

English 1101, Composition and Modern English I: Writing Effective Arguments and Analyzing Opposing Viewpoints

Fall 2017 Sections: TBAC, MWF, 8:00 a.m. – 8:50 a.m., Smith Hall, Room 159

TDAC, MWF, 10:00 a.m. – 10:50 a.m., Smith Hall, Room 169

Instructor and Office Hours

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Office Location and Regular Hours

Office: Smith Hall, Room 184

Mon./Wed./Fri.: 9:00 a.m. – 10:00 a.m.
12:00 p.m. – 1:00 p.m.
2:00 p.m. – 3:20 p.m.

Tue./Thu.: No regular hours.

Course Description and Objectives

English 1101 provides an introduction to college-level writing. In this course, we will practice organizing arguments, developing well-supported paragraphs, and incorporating logical and critical thought into a series of essays that demonstrate a minimum of mechanical problems. Our readings will come from the textbook and from online sources as we explore the way current events are presented in the media. We will analyze a variety of rhetorical modes; practice multiple approaches to prewriting and revision; learn to spot and correct syntax, usage, and vocabulary errors; incorporate computer technology as a learning tool; and participate in peer-critique, in-class workshops to develop writing skills.

Other objectives:

- Develop analytical and critical reading skills.
- Demonstrate proficiency with writing in a formal context to include six original extended and revised compositions
- Develop an appreciation and ease with essay structure and paragraph development, including thesis statement, topic sentences, transitions, introductions and conclusions.
- Demonstrate use of evidence through research to support argumentation and analysis, develop research and citation skills
- Demonstrate an awareness of proficiency and propensity for certain grammar and punctuation mistakes.

In general terms, this course also will attempt to achieve the following goals.

- Provide students with a better understanding of the writing process from the development of the subject through final revisions.
- Create opportunities for students to develop and use structure in writing, incorporating logical and coherent generalizations and details within each writing assignment.
- Demonstrate an understanding of basic reference and documentation skills, focusing on quotations and paraphrasing.
- Develop analytical and critical reading skills.
- Successfully produce at least six extended compositions or equivalent assignments.
- Employ grammar, mechanics, punctuation, and sentence and paragraph structure that are in alignment with American English.

Catalog description: Intensive instruction in the writing process. Focuses on organization of ideas in well-developed expository and argumentative essays (usually six to eight essays), with stress on grammar, punctuation, and vocabulary development. A grade of C or better is required for credit. Must be completed within first 30 hours of enrollment.

Course Prerequisites

Students are placed in English 1101 based on test scores and sometimes on writing samples evaluated by the faculty. Students must earn at least a C to proceed to English 1102, Composition and Modern English II.

Method of Instruction

English 1101 (taught via lecture, discussion, and some visual aids) is a freshman-level composition course that emphasizes developing exposition, rhetorical, and argumentation skills in writing.

Texts and Materials

Please acquire the following texts and materials to use for this course.

- Skwire, David, and Harvey S. Wiener. *Student's Book of College English: Rhetoric, Reader, Research Guide, and Handbook*. 14th ed. New York: Longman, 2016.
- Hacker, Diana, and Nancy Sommers. *A Writer's Reference (with Exercises)*. 8th ed. Boston, MA: Bedford/St. Martin's, 2015.
- Flash drive, a notebook with looseleaf paper, pencil or pen, stapler, computer.

Additional course readings may be available online, and others may be placed on reserve in the library, where you may read them during library hours.

Assignments and Other Requirements

Your grade for this course will be determined based on the following assignments and their respective percentage weights:

Essay 1	5%	Min. Length: 500 words
Essay 2	10%	Min. Length: 500 words
Essay 3	10%	Min. Length: 650 words
Essay 4	15%	Min. Length: 650 words
Essay 5	15%	Min. Length: 900 words
Essay 6	20%	Min. Length: 1200 wds
Presentation/Daily Work	10%	
Self-assessment/Journals	10%	
MWL Work	5%	

Total possible score: 100 %

“Daily Work” includes items completed in class such as peer review, collaboration exercises, quizzes, general class participation, and any other exercises or writing not otherwise listed. This category also includes rough drafts of assignments and minor assignments done outside class.

Reading assignments: Students are responsible for reading and reviewing all assigned pages both as part of the classroom discussion assignments and to prepare for the writing of their essays.

Students will take two grammar diagnostics (a pre- and post-course test) through *MyWritingLab* and complete quizzes to enhance proficiency in online exercises.

Essays: Students will be responsible for six major essays over the course of the term. The essays will be focused on different rhetorical goals, culminating in a research paper at the end of the term requiring students to incorporate credible outside sources.

Students will keep journals to assess improvement.

STUDENT LEARNING OUTCOMES

COURSE OBJECTIVE	STUDENT LEARNING OUTCOMES	ACTIVITIES	ASSESSMENTS
1. Develop analytical thinking and critical reading skills.	<ul style="list-style-type: none"> Identify the features of assigned rhetorical modes, including Identifying purpose and audience. Analyzing structure and form of essay development. Analyzing tactics of persuasion and recognizing logical fallacies. 	<ul style="list-style-type: none"> Videos and lectures Class discussions <i>MyWritingLab</i> activities/<i>A Writer's Reference</i> activities Writing analysis 	<ul style="list-style-type: none"> Rubric posted in Canvas Online exercises
2. Demonstrate proficiency with writing in a formal context to include six original extended and revised compositions.	<ul style="list-style-type: none"> Self-knowledge of writing proficiency and propensity for certain mistakes; commitment to word choice and tone. demonstrates a command of precise language and enhanced vocabulary. demonstrates the ability to critique one's own work and the work of peers. Demonstrate proficiency with rhetorical modes. Recognize and avoid clichés and argumentative fallacies. Demonstrate appropriate tone and knowledge of audience. 	<ul style="list-style-type: none"> Practice tests for word choice. Journaling for self-critique. Self and peer editing/review. Discussion of assigned readings for each mode. 	<ul style="list-style-type: none"> Major assigned essay rubrics. <i>MyWritingLab</i> activities/<i>A Writer's Reference</i> activities Peer review rubric
3. Develop an appreciation for and ease with essay structure and paragraph development, including thesis statement, topic sentences, transitions, introductions, and conclusions.	<ul style="list-style-type: none"> Demonstrate ability to identify and to express ideas using essay parts, including thesis statement, topic sentence, transitions, introductions and conclusions. Uses appropriate conventions of structure and format for the situation/style. Demonstrates self-awareness of one's own writing style across multiple drafts. Demonstrates the ability to pre-write, draft, revise, edit, etc. 	<ul style="list-style-type: none"> Class discussion/analysis of assigned readings. Drafting assigned essays. Discussion of assigned rubrics for each essay. Reflective journal. Self and peer editing/review. <i>MyWritingLab</i> activities/<i>A Writer's Reference</i> activities. 	<ul style="list-style-type: none"> Quiz for identifying thesis and other essay parts. Journal rubric. Rubric for self and peer reviews. Online exercises.
4. Demonstrate use of evidence through research to support argumentation and analysis. Introduction to research and citation skills.	<ul style="list-style-type: none"> Develop an ability to incorporate credible outside sources using quotations and paraphrasing and documenting sources using proper citation format, especially MLA. 	<ul style="list-style-type: none"> Citation exercises Self-analysis through journaling Discussions 	<ul style="list-style-type: none"> Quizzes Journal rubric

5. Demonstrate an awareness of proficiency and propensity for certain grammar and punctuation mistakes.

• Employ proper usage of Standard American English grammar, spelling, and punctuation.

• Grammar quizzes
• Self-assessment of discussions through journaling.

• Diagnostic
• Self-guided use of quizzes
• Exit Exam

Tentative Schedule

All reading assignments should be completed by the day they are listed (some additional readings or assignments may not be assigned until one class period in advance). Note that this schedule is subject to change.

Weeks	Dates	Reading Assignments/Activities	Items Due
Week 1	Wed., Aug. 16	Syllabus/Schedule, Assignments, Handouts, Studying, Plagiarism, Forms	
	Fri., Aug. 18	Diagnostic Essay	
Week 2	Mon., Aug. 21	No class!	LAST DAY TO ADD A COURSE OR WITHDRAW WITHOUT OWING FULL TUITION
	Wed., Aug. 23	<i>SBCE</i> , Ch. 7 (description) and Chs. 1-6; essay organization and structure; plagiarism; composition modes	MWL Learning Path; MWL journal
	Fri., Aug. 25	Discussion of MLA style and source integration; MLA section in book; <i>SBCE</i> , Ch. 8 (narration); evaluating sources.	
Week 3	Mon., Aug. 28	Discussion of Essay 1 (first half bring draft introduction and works-cited page)	
	Wed., Aug. 30	Discussion of Essay 1 (second half bring draft introduction and works-cited page)	Turnitin practice due; three MWL exercises; MWL journal
	Fri., Sept. 1	MLA practice.	Essay 1 ; Grammarly journal
Week 4	Mon., Sept. 4	No class!	
	Wed., Sept. 6	<i>SBCE</i> , Ch. 9 (example)	Format assignment due in class; three MWL exercises; MWL journal
	Fri., Sept. 8	Discussion of Essay 2 (second half bring draft intro. and WC page)	
Week 5	Mon., Sept. 11	Discussion of Essay 2 (first half bring draft intro. and WC page)	
	Wed., Sept. 13	<i>SBCE</i> , Ch. 13 (cause/effect); more MLA practice	Essay 2 ; Grammarly journal; three MWL exercises; MWL journal
	Fri., Sept. 15	In-class essay	
Week 6	Mon., Sept. 18	Debate on topics for Essays 3 and 4	
	Wed., Sept. 20	Exam 1 review	Three MWL exercises; MWL journal
	Fri., Sept. 22	Exam #1	MWL grading this weekend!
Week 7	Mon., Sept. 25	Discussion of Essay 3 (first half bring draft intro. and WC page)	
	Wed., Sept. 27	Discussion of Essay 3 (second half bring draft intro. and WC page)	Three MWL exercises; MWL journal
	Fri., Sept. 29	<i>SBCE</i> , Ch. 10 (process)	Essay 3 ; Grammarly journal
Week 8	Mon., Oct. 2	<i>SBCE</i> , Ch. 12 (classification/division)	
	Wed., Oct. 4	More MLA practice!	Three MWL exercises; MWL journal
	Fri., Oct. 6	In-class essay	
Week 9	Mon., Oct. 9	<i>SBCE</i> , Ch. 14 (definition)	
	Wed., Oct. 11	Discussion of Essay 4 (second half bring draft intro. and WC page)	Three MWL exercises; MWL journal
	Fri., Oct. 13	Discussion of Essay 4 (first half bring draft intro. and WC page)	
Week 10	Mon., Oct. 16	More MLA practice!	LAST DAY TO DROP ANY COURSE. Essay 4 ; Grammarly journal
	Wed., Oct. 18	<i>SBCE</i> , Ch. 11 (cause/effect)	Three MWL exercises; MWL journal
	Fri., Oct. 20	Exam 2 review	MWL grading this weekend!
Week 11	Mon., Oct. 23	Exam #2	
	Wed., Oct. 25	<i>SBCE</i> , Ch. 15 (argumentation)	Three MWL exercises; MWL journal
	Fri., Oct. 27	No class!	
Week 12	Mon., Oct. 30	Debate on topics for Essays 5 and 6	
	Wed., Nov. 1	Discussion of Essay 5 (first half bring draft intro. and WC page)	Three MWL exercises; MWL journal
	Fri., Nov. 3	No class!	
Week 13	Mon., Nov. 6	Discussion of Essay 5 (second half bring draft intro. and WC page)	

	Wed., Nov. 8	In-class essay	Essay 5 ; Grammarly journal; three MWL exercises; MWL journal
	Fri., Nov. 10	No class!	
Week 14	Mon., Nov. 13	Presentations	
	Wed., Nov. 15	Presentations	Three MWL exercises; MWL journal
	Fri., Nov. 17	Presentations	
Week 15	Mon., Nov. 20	No class!	
	Wed., Nov. 22	No class!	
	Fri., Nov. 24	No class!	
Week 16	Mon., Nov. 27	Exam 3 review	
	Wed., Nov. 29	Exam #3	MWL Mastery Check; MWL journal; Essay revision
	Fri., Dec. 1	Discussion of Essay 6 (second half bring draft intro. and WC page)	MWL grading this weekend!
Week 17	Mon., Dec. 4	Discussion of Essay 6 (first half bring draft intro. and WC page)	Essay 6 ; Grammarly journal
	Wed., Dec. 6	Dead Day	
	Thu., Dec. 7	Exam #4 (8 a.m. class) → 8:00 a.m. to 10:00 a.m.	
Week 18	Mon., Dec. 11	Exam #4 (10 a.m. class) → 2:00 p.m. to 4:00 p.m.	

GENERAL COURSE POLICIES

The instructor reserves the right to make changes to the syllabus prior to and/or during the semester. The instructor will notify students via e-mail, Canvas, and/or an announcement in class when changes are made in the requirements and/or grading of the course.

General Goals

Since some students in this course may pursue teacher certification in Alabama, our objectives will include the following Criteria for Certification of Teachers in Secondary Schools as established by the Alabama Department of Education:

- A. Demonstrate an understanding of, and show effective performance with, diverse learning populations in a variety of school cultures
- B. Demonstrate proactive leadership, professional conduct and well-balanced professional dispositions
- C. Demonstrate effectiveness as communicators, facilitators, pedagogues, and scholars
- D. Build multi-level collaborative partnerships and mentoring relationships
- E. Demonstrate competencies in content area knowledge, assessment, and emerging technologies
- F. Demonstrate cutting-edge competencies in pedagogical and applied research skills
- G. Practice authentic self-assessment, critical and reflective thinking, and the continual monitoring of progress and development (develop critical thinking)
- H. Demonstrate an ability to generalize and solve problems creatively
- I. Refine and evaluate innovative delivery and assessment models
- J. Demonstrate professional qualities that contribute to build safe, supportive, creative, and stimulating learning environments

This course is content-driven and not method-driven. Compliance with the criteria listed above is a result of engagement between the students and the material of the course, and of interaction between the students and the instructor. Mastery of the content is not secondary to methodological factors but is the primary focus of this course and the primary assessment criterion.

Student Expectations

- Students are expected to participate in the course by communicating with the instructor and other students, by reading the assigned readings, by submitting assignments, and by completing essays by their due date.
- Students are expected to submit original work for every assignment. Plagiarism is considered using another person's words or ideas as your own without giving proper credit to the source or using proper punctuation and will not be tolerated in this course. Students found guilty of plagiarism may fail the assignment and/or course.
- All students are required and expected to obtain and use the Troy University e-mail address that is automatically assigned to them as students. All official correspondence (including bills, statements, e-mails from instructors, grades, etc.) will be sent only to the troy.edu address.
- All students are expected to participate in this course by following the guidelines of this syllabus and any additional information provided by the instructor and Troy University policy.
- All students are expected to remain in regular contact with the instructor by e-mail or other means of communication, by participating in classroom discussions, and by submitting all assignments and exams in a timely fashion.

Evaluation and Assignment Policies

Your final grades will be determined based on the percentage grading scale to the right. Please note that completing all of the assignments does not automatically mean that you will get a good grade in the course; it is possible to do everything and still make a D or F.

Grading Scale

A	90-100
B	80-89
C	70-79
D	60-69
F	00-59

Missing any part of the Course Schedule may prevent completion of the course. If circumstances will prevent the student from completing the course by the end of the term, the student should complete a request for an incomplete grade. A grade of incomplete or “I” is not automatically assigned to students, but rather must be requested by the student by submitting a *Petition for and Work to Remove an Incomplete Grade* Form. Requests for an incomplete grade must be made on or before the date of the final assignment or test of the term. The form will not be available after the last day of the term. A grade of “I” does not replace an “F” and will not be awarded for excessive absences; an “I” will only be awarded to students presenting valid cases for the inability to complete coursework by the conclusion of the term. It is ultimately the instructor’s decision to grant or deny a request for an incomplete grade, subject to the policy rules in the Troy University Undergraduate Catalog.

Assignment Format and Submission. Unless otherwise noted, all assignments should follow MLA style and documentation guidelines and must be submitted to the *turnitin.com* system (through Canvas) in DOC, DOCX, PDF, or RTF format. Make sure your works-cited page (if required) is included within the same file, not as a separate file. Do not copy and paste your material into the computer system. If you do, the system will destroy your formatting, which will cause you to lose many points. Do not e-mail papers to the instructor unless given special permission to do so. If you’d like a marked-up copy of your paper returned to you, then let me know.

With the exception of some of the work done in class, all assignments must be typed and should be left-justified with jagged right margins. Use 12-point Times New Roman font and one-inch margins. Additionally, make sure to read over your work before turning it in, and do not forget to use your spell-checker. Typographical errors will lower your grade.

Late Work Policy. All assignments should be completed on time and are due at the beginning of class unless otherwise specified. Most major assignments turned in online will be due BEFORE 11:55 p.m. the day they are due. Turn in your work even if I do not specifically ask for it. I will accept late work up to a maximum of one week late; after that, the assignment receives a zero. Points will be deducted from the total final grade on a late paper for each day that the paper is late (including weekends and holidays). Assignments due in class will be considered late as of the end of class the day they are due. If you know that you will not be able to turn in an assignment on the due date because of other commitments, you should turn in the work early. Students often attempt to turn in printed and hand-written assignments by placing them in faculty mailboxes or under their instructors’ office doors. These assignments are sometimes misplaced or stolen. Therefore, you should give any such assignments directly to me if possible to avoid a late penalty.

Complaints about Grades. If you have a complaint about a grade you received, please consult the academic regulations in the undergraduate catalog under “Grade Appeals.”

Attendance

Students are expected to attend classes regularly; when students must miss class, they should contact the instructor as soon as possible and make arrangements to make up any missed work. Please arrive on time (and consider a trip to the restroom *before* class starts).

Missed Assignments. It is your responsibility to obtain notes, assignment sheets, or other handouts from classes that you have missed. It is also your responsibility to inquire about any unforeseen changes that may have been made to the class schedule during your absence. Most assignments done in class cannot be made up, so students who miss them will receive zeros for those assignments unless the absence is excused. This policy includes quizzes and other items.

Missing any part of the course schedule may prevent completion of the course. If you foresee difficulty of any type (e.g., an illness, employment change, etc.) which may prevent completion of this course, notify the instructor as soon as possible. Failure to do so will result in failure for an assignment and/or failure of the course.

Excused Absences. Absences for official university activities and serious illness are counted as excused. Upon your return to class, you must give me a written note (from a doctor, the health center, *etc.*) if you want the absence to be excused even if the absence is due to official university activities. If you missed no assignments while you were gone, you do not need to give me an excuse.

Inclement Weather. If this class should be cancelled because of inclement weather (or for any other reason), any assignments, presentations, quizzes, *etc.*, will be due the next scheduled class period in addition to the items scheduled for that next period.

Class Participation and Individual Conferences

Class participation is required in this course since discussion will be an integral aspect of the course work. Additionally, I may require conferences with individual students as the semester progresses.

Plagiarism and Other Academic Misconduct

The awarding of a university degree attests that an individual has demonstrated mastery of a significant body of knowledge and skills of substantive value to society. Any type of dishonesty in securing those credentials therefore invites serious sanctions, up to and including suspension and expulsion (see Standard of Conduct in each Troy University Catalog). Examples of dishonesty include actual or attempted cheating, plagiarism, or knowingly furnishing false information to any university employee.

Plagiarism is defined as submitting anything for credit in one course that has already been submitted for credit in another course, or copying any part of someone else's intellectual work – their ideas and/or words – published or unpublished, including that of other students, and portraying it as one's own. Proper quoting, using strict MLA formatting, is required, as described by the instructor.

Students must properly cite any quoted material. Students who need assistance in learning to paraphrase should ask the instructor for guidance and consult the links at the Troy Writing Center.

This university employs plagiarism-detection software, through which all written student assignments are processed for comparison with material published in traditional sources (books, journals, magazines), on the internet (to include essays for sale), and papers turned in by students in the same and other classes in this and previous terms. The penalty for plagiarism may range from zero credit on the assignment, to zero in the course, to expulsion from the university with appropriate notation in the student's permanent file.

Cell Phone and Other Electronic Device Statement

Before class, please turn off any telephones or other electronic devices that may disturb classroom activity. The university policy is as follows:

Use of any electronic device by students in the instructional environment is prohibited unless explicitly approved on a case-by-case basis by the instructor of record or by the Office of Disability Services in collaboration with the instructor. Cellular phones, pagers, and other communication devices may be used for emergencies, however, but sending or receiving non-emergency messages is forbidden by the University. Particularly, use of a communication device to violate the Troy University "Standards of Conduct" will result in appropriate disciplinary action (See the *Oracle*).

In order to receive emergency messages from the University or family members, the call receipt indicator on devices must be in the vibration mode or other unobtrusive mode of indication. Students receiving calls that they believe to be emergency calls must answer quietly without disturbing the teaching environment. If the call is an emergency, they must move unobtrusively and quietly from the instructional area and notify the instructor as soon as reasonably possible. Students who are expecting an emergency call should inform the instructor before the start of the instructional period.

Non-Harassment, Hostile Work/Class Environment

Troy University expects students to treat fellow students, their instructors, other Troy University faculty, and staff as adults and with respect. No form of “hostile environment” or “harassment” will be tolerated by any student or employee.

Special Accommodations (ADA Statement)

If you have special educational or physical needs, please discuss them with me as soon as possible so that we can arrange appropriate accommodations. Additionally, you should contact the Adaptive Needs Office to facilitate your rights under the Americans with Disabilities Act. The university ADA statement is as follows: Troy University supports Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which ensure that postsecondary students with disabilities have equal access to all academic programs, physical access to all buildings, facilities and events, and are not discriminated against on the basis of disability. Eligible students, with appropriate documentation, will be provided equal opportunity to demonstrate their academic skills and potential through the provision of academic adaptations and reasonable accommodations. Further information, including appropriate contact information, can be found online at the link for Troy University’s Office of Human Resources.

Troy University recognizes the importance of equal access for all students. In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, the University and its Adaptive Needs Program seeks to ensure that admission, academic programs, support services, student activities, and campus facilities are accessible to and usable by students who document a qualifying disability with the University.

Reasonable accommodations are available to students who:

- are otherwise qualified for admission to the University
- identify themselves to appropriate University personnel
- provide acceptable and qualifying documentation to the University.

Each student must provide recent documentation of his or her disability in order to participate in the Adaptive Needs Program. Please visit the Adaptive Needs Website to complete the necessary procedure and forms. This should be accomplished before the beginning of class.

Writing Help

A number of resources are available to you for writing assistance during the course of the term, both for this class and other classes.

Grammarly. Students are encouraged to use the free online service provided by Grammarly (<http://www.grammarly.com>) for assistance with their writing.

Writing Center Site. The Writing Center maintains a web site that also offers help at <http://trojan.troy.edu/writingcenter>.

Writing Center. The Writing Center (located in Eldridge Hall, Room 124) is available free of charge for all students who would like assistance improving their writing skills. Appointments are not necessary but are recommended. You may make appointments in person, by calling 670-3305, or by e-mailing wcenter@troy.edu. For your Writing Center tutorial session (which may last from 20 to 30 minutes), you should take with you an unmarked (*i.e.*, ungraded), typed copy of whatever assignment needs work, your assignment sheet, your writing materials (paper, pencil, pen, laptop, tablet), any questions you have, and your textbook. Please don’t wait until the last minute to visit the center; the earlier you go, the more they can help you.

Student Support Services

Student Support Services assists students in need of tutoring. The library also offers numerous online resources to use for research papers, and the computer labs have word-processing resources.

Grading Criteria

As I grade your papers this semester, I’ll be keeping in mind the following general grading criteria.

A An **A** paper has a clear, specific, and interesting thesis that implies how the evidence will be used. However, it may deal with more complex ideas and may move the writer into unfamiliar territory in a logical, ambitious, and original way. It meets and may exceed the requirements of the assignment. It uses evidence with confidence and with critical thinking, possibly even disagreeing with its sources. It is free of grammatical and mechanical errors, is well developed and well organized, and integrates appropriate examples that demonstrate an understanding of the purpose, audience, and other contexts of the writing. The essay acknowledges counter-arguments appropriately and adheres strictly to MLA formatting and source-citation guidelines.

B A **B** paper is good writing with a clear, specific, and interesting thesis that implies how the writer will use evidence in the argument. It is well organized and coherent with few grammatical and mechanical errors. It meets the requirements of the assignment and uses evidence critically in a way that demonstrates an understanding of the purpose, audience, and other contexts of the writing. The essay may acknowledge counter-arguments. It adheres to MLA formatting and source-citation guidelines.

C A **C** paper is adequate. The thesis may be broad, but the paper will have a generally clear structure. Connections between sentences and paragraphs may be weak, and the writer may not have confronted the thesis in an interesting, original way.

The essay may have some grammar and spelling mistakes, but not enough to make the text difficult to read and understand. The essay may not address the assignment properly and may ignore counter-arguments, but its argument and purpose are identifiable. The essay may include material only marginally related to the argument. The essay attempts to follow MLA formatting and source-citation guidelines.

D A **D** paper is weak writing. The thesis may be too broad and may not be supported adequately. The sentences and paragraphs may not connect well with one another, and the essay itself may lack organization. The essay may not consider its purpose, audience, and other contexts, and it may contain many errors that detract from the paper's effectiveness. The essay attempts to follow MLA formatting and source-citation guidelines.

F An **F** paper is not acceptable writing. The thesis may be too general, and the paper may not have coherent structure. The sentences and paragraphs may not connect well with each other, and the paper itself may not respond adequately to the assignment. The essay may have enough grammar and spelling mistakes to make the paper difficult to understand. The purpose of the text may not be clear, and the argument may be difficult for readers to follow. The essay may ignore MLA formatting and source-citation guidelines.