**English 001: Preparatory English, Spring 2017 Brian T. Murphy**

Section BB: Monday/Wednesday 8:00–9:15 am Bradley Hall, Y 16  
 North Building, Room 112 Mon. 9:30–10:45 am, Tue. 10:00–11:15 am  
**Class web page:** www.Brian-T-Murphy.com/Eng001.htm 516-572-7185, ext. 25686

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**DESCRIPTION:** This course provides intense instruction in small classes to enable underprepared students to meet the demands of college-level writing. Specifically, students practice basic writing skills in preparation for the requirements of English 101 (See catalog description of English 101.) English 001 curriculum is designed to teach writing as a process encompassing pre-writing exercises, drafting, revising, and editing, but it is also provides review and instruction in basic grammar, punctuation, sentence boundaries and structural and developmental issues related to basic composition. Freshmen assigned to English 001 must pass it before enrolling in ENG 101. English 001 is a pass/fail course with no withdrawals allowed.

**COURSE GOALS AND OUTCOMES:**

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| **Course Goals** | **Learning Outcomes** |
| **Writing Literacy**: to produce precise, clear, grammatically-correct, well-developed, and well-organized writing appropriate to academic, social, and occupational fields | Produce coherent texts within common college level forms  Revise and improve such texts |
| **Critical Thinking**: develop critical thinking skills | Identify, analyze, and evaluate arguments as they occur in their own and others’ work  Develop well-reasoned arguments |
| **Informational Literacy**: to develop skills to locate, evaluate, and incorporate relevant source materials into the construction and expression of an informed point of view | Apply ethical and legal standards for use of source information, demonstrating the application of accepted ethical and legal restrictions on the use of published works |

**OBJECTIVES:** Students in English 001 will work:

1. To become aware of thinking and writing as processes of exploration, development and confirmation of ideas accomplished though written structures.

2. To develop specificity in discussing and writing, based on a realization of the interconnectedness of ideas and topics found in published texts across all disciplines.

3. To discuss and respond according to the process of writing, to a variety of readings, through brainstorming, thesis development, and drafting.

4. To become aware of sequencing ideas in order to develop meaningful context through essay organization.

5. To summarize and paraphrase effectively.

6. To develop an understanding of simple, compound, and complex sentence structures, in order to manipulate these structures to produce clear, coherent, organized writing.

7. To learn revision as a necessary component of the writing process.

8. To edit and proofread, in the last stages of drafting and revision, for usage and correctness of grammar, spelling, and punctuation.

9. To develop and present a portfolio of at least three essays, made up of both in class and revised outside work, all of which reflect the writing process, assembled and presented by the student as a supplement to the ENG001 exit essay.

**REQUIRED TEXTS:**

Eggers, Philip. *Steps for Writers: Sentences and Paragraphs to the Essay*, Vol. 1, 2nd ed. Boston: Pearson, 2013. ISBN 9780205110438.

Supplemental handouts, to be distributed in class.

A good college-level (paperback) dictionary.

**Other materials:**

A thumb drive or other portable storage device.

Pens (blue or black ink *only*) and a notebook and/or supply of 8½ x 11" ruled paper, not spiral bound. Paper torn out of spiral-bound notebooks is not acceptable and will be returned unread and ungraded.

**CLASS POLICIES:**

**Attendance:** As per the Nassau Community College attendance policy, “Students are expected to attend all classes. Absences due to illness or for other serious reasons may be excused at the discretion of the instructor. Students are advised that absences in excess of 10% of the total class meetings may result being dropped from the course.” Students must not only attend every class but also arrive on time, be prepared, and take an active part in class (see Participation, below); students may be required to sign in each class session to verify their attendance. Excessive absences or latenesses will adversely affect your grade: Students may miss no more than three classes; further absences will result in a reduction of the final grade by one full letter grade for each additional absence. Students unable to attend class should contact the instructor regarding their absence; in addition, students are responsible for submitting all work on time regardless of absences. In addition, once students get to class, they are expected to stay in the classroom until the class is over. Leaving class early or getting up in the middle of class is considered disruptive behavior and should happen only in extreme emergencies.

**Classroom Behavior:** Students are expected to be present, prepared, attentive, and active participants in the learning process. As such, any distracting or inappropriate behavior or unauthorized use of electronic devices\* is strictly prohibited. Students who wish to use a laptop for note-taking ***may*** be allowed to do so at the instructor’s discretion, but will be required to sit in the front row and to submit a copy of their notes to the professor at the end of each class; failure to do so will result in being recorded as absent. Eating, sleeping, texting, or other inappropriate behavior may result in your being asked to leave the class and will adversely affect your final grade. According to the “Student Code of Conduct,” “The College is committed to providing an atmosphere in which students have freedom to learn and engage in the search for truth, knowledge, and reason in accordance with the standards set forth by the academic community. Conduct that adversely affects a student’s responsible membership in the academic community shall result in appropriate disciplinary action.” Appropriate disciplinary action may include but is not limited to probation, suspension, and expulsion from the college. See the Nassau Community College “Classroom Management Policy” and “Student Code of Conduct” in the college catalog.

**Plagiarism and Cheating:** Plagiarism includes copying or paraphrasing another’s words, ideas, or facts without crediting the source; submitting a paper written by someone else, either in whole or in part, as one’s own work; or submitting work previously submitted for another course or instructor. Plagiarism, cheating, or other forms of academic dishonesty on any assignment will result in failure (a grade of zero) for that assignment and may result in further disciplinary action, including but not limited to failure for the course and expulsion from the college. See the Nassau Community College policy on “Academic Dishonesty & Plagiarism.”

**Homework/Essay Submission:** All writing assignments must be received by the instructor *on or before the due date, by the beginning of the class period*, as indicated on the schedule, below. Students ***may*** also be required to submit an electronic copy of their work via *TurnItIn.com*; details to be announced. Essays submitted by email will not be accepted, and late work *if accepted* will be penalized 10% for each day it is late; see below. All at-home work must be typed (in 12-point Times New Roman), double-spaced, with one-inch margins, and stapled when submitted. In-class work must be neatly printed in blue or black ink on loose-leaf composition paper or in bluebooks provided by the instructor and double-spaced§. All essays must also include a proper heading (see Purdue Online Writing Lab’s Formatting and Style Guide), including Word Count; have an appropriate, original title; contain a clear, explicit, assertive, objectively worded thesis statement (thesis statements must be underlined); and (unless otherwise indicated) avoid use of I or you throughout. Finally, all work should be grammatically correct, free of errors in mechanics, grammar, usage, spelling, and documentation, and will be evaluated according to the Model for Evaluation of Student Writing. Please refer to the Paragraph Outline or Essay Outline and Revising and Editing Checklist for additional assistance.

**Revisions:** All essays may be revised and resubmitted by the due dates announced when the graded essays are returned. Revisions must be substantially revised, not merely “corrected” versions of the original essay (revisions should be based upon the Revising and Editing Checklist and relevant information from class and the textbooks), and must be submitted with the original graded essay and/or draft(s) attached as well as one full typed page detailing the changes made, in the following pattern:

* Paragraph 1: Changes in content. What was added, deleted, or modified.
* Paragraph 2: Changes in organization. What sentences, ideas, or paragraphs were moved, how things were rearranged, and why.
* Paragraph 3: Cosmetic level changes. What specific editing for grammar was performed, or what corrections made in punctuation, mechanics, and diction.

Evidence of substantial revision *may* result in a better grade for the assignment. If you did not submit a completed essay on time, or if you submit a plagiarized essay, you will receive a grade of zero and may not submit a “revision.”

**Make-up Exams/Late Work:** All assignment deadlines and scheduled exam dates are provided at the beginning of the semester; therefore, no make-up opportunities will be offered or late work accepted, except under extraordinary circumstances with appropriate documentation, and late work will be penalized 10% *for* *each day or portion thereof* it is submitted after the due date. ***Note:*** As all work is due at the beginning of the class period, *this includes work submitted after class has begun on the due date*.

Excuses such as “crashed computers,” “lost flash drives,” or “empty printer ink cartridges” will not be accepted. All essays or work should be saved both on your computer’s hard drive and again on removable storage device as well as uploaded to cloud storage. (OneDrive, *et cetera*) Students should also keep backup copies of all work submitted.

**Disabilities and Accommodations:** If you have a physical, psychological, medical, or learning disability that may impact on your ability to carry out the assigned coursework, I urge you to contact the staff at the Center for Students with Disabilities (CSD), Building U (516 572-7241), TTY (516) 572-7617. The counselors at CSD will review your concerns and determine to what reasonable accommodations you are entitled as covered by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. All information and documentation pertaining to personal disabilities will be kept confidential.

**Additional Assistance:** Students should avail themselves of the Writing Center and Help Centers available in the English and Reading/BEP departments, located at Bradley and North Halls and the Library, as part of this course. These services can be considered an integral part of the course work and will help the student to master the necessary knowledge and skills for Preparatory English.

**ASSIGNMENTS:**

**Attendance and Participation:** As this class will combine both lecture and discussion, students are expected both to attend every session and to take an active part in class—joining in discussions and raising questions. Discussion is one of the best ways to clarify your understandings and to test your conclusions. Open discussion always involves personal exposure, and thus the taking of risks: your ideas may not be the same as your fellow students’ or even the instructor’s. Yet as long as your points are honest and supportable, they will be respected. Questions, discussion, disagreement, and laughter are all encouraged. Taking an active part also means being prepared: students should bring pens, a notebook and/or loose-leaf paper, and the textbook to every class; in addition, all reading or writing assignments must be completed in advance, according to the schedule (below).

**Diagnostic Essay (ungraded):** Students will complete an in-class Diagnostic Essay at the beginning of the semester on a topic provided; this essay will be read and returned, but will not receive a grade, nor will it affect your final average. Students should keep this essay as the first item in their Portfolios (see below).

**Quizzes and Exercises:** With the exception of the first week, class may begin with a short (five- to ten-minute) quiz on the readings for the day, at the instructor’s discretion. Quizzes cannot be made up; if you miss a quiz due to absence or lateness, that grade will be regarded as a 0. At the end of the semester, the lowest quiz grade will be dropped. Exercises reviewing essential grammar and/or writing skills may also be assigned, to be completed in class, or to be done online as homework and submitted electronically.

**In-Class Writing:** Students will complete various in-class writing assignments during the semester, possibly including but not limited to short summaries, mini-essays, and response papers.

**Essays:** Students will complete at least four (4) expository essays of at least five to eight paragraphs during the semester, including the in-class Final Essay. For each, a topic or list of topic choices will be provided. Essays must be on one of the assigned topics or they will receive grades of zero (0). As per the English Department’s policy, all students *must* receive a passing grade of at least “4”on the Final Essay to pass English 001; see Rubric. Graded essays and any revisions should be retained by students for their Portfolios.

**Portfolio:** The portfolio is a collection of written work produced over the course of the semester. All written work, from the diagnostic essay through the final essay, including revisions, should be kept in a folder and submitted at the end of the semester to be reviewed; the final portfolio should include clean (ungraded, revised, corrected) copies of the three best essays written during the semester. Complete portfolios demonstrating consistent improvement may, in extraordinary circumstances, merit a passing grade in cases where the final exam is judged unsatisfactory; see Grading, below.

**GRADING:** There are no final grades given in this class; student receive either an S (“Satisfactory”) or U (“Unsatisfactory”). To pass the class, students must:

* Complete all assignments;
* Maintain a passing average on Quizzes, Exercises, and In-Class Writing assignments;
* Miss no more than four classes;
* Receive a passing score of at least “4” on the final essay and/or the portfolio.

**SCHEDULE AND PROJECTED OUTLINE:**

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| **important dates: SPRING 2017 SEMESTER** | |
| Mon. 16 Jan. | **Martin Luther King, Jr. – COLLEGE HOLIDAY – offices closed** |
| Tue. 17 Jan. | **Day, Evening & Distance Education classes begin** |
| Fri.20 Jan. | Weekend College classes begin |
| Mon. 23 Jan. | Full, 1st half semester & Distance Education classes **last day drop/add**; 1st half semester classes last day drop without a W grade |

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| Mon. 6 Feb. | Full semester classes **last day drop without a W grade** |
| Tue. 14 Feb. | Evening Activity Hour: 5:30 p.m. class will not meet; all other classes follow a regular schedule |
| Fri. 17 Feb. | Evening classes do not meet (classes beginning ***after*** 5:01 p.m.) |
| Sat.-Thu. 18-23 Feb. | **Classes do not meet** |
| Mon. 20 Feb. | **Presidents’ Day – COLLEGE HOLIDAY – offices closed** |
| Fri. 24 Feb. | **Day classes do not meet**; Evening classes meet on a regular schedule (classes beginning ***after*** 5:01 p.m.) |
| Fri. 10 March | 1st half semester classes last day automatic W |
| Mon. 20 March | 1st half semester classes end |
| Tue. 21 March | 2nd half semester classes begin; Evening Activity Hour: 7:00 p.m. class will not meet; all other classes follow a regular schedule |
| Wed. 22 March | 2nd half semester classes last day drop/add |
| Mon. 27 March | 2nd half semester classes last day drop without a W grade |
| Sat. 1 Apr. | Classes do not meet; MW – if necessary, WEEKEND COLLEGE classes will meet |
| Sun. 2 Apr. | Classes do not meet |
| Fri. 7 Apr. | Full semester classes **last day automatic W** |
| Mon.–Sun. 10.–16 Apr. | **Classes do not meet** |
| Tue. 11 Apr. | **Passover – COLLEGE HOLIDAY – offices closed** |
| Fri. 14 April | **Good Friday – COLLEGE HOLIDAY – offices closed** |
| Tue. 18 April | Evening Activity Hour: 8:30 p.m. classes will not meet; all other classes follow a regular schedule |
| Wed. 3 May | Evening classes extended by 5 minutes for final exams |
| Mon. 8 May | 2nd half semester classes last day automatic W; Evening classes extended by 5 minutes for final exams |
| Tue. 9 May | Evening classes extended by 5 minutes for final exams; Evening classes end |
| Wed. 10 May | ME – if necessary EVENING classes will meet if a Monday or Wednesday is being made up |
| Thu. 11 May | ME – if necessary, EVENING classes will meet if a Tuesday or Thursday is being made up |
| Sun. 14 May | Weekend College ends |
| Mon. 15 May | **Day, 2nd half semester & Distance Education classes end** |
| **NOTE: All dates subject to change. See ACADEMIC STUDENT CALENDAR Spring 2017 (.pdf. online)** | |

***Readings and Assignments***

All readings below are required, and must be completed by the session indicated; the only exceptions are those indicated with an asterisk (\*), which are recommended additional readings or resources.

Readings from *Steps for Writers: Sentences and Paragraphs to the Essay* are identified below by chapter title as well as page numbers, e.g., “The Writing Process” (Eggers 2-8); readings from the *Norton Online Handbook* are identified by title and section number; e.g., “Sentence Fragments” (*Norton* S-2). Additional readings, including online texts or handouts, will also be assigned.

***Note:*** This schedule is subject to revision according to the instructor’s discretion, the Academic Calendar for the semester, school closings due to inclement weather or other reasons, and the progress of the class. Additions or changes will be announced in class, and they will also be posted on the class Announcements page.

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|  | **Readings and Assignments:** |
| Tue.,  17 Jan | **Day, Evening & Distance Education classes begin** |
| Wed.,  18 Jan | Course Introduction: Syllabus, texts, policies, assignments, web page |
| Mon.,  23 Jan | **Diagnostic Essay** |
| Wed.,  25 Jan | “To the Student” (Eggers xx-xxii), “Introduction: Visualizing the Paragraph in Context” (xxiii-xxv), and “The Writing Process” (2–8) |
| Mon.,  30 Jan | Anne Lamott, “Getting Started” (Handout)  *The Norton Online Handbook* and Online Exercises |
| Wed.,  1 Feb | Anne Lamott, “Short Assignments,” “Shitty First Drafts,” and “Perfectionism” (Handout);  “Writing and Correcting Sentences”: Fragments, Run-ons, and Comma Splices (Eggers 98–112)  (See also, Online Grammar: Readings and Exercises) |
| Mon.,  6 Feb | “Paragraph Basics” (Eggers 9–26); “Matching Sentence Parts” (Eggers 116–129)  (See also, Online Grammar: Readings and Exercises)  **Essay 1 Due (Diagnostic Essay Revisions);**  **Online Exercises due:**  Sentence Elements, Clauses, Phrases;  Identifying Fragments, Editing Fragments, Comma Splices and Fused Sentences, Editing Comma Splices and Fused Sentences |
| Wed.,  8 Feb | “Qualities of Effective Paragraphs” (Eggers 27–39); “Revising Your Paragraphs” (Eggers 89-97);   Amy Tan, “Fish Cheeks” (Handout) |
| Mon.,  13 Feb | “Building Essays out of Paragraphs” (Eggers 154–163);  Gloria Naylor, “Mommy, What Does Nigger Mean?” (Handout)  **Online Exercises due:**  S-V Agreement Review, S-V Separated, Compound Subjects, Subject after Verb, Collective Nouns, Indefinite Pronouns, Who, That, Which  Pronoun Review, Pronoun Agreement |
| Wed.,  15 Feb | “Revising and Correcting Your Essays” (Eggers 166–177)  **Essay 2 Due** |
| Mon.,  20 Feb | **No classes: Winter Break** |
| Wed.,  22 Feb | **No classes: Winter Break** |
| Mon.,  27 Feb | “Creating Varied Paragraphs”: Narration and Description (Eggers 40–48);  Jewelle L. Gomez, “The Event of Becoming” (Handout)  **Essay 1 Revisions Due;**  **Online Exercises due:**  Adjectives and Adverbs - 1, Adjectives and Adverbs - 2, Modifier Placement |
| Wed.,  1 Mar | “Creating Varied Paragraphs”: Comparison and Contrast (Eggers 48–53);  Caroline Hwang, “The Good Daughter” (Handout)  \*See also, some interesting comments about Hwang and “The Good Daughter” (online).  **Essay 2 Revisions Due** |
| Mon.,  6 Mar | Laila Al-Marayati and Semeen Issa, “An Identity Reduced to a Burka”  \*See also,  Schmidgall, Gary. “A Counter-Veiling Manifesto.” (Rev. of Marnia Lazreg's *Questioning the Veil:Open  Letters to Muslim Women* ). *CUNY Matters* Nov.-Dec. 2009: 19. Print.  **Online Exercises due:**  Pronoun Reference, Pronoun Case  Verb Tenses, Verb Forms, Active and Passive, Mood |
| Wed.,  8 Mar | “Creating Varied Paragraphs”: How-to and Process (Eggers 53–58) |
| Mon.,  13 Mar | Yasmine Bahrani, “Racial Identity in America: Can't We Just Be Ourselves?” (Handout)  **Online Exercises due:**  Appropriate Words - 1, Appropriate Words - 2, Precise Words  Commonly Confused Words - 1, Commonly Confused Words - 2, Commonly Confused Words - 3  Empty Words and Expletives, Wordy Phrases and Redundancies |
| Wed.,  15 Mar | “Creating Varied Paragraphs”: Persuasion (Eggers 67–75) |
| Mon.,  20 Mar | **Online Exercises due:**  Commas, Semicolons, End Punctuation, Quotation Marks, Question Marks, Apostrophes;  Capitalization, Italics, Other Punctuation, Abbreviations, Numbers |
| Wed.,  22 Mar | Ben Mattlin, “Wheelchair Guys Are All Alike.” *New York Times*. 11 March 2012. Web (Handout) |
| Mon.,  27 Mar | Ortiz Cofer, “The Myth of the Latin Woman ” (Handout)  \*See also,  online:  “Don't Cry for Me, Argentina” from *Evita* “Maria” from *West Side Story* “La Bamba” by Los Lobos  (music video featuring scenes from *La Bamba*,      with Lou Diamond Philips as Ritchie Valens) |
| Wed.,  29 Mar | Staples, “Black Men in Public Space” (Handout)  \*See also, online:    Jan, Tracy. “Harvard Professor Gates Arrested at Cambridge Home.” *Boston Globe* 20 Jul 2009.             http://www.boston.com/news/local/breaking\_news/2009/07/harvard.html   Podhoretz, Norman. “My Negro Problem - And Ours.” *Commentary* Feb. 1963: 93-101.  Santos, Fernanda and Michael Wilson. “City Councilman Jumaane D. Williams Is Handcuffed at            West Indian Day Parade .” New York Times 5 Sep. 2011. http://www.nytimes.com/2011/09/06/            nyregion/city-councilman-jumaane-d-williams-is-handcuffed-at-west-indian-day-parade.html. |
| Mon.,  3 Apr | **Further readings. assignments, and due dates will be announced as the semester goes on.** |
| Wed.,  5 Apr |  |
| Mon.,  17 Apr |  |
| Wed.,  19 Apr | “Writing Under Pressure: Facing Writing Examinations” (Eggers 163–165) |
| Mon.,  24 Apr |  |
| Wed.,  26 Apr |  |
| Mon.,  1 May | ***In-Class Writing: Practice Essay 1*** |
| Wed.,  3 May | ***In-Class Writing: Practice Essay 2*** |
| Mon.,  8 May | ***Final Exam (In-Class Essay)*** |
| Wed.,  10 May | ***Class does not meet*** |
| Mon.,  15 May | ***Class does meet:* Course wrap-up, Final conferences; End of Spring 2016 Day Classes** |
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**GENERAL ESSAY INSTRUCTIONS:**

For each of the assigned essays and projects, a topic or list of topic choices will be provided. Your work must be on one of the assigned topics for that assignment or developed in consultation with the instructor, or it will receive a grade of zero (0). All work must be submitted on or before the due date, by the beginning of the class period; late work will not be accepted (see above). Failure to bring the required essay will result in a zero for the assignment, without opportunity for revisions.

For each of the essays, select one of the topics to discuss in a well-developed, coherent, and thoughtful essay. Be sure to focus carefully on the topic, and remember that these are formal essays: they must have an appropriate, original title; contain an introduction, body, and conclusion; have a clear, explicit, assertive, objectively worded thesis statement (thesis statements must be underlined); and (unless otherwise indicated) avoid use of I or you throughout. Be sure to use appropriate topic sentences and transitions to guide the reader. Remember that you are not summarizing the works, but responding to them in a critical manner. Be sure to include evidence or examples from the specific text(s) that you are writing about, but do not retell the story, and do not copy directly from the textbook or readings except when quoting.

**Note:** **Feel free to communicate any concerns or questions to me before the essays are due; I will be available to meet with any student who needs assistance or additional instruction. Speak to me before or after class or email me to set up an appointment during my office hours.**

*ENG001.docx Last Revised: Sunday, 5 February 2017*

**BLUE BOOK SCORING RUBRICS**

**LEVEL 6:** Writer presents an identifiable, focused, original thesis. The essay moves coherently from an engaging introduction to a solid conclusion. Body paragraphs follow logically within the essay structure, and the writer presents pertinent examples to support central and subsidiary ideas. Sentence structure displays sophistication and variety; transitions add to the logical development of the topic. The essay addresses a specific audience and exhibits a sophisticated command of vocabulary, tone, and diction. Mechanics (grammar, punctuation, spelling) are nearly flawless

**LEVEL 5:** Writer presents a focused, controlled thesis. The essay moves coherently and logically from a satisfying introduction to a solid conclusion. . Body paragraphs follow logically within the essay structure, and the writer presents examples to support the ideas presented. With few exceptions, sentences are well constructed and transitions are sound, although the writing style and sequence of ideas may occasionally be awkward. The essay addresses a specific audience, and shows knowledge of appropriate vocabulary, tone, and diction. Mechanics (grammar, punctuation, spelling) are accurate with few exceptions.

**LEVEL 4:** Writer asserts a main idea with a pattern of organization to support the assertion. Paragraphing is present, often reflecting some organization, although subtopics are often not well developed; however, examples (at least) are used as support. Transitions are used fairly consistently. The conclusion is not a mere repetition of the introduction. The essay addresses an audience, but it is usually the faculty reader. Vocabulary, tone, and diction are adequate to good, but wordiness and repetition interfere at times. Sentence structure is generally under control, and the text is generally free of major errors in grammar and syntax.

**­LEVEL 3.5:** The essay scoring at this level presents some, but not all, of the characteristics of level 3, with exceptions that indicate a clarity and sophistication not present in level 3 essays. These writers present a main idea, but have weaknesses in essay form and organization. Still, their work indicates fair sentence level control as they attempt to present appropriate ideas for the topic. Mechanics (grammar, punctuation, spelling) are generally accurate; essay confusion stems from organizational flaws and weak development, not from serious grammar and syntax problems, nor from a combination of structural and mechanical weaknesses.

**LEVEL 3:** Writer presents a main idea without sustained development and/or supporting details. Ideas presented are vague, unconnected, confused; relationships are not noted; tangents abound; inferences are not made. Transitions are limited, with heavy reliance on clichés, stereotypes, and wordiness. If there is a conclusion, it is redundant. While the essay reflects the writer’s voice and communicates a message, syntactical, grammatical, spelling, and punctuation errors interfere with the clarity, unity, and coherence of the text.

**LEVEL 2:** Writer restates the subject of the prompt, often in the same words as the prompt, and without adapting them to his/her own articulation. The main idea of the essay is difficult to identify, and paragraphing is often not observed. New ideas appear and disappear without any sense of categorizing or prioritizing, and details, if presented, are often presented as lists. Unrelated ideas pop up; wording is imprecise; an audience is not acknowledged. Syntactical, grammatical, spelling, and punctuation errors are so frequent that the reader cannot follow the ideas presented.

**LEVEL 1:** Writer presents no concept of an essay. The main idea is absent or confused, with no or few support examples. The essay wanders around the general topic of the prompt, often bringing in unrelated ideas and opinions. Paragraphing appears random. Errors of all kinds occur with such frequency that the reader encounters serious comprehension problems.

**English 001: Preparatory English Spring 2017**

Section BB Brian T. Murphy

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (print your name), hereby acknowledge that I have received a copy of the syllabus for the above course. Furthermore, I agree to read and follow the syllabus and to abide by class policies and procedures. I understand that attending class meetings regularly, completing all assigned work, and abiding by class policies is necessary in order to pass the class, and that failure to do so will adversely affect my grade and may result in failure for the course.

Signed: ­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_\_\_

(To be signed, dated, and returned by the student.)