This course syllabus is intended as a set of guidelines for English 1302. 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: maya@dcccd.edu

Office Location/Hours: A225/By appt., please  
Office Phone: 972.273.3486

**Course Information**

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

Course Number-Section: English 1302-7420

Class Meeting Time: Virtual

Course Description: English 1302 is the second semester of freshman composition. The course focuses on student writing. It continues instruction in composition skills begun in English 1301, and it applies those skills to persuasive, argumentative, and research writing.

Course Prerequisites: Students must have successfully completed English 1301.
Required Textbook


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

1. All students at the course level will demonstrate MLA rules for internal documentation and the Works Cited page at 75% proficiency as measured by the English MLA Documentation Rubric. Incorporate a peer review activity using the English MLA Documentation Rubric. Reinforcing learning by using the course handbook. CCICs 2, 5, 6 EEOs 1, 5 Gen Ed SLOs 1.1, 2.2, 3.2, 4.1, 5.1, 6.1
2. All students at the course level will compose an analytical essay on an approved issue at 80% proficiency as measured by the English Writing Rubric. Utilize an informal writing activity to generate ideas, involving recognizing assumptions & biases that shape our perceptions. CCICs 1, 2, 5, 6 EEOs 2, 3, 5 Gen Ed SLOs 1.1, 2.2, 3.2, 4.2, 5.2
3. All students at the course level will write a literary analysis on a professor approved issue involving ethics, morality, or cultural diversity and/or global awareness at 75% proficiency as measured by the English Writing Rubric. CCICs 1, 2, 5, 6 EEOs 2, 3, 5 Gen Ed SLOs 1.1, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Course Objectives

Upon successful completion of English 1302, students will be able to write analytical, persuasive, and documented essays. Furthermore, students will be able to

1. Understand and demonstrate the writing and speaking processes through the stages of the writing process. (This objective satisfies CCIC 1-4 and EEO 1.) To demonstrate this ability students will:

   • hand in a minimum of four essays for grading (with all drafts, source information, notes and printouts of electronic texts),
   • write a final essay on an unannounced topic in the final exam period,
   • produce multiple drafts of all graded papers, and
   • engage in peer review as a part of the writing process.

2. Understand the importance of specifying audience and purpose and making appropriate communication choices. (This objective satisfies CCIC 2-3 and EEO 2.) To demonstrate this ability, students will:

   • address a range of audiences;
   • write for a variety of purposes: to inform, to analyze, and to persuade; and
   • engage in group activities, which include critical thinking, problem-solving, listening, and responding.
3. Understand and appropriately apply modes of rhetoric, i.e., informative, analytical, and persuasive. (This objective satisfies CCIC 1-4 and EEO 2-4.) To demonstrate this ability, students will:

- read models of professional and student writing;
- engage in group activities, which include critical thinking, problem-solving, listening, and responding;
- examine various types of argumentative claims and recognize fallacious arguments;
- read, summarize, and respond to literary selections;
- write argumentative/persuasive essays;
- support an argumentative thesis with facts, informed opinions, and inferences.

4. Understand and participate effectively in groups with emphasis on analyzing, critical thinking, and responding. (This objective satisfies CCIC 1-3 and EEO 4-5.) Students will:

- respond to readings (informative, persuasive, and literary) in group discussion,
- engage in group activities which review and evaluate student essays (both literary and persuasive), and
- consider varied points of view on controversial topics.

5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of informative, persuasive, and literary writing. (This objective satisfies CCIC 1-4 and EEO 3-5.) To demonstrate this ability, students will:

- read and evaluate secondary source material and note bias;
- document sources by using current MLA form;
- use proper format in typed or word-processed essays;
- write an essay of literary analysis using the primary text and secondary sources;
- analyze literary components such as plot, character, persona, setting, theme, and language in literary selections; and
- analyze the types, conditions, and shapes of argument.

6. Develop the ability to research and write a documented paper. (This objective satisfies CCIC 1-4 and EEO 1-2, 5-6.) To demonstrate this ability, students will:

- read and evaluate secondary sources,
- research and cite at least six college-level sources (as defined by the professor),
- write a source-based paper of at least six double-spaced word-processed pages plus the Works Cited page(s),
- follow current MLA form, and
- submit all research materials and drafts as required by the professor.

**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 three units (argumentative/persuasive, research, literary analysis) and an in-class final.
2. Students will complete a significant amount of free-writing, journal writing, and/or response/reaction writing, to include reflection about their own reading and writing processes.
3. Students will read models of student and professional writing.
4. Students will address a range of audiences with varied levels of intimacy, shared knowledge, and agreement.

Course Outline, Exams and Assignments, and Evaluation Procedures

Since 1302 is a composition course, students will be expected to write and to read on a regular basis. Written work will be submitted each week, though not all will be graded. Major class projects involve argumentative/persuasive, literary, and research assignments. Papers written in English 1302 are expected to be substantially longer than those written in English 1301; in most cases, these papers will be a minimum of 750-1000 words (3-4 typed or word-processed pages). The professor will explain the specifics.

In addition to the exercises, paragraphs, and quizzes that some professors may require, each student will write a minimum of four graded essays; the specific goals and suggested percentages for each unit are listed below. The grade earned in this course is a combination of the grades earned on the following assignments. An A requires 90-100%; a B, 80-89%, a C, 70-70%, a D, 60-69%; an F, 0-59%.

I. Argumentative/Persuasive Unit (20% of course grade). In this unit, students will:
   - Refine writing skills with an emphasis on critical writing.
   - Define argument/persuasion.
   - Note the conditions for using argument/persuasion.
   - Identify various types of claims.
   - Examine the shape(s) of argument.
   - Support an argumentative thesis with facts, opinions, and inferences.
   - Recognize fallacious arguments.
   - Recognize organizational patterns and rhetorical devices.
   - Document sources by using current MLA form.
   - Read and evaluate secondary source material and note bias.
   - Write an argumentative/persuasive essay.

II. Research Unit (30% of course grade). In this unit, students will:
   - Refine research skills with an emphasis on evaluating sources, paraphrasing, synthesizing,
summarizing information, and documenting sources.

- Select an argumentative and/or persuasive topic.
- Research and cite at least six college-level sources (as defined by the professor).
- Write a research paper of at least six double-spaced, word-processed pages in addition to the Works Cited page(s).
- Follow current MLA form for in-text documentation and the Works Cited page.
- Submit all research material and drafts as required by the professor.

III. Literary Analysis Unit (20% of course grade). In this unit, students will:

- Develop strategies for analyzing literary selections.
- Recognize figures of speech as ways to communicate.
- Read, summarize, and respond to literary selections.
- Analyze plot, character, persona, setting, theme, and language.
- Develop a claim or thesis statement.
- Support a claim using the literary text and/or the secondary sources.
- Write an essay of literary analysis.

IV. Final In-Class Essay (20% of course grade). In this unit, students will:

- Use materials (prompt and/or readings) provided by the professor to write a final essay on an unannounced topic.
- Demonstrate ability to write an argumentative essay.

V. Professor option (10% of course grade)

- 10% of course grade will be based on the Syllabus Quiz and class participation.

<table>
<thead>
<tr>
<th>Assignment Name</th>
<th>Description</th>
<th>Required Readings</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argumentative/Persuasive Unit</td>
<td>Students will study the sample ad analysis on eCampus; locate an audio/visual ad, on the www, launch the ad in their assignment, and write a formal analysis, using the directions on eCampus</td>
<td>Read and study the entire course as set forth on eCampus</td>
<td>Complete the Syllabus Quiz, May 15, 6:00p.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read Chapter 11, Visual Arguments, TLBH, page 216</td>
<td>Complete the Ad Analysis, May 16, 6:00p.</td>
</tr>
<tr>
<td>Research Unit</td>
<td>Students will write a research-based analysis of a short story, using a Part 9, Research Writing, TLBH; A Rose for Emily, by William Faulkner</td>
<td>May 21, 6:00p.</td>
<td></td>
</tr>
</tbody>
</table>
**Literary Analysis Unit**

Students will use a variety of rhetorical tropes to analyze either Elton John’s *Candle in the Wind*, or Marvin Gaye’s *What’s Going On*?

- Read Chapter 49, *Writing about Literature*, TLBH, page 731;
- Instructor’s Notes;
- YouTube renditions of each song on eCampus

May 24, 6:00p.

**Final Essay**

Students will write an argumentative essay, based on an unannounced topic

- Chapter 10, *Writing an Argument*, TLBH, page 196

May 26, 6:00p.

---

**Department of English Policies**

**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 regularly login in to your eCampus course, to read, to study, and to complete assignments. If you do not do so, you should not expect your professor to accommodate you for missed deadlines. Check Addendum J for your professor’s policy. Failure to login to eCampus 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 J for your professor’s policy on accepting late papers.

**Student Responsibilities**
1. Regularly login to your virtual classroom.
2. Read assigned textbook selections and be prepared to apply them to essays.
3. Submit assignments on time and in the format designated by your professor.
4. Ask for help when needed.
5. Do not expect your professor to repeat information based on your own lapses.
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 virtual classroom behavior.
2. Please be sure to read the Netiquette segment of your course.

**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 J 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. 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 1302 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 1302 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 the Research Unit
Learning Activity for Research Unit: In planning the research-based essay, you must have prior approval of your topic from your professor and a) construct a meaningful research question, b) annotate your primary and secondary sources, c) develop a working thesis and d) construct a well-supported word-processed essay that conforms to the specific requirements listed below.

a. Learning Outcomes: You will choose an approved topic and write a research-based essay of six or more pages plus a Works Cited page containing the primary source and at least six college-level secondary sources. Your essay will contain:

1. a well-structured and developed argument using the three appeals (ethos, pathos, logos)
2. an explicit thesis statement
3. research documentation and in-text citations
4. an identified targeted audience
5. appropriate strategies for argumentation
6. basic computer literacy

b. Assessment: You will demonstrate competency by producing a coherent, word-processed essay based on content, organization, style (including compliance with MLA guidelines), and mechanics.

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

Addendum B: Learning Activities, Outcomes, and Assessments for the Argumentative/Persuasive Unit

Learning Activity for Argumentative and Persuasive Unit: In planning the argumentative/persuasive essay, you must have prior approval of your topic from your professor (i.e. analysis of an advertisement, editorial cartoon, movie, or an analysis of a contemporary issue/concern). You must then a) formulate a research question, b) develop a working thesis and c) build a well-supported word-processed essay of three or more pages plus a Works Cited page following MLA guidelines.

a. Learning Outcomes: You will choose a specific media and/or issue from a professor-approved topic and write an analytical essay of three or more pages plus a Works Cited page, if appropriate. Your essay will:

1. Analyze examples of ethos, pathos, and logos
2. Identify the visual presentation of your subject’s thesis or the debatable issue to be analyzed
3. Construct an explicit thesis that best suits your audience, purpose, and form
4. Include research documentation and in-text citations (if applicable)
5. Use the appropriate language for your targeted audience
6. Demonstrate basic computer literacy

b. **Assessment:** You will demonstrate competency by producing a coherent, word-processed essay that presents its case, supports its thesis with sufficient evidence, and maintains the required objectivity. This assignment will also be evaluated for compliance with MLA guidelines (if applicable).

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

---

**Addendum C: Learning Activities, Outcomes, and Assessments for the Literary Analysis of Poetry**

**Learning Activity for Literary Analysis of Poetry:** From a list of professor-selected poems, you will choose one or more poems and write an analytical essay of three or more pages plus a Works Cited page containing the primary source and at least three secondary sources (if required by your professor). You will choose one of the following poetic elements to analyze in your essay: speaker, theme, symbols, structure, diction, imagery, figures of speech, tone, sound pattern, or style and technique.

a. **Learning Outcomes:** You will: a) choose a poem or group of poems and select the poetic element(s) to analyze, b) locate at least three secondary sources (if required by their professor), c) formulate a working thesis, and d) write an analytical essay of three or more pages plus a Works Cited page, (if required by your professor). You will:

   1. Read and understand poetry from various authors
   2. Include research documentation and in-text citations, (if required by your professor)
   3. Use the appropriate language for your targeted audience
   4. Use appropriate poetic terminology in your analysis
   5. Demonstrate basic computer literacy
   6. Create a well-structured analysis of a poem or group of poems

b. **Assessment:** You will demonstrate competency by producing a coherent word-processed essay based on content, organization, style (including compliance with MLA guidelines), and mechanics.

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

---

**Addendum D: Learning Activities, Outcomes, and Assessments for the Short Story Analysis**
1. **Pre-Writing Learning Activity for a Short Story Analysis:** In planning the analytical essay, you will: a) annotate your primary and secondary sources (if required by your professor), b) write a working thesis and c) create an outline of your essay (if required by your professor).

   a. **Learning Outcomes:** You will: a) write a first draft using word processing; b) use MLA format for in-text citations; c) include quotations, paraphrases, and summaries; and d) save the essay to a flash drive and print a hard copy. This draft will contain: a) an introduction to your short story and where it fits in the canon of the author’s works, b) a working thesis specifying the short story element(s) to be analyzed in your body paragraphs, c) body paragraphs analyzing the short story element(s), and d) a conclusion that evaluates the effectiveness of your short story according to your thesis.

   b. **Assessment:** You will demonstrate competency in writing your first draft by saving, printing, and submitting a hard copy to your professor and/or peers for evaluation. This draft must follow the instructions for the assignment given by your professor.

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

2. **Learning Activity for a Short Story Analysis:** From a list of professor-selected short stories, you will choose one short story and write an analytical essay of three or more pages plus a Works Cited page containing the primary source and at least three secondary sources (if required by your professor). You will choose one or more of the following short story elements to analyze in your essay: characterization, theme, symbols, point of view, or style and technique.

   a. **Learning Outcomes:** You will: a) choose a short story and one or more short story elements to analyze, b) locate at least three college-level secondary sources, (if required by your professor), c) develop a working thesis, d) write an analytical essay of three or more pages plus a Works Cited page, if appropriate, and e) follow MLA guidelines as specified by your professor.

   b. **Assessment:** You will demonstrate competency in writing a literary analysis by submitting your final draft, prior drafts, and supporting documentation (if required by your professor). These materials will be evaluated by your professor for content, organization, style (including compliance with MLA guidelines), and mechanics.

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

3. **Final Peer-Review Learning Activity (if required by your professor):** Using the peer review evaluation form provided by your professor, you will work in groups to read and make comments on ways to improve the final drafts.
a. **Learning Outcomes**: You will a) work in groups to improve your critical thinking and writing skills and b) evaluate the peer comments on the review forms and decide which ones to incorporate into your final draft. You will then reevaluate your writing based on the suggestions of your peers.

b. **Assessment**: You will demonstrate competency by editing the drafts of your peer group and completing your peer review form. You will also demonstrate competency by revising your peer-edited draft, saving, printing, and submitting a hard copy to your professor. This final draft will be evaluated by your professor for content, organization, style (including compliance with MLA guidelines), and mechanics.

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

---

**Addendum E: Learning Activities, Outcomes, and Assessments for the Final**

**Learning Activity for the Final Exam**: From your professor’s list of topics (previously unannounced), you will choose one and write an analytical essay of three or more pages that presents and defends a position.

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

- a title that grabs your reader’s attention and sets the tone of your essay
- an explicit thesis statement that can be contested (usually located in the introduction)
- a logical argument with each point adequately supported
- an acknowledgement and discussion of the opposing viewpoint.
- a complimentary introduction and conclusion
- persuasive appeals that best fit your audience and purpose
- correct grammar usage and mechanics

b. **Assessment**: You will demonstrate competency by writing an in-class, timed final examination on an unannounced topic. This essay will be evaluated based on content, organization, style, and mechanics.

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

---

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

<table>
<thead>
<tr>
<th>Topic/Thesis</th>
<th>Unacceptable</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>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weak and/or ineffective expression of ideas. Unexplored topic. Little or no substance. Weak, unclear thesis. Inappropriate shift in audience.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has a central idea organized clearly enough to convey its purpose, but unoriginal approach to topic, unfocused thesis, and undetermined audience.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<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>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th>Organization not logical or appropriate for thesis.</th>
<th>Ilogical 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>Paragraph development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sentence variety</th>
<th>Poorly constructed sentences.</th>
<th>Weak sentence variety.</th>
<th>Basic, predictable language and sentence structure.</th>
<th>Varied sentence structure.</th>
<th>Varied and effective sentence construction.</th>
</tr>
</thead>
<tbody>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>100</td>
<td>24</td>
<td>80</td>
<td>18</td>
<td>60</td>
<td>12</td>
<td>40</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>29</td>
<td>97</td>
<td>23</td>
<td>76</td>
<td>17</td>
<td>57</td>
<td>11</td>
<td>37</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>28</td>
<td>93</td>
<td>22</td>
<td>73</td>
<td>16</td>
<td>53</td>
<td>10</td>
<td>33</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>27</td>
<td>90</td>
<td>21</td>
<td>70</td>
<td>15</td>
<td>50</td>
<td>9</td>
<td>30</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>26</td>
<td>87</td>
<td>20</td>
<td>67</td>
<td>14</td>
<td>47</td>
<td>8</td>
<td>27</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>25</td>
<td>83</td>
<td>19</td>
<td>63</td>
<td>13</td>
<td>43</td>
<td>7</td>
<td>24</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>
## Addendum G: English Literary Analysis Rubric

<table>
<thead>
<tr>
<th>GRADE</th>
<th>Intro Paragraph / Thesis</th>
<th>Body Paragraphs / Organization</th>
<th>Literary Analysis</th>
<th>Language Style / Voice</th>
<th>Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (5)</td>
<td>Excellent</td>
<td>Each topic sentence clearly connects to the thesis and offers an identifiable, well-phrased idea to be proven in the paragraph; concrete details are well-chosen and incorporated; paragraphs are well-organized to create a coherent, carefully developed and supported argument; transitions between ideas are logical and each idea builds on the preceding; writer maintains focus and control of argument so that the point of each paragraph is always clear.</td>
<td>Writing reflects a critical, analytical understanding of the text; inferences are developed so that all claims and points made are well-supported and persuasive; analysis focuses on both thematic and stylistic elements of the text, demonstrating writer’s ability to interpret the function of literary devices in the service of thematic meaning; appropriate balance of quotes &amp; writer’s analysis; writer is clearly engaged with and moved by his/her thinking process.</td>
<td>Writing is academic in tone, demonstrating a clear sense of purpose and audience; writer’s voice is evident -- confident and sophisticated; vocabulary and phrasing are academically appropriate, persuasive, and sophisticated without being pretentious.</td>
<td>Essay includes a variety of sentences marked by varying opening words and structure; effective syntax and grammar demonstrate a mastery of writing conventions and serve the author’s purpose; consistent adherence to MLA guidelines; accurate Work Cited page; absence of misspellings, punctuation errors.</td>
</tr>
<tr>
<td>B (4)</td>
<td>Good</td>
<td>Each topic sentence generally connects to the thesis but in one or more TS the main idea may need to be clarified; concrete details are generally well-chosen though some may be irrelevant or insufficient as evidence to effectively support the thesis and/or TS; paragraphs are generally well-</td>
<td>Writing generally reflects a critical, analytical understanding of the text but is uneven; inferences demonstrate interpretive ability but could be developed further to better explain significance of detail and support thesis; some claims may be vague, generalized, or lacking in support; analysis could be stronger through focus on</td>
<td>Writing is generally academic in tone; writer’s voice may not be consistently persuasive but is discernible; writing demonstrates an awareness of the purpose to persuade; vocabulary in some places may be simplistic or ineffective</td>
<td>Essay’s sentences generally effective but may lack appropriate variety (some repeated opening words and structure); syntax and grammar may be awkward in places (but not distracting); a few misspellings (but not distracting); consistent adherence to MLA guidelines; accurate Works Cited page; absence of misspellings, punctuation errors.</td>
</tr>
</tbody>
</table>

### Excellent
- Engaging opening introduces the essay’s general topic and inspires thinking about that topic; thesis is an easily identifiable, well-phrased argument that assesses the text and addresses a specific idea to be analyzed and proven in the essay; the idea offered in the thesis reflects sound critical, analytical thinking; title and author of work are appropriately referenced.

### Good
- Generally engaging opening; areas to be strengthened may include: presentation of general topic; development of transition between general opening and specific thesis statement; thesis statement is phrased as an
<table>
<thead>
<tr>
<th>Grade</th>
<th>Opening</th>
<th>Topic Sentences</th>
<th>Writing</th>
<th>Cited page</th>
</tr>
</thead>
<tbody>
<tr>
<td>C (3) Satisfactory</td>
<td>Opening is functional but too brief and/or simplistic, essay’s topic is apparent but needs to be developed to engage the reader; abrupt transition from first sentences to thesis statement; paragraph may be incoherent, jumping from one point to the next without developing a smooth progression of ideas; thesis may be too general, vague, or imprecisely phrased; thesis may not directly address the prompt (though still an argument that assesses the text).</td>
<td>Topic sentences are present but weak in one or more following areas: main idea not discernible; a fact about the text is summarized; unclear connection to thesis. Concrete details are present but weak because they provide insufficient evidence to support TS and/or are irrelevant because they do not support an insightful inference. Lack of coherent organization of ideas within paragraphs; abrupt transitions impede smooth flow of ideas; essay lacks consistent focus and control of argument; paragraph(s) may lack clear point(s); content of paragraphs does not consistently support or connect with thesis.</td>
<td>Writing demonstrates basic comprehension of the text, but not a critical, analytical understanding of it, as reflected by one or more of the following: lack of focused, developed idea guiding essay; interpretive analysis inconsistent or unsubstantiated; frequent summary of plot details that retell the story; writer restates the content of cited concrete details rather than draws significant inferences about sub-textual meaning; little or no analysis of how stylistic elements of the text create meaning.</td>
<td>Essay sentences lack variety (frequently repeated opening words and sentence structure); awkward syntax and grammar confuse writer’s point and distract reader; misspellings, contractions, fragments, referring to “you” diminish academic nature of the writing and distract reader; inconsistent adherence to MLA guidelines (but does not compromise integrity of essay); Work Cited page may contain inaccuracies (but does not compromise the integrity of essay)</td>
</tr>
<tr>
<td>D (2) Developing</td>
<td>Opening is ineffective, poorly</td>
<td>Topic sentences absent or consistently lack</td>
<td>Writing demonstrates some awareness of text details but not a</td>
<td>Frequent syntax, grammar, misspelling errors</td>
</tr>
<tr>
<td>F (1)</td>
<td>Deficient</td>
<td>Fails to fulfill the requirements of the assignment.</td>
<td>Fails to fulfill the requirements of the assignment.</td>
<td>Fails to fulfill the requirements of the assignment.</td>
</tr>
<tr>
<td>------</td>
<td>-----------</td>
<td>--------------------------------------------------</td>
<td>--------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
</tbody>
</table>

**Total Score for this Paper**

X 4 = Proficiency
## Addendum H: English MLA Documentation Rubric

<table>
<thead>
<tr>
<th>Categories</th>
<th>Unacceptable = 0 points</th>
<th>Acceptable = 11 points</th>
<th>Points earned</th>
</tr>
</thead>
<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>
<td>11</td>
</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>
</tr>
<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>
<td>11</td>
</tr>
<tr>
<td><strong>Works Cited, Location</strong></td>
<td>Works Cited page is missing.</td>
<td>Works Cited page is last page of document.</td>
<td>11</td>
</tr>
<tr>
<td><strong>Works Cited, Content</strong></td>
<td>One or more entries has incomplete or incorrect information.</td>
<td>Entries contain complete, correct information.</td>
<td>11</td>
</tr>
<tr>
<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>
<td>11</td>
</tr>
<tr>
<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 ---.</td>
<td>11</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>
<th>= to %</th>
</tr>
</thead>
<tbody>
<tr>
<td>99</td>
<td>100</td>
<td>77</td>
<td>78</td>
<td>55</td>
<td>56</td>
<td>33</td>
<td>33</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>88</td>
<td>89</td>
<td>66</td>
<td>67</td>
<td>44</td>
<td>44</td>
<td>22</td>
<td>22</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
## Addendum I: English Research Rubric

English Research Rubric (adapted from Winona State University)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable (0)</th>
<th>Developing (2)</th>
<th>Average (3)</th>
<th>Good (4)</th>
<th>Exemplary (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Topic is unacceptable or purpose of paper does not fit the assignment.</td>
<td>Central purpose or argument is not clearly identified. Analysis is vague or not evident. Reader is confused or may be misinformed.</td>
<td>Information supports a central purpose or argument but sometimes drifts off point. Analysis is basic or general. Reader gains few insights.</td>
<td>Information provides reasonable support for a central purpose or argument and displays evidence of a basic analysis of a significant topic. Reader gains some insights.</td>
<td>Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a reasoned in-depth analysis of a significant topic. Reader gains important insights.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>The reader cannot identify a line of reasoning and loses interest.</td>
<td>The writing is not logically organized. Frequently, ideas fail to make sense together.</td>
<td>In general, the writing is arranged logically, although occasionally ideas fail to make sense together. The reader is fairly clear about what writer intends.</td>
<td>The ideas are arranged logically to support the central purpose or argument. They are usually clearly linked to each other. For the most part, the reader can follow the line of reasoning.</td>
<td>The ideas are arranged logically to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning.</td>
</tr>
</tbody>
</table>
### Quality of References
- There are virtually no sources that are professionally reliable. The reader seriously doubts the value of the material and stops reading.
- Many of the sources are questionable or are incorrectly used. The reader begins to question the value of the material.
- Most of the references are from sources that are not peer-reviewed and have uncertain reliability. The reader doubts the accuracy of much of the material presented.
- Although most of the references are professionally legitimate, a few are questionable (e.g., trade books, internet sources, popular magazines, etc.). The reader is uncertain of the reliability of some of the sources.

### Use of Sources
- References are missing or incorrectly cited. Information is cited to the wrong source or is plagiarized.
- References are seldom cited to support statements.
- Although attributions are occasionally given, many statements seem unsubstantiated. The reader is confused about the source of the information and ideas.
- Professionally legitimate sources that support claims are generally present and attribution is, for the most part, clear and fairly represented. Compelling evidence from professionally legitimate sources is given to support claims. Attribution is clear and fairly represented.

### Grammar/Mechanics
- Serious errors in spelling, punctuation, and grammar.
- Many distracting errors in spelling, punctuation, and grammar.
- Distracting errors in spelling, punctuation, and grammar.
- Some errors in spelling, punctuation, and grammar.
- Freedom from distracting errors such as spelling, punctuation, and grammar.

<table>
<thead>
<tr>
<th>Total Score for this Paper</th>
<th>X 4 = Proficiency</th>
</tr>
</thead>
</table>
Appendix J: Professor’s Personal Policies

Attendance Policy: You will need to regularly login to your eCampus course (once per day, during this fast-track term—May 14-30). This is tied to the performance grade.

Policy on Late Papers: I do not accept late work, so please adhere to all submission schedules.

Academic Dishonesty Policy: If you commit literary theft, you will earn a zero on that assignment (please note that each assignment will be automatically submitted to turnitin.com, to check for similarity of content) and your name will be submitted to the Vice-president of Student Affairs.

Class Participation Standards: 10% of semester grade
Students are required to:
- Login to your eCampus course on a regular basis (daily), to read, to study, and to complete assignments
- Complete the Syllabus Quiz
- Write your professor in the class’s proxy account (maya@dcccd.edu), the direct link for which will be posted under Bulletin Board, eCampus; if you wish to pose a question, write the term QUESTION in the subject field, so I will know to immediately address
- Submit all assignments on time and in complete form, which follows instructions; please note that I do not reward mediocrity, so if you submit sub-quality work, you should not expect to earn a solid grade on class participation