitalized, not centered, bolded, and/or underlined.</td>
<td>Works Cited Page is properly titled.</td>
<td>11</td>
</tr>
<tr>
<td><strong>Works Cited, Special Features</strong></td>
<td>When Works Cited page contains two or more entries by the same author(s), the second entry is improperly formatted.</td>
<td>When Works Cited page contains two or more entries by the same author(s), the second entry correctly uses three hyphens.</td>
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### Proficiency Percentage from Raw Score

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<th>= to %</th>
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</tr>
</tbody>
</table>

4-11
Appendix D: Professor’s Personal Policies

Attendance Policy: Regularly login to eCampus, at least once per day, to read and study course materials.

Policy on Late Papers: I do not accept late work.

Academic Dishonesty Policy: If you collaborate with another student, or commit literary theft, you will earn a zero on the assignment, and your name will be submitted to the Vice-president of Student Affairs.

Class Participation:

- Completion of the two Reader Response Assignments, associated with the two major essays
- Daily login to eCampus course, for study and preparation
- Completing each assignment on time, and with seriousness; I do not reward mediocrity, so if you fail to submit any assignment, or earn low D’s or F’s on an assignment, you should not expect a solid grade on this segment of the course
- Writing me at zora@deccd.edu, if you have a question or concern