

ENGLISH 3352: Reading and Writing Nonfiction

Instructor: Dr. Polette
Semester: Fall 2016
Days & Time: T/R, 9:00-10:20
Classroom: Hudspeth Hall # 200
Credits: 3
Office Hours: 7:30-9:00 T/R, 12:00-12:15 T/R, Hudspeth 216
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Required Texts:

- *Content Area Reading* by Jim Burke
- *Content Area Writing* by Jim Burke
- *Twenty-Five Great Essays, 3rd edition*, edited by Robert Diyanni
- *Vocabulary Cartoons II: SAT Word Power* by Sam Burchers, ISBN 978-0-9652422-3-3

NB: Be sure to have all these texts by the first or second day of class. Failure to have secured a book is not an excuse for not turning in an assignment. If the UTEP bookstore does not have any of the above books for sale, you may want to purchase the book from a web site such as Amazon.com and have it shipped to you in one or two days.

Purpose:

This course is designed to help you become an independent and critical thinker, writer, & learner; gain a working knowledge of the various manners and modes of nonfiction writing for young readers; understand the importance of preadolescent writing and the writing process; discover ways to connect nonfiction modes of writing and the writing process.

Procedure:

The Burke texts will help you discover some important elements about teaching reading. You should read each chapter (as per assignment) at least twice: once to get a sense of the content, twice to reflect upon the content and to make discoveries, associations, and connections. Bring to class any questions you have about the texts. In addition, we will spend a good deal of time in small groups as group work will enable us to entertain multiple points of view as we construct knowledge and meaning.

It will be beneficial to you if you take clear and concise notes during each class meeting. Your notes should include what was covered during the class and what you learned in each class (i.e., your thoughts and conclusions).

Supplies:

Manila folders (at least 8), lined clean-edged paper, a blue or black ink pen, white-out, a notebook, a collegiate dictionary, a thesaurus, an e-mail account, access to a photocopying machine, and a typewriter or word processor.

Assignments:

2 connections/reflections (100 pts. each.), 1 word/photo assignment & essay, 15 semantic responses (200 pts). Various writing activities (50 or more pts. each). 1 take-home exam (200 pts.),

Scale:

A=90-100% (excellent), B=80-89% (superior), C=70-79% (competent), D=60-69% (less than competent), F=0-59% (failing).

Attendance:

Because most of what you will learn in this course will result from your active involvement in each of class activity, you must attend every class. Please note that if you miss class 4 times, regardless of the reasons, you will lose 1 letter grade from your overall grade for the class unless you complete an outside assignment; if you miss 5 classes, you will lose 2 letter grades from your overall grade unless you complete 2 outside assignments. *It is your responsibility to sign the sign-in sheet for each class.* Outside assignments are due on the last regular class of the semester, no later. *If, however, you miss class 6 times, you will be unable to achieve a passing grade for this class, and a grade of "F" will be recorded for you. If you miss 6 classes, it is recommended that you drop this class.*

NB: Outside assignment(s) for missing 4 or 5 classes: Go to the web site NPR.ORG, and choose a program from the TED Radio Hour. Write a 1 page summary of the program. Write a 3 page essay in which you discuss how the ideas in the program intersect with what you are learning in this class. Hand in: a print copy of the summary, the essay, and an assessment form. If you miss 4 classes, complete this activity for one TED Radio Hour program; if you miss 5 classes, complete this activity for two different TED Radio Hour program. You must earn a grade of C or better on the assignment(s) for it (them) to ameliorate the loss of a letter grade or letter grades due to your absence(s) from class.

NB: It is your responsibility to keep track of the number of your absences and to complete and hand in requisite number of outside assignments (as outlined in the above paragraph) if you choose not to lose a letter grade or grades from your overall grade for this class. (You might want to circle the dates in the syllabus of any classes you miss.)

You do not need to call me if you are going to be absent. There are no excused absences (with the exception of absences due to being required to attend an official UTEP function).

If you experience a significant problem during the semester, one that will affect your attendance or grade, please let me know well before the end of the semester so that you and I can take steps to address the problem - especially if the problem will have a potentially adverse affect on your grade. It is, moreover, your responsibility to sign the attendance sheet for each class.

If you attend every class without being late or leaving early, 15 points (not 15 percentage points) will be added to the individual points (not percentage points) you have accumulated by the end of the semester.

- Late arrivals or early departures disrupt the concentration of those of us who are working; please arrive on time and stay for the entire class. Chronic late attendance (and/or early departures) will result in the loss of points from your total accumulation of points. If you sign the attendance sheet and then leave class, half an absence will be recorded for you.
- If you have children and need a place for their care, please avail yourself of the UTEP child care center; please do not bring your children to class.

- Turn off cell-phones, smart-phones, ipads, computers, and all other electronic devices before class begins. *Do not use electronic devices, unless instructed to do so, during class.*
- Do not leave class to make or receive a phone call; do not work on assignments for other classes during class. If you do text, make or receive a phone call, and/or work on other assignments, you may be asked to leave the class; an absence will be recorded for you for that day.
- Attend to personal needs before or after class, not during class.
- Do not bring food or drink to class.
- Because many discussions will take place during our class meetings, please be sure to listen (and please refrain from talking) when other people are discussing class-related issues.

Plagiarism:

If you obtain work from someone else and submit it as your own; if you use any material from another source in your work and do not give direct credit to your source; or if someone with whom you are working creates/writes any part of the work for you, you are plagiarizing. Acts of plagiarism and other forms of academic dishonesty are absolutely disallowed and will be dealt with swiftly according to UTEP's established policy.

Assignments:

All out of class assignments must be typed: 12 point serif font, double-space, one inch margins. Also, make and keep a photo-copy of every assignment you hand in so that you will always have a copy.

Place **2 copies of every assignment in a manila folder**; put your name on the tab of the manila folder; include a copy of the appropriate assessment form. *Failure to hand in two copies of an assignment will result in the loss of 1 letter grade; failure to hand in a copy of the correct assessment form will result in the loss of 1 letter grade.*

Keep all returned assignments until the end of the semester. This way you will always know what your grade is for this class: add all the points that you earned and divide by the sum of the total points possible.

NB: Before you hand in written work, take it to a qualified source for suggestions regarding revising and editing.

Do not wait until the night before the assignments are due to print or assemble them. This point cannot be stressed enough. Assignments should be ready to be handed in at the start of class. There will be no time during class to assemble the assignments.

Every semester someone approaches me with a tale of woe, one wherein he or she had waited until the night before the assignment was due (or the morning it was due!) to attempt to print it, only to experience a computer freeze, a sudden ink drought, or a thumb-drive denial. If you decide to "roll the dice" in preparing your assignment, but come up "snake-eyes," then I'll respect your choice. But your assignment, if not handed in on time, due to technical difficulties, will be counted as late.

Late Work:

Late assignments lose one letter grade per day (not per class meeting, but per day). An assignment is late if a hard copy of it is not in the class set of assignments that are with me when I leave campus. If you miss class the day an assignment is due, send it to class with someone else. An assignment that is late should not be put in my mailbox in the English Department Office in Hudspeth Hall or left outside my office door, but should be given directly to me. **NB:** *Late assignments will not be accepted after four days (four days, not four class periods) past the original due date.*

Special Help:

Because this is an upper-level English class, you should possess those writing skills that are necessary for you to express your thoughts in clear and effective language: you should be able to develop your thoughts in a written form that is clear and cohesive; should be able to support general assertions with facts, examples, and illustrations; should be able to create a sense of logical coherence in your writing; should be able to construct clear and concise sentences; should be able to connect your sentences by using transitional devices; and should be able to use standard punctuation, mechanical constructions, and spelling.

If you do not possess such skills, or if you are not sure how to construct academic prose (see the grading criteria), I strongly advise you to get assistance from a qualified source and to put together an immediate, proactive plan that will help you become a stronger writer.

I will be glad to help you during my office hours (or by appointment). You can also get help from the Tutorial/Writing Center in the UTEP Library.

— SYLLABUS —

- This syllabus is subject to change at my discretion to meet instructional needs and/or to accommodate time constraints; changes may include additional assignments. Bring this syllabus to class every day; also bring the material you have read and written for the day. Quizzes, both announced and unannounced, will be given throughout the semester.
- Bring *Vocabulary Cartoons* and *Twenty-Five Great Essays* to each class.

August

23 Presentation of syllabus, introduction, approaches to reading & writing nonfiction

25 Bring *Twenty-Five Great Essays* (3rd edition) edited by Robert Diyanni to class.
Read: *Content Area Reading*, Chapter One

30 Bring *Twenty-Five Great Essays* (3rd edition) edited by Robert Diyanni to class.

September

1 Read: *Content Area Reading*, Chapters Two-Three

6 Read: *Content Area Reading*, Chapters Four-Five

- 8 Read: *Content Area Reading*, Chapter Six
- 13 Content Area Reading
Response Essay Assignment Directions and Assessment Form will be given to you in class or e-mailed to you.
- 15 Content Area Reading
Response Essay Assignment due
- 20 Content Area Reading
- 22 Content Area Reading
- 27 Content Area Reading – (**Start working on the 18 connections assignment.**)
- 29 Content Area Reading
NB: Check the number of your absences.

October

- 4 Content Area Reading
9 Connections Assignment Due. Turn in *two copies* of the assignment and one copy of the grading form in a manila folder; put your name on the tab of the folder.
- 6 Content Area Reading
- 11 Content Area Reading
- 13 Content Area Reading
- 18 Content Area Reading
- 20 Content Area Reading
- 25 Content Area Writing
- 27 Content Area Writing
NB: Check the number of your absences.
- 28 Last day to drop/withdraw from the class.

November

- 1 **9 Connections Assignment Due.** Turn in two copies of the assignment and one copy of the grading form in a manila folder; put your name on the tab of the folder.
- 3 Read: *Content Area Writing*, Chapters One-Two
- 8 Content Area Writing

- 10 Read: *Content Area Writing*, Chapters Three-Four - (**Start working on the Word/Photo Assignment.**)
- 15 Content Area Writing
- 17 Read: *Content Area Writing*, Chapters Five-Six
- 22 **Word/Photo Assignment Due** – Turn in two copies and one copy of the grading form in a manila folder; put your name on the tab of the folder.
- 24 *Thanksgiving – no class meeting*
- 29 Content Area Writing

December

- 1 **15 Semantic Responses Due.** Turn in two copies of the assignment and one copy of the grading form in a manila folder; put your name on the tab of the folder.
Assignments for Missed Classes Due.
- 8 **Take-Home Exam due: 10:00 a.m.** The folder you turn in should contain the list of animals, five different (clear) images of the animal, the list of attributes and actions for one animal, one copy of your essay, and the grading form. Put the grading form on top. Put your name on the tab of the folder.

How to Read an Essay

1. Identify the “issue” or problem the writer is concerned with. The issue or problem is usually expressed in the first part of the essay, often in the first paragraph. Some examples: racism in America, failing educational standards, the right to own a firearm.
2. Identify the writer's thesis, which is his or her main point of argument about that issue. For example: America's public schools are failing (issue) and we need a school voucher system that allows parents to choose their children's schools (thesis). The thesis will be expressed at the start of the essay, though not necessarily in the first paragraph.
3. List the clearly stated assumptions the writer makes (schools are failing) and consider whether they are true (are our schools really failing?).
4. List the unstated assumptions the writer makes (schools are failing, not students or parents) and consider what problems the writer is choosing to ignore. (Finding unstated assumptions requires you to use careful inferential thinking.)
5. Look for the writer's definitions of terms and consider whether you agree with those definitions. Examples: Do you understand and agree with her definition of education? Her definition of failure? Her definition of rights?
6. Carefully determine which examples the writer uses to persuade you that the issue exists (examples of school failure) and which examples the writer uses to persuade you that her solution to the issue is the best (examples of how vouchers work well). These examples and logical reasoning will make up the body of the essay. Evaluate each one for its logic and effectiveness.
7. The end of the essay will usually attempt to persuade you, or the intended reader, to take some cognitive or physical action in accordance with the writer's views.

9 Connections/Reflections Assignment: Content Area Reading - 100 points

Directions: Locate 9 quotations the Burke text (3 per chapter in Chapters 1-3 for the first connections assignment, and 3 per chapter in Chapters 4-6 for the second connections assignment) that connect with ideas/activities about reading and the teaching of reading (nonfiction) that you discovered in class meetings.

- Cite the idea in each text. Give the page number.
- Explain in 3-5 sentences what the connections are. Precision, concision, and clarity are essential. (Sentences that are connected and sentences that show relation and cause/effect should be employed.)

Examples:

1. **Quotation:** “Invest in teaching students to self-monitor their learning” (p. 43).

Connections (quote the quotation): In class, we discovered how important it is to “self-monitor” our learning. Before we read about the great “dust bowl,” we predicted content that pertained to the questions that focused on causes and effects; we then read to verify our predictions. As we read, we self-monitored our progress, that is, we focused our attention and read to identify the causes and effects of the dust bowl; in this way, we knew what we needed to locate in the text, and we successful in doing so. And because we were successful in doing so, we comprehended the text successfully and easily.

2. **Quotation:** “When you take time to activate background knowledge or otherwise prepare the brain to learn or remember material, you increase the likelihood of comprehension and retention” (p. 13).

Connections: During the second day of class, we learned the importance of previewing a text in order to “activate background knowledge.” By first displaying an image of a woman who appeared to be caught in a dust storm, Dr. Polette invited us to speculate as to who the woman was, where the event had taken place, when the event had taken place, the cause of the event, and the results of the event. As we discussed possible answers to the questions that Dr. Polette had ask us to think about, we were activating our “prior knowledge”; because he had not solid facts or clear context to use to accurately answer Dr. Polette’s questions, we had to rely on our preexisting schema, on our ability to use close observation, and on our ability to make inferences. Once we posited a variety of possible answers, we, as a class, became intensely curious about the actual answers to the questions we had been thinking about, and because we were curious, our brains were prepared “to learn” and “remember” the material that we then read.

9 Connections/Reflections Assignment Assessment Form: Content Area Reading

- _____ 90-100: 9 quotations & connections; connections are precise, concise, and clear. No mechanical errors.
- _____ 80-89: 9 quotations & connections; connections are generally precise, concise, and clear. Few minor mechanical errors.
- _____ 70-79: 9 quotations & connections; connections are somewhat precise, concise, and clear. Some mechanical errors.
- _____ 60-69: 9 (or fewer) quotations & connections; connections are not precise, concise, or clear. Mechanical errors are present to a degree to be disruptive.
- _____ 0-59: 9 (or fewer) quotations & connections; connections are not at all precise, concise, or clear. Myriad mechanical errors. 18 Connections/Reflections

3352: Word Photo Assignment

Directions: Choose 8 words from *Vocabulary Cartoons*. Make 4 photographs of places or objects in El Paso that represent 8 words (8 words, 4 photographs: 2 words per photograph). Create a powerpoint presentation of the words & photographs.

On one slide place the photography of the item that exemplifies the 2 words that you have chosen to represent the photograph.

On the next slide place the photograph of the item, the words, the definition of the words, and a brief explanation of how the photograph represents words; explain where/what the item in the photograph is and include the definitions of the words in the explanation.

Be sure the words are used in grammatically correct ways (if the word is a noun, it must be used in the sentence as a noun; if the word is an adjective, it must be used in the sentence as an adjective).

Words: *Aesthetic* - having to do with artistic beauty (aesthetic is an adjective)
Inundate - to overwhelm with abundance or excess, flood (inundate is a verb)

Photograph: The El Paso Museum

Explanation: The El Paso Museum of Art is the city's *aesthetic* centerpiece because it houses myriad paintings which are splendid examples of *artistic beauty*. The museum contains just the right number of paintings, not too few, and not too many which would *inundate* visitors with an *excess* amount of art.

Essay: Write a 3 page essay (with thesis statement) in which you describe what 3 things (ideas, concepts, educational benefits, etc.) you discovered by engaging in the word-photo activity.

Assessment Form for Word/Photo PowerPoint

0-50 _____ **The PowerPoint exemplifies the directions for the assignment. Words are used in ways that adhere to standard semantic and grammatical usage (e.g., words that are actually nouns are not used inappropriately as verbs or adjectives).**

ASSESSMENT FORM FOR 3351 WORD-PHOTO MINI-ESSAY: 50 points

_____ 45-50 — A

Mini-essay is clear, complete, well-organized, contain examples/illustrations, are insightful. Each ¶ has a clear topic sentence that presents one idea to be developed. Topic sentence is followed by a restriction/transition sentence(s). An example/illustration is included. A cogent discussion and quotation relates the example to the idea in the topic sentence. Each paragraph is clearly focused. Wording is clear in sentences that are precise. Abstract terms are defined and used effectively. Effective syntax throughout. cohesion is clear; transitions are effective. No mechanical errors present; departures from convention appear intentional and are effective.

_____ 40-44 — B

Mini-essay is generally clear, complete, well-organized, contain examples/illustrations. Each ¶ has a clear topic sentence that presents one idea to be developed. Topic sentence is followed by a restriction/transition sentence(s). An example/illustration is included. A cogent discussion and quotation relates the example to the idea in the topic sentence. Each paragraph is focused. Wording is clear in sentences that are precise. Abstract terms are generally defined and used effectively. Effective syntax throughout. Cohesion is clear; transitions are effective. Very few mechanical errors present.

_____ 35-39 — C

Mini-essay is not well-organized, contains a few examples/illustrations. Each ¶ has a clear topic sentence that presents one idea to be developed. Topic sentence is followed by a restriction/transition sentence(s). An example/illustration is included. A discussion may not effectively relate the example to the idea in the topic sentence. Each paragraph is somewhat focused. Wording is generally okay; sentence variety may not be present. Abstract terms are sometimes defined and used effectively. Syntax may need revision. Cohesion is in need of further work; transitions somewhat effective. Some mechanical errors present.

_____ 30-34 — D

Mini-essay is generally not clear and is in need of significant development. Each ¶ may be in need of a stronger topic sentence. Topic sentence is often not followed by a restriction/transition sentence(s). An example/illustration is generally not included. A discussion may be missing. Each paragraph needs revision. Wording is generally okay; sentence variety may not be present. Abstract terms are not defined and are not used effectively. Syntax needs revision. Cohesion is in need of further work; transitions are missing. Many mechanical errors present.

_____ 0-29 — F

Mini-essay is not clearly organized, completely lacking in development. Each ¶ needs topic sentence. Topic sentence is not followed by a restriction/transition sentence(s). An example/illustration is not included. A discussion may be missing. Each paragraph is needs substantial revision. Wording is not effective; sentence variety not present. Abstract terms are not defined and are not used effectively. Syntax needs revision. Cohesion is in need of further work; transitions are missing. Myriad mechanical errors present.

3352: 15 Semantic Responses - Worth 200 pts.

Hand in 2 copies of this assignment and the assessment form. Failure to hand in 2 copies of this assignment and/or the assessment form will result in the loss of 1 letter grade for each missing item.

- A. Choose 15 words from *Vocabulary Cartoons* and explain how each of them exemplifies something specific you learned in English 3352.
- a. Give the word, the part of speech, the definition, and the page number from *Vocabulary Cartoons*.
 - b. Explain how the word exemplifies or cross-connects with something you learned in 3352. Give an example of a class activity. Be sure to use the word in a way that is grammatically appropriate; that is, do not use an adjective as a noun, do not use a noun as a verb, etc. **Read the sample sentences for each of the words in *Vocabulary Cartoons* to see how the words functions grammatically.**
 - c. Explain the connection (what it important about what you learned, the value of what you learned, or the benefits of what your learned).

Examples: (follow this format)

1. **Adroit**, adjective: “clever or skillful in using the hands or mind” (14)

Explanation: When I first began wrestling with rhetorical structures (sentence patterns, writing patterns, paragraphs), I was not very *adroit* at the task (*assertion*). As I discovered how to understand, differentiate, and use rhetorical forms — the “When” writing pattern and the persuasive paragraph, for example — I become much more *skillful* as a writer (*example*). Prior to learning to use rhetorical structures, I notice that my writing was generally vague and lacked variety and coherence; now, however, because I can now organize my thoughts in new and more effective ways, ways based on rhetorical forms that I learned in this class, and on ways that I could not before, my writing is much more concrete, varied, and coherent (*explanation*).

2. **Deter**, verb: “to discourage; to keep someone from doing something” (107)

Explanation: As we participated in various activities that were designed to help us develop stronger and more accurate reading skills, I realized that many of my unconscious reading routines and habits often *deter* me from fully comprehending a text. When I worked with the F.I.R.E. activity, however, I realized that in order to be a successful reader — and to keep from being *discouraged* as I read — I discovered that I had to look for and locate key textual elements, elements that were essential to identify so that I could comprehend the text more fully. By

identifying and locating these key elements (facts, settings, structure, causes and effects, author's purpose, intended audience), I was found that my reading skills became enhanced because I was using metacognition and targeted reading. As a result of developing these new skills, I am now aware of the different mental strategies I must utilize, not on for myself, but with my future students, I am to continue to become a more successful reader and if I am going to be able to teach future students how to become successful readers as well.

Assessment Form: 15 Semantic Responses

Choose 15 words from *Vocabulary Cartoons* and explain how each of them connects with or exemplifies something you learned in English 3352.

- a. Give the word, the part of speech, the definition, and the page number.
- b. Explain how the word exemplifies or cross-connects with something you learned in 3352. Give an example of a class activity.
- c. Explain the connection (what it important about what you learned, the value of what you learned, or the benefits of what your learned).
- d. The writing is clear, unified, coherent, and organized. Transitional words and phrases are present and effective. Sentence variety is present.
- e. The writing is free from mechanical errors.

_____ 180-200: Meets all or nearly all of the criteria

_____ 160-179: Meets most of the criteria

_____ 140-159: Meets some of the criteria

_____ 120-139: Meets few of the criteria

_____ 0-119: Meets none of the criteria

English 3352: Take Home Exam - Worth 200 pts.

1. Make a list of 10 animals that can be found only on the island of Madagascar.
2. Choose 1 animal.
3. Find 5 different images of the animal (include them in the folder you hand in).
4. List the **attributes** of the animal and the **actions** it can perform.

Example: Leopard Frog (This frog is not found in Madagascar; it is being used only as an example for the take-home exam.)

Attributes: green w/ black spots, four-legged, webbed back feet, eyes on top of its head, long back legs, smooth skin, wide mouth. . . .

Actions: able to leap 12x in body length, hops, swims like a stealth submarine, able to see above the surface of the water, can sit meditatively for hours, can swallow prey almost as big as itself, croaks to the moon on summer nights, hibernates in a muddy home during the winter. . . .

In a 7-8 page essay (double spaced, 12 point font), discuss how what you learned in this class this semester is related to the animal you have chosen. Choose actions and attributes that connect animal and learning. (One attribute or action per ¶.)

Example (one paragraph in the body of the essay):

One thing that I learned in ENGL 3352 that cross-connects with the leopard frog is the notion of **waiting** (*the idea in the topic sentence that controls the rest of the ¶*). Just as the spotted amphibian perches on a benighted lily pad for hours without flinching or moving, so to did I discover the value of waiting on the lily pad of my mind for the right idea to come along (one idea you discovered in class that connects with one aspect of the animal). For example, (*transition words*) when I participated in the earthquake activity and tried to think of what both photographs of demolished cities had in common, I found that I had to literally make my mind slow down and that I had to wait-like the leopard frog-for ideas to come to me. The value, for me, in learning to wait was that I was able to center myself and open myself up to new ideas, new observations, and new discoveries. And because I made the discoveries myself — Dr. Polette did not have to tell me what the photographs had in common — I “owned” them. In other words, the ideas I found through waiting were my ideas, my discoveries; and those ideas and discoveries are ones that I will never forget. Waiting like a leopard frog taught me that one way to learn is to allow time for ideas to come to me; and when the right ideas come along, they are certainly something to croak about.

The folder you turn in should contain the list of animals, five different (clear) images of the animal, the list of attributes and actions for one animal, one copy of your essay, and the grading form. Put the grading form on top.

Criteria: Take-Home Exam

Each ¶ in the essay has a clear topic sentence which relates one aspect of the animal to one idea you learned in class.

Each ¶ in the essay relates the animal-aspect. Each ¶ in the essay offers one example of what you learned in class. Each ¶ in the essay discusses, specifically, what is important about what you learned.

Each ¶ in the essay has clear, specific language; has sentences that are logically connected; has appropriate transition words/phrases; has appropriate pronoun usage and antecedents; has sentence variety; and is free from usage, spelling, or punctuation errors.

ASSESSMENT FORM FOR 3352 TAKE-HOME EXAM: 200 points

_____ 180 _____ 190 _____ 200 — A

- Essay is clear, complete, well-organized, and contains examples/illustrations, are insightful.
- Each ¶ has a clear topic sentence that presents one idea to be developed. Topic sentence is followed by a restriction/transition sentence(s). An example/illustration is included. A cogent discussion and quotation relates the example to the idea in the topic sentence. Each paragraph is clearly focused.
- Wording is clear in sentences that are precise. Abstract terms are defined and used effectively. Effective syntax throughout. Cohesion is clear; transitions are effective.
- No mechanical errors present; departures from convention appear intentional and are effective.

_____ 160 _____ 170 _____ 178 — B

- Essay is generally clear, complete, well-organized, and contains examples/illustrations.
- Each ¶ has a clear topic sentence that presents one idea to be developed. Topic sentence is followed by a restriction/transition sentence(s). An example/illustration is included. A cogent discussion and quotation relates the example to the idea in the topic sentence. Each paragraph is focused.
- Wording is clear in sentences that are precise. Abstract terms are generally defined and used effectively. Effective syntax throughout. Cohesion is clear; transitions are effective.
- Very few mechanical errors present.

_____ 140 _____ 150 _____ 158 — C

- Essay is not well-organized, contains a few examples/illustrations.
- Each ¶ has a clear topic sentence that presents one idea to be developed. Topic sentence is followed by a restriction/transition sentence(s). An example/illustration is included. A discussion may not effectively relate the example to the idea in the topic sentence. Each paragraph is somewhat focused.
- Wording is generally okay; sentence variety may not be present. Abstract terms are sometimes defined and used effectively. Syntax may need revision. Cohesion is in need of further work; transitions somewhat effective.
- Some mechanical errors present.

_____ 120 _____ 130 _____ 138 — D

- Essay is in need of development.
- Each ¶ may be in need of a stronger topic sentence. Topic sentence is often not followed by a restriction/transition sentence(s). An example/illustration is generally not included. A discussion may be missing. Each paragraph needs revision.
- Wording is generally okay; sentence variety may not be present. Abstract terms are not defined and are not used effectively. Syntax needs revision. Cohesion is in need of further work; transitions are missing.
- Many mechanical errors present.

_____ 0-118 — F

- Essay is not clear and in need of significant development.
- Each ¶ needs topic sentence. Topic sentence is not followed by a restriction/transition sentence(s). An example/illustration is not included. A discussion may be missing. Each paragraph is needs substantial revision.
- Wording is not effective; sentence variety not present. Abstract terms are not defined and are not used effectively. Syntax needs revision. Cohesion is in need of further work; transitions are missing.
- Myriad mechanical errors present.