Contact Information
Office: G-110R (Arts & Sciences Building)
Phone: (678)466-4734
Office Hours: Main Campus: TR. 3-5 pm
HCH Campus: TR. 11:45 a.m.-12:30 p.m.
Email: eugenengezem@clayton.edu

Course Description:
ENGL 1101 English Composition I (3-0-3) 3 semester credit hours. A composition course focusing on skills required for effective writing in a variety of contexts, with emphasis on exploration, analysis, and argumentation, and also including introductory use of a variety of research skills. Prerequisites: Learning Support students who are required to take ENGL 0099 and/or READ 0099 must exit the requirement(s) before they can enroll in this course. For all students, a grade of C or better (or K) is required in ENGL 1101 prior to enrollment in ENGL 1102. Grades of D in ENGL 1101 will not count toward graduation in any degree program.

Clayton State’s Emphasis:
At Clayton State, English 1101 is designed to increase students’ ability to construct academic written essays. The course offers instruction in writing processes, collaborative writing strategies, methods of organization, research skills, discourse conventions of Standard Written English, rhetorical strategies, computer-based writing, and the production of expository academic essays. Readings consider issues of contemporary and cultural concern. In addition, some sections are part of the freshman experience.

Outcome 1: Writing Process
Students will understand and engage in writing as a process.

Related Objectives:
• consider audience and conduct audience analysis
• use effective annotation of essays and note-taking strategies
• engage in brainstorming, outlining, and drafting strategies
• write multiple drafts
• revise, edit, and proofread drafts
• evaluate their writing processes
Outcome 2: Collaboration
Students will engage in the collaborative, social aspects of writing.

**Related Objectives**
- effectively engage in group writing and projects
- respond constructively to peers’ papers
- critique their own and others’ work in written and oral formats
- seek and use feedback from instructors and writing tutors
- engage in writing-to-learn activities

Outcome 3: Purpose/Audience Awareness
Students will write clearly for a specified audience and purpose.

**Related Objectives**
- read a variety of texts and analyze their rhetorical situations (i.e. context, audience, and aims)
- write papers with a clearly developed thesis and support designed to appeal to various audiences and contexts
- read for various purposes

Outcome 4: Rhetorical Strategies
Students will read and write a variety of nonfiction expository and argumentative genres.

**Related Objectives**
- summarize, analyze, respond to, and evaluate print and digital texts
- compare and contrast various genres, including essays (academic and popular), literature reviews, annotated bibliographies, proposals, blogs, websites, and reports
- identify and use various methods of developing paragraphs
- identify and use various organizational strategies
- distinguish types of evidence used in essays (i.e. anecdotes, logical reasoning, studies, reports, statistics, interviews, academic or popular essays, etc.)
- recognize fact, opinion, inference, and bias in texts

Outcome 5: Discourse Conventions and Effective Style
Students will produce coherent, organized, effective, readable academic writing for a variety of rhetorical situations, both print and digital.

**Related Objectives**
- understand the conventions of common academic writing (such as reading responses, blogs, listservs, message boards, academic arguments, rhetorical analyses, synthesis essays, and reviews)
- analyze discourse conventions in professional and civic contexts
- select evidence appropriate to the context to develop a claim and support
- organize papers effectively
- practice grammatical revision to produce readable, effective Standard Written English (SWE)

Outcome 6: Citation Formats
Students will learn basic citation formatting in academic writing.
Related Objectives
• understand that different disciplines use different style manuals
• understand the difference between in-text quotations, block quotations, and proper formatting for each
• use MLA to format papers and cite information
• summarize, paraphrase, and quote sources accurately to support claims

Outcome 7: Writing Aids and Technologies
Students will effectively use writing aids, such as handbooks, dictionaries, online aids and resources, and tutors to research ideas and improve their writing.

Related Objectives
• provide constructive feedback on others’ writing
• name and use one writing handbook and OWL
• name and use an authoritative online or print dictionary
• solicit constructive feedback from tutors in the Writers’ Studio
• use word processing software to effectively draft, revise, and edit papers
• use online databases to search for scholarly and popular articles
• use the Clayton State library resources to locate sources for papers

Required Texts

Recommended

OR,

Any other current writing handbook that covers, among other things, MLA format.

These books are used for BOTH English 1101 and 1102, so please do not sell back your book at the end of English 1101. Your total cost for textbooks for both semesters is approximately $130.00, or $65.00 per semester.

Other Required Materials
• Costs for printing and photocopying multiple copies of drafts of papers
• A CSU student email account that you check daily for changes, handouts, and announcements; a laptop computer (with the CSU standard software package installed). For further information on CSU’s Official Notebook Computer Policy, please go to http://itpchoice.clayton.edu/policy.htm.
• Daily, reliable Internet access for WebCT Vista

Computer Skills Prerequisites
• Ability to use the Windows operating system
• Ability to use Microsoft Word word processing
• Ability to send and receive email using Outlook or Outlook Express
• Ability to attach and retrieve attached files via email
• Ability to use a web browser.

Portfolio Requirement
Students are also required to create and post a FYW webpage and submit an electronic portfolio on this website in order to pass English 1102. See the First-Year Writing website and your instructor for further information. Webpage set up due: end week 6; Portfolios due: end week 15 in 1102.

Course Work
1. Reading Responses and In-Class Writing Assignments 40%
   These include in-class and out-of-class writing assignments that practice skills we discuss in class, respond to assigned readings, and serve as invention strategies for papers.

2. Participation, Classwork, Quizzes, and Peer Review 10%
   These include exercises, oral presentations, group collaboration, drafts of papers, and your written and oral feedback of others’ papers.

3. Papers 50%
   These academic essays include rhetorical analysis and interpretation of existing arguments as well as an argument of your own.

I use a 10-point grading scale: 90-100=A; 80-89=B; 70-79=C; 60-69=D; below 60=F.

Course Policies
Students must abide by policies in the Clayton State University Student Handbook, and the Basic Undergraduate Student Responsibilities.

1. Late work: Late work is bad for both of us; it reinforces poor time management strategies and makes it impossible for me to give sustained, careful feedback of your work. Furthermore, if you turn in work late, I may not be able to return it in time for my feedback to help you on the next assignment. In addition, much of the class activities we do simply cannot be “made up” since they focus on your active engagement with others’ ideas. Bearing this in mind, I accept late work within one week of its being due with a letter-grade-a-day penalty. When you’re out, contact a classmate and come to the next class prepared to submit the work that is due that day. All late coursework must be submitted by the end of week 15.

2. Submitting papers: This course emphasizes the development of your ideas in various stages of the writing process. We will have a workshop for each of the major writing assignments. Final papers, drafts for peer review, and all out-of-class writing should be typed on a word processor, double-spaced with 1-inch margins and font, and follow MLA guidelines. I do not accept emailed or faxed papers for final submission. Always keep a copy of any paper you submit so you can re-submit if a paper is lost. All essays, including the portfolio, must be completed to pass
the course. Late papers will receive a letter grade deduction for each day late. The final paper of
the semester must be submitted on time. All at-home writing assignments must be submitted
through a dropbox in GeorgiaView. The shorter assignments will be assessed in paragraph form
through GeorgiaView; the longer essays will also need to be printed out and will be assessed by
hand.

3. Academic Misconduct: All students will follow the “Student Code of Conduct” section of
the online Student Handbook, available at <http://a-s.clayton.edu/langlit/L&L%20Plagiarism%20Policy.htm>. Plagiarism is a form of academic dishonesty in which you
present another’s ideas as your own. Plagiarizing means you thwart your own education and
forego your responsibilities as a writer. Furthermore, you violate the ethical, academic standards
of the academic community. These standards include the value of research and informed
argument, open and honest debate and sharing of ideas, critical thinking about evidence, the
careful presentation of research, and acknowledgment of the sources of ideas. We will devote
class time to learning how to incorporate others’ ideas honestly and effectively. In addition, your
papers will be submitted to Turnitin.com, an online plagiarism detection site. Students who
violate these policies in this course will receive a range of academic and disciplinary penalties;
see the last page of this syllabus for definitions and consequences. The dropbox in Georgia
View run an automatic originality check.

4. Grading: Grades reflect my best and fairest judgment of the overall quality of your paper,
taking into account how well it fulfills the assignment and its purpose; how focused and
organized it is; how effectively it uses evidence; how effectively it communicates with its
audience; to what extent it engages its reader’s imagination and understanding; and how easily it
can be read and comprehended (reading ease is affected by factors such as unity and coherence,
grahmatical correctness, and the physical appearance of the manuscript). For further
information, see my explanation below.

• Letter grades: To earn a grade of “average” (a “C”), your essay must fulfill all the
requirements of the assignment, present an organized, fairly well-developed purpose that reflects
awareness of the terms of our discussion. If I have difficulty discerning the presence of an
argument/purpose, or if careless style or lack of organization significantly impede my ability to
discern your argument/purpose (even if the argument/purpose itself is good), your grade will be
lower than a “C.” A well-presented, well-reasoned, and insightful paper, with few grammatical
or stylistic errors, will earn a “B” while a paper of exceptional excellence in its reasoning,
handling of evidence, and presentation will earn an “A.” An “A” paper examines the issue at
hand in all its complexity and effectively fulfills its purpose through careful organization as well
as stylistic appeal.

Grade Numbering:
A   = 95
A-  = 92
B+  = 88
B   = 85
B-  = 82 etc.
• Midterm Grades: Please keep up with your progress in class by recording grades you receive. (I’m happy to help you with averaging these during office hours). I will provide you a midterm average based on your graded work to date the week of the midpoint (the deadline for withdrawal without academic penalty.)

4. In-Class Use of Notebook Computers and Electronic Devices: Student notebook computers will be used regularly in this course, but I will announce when they’re required in class. They will also be used to access course materials and communicate with your instructor. Unless otherwise announced, laptop computers will not be used in class; thus, laptops must be closed. All other electronic devices must be off. If I see you on your phone or ipad or anything else, I will mark you absent for the day.

5. Office Hours/Contact Information: One of the most valuable ways to improve your writing is through sustained, personal attention to your work. I offer this attention during office hours—Day--Hour—or by appointment. In addition, you may email me to discuss specific questions you have about your writing. You should check your CSU student email account daily for handouts, updates, and announcements; I’ll email your CSU email address if I must cancel class unexpectedly.

6. Attendance and Participation: Writing is a skill that requires practice through revisions, tutoring, and collaboration. Talking about ideas with others—including class discussions—improves your writing as it helps hone, clarify, and create knowledge. Since we are working together to improve our own and others’ writing, you should expect to participate; this is not a lecture class. For these reasons, your attendance and thoughtful participation are crucial for your success. Thus, students who miss more than 20% of classes will probably fail the course (more than 9 classes for MWF; 7 for MW, or TR). Because of the cumulative nature of the course material, if you miss 5 classes before the midpoint, you should consider withdrawing. You should be present and thoughtfully participating most of the class to receive credit for the class day. Note: I follow the University Attendance Policy, including: “Students are expected to attend and participate in every class meeting. . . . The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.”

If you are more than 10 minutes late, it will count as an absence and you will not be admitted to class that day.

Present or not, students are responsible for everything that goes on in class. Call a classmate to find out what you missed and come prepared; classmate’s name and email:

____________________________________________________.

Please discuss your options with me if you have extenuating circumstances, a severe illness, etc., that may prevent you from successfully completing the course.

The university’s weather-closing policy is available at <http://about.clayton.edu/weather.htm>. Closings are posted on the website and most major media.
7. Disruption of the Learning Environment: Behavior that disrupts the teaching and learning processes during class activities will not be tolerated, and a disruptive student may be dismissed from the course and may receive a grade of WF. Please see <http://a-s.Clayton.edu/DisruptiveClassroomBehavior.htm> for a full explanation.

Writers’ Studio (Room 224, Arts and Sciences, 678-466-4728)
I encourage students to seek additional personal instruction and tutoring at the Writing Studio, located in Room 224 Arts and Sciences Bldg. The staff can assist you with all stages of the writing process, from invention to organization to revising. They will not, however, edit your papers or correct all your grammatical mistakes. If you seek help with a specific grammatical quandary or troublesome stylistic tendency, they can show you strategies for overcoming these problems. The service is free; you may drop-in and wait for a tutor or sign up for a regular appointment. N.B.: You, not your tutor, are ultimately responsible for the quality and content of the papers you submit.

Accommodations for Students with Special Needs
Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center Room 255, phone 678-466-5445, or email: disabilityservices@mail.clayton.edu.

Helpful Links:
- Notebook computer policy: http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy
- Clayton State University Core Curriculum Outcomes: http://www.clayton.edu/Portals/5/core_curriculum_outcomes_clayton.pdf
- Instructions for withdrawal: http://www.clayton.edu/registrar/withdrawal
- Basic Undergraduate Student Responsibilities: http://www.clayton.edu/Portals/5/BasicUndergraduateStudentResponsibilities.pdf
- Incomplete grade form: http://www.clayton.edu/Portals/5/docs/Request_for_Incomplete_Grade_Form.doc
- Disruptive Classroom Behavior: http://www.clayton.edu/Portals/5/DisruptiveClassroomBehavior.pdf
- Writers’ Studio: http://www.clayton.edu/arts-sciences/english/writersstudio

Schedule of Readings and Assignments
Please Note: Reading and writing assignments are due at the beginning of class on the day for which they are listed or assigned. All reading assignments will be given IN CLASS. I will make changes to the syllabus to meet the class’s educational goals more effectively. Please keep abreast of these changes by recording them below. If you miss class, you are still responsible for any changes I announce in class, so consult a peer for what you missed.

COURSE WORK:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Aug. 19</th>
<th>Introductions; syllabus.</th>
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<tbody>
<tr>
<td></td>
<td>Aug. 20</td>
<td>Grammar Workshop.</td>
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<tr>
<th>Week 2</th>
<th>Aug. 26</th>
<th>Grammar Continued</th>
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<tr>
<td></td>
<td>Aug. 28</td>
<td>Personal Narratives.</td>
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<tr>
<th>Week 3</th>
<th>Sep. 2</th>
<th>Video</th>
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<tbody>
<tr>
<td></td>
<td>Sep. 4</td>
<td>Personal Narratives</td>
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<tr>
<th>Week 4</th>
<th>Sep. 9</th>
<th>Personal Narratives</th>
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<tbody>
<tr>
<td></td>
<td>Sep. 11</td>
<td>Read excerpt from <em>On the Road</em>.</td>
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<thead>
<tr>
<th>Week 5</th>
<th>Sep. 16</th>
<th><strong>First Draft of Personal Narrative Due.</strong> Workshop.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Sep. 18</td>
<td>Observational Writing; <strong>eportfolio website due</strong> – see eportfolio guidelines at the end of this syllabus</td>
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</tbody>
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<tr>
<th>Week 6</th>
<th>Sep. 23</th>
<th>Observational Writing Continued</th>
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<tbody>
<tr>
<td></td>
<td>Sep. 25</td>
<td><strong>Personal Narratives Due.</strong></td>
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<tr>
<th>Week 7</th>
<th>Sep. 30</th>
<th>Guerilla Assignment.</th>
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<td></td>
<td>Oct. 2</td>
<td>In-Class Writing</td>
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<tr>
<th>Week 8</th>
<th>Oct. 7</th>
<th>Writing Others’ Experiences</th>
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<tbody>
<tr>
<td></td>
<td>Oct. 9</td>
<td>Writing Others’ Experiences – <strong>Formal Observational Piece Due.</strong></td>
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<td></td>
<td>Oct. 10</td>
<td><strong>Midterm. Last Day to Withdraw and Receive a W.</strong></td>
</tr>
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<tr>
<th>Week 9</th>
<th>Oct. 14</th>
<th>No Class – Fall Break</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Oct. 16</td>
<td>Movie Unit</td>
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</tbody>
</table>
Week 10
Oct. 21  Grammar exercise
Oct. 23  Grammar exercise

Week 11
Oct. 28  Movie Unit
Oct. 30  Writing Concepts / Processes

Week 12
Nov. 4   Writing Concepts / Processes
Nov. 6   Writing Concepts / Processes

Week 13
Nov. 11  Writing Concepts / Processes
Nov. 13  Conducting Research

Week 14
Nov. 17  Writing Concepts / Processes
Nov. 19  Conducting Research

Week 15
Nov. 25  Research Day – BRING LAPTOPS
Nov. 27  No Class - Thanksgiving

Week 16
Dec. 2   First Draft of Concept/Process Essay Due
Dec. 4   Writing Concepts / Process

Week 17
Dec. 9   Final Draft of Concept/Process Essay Due
Guidelines for Writing From Sources and Consequences of Plagiarism
Dr. Lamb

The following descriptions are designed to help explain plagiarism and its consequences to help you avoid it in your writing for this course. We will devote class time to learning and understanding how to use sources in your writing, how to research and take notes effectively, how to use and cite electronic resources, and how to get help from various writing aids and resources.

Problems in Writing-from-Sources:
Inaccurate Citation: Mechanics and Format: Students are expected to cite both written (print and electronic), oral, and visual sources consulted in papers and presentations. All borrowed ideas—both direct quotations and paraphrasing from another’s work—require accurate citation, and direct quotations require quotation marks. Students should learn and use correct format for block quotes, quotations, and in-text parenthetical documentation. Source material should be introduced fully, and all borrowed ideas should be cited; Works Cited pages should be formatted correctly. Drafts of papers with inaccurate citation, mechanical citation problems, and/or Works Cited inaccuracies will require mandatory revisions; final papers with these problems will receive a letter grade deduction.

Plagiarism in 1101/1102:
Insufficient Citation: Patchwriting and Derivative Papers: Students should fully introduce and cite borrowed material. Cutting and pasting passages from your source into your own paper without citation and turning in the paper as your own is plagiarism, as is directly quoting without using quotation marks. Undocumented paraphrasing is plagiarism: fully cite the source of your ideas. In addition, students are expected to paraphrase and summarize using their own stylistic features, not the source’s, to avoid patchwriting (also called stylistic plagiarism). If your summary is too close to the original in a draft, keep working to synthesize it fully. In addition, students are expected to develop their own framework for their papers rather than borrowing their source’s argument wholesale (even if acknowledged). Drafts with several examples of insufficient citation, papers that fail to develop original arguments, papers lacking a Works Cited page, or papers that exhibit patchwriting will earn a lowered grade and will require mandatory revision; final papers will receive an F for failure to meet the minimum requirements of papers in 1101/1102.

False Submissions, Ghostwriting, or Fraud: Students are expected to write their own original papers for each assignment, from development of ideas and research to revision. If students turn in final papers substantially written by someone else (i.e. acquired or bought through the Internet, an organization, friends, family members, or another student; most of the paper cut-and-pasted from sources without documentation, etc.), the student will receive an F for the course and face disciplinary action as per the CSU Office of Student Life/Judicial Affairs (procedures available at <http://adminservices.clayton.edu judicial/>). If such a paper is submitted for a rough draft, the student will receive a 0 for the draft and be required to do a mandatory revision and/or new rough draft before submitting a final paper.

If you have any doubt about whether or not you’re plagiarizing, talk with your professor before submitting your paper.

Submitting Portfolios

English 1101
⇒ Students will create their FYW pages at https://apps.clayton.edu/eportfolio/login and draft of portfolios before **Friday 11:59pm of Week 6** each semester, which is:

Fall 2014: Sept. 19, 2014  
Summer 2015: June 19, 2015

Instructors determine:  
✓ If web page is created and uploaded correctly  
✓ If student needs workshops and tutoring to enhance writing skills  
⇒ Web page set-up counts as class work/daily grade and factors into mid-term grade

**English 1102**

⇒ Portfolio Due **Friday 11:59pm before the last week of classes** each semester, which is:

Fall 2014: Nov. 21, 2014  
Spring 2015: April 24, 2015  
Summer 2015: July 17, 2015

⇒ Counts as 20% of Final Grade in English 1102. Students must pass the portfolio to pass English 1102.

<table>
<thead>
<tr>
<th>Evaluation of Portfolios</th>
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<tbody>
<tr>
<td>- Portfolios will be read and scored by two first-year writing faculty during the last weeks of the semester. One will be the student’s 1102 professor and the other will be randomly assigned. Students must earn an average of 70 to pass 1102. If the grades vary substantially, a third rater will evaluate the portfolio.</td>
</tr>
<tr>
<td>- Students should consult the Rubric for Papers in FYW and the Critical Reading Rubric for revising papers to include (below).</td>
</tr>
<tr>
<td>- The e-portfoli0 will be scored holistically using the First-Year Writing E-Portfolio Rubric.</td>
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</table>

Evaluation data will be collected and saved in the Department of English for programmatic assessment and pedagogical improvement.

If you have questions, contact Dr. Mary R. Lamb, Department of English, 678-466-4706 or marylamb@clayton.edu. Technical questions should be directed to the HUB.
<table>
<thead>
<tr>
<th>Content and Purpose</th>
<th>Rubric for First-Year Writing</th>
<th>Non-proficiency (13-0)</th>
<th>Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High Proficiency (20-18 points)</strong></td>
<td><strong>Good Proficiency (17-16)</strong></td>
<td><strong>Minimal Proficiency (15-14)</strong></td>
<td><strong>Non-proficiency (13-0)</strong></td>
</tr>
<tr>
<td><strong>Ideas are clear, insightful, thought-provoking, and focused; consistently support the topic, thesis, and audience for the paper.</strong></td>
<td><strong>Ideas are clear but conventional or general and support the topic, thesis, and audience for the paper.</strong></td>
<td><strong>Ideas are unclear or clichéd and demonstrate a lack of focus in support of the topic or a central idea, which may be vague or missing.</strong></td>
<td>Score:</td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td><strong>Development is adequate, but may lack depth, with details and examples that arouse audience interest and provide relevant, concrete, specific, and insightful evidence with effective appeals.</strong></td>
<td><strong>Development is sufficient but general, providing adequate but perhaps not interesting details, examples, and evidence; few, ineffective, or fallacious logical, ethical, or emotional appeals.</strong></td>
<td><strong>Development is insufficient, providing scarce or inappropriate details, evidence, and examples that may include logical, ethical, or emotional fallacies or unsupported claims.</strong></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td><strong>Organization is coherent, unified, and effective in support of the paper’s purpose and consistently demonstrates effective and appropriate rhetorical transitions between ideas and paragraphs.</strong></td>
<td><strong>Organization is coherent and unified overall in support of the essay’s purpose, but is ineffective at times and may demonstrate abrupt or weak transitions between ideas or paragraphs.</strong></td>
<td><strong>Organization is confused and fragmented in support of the essay’s purpose and demonstrates a lack of structure or coherence that negatively affects readability.</strong></td>
</tr>
<tr>
<td><strong>Style and Format</strong></td>
<td><strong>Style is readable and rhetorically effective in tone, incorporating varied sentence structure and effective word choice. Some sources lack effective integration.</strong></td>
<td><strong>Style is readable, but unremarkable in tone, sometimes including a lack of sentence variety and ineffective word choice. Many sources lack effective integration. Major mistakes in MLA format and conventions of</strong></td>
<td><strong>Style is incoherent or inappropriate in tone, including a lack of sentence variety and ineffective or inappropriate word choice. Ineffective source integration; does not follow MLA format.</strong></td>
</tr>
<tr>
<td>Grammar and Mechanics</td>
<td>academic discourse.</td>
<td>conventions of academic discourse.</td>
<td>conventions of academic discourse.</td>
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<tr>
<td>paper format</td>
<td>Grammar, spelling, and punctuation are correct; meet all assignment directions; SWE works expertly to support the essay’s purpose.</td>
<td>Grammar, spelling, and punctuation are correct and meet all assignment directions; SWE works generally to support the essay’s purpose.</td>
<td>Mostly SWE and meets critical aspects of assignment directions. Some distracting errors in grammar, spelling, and punctuation.</td>
</tr>
<tr>
<td>Standard Written English (commas, s-v agr., sentence boundaries, etc.)</td>
<td>spelling</td>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td>spelling</td>
<td>Other:</td>
<td></td>
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**Note:** This course information constitutes a contract between the student and the instructor after students receive or have access to it. Nevertheless, the instructor reserves the right to effect slight and necessary changes that would lead this course to the sturdy goals for which it is intended.