

ENGLISH 3352: Reading & Writing Nonfiction

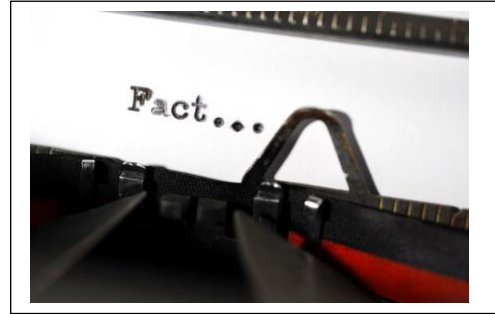
Instructor: Dr. Polette

Semester: Fall 2021

Day/Time: T/R 10:30 – 11:50 a.m.

Room: Online

Credits: 3



Office Hrs: T/R 7:45 – 8:45 a.m. & 12:00 – 1:00 p.m., and by appt.

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Required Texts:

*Please note that *Content Area Reading* and *Content Area Writing* are only available as Kindle Editions **or** as Used Print Copies (via Amazon).

- *Content Area Reading* by Jim Burke

Kindle Edition **or** Used Print Copy (Amazon):

https://www.amazon.com/Teachers-Essential-Guide-Content-Reading-ebook-dp-B00BLR81V6/dp/B00BLR81V6/ref=mt_other?encoding=UTF8&me=&qid=1627997860

- *Content Area Writing* by Jim Burke

Kindle Edition **or** Used Print Copy (Amazon):

https://www.amazon.com/Teachers-Essential-Guide-Content-Writing/dp/0439934478/ref=pd_sim_1/143-4998907-6537614?pd_rd_w=OeEFb&pf_rd_p=6caf1c3a-a843-4189-8efc-81b67e85dc96&pf_rd_r=Z2HR603J9SF0R5MN2SWF&pd_rd_r=71eaba8e-bff3-4c5e-9638-95a5e5a00acd&pd_rd_wg=MVnLF&pd_rd_i=0439934478&psc=1

- *Twenty-Five Great Essays, 3rd Edition*, edited by Robert Diyanni

Available for purchase in the **UTEP Bookstore** or from Amazon (or from other online sites)

<https://www.amazon.com/Twenty-Five-Great-Essays-Penguin-Academics/dp/0205535569>

For *Twenty-Five Great Essays*, please be sure to purchase the **3rd edition**.

NB: Be sure to have these texts by the first day of class.

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 and writing. 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).

Communication

- I will communicate with you in person and via UTEP e-mail & BlackBoard Announcements. I will respond to e-mails within 24 hours, if not sooner. I recommend that you download and install *Outlook Express* on your phone and/or computer.
- If you need to speak to me, we can meet during my office hours or by appointment; I can also arrange a Zoom conversation.
- Check your UTEP e-mail and BlackBoard announcements regularly, *at least once per day*.

Technology Requirements

- Some of the course content is delivered via the Internet through the Blackboard learning management system. *Be sure that your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and*

Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications.

- Access to a computer/laptop, a scanner, a webcam, and a microphone.
- Download or update the following software: *Zoom, Microsoft Office, Adobe Acrobat Reader, QuickTime, and Java*. Check that your computer hardware and software are up-to-date and able to access all parts of the course.
- If you do not have a word-processing software, you can download *Microsoft Word and other Microsoft Office programs* (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

NB: If you encounter technical difficulties, contact the [UTEP Help Desk](#).

Grading Scale

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

Grades

Grades will be based on overall points for the course: 665 points

Point Values: 600-665 = **A**, 532-599 = **B**, 466-531 = **C**, 399-461 = **D**, 398-0 = **F**.

Assignments: Upload to BlackBoard; see BlackBoard and the syllabus for Due Dates.

1. "Toys" response, 45 pts
2. Bulleted list, 30 pts
3. Bulleted list, 30pts
4. Bulleted list, 30 pts
5. Bulleted list, 30pts
6. 9 Connections 1, 100 pts
7. 9 Connections 2, 100 pts
8. Writing Portfolio, 100 pts
9. Take-Home Exam, 200 pts

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 **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. It is, moreover, your responsibility to sign the attendance sheet for each class.

It is very important that you attend class meetings because the 9 connections essays and the take-home exam that you will write will focus on how what you learned during class connects with ideas in the textbook.

- a) 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.)
- b) *If you experience a significant problem during the semester — e.g. Covid 19 — one that will affect your attendance or grade, please let me know ASAP and 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 effect on your grade.*
 - If you are affected by COVID 19, please contact covidaction@utep.edu.
- c) If you attend every class without being late or leaving early, 20 points (not 20 percentage points) will be added to the individual points (not percentage points) you have accumulated by the end of the semester.
- d) 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. Please arrive at least 5 minutes before 9:00 a.m.; class will begin promptly at 9:00.
- e) If you have children and need a place for their care, please avail yourself of the UTEP childcare center; please do not bring your children to class.

- f) Turn off and put away cell-phones, smart-phones, ipads, tablets, computers, and all other electronic devices before class begins. Do not use any electronic devices, unless instructed to do so, during class.
- g) Do not leave class to make or receive a phone call; do not work on assignments for other classes during class. Attend to personal needs before or after class, not during class. *Do not bring food to class.*
- h) 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.
- i) Do not work on assignments or activities for other classes during class.

Disability Support

If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at <https://www.utep.edu/student-affairs/cass/>.

COVID-19

If you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms, please stay home (for in-person classes). If you are diagnosed with Covid-19, please let me know as soon as possible, so that we can work out appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The **Student Health Center** is equipped to provide COVID-19 testing: **Union East, 915-747-5624**, studenthealth@utep.edu

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best ways that UTEP Miners can take care of Miners are to wear a mask and to get the vaccine. If you need the vaccine, it is widely available in the El Paso area and

will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.

Personal Support

If you find that you are in need of personal support during the semester, please contact **UTEP Counseling and Psychological Services**: 202 Union West, 915-747-5302 or <https://www.utep.edu/student-affairs/consel/> - or call the **24 hour Emergency Crisis Hotline at 915-779-1800**.

Special Circumstances

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 effect on your grade.

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.

Manuscript Form

All assignments must be typed and must have:

- 12 point font
- *Only* Times New Roman or Georgia or Century Schoolbook (font)
- black ink
- double-spacing
- one inch margins

NB: Before you post written work, take it to a qualified source for suggestions regarding revising and editing, such as the **Tutorial/Writing Center in the UTEP Library**: <https://www.utep.edu/uwc/>.

Pay careful attention to the grading criteria for standard academic writing on page 10 and to the assessment form for each assignment.

Late Work

- Late assignments one letter grade per day late.
- Having a grade of 0 for any assignment will negatively affect your overall grade for the course.

Writing Skills

Even though all languages are incredible valuable, and each has an essential beauty, power, and grandeur, this is an upper-level English class; as such, you should possess those writing skills that are necessary for you to express your thoughts in clear and effective language in English:

- 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, illustrations, and explanations;
- 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 use language that is clear, precise, specific, and concrete;
- should be able to connect your sentences by using transitional devices;
- and should be able to use standard punctuation, mechanical constructions, and spelling.

Support for Writing

1. If you do not possess the requisite writing skills to be able to construct effective academic prose, or if you are not sure how to construct academic prose (see the grading criteria for standard academic writing on page 10), I strongly advise you to secure assistance from a qualified source and to put together an immediate, proactive plan that will help you become a more effective writer.

2. I will be glad to help you by appointment. I will also be glad to talk with you about an assignment before it is due. If you wish to talk with me about an assignment before it is due, arrange to meet with me in person or online; bring a draft of your assignment and have specific questions about your draft, that is, have questions that will let me know what concerns you have about your work and what, specifically, you wish to discuss.
3. You can receive help **online** from the **Tutorial/Writing Center in the UTEP Library**: <https://www.utep.edu/uwc/>

Questions or Concerns

- If you have any questions or concerns about anything in the syllabus or anything in the course at any time, please share them with me in person or via e-mail asap.
- If you do not share questions or concerns, then I have no way of knowing what is on your mind or how to be of assistance to you.

Netiquette

When e-mailing me, please begin with an *appropriate greeting* (e.g., Dear Dr. Polette, or Hello Dr. Polette, or Good Morning Dr. Polette, etc.), and *also provide your name and what class you are in* (eg., This is _____, and I am in your class, Engl _____), since I teach more than one class.

Course Drop Policy

According to UTEP Curriculum and Classroom Policies, “When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of “W” before the course drop deadline and with a grade of “F” after the course drop deadline.” Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I may drop you from the course. I will provide 24 hours advance notice via email.

OR

I will not drop you from the course. If, however, you feel that you are unable to complete the course successfully, please let me know and then contact the [Registrar's Office](#) to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

Agreement

If you elect to remain in this class, then you are agreeing to adhere to all the class policies which are detailed in this document and to complete the assignments which are posted on BlackBoard.

Criteria for Standard Academic Writing

See page 10.

Criteria for Standard Academic Writing (how your writing will be evaluated)

A: Development

1. Insightful, original, and general ideas and assertions are supported with facts, examples, illustrations, &/or explanations; facts, examples, illustrations, etc. are developed with explanations.
2. Only one idea per paragraph is asserted and developed.
3. Clear definitions are used where needed; especially for abstract words like “creativity,” “imagination,” “critical thinking,” “thinking skills,” “literacy,” etc.
4. All the directions for the assignment have been followed. **NB:** *Projects, assignments, and written products that do not correspond to the written directions will not receive a passing grade.*

B: Organization

1. Each paragraph has a clear topic sentence.
2. Each topic sentence presents one idea to be developed.
3. Each paragraph contains facts, example(s), and/or an illustration that relates to the idea in the topic sentence.
4. Writing displays a clear sense of order among the sentences within each paragraph. There are no “idea or content gaps”; that is, ideas and facts are connected from sentence to sentence; transitional words and phrases are used where needed.
5. A clear and effective discussion relates the facts, examples and/or illustration to the idea in the topic sentence. Eg, each discussion describes the importance or purpose of each fact, example, or illustration.

C: Wording

1. Simple, energetic language is used in sentences that are clear and direct. Figurative language is employed where appropriate.
2. No passive voice (unless there’s a reason).
3. Sentence variety is present (sentences are not constructed in the same way).
4. Important words and concepts are defined and are used consistently and clearly.

D: Cohesion

1. Transitional words and phrases are used in and among paragraphs and sentences.
2. Parallel constructions are used correctly.
3. Pronouns are used correctly: every pronoun has a clear antecedent.
4. No shifts from past to present tense.
5. All quotations and outside material are introduced; page number and source are provided.

E: Sentence Structure, Punctuation, and Spelling

1. No run-on sentences. No sentence fragments.
3. No dangling modifiers or misplaced (or incorrectly used) phrases.
4. No convoluted sentences: sentences that contain too many disparate ideas, or sentences that are so long or uncoordinated that they fail to convey what they attempt to convey.
5. Proper punctuation: comma, semi-colon, apostrophe, etc. Words are spelled correctly.

F: Manuscript Form

1. One inch margins; number the pages at the bottom (center).
2. Use double-spacing.
3. Use twelve point font.
4. Use either Times New Roman, Georgia, **or** Century Schoolbook font.
5. Use black ink.
6. The pages of the assignment are numbered.

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 and/or quizzes.
- The assignments for this course will require time, effort, thought, reflection, and revision. I strongly recommend that you read the directions and scrutinize the examples for each assignment, exam, and project, and that you allot yourself ample time to complete each assignment, exam, and project. In other words, if you wish to hand in work that has a greater potential for exhibiting insightful thoughts and for displaying the clear and cogent expression of those thoughts in well-organized prose, it is generally a good idea not to wait until a night or two before an assignment, exam, or project is due to begin working on it. **See pages 14-20** (and see BlackBoard).

August

- 24 Presentation of syllabus, introduction, approaches to reading & writing nonfiction
- 26 Bring *Twenty-Five Great Essays* (3rd edition) edited by Robert Diyanni to class.
- 31 Bring *Twenty-Five Great Essays* (3rd edition) edited by Robert Diyanni to class.

September

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

Assignment: "Toys" response. Upload to BlackBoard.

- 9 **Read:** *Content Area Reading*, Chapters 1-3

- 14 Content Area Reading

Assignment Due: Write: Make a bullet-list of the 10 most important ideas each chapter, 1-3, of *Content Area Reading*. *Worth 30 points.* **Upload to BlackBoard.**

- 16 Content Area Reading

- 21 Content Area Reading

- 23 Content Area Reading

- 28 Content Area Reading

30 **9 Connections Assignment Due (Burke Chapters 1-3). Upload to BlackBoard.**

October

5 **Assignment Due: Write:** Make a bullet-list of the 10 most important ideas in Content Area Reading, chapters 4-6. *Worth 30 points.* **Upload to BlackBoard.**

7 Content Area Reading

12 Content Area Reading

14 Content Area Reading

19 Content Area Reading

21 Content Area Reading

26 Content Area Reading

28 **9 Connections Assignment Due (Burke Chapters 4-6). Upload to BlackBoard.**

November

2 **Read:** *Content Area Writing*, Chapters 1-3

Assignment Due: Write: Make a bullet-list of the 10 most important ideas in each chapter, 1-3. *Worth 30 points.* **Upload to BlackBoard.**

4 Content Area Writing

9 Content Area Writing

11 **Read:** *Content Area Writing*, Chapters 4-6

Assignment Due: Write: Make a bullet-list of the 10 most important ideas in each chapter. 4-6. *Worth 30 points.* **Upload to BlackBoard.**

16 Content Area Writing

18 Content Area Writing

23 Content Area Writing

25 *Thanksgiving* (no class meeting)

30 Content Area Writing

December

2 **Writing Portfolio and Reflection Essay Due. Upload to BlackBoard.**

3 Dead Day

9 ***Take-Home Exam due: 12:45 p.m. Upload to BlackBoard.**

9 Connections/Reflections Assignment #1: *Content Area Reading* - 100 points

Due: Sept. 28th; upload to BlackBoard

Directions: Locate 9 quotations the Burke text (3 per chapter in Chapters 1-3) that connect with ideas/activities about reading and the teaching of reading (nonfiction) that you discovered in class activities. *Each quotation from the Burke text should be 1-3 sentences in length.*

- Cite the idea in each text. Give the page number.
- Explain the connections in 5-6 sentences. Precision, concision, and clarity are essential. (Sentences that are connected and sentences that show relation and cause/effect should be employed.)
- Begin each connection with a topic sentence that cites specific language from the quotation. Give a specific example from a class activity. Explain the connection between the quotation and class activity; quote the quotation from Burke in the explanatory section.

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

9 Connections/Reflections Assignment #2: Content Area Reading - 100 points

Due: Oct. 28th; upload to BlackBoard

Directions: Locate 9 quotations the Burke text (3 per chapter in Chapters 4-6) that connect with ideas/activities about reading and the teaching of reading (nonfiction) that you discovered in class activities. *Each quotation from the Burke text should be 1-3 sentences in length.*

- Cite the idea in each text. Give the page number.
- Explain in 5-6 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.)
- Begin each connection with a topic sentence that cites specific language from the quotation. Give a specific example from a class activity. Explain the connection between the quotation and class activity; quote the quotation from Burke in the explanatory section.

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

Hand in 2 copies of this assignment and one copy of 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.

In a six page essay, describe/articulate what you learned by engaging in the production of writing portfolio. Begin with a brief introductory paragraph which contains a clear thesis statement.

In the body of the essay, discuss such things as what you learned about writing, what you learned about yourself as a writer, what you learned about the steps to scaffold writing, what you learned about writing structures, and/or how you learned to think about writing differently than you had previously.

In the essay, cite examples of the various texts you created for the writing portfolio, and cite supporting quotations from the Burke text, *Content Area Writing* (include the page number of each Burke citation, and be sure to introduce each quotation).

Since this is a reflective essay, you should use the word “I”, and you should use simple, clear language – in other words, say what you really think.

_____ 90-100 — 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.

_____ 80-89 — 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.

_____ 70-79 — 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.

_____ 60-69 — 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.

_____ 0-59 — 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.

1. Make a list of 10 animals that can be found only on or near (in the waters) the Azores.
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 the Azores; 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 6 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.