

COURSE SYLLABUS

COURSE	<p>English 110 – Composition, Literature & Critical Thinking Spring 2013 Mon, Jan 14 – Fri, May 24 110 AD (40232) TTh 8:10-9:25 Bldg 7 Rm 7307 110 AU (42314) TTh 9:35-10:50 Bldg 8 Rm 8224 Greg Christensen christenseng@smccd.edu Course Site: www.gregteach.net Office Hours: T & Th 11 – 12 (The Learning Center, Bldg 5, Skyline College)</p>
CONTACT	<p><i>3 ways to reach me:</i> 1) Before or after class 2) Drop-in office hours in the Learning Center (listed above) 3) Email (using your official @my.smccd.edu student email account)</p>
DESCRIPTION	<p>Welcome to English 110! This course extends the basic rhetorical patterns and modes of critical analysis you learned in English 100 while it introduces you to principle forms of imaginative writing – novels, stories, poetry and plays. Through assigned readings you'll learn how to read smarter and deeper by pulling things apart and "reading underneath the text." You'll practice making better and more complex connections between literary works, and between those and "real life" articulations of them as you deploy principals gleaned from a survey of literary theory. And various writing exercises will let you build and complicate your own critical arguments through sustained literary analysis. The goal is for you to get your feet wet in the world of literature and literary study, and also for you to gain the analytical and rhetorical skills necessary to carry you forward into more confident critical inquiry.</p>
CATALOG	<p>"[English 110] is designed to introduce students to the major imaginative genres of poetry, drama, and fiction from diverse cultural sources and literary critical perspectives. Students will write analytical essays, employing methods of literary analysis and demonstrating critical thinking skills appropriate to a college-level writing class."</p>
PREREQUISITES	<p>Satisfactory completion of ENGL 100 or 105 with a grade of C or better. English 110 is a 3 unit UC and CSU (A2, A3, C2) transfer level course.</p>
REQUIRED TEXTS	<p><i>Texts and Contexts: Writing about Literature with Critical Theory, 6/e</i>, Steven Lynn Longman, 2011 ISBN-13: 978-0205716746</p> <p><i>Cathedral</i>, Raymond Carver Vintage, 1989 ISBN-13: 978-0679723691</p> <p><i>Yonnonadio: From the Thirties</i>, Tillie Olsen U of Nebraska Press/Bison Books, 2004 ISBN-13: 978-0803286214</p> <p><i>A Book of Luminous Things – An International Anthology of Poetry</i> Ed. Czeslaw Milosz Harvest/Harcourt, 1998 ISBN-13: 978-0156005746</p> <p><i>Shakespeare's King Lear (Cliffs Complete)</i>, William Shakespeare, Edited by Sidney Lamb Wiley, 2000 ISBN: 0-764585711</p> <p>New and/or used copies of the course texts are available for purchase in the campus bookstore or online (http://bookstore.skylinecollege.edu/home.aspx).</p> <p>*ALL TEXTS ARE REQUIRED AND MUST BE THE EDITIONS LISTED ABOVE. COPIES WILL BE PLACED ON TWO-HOUR RESERVE IN THE CAMPUS LIBRARY. EBOOKS MAY NOT BE SUBSTITUTED FOR PRINT TEXTS (SEE TECHNOLOGY SECTION BELOW).</p>

COURSE OVERVIEW There will be 5 essays this term – together, they’ll comprise **35%** of your course grade. The essays are meant to strengthen your rhetorical and analytical skills when working with literary texts, so each will be linked to specific unit readings. Shorter reading responses as well as reading and vocabulary quizzes will be assigned periodically to test your knowledge of the material and ensure that you stay current with the reading. Other homework writing and group presentation work as well as an in-class essay midterm will be assigned as we move through individual units. These elements (reading responses, quizzes, miscellaneous homework, online discussion posts) will comprise **45%** of your grade. Finally, an in-class essay final exam will comprise the last **20%** of your grade. This exam will be graded pass/fail only – see the **Grading** section at the end of the syllabus.

Coursework items and the final exam cannot be revised or submitted late for credit.

You will need regular and reliable access to a computer with internet and printing capabilities in order to succeed in this course.

I’ll assign up to 50 pages of reading each week that you will need to come to class fully prepared to discuss. Students must come to class with the required assigned texts/textbook(s) each class period, and they must come prepared with all work completed, as assigned. Failure to do so may result in students being dropped from the class. This is a participation based class – it is not possible to receive a passing grade without doing the reading and coming prepared to talk about it, write about it, and be tested on it. Please see the companion website to this course (<http://www.gregteach.net>) for a detailed outline of the units, readings, and writing assignments we’ll cover this term.

OBJECTIVES By the end of the course you should be able to:

- 1) Write coherent, well-organized analytical essays appropriate to the second semester transfer level based on your study of various literary genres and styles. The essays that you write should employ advanced critical thinking strategies and conventions of scholarly discourse.
- 2) Analyze, interpret, evaluate and distinguish between various literary genres and their elements
- 3) Utilize critical theories and more advanced research to illuminate various literary works.

DISCLAIMER English 110 is geared specifically toward reading various types of creative prose and writing expository essays about them. If basic sentence or paragraph construction remains a significant challenge for you, you will have difficulty passing this course successfully without additional help. If this applies to you, please come and talk to me to discuss supplemental workshops and tutoring services available at Skyline in order to bring you up to the writing level you’ll need to be at in order to succeed in this course. I am here to support you, but it is your responsibility to take control of your learning and guide your study accordingly in order to succeed.

ATTENDANCE **Enrolled students who miss either of the first two class meetings will be dropped in order to make room for waitlisted students.**

Coming to class is required, of course. You can miss 4 classes (twice the number of weekly class meetings, per standard course attendance policies at Skyline) without it adversely affecting your grade. Students who miss more than the allowable number of absences will be dropped from the course, or be assessed a penalty grade (full letter grade drop for each 2 absences) after the withdraw deadline. I make no distinction between “excused” and “unexcused” absences, so you need not let me know beforehand if, why or when you are going to miss class – an absence is an absence. Missing class will severely impact your ability to remain caught up, and in most cases coursework **cannot** be made up if you are absent on the day it is due. Please see the companion course website for a list of relevant due dates and deadlines.

Arriving late or leaving early should not happen either, of course. Two tardies or unexplained early exits are counted as an absence unless you have explicitly cleared them with me beforehand. If you arrive late or leave early, it is your responsibility *that day* to make sure I have noted your

attendance accordingly (discussions after the fact pertaining to previous attendance will not be entertained).

DATES	First day of the term	Jan 14
	Refund drop deadline	Jan 28
	Add deadline	Jan 28
	College Recess: Martin Luther King Holiday	Jan 19-21
	Last day to drop without a "W"	Feb 3
	College Recess: President's Day Holiday	Feb 15-18
	Degree/Certificate application deadline	Mar 1
	College Recess	Mar 8
	Spring Break	Apr 1-7
	Withdraw deadline	Apr 25
	Final Exams	May 18-24
	Last day of the term	May 24
	Grades available on Websmart	May 31

PAY AHEAD Students who do not pay their fees *before* the term begins will be dropped from their classes. Check the Skyline College website for the drop date each semester. A Fee Payment Plan is available, which allows you to pay your fees over a specific period of time and not be dropped from your classes. Please visit the Financial Aid office in Building 2 or go to the college's financial aid page (<http://www.skylinecollege.edu/financialaid/index.php>) for more information.

PARTICIPATION Taking part in classroom activities is essential. Classes are comprised of group discussion, in-class writing, online posts, lecture, quizzes and organized lessons. Total engagement in each is vital.

You must come to class with the required assigned texts/textbook(s) each class period, and you must come prepared with all work completed, as assigned. Failure to do so may result in your being dropped from the course. You are also expected to spend a minimum of two hours of course preparation outside of class for each hour spent in class.

Vocal participation is also vital to your success in the course. In order to measure your grasp of the material, I will need to hear and see you contribute to class discussions and in-class exercises on a regular basis. I know that speaking in class is difficult for some, for a variety of reasons. One of the goals of this course is to develop that skill. I do my best to facilitate discussions so as to create a comfortable space for you to contribute, but in the end I cannot pass you if you are unable to demonstrate your ability to spontaneously engage with the course material and respond critically to the text and to other students' input. Sometimes you will just have to be brave.

Note that the classroom should be a safe place for people to voice their thoughts: during discussions and exercises please be sensitive to your classmates. Take care to listen to what they have to say before you respond, and be vigilant that you are not hurtful in your responses to them.

COURSEWORK All class work is due at the beginning of class on the day it is due.

Essays **can** be submitted late – but they will receive a 10% grade reduction for each new week they are late and may only be submitted up to **two weeks** past their first deadline for credit.

All other coursework items **cannot** be revised or submitted late for credit.

I do not accept extra credit work aside from Learning Center workshops you complete – these are worth 10 pts each (equal to one homework assignment) and you may attend **up to 5** of them for credit. I do not give partial credit for partial work – in order to receive credit on homework items, *you must complete the entire exercise as assigned*. Incomplete essays will be returned ungraded and marked as late until they are completed satisfactorily.

Essay submissions for this class will be digital only – no paper copies will be required or accepted for credit. More information about how to use the digital submission tools will be provided during the course.

ESSAY REVISION POLICY:

You may revise **2** of your first 5 essays during the term, as many times as you wish after each version is graded and returned, provided you turn in the original version on time. I evaluate each rewrite separately from earlier versions, recording only the most recent grade and dropping the others. (This revision policy does not apply to the last 3 essays of the term.) You will have **two weeks** from the date you receive a graded essay back from me to respond to my comments and resubmit a revised version. After that two-week window, rewrites will not be accepted and the essay score will revert to the last recorded mark. **Late essays are ineligible for the rewrite option, and all essays must be submitted by the final day of the course.**

FORMATTING See the **Sample Format** sheet on the companion course website for a detailed explanation of how you should format your essays. For digital essay submissions, please treat your work exactly as you would standard printed versions you would hand to an instructor. Essay formatting should follow standard academic conventions: 1.25 inch margins all the way around, double-spaced work with extra spacing between paragraphs eliminated. Use a standard academic typeface like Times or Ariel, and use only 12 pt. font, black text (no colors please!). Arrange your text “ragged” down the right-hand margin and flush to the left margin (this is the default setting in Microsoft Word), and indent each paragraph one tab or 5 spaces. Put your name, the date, and the essay title in the top left corner of the first page, and please include page numbers on all pages.

COMMUNICATION To avoid missing important messages from me and the College, please activate your student email account by logging in at the Skyline email web portal (<https://websmart.smccd.edu>) if you have not already done so. Messages regarding your registration status as well as other necessary information will be sent to you through the **school** email portal, not your personal email accounts. I monitor email continually throughout the week, though generally not on weekends.

HOW TO FORWARD YOUR MY.SMCCD.EDU EMAIL TO ANOTHER EMAIL ADDRESS:

I will use your **my.smccd.edu** email account to share information with you. If you don't check that email, you will miss important news and messages. If you would rather use your existing email account (hotmail, yahoo, gmail, etc.), please take a few minutes to set up forwarding for your **my.smccd.edu** email to your regular account. Follow these steps:

1. Go to Websmart at <https://websmart.smccd.edu/>
2. In your student account area, click on the link that says "New! Student Email"
3. Here, you may view your email address and password, and you may reset your password.
4. **IMPORTANT:** Open your **my.smccd.edu** email.
5. Click “Settings” at the top of the page.
6. Click the “Forwarding and POP/IMAP” tab.
7. Under Forwarding, click the “Forward a copy of incoming mail” button.
8. Enter the email address you want to forward your email to
9. Click “Save Changes.”

TECHNOLOGY Official Language Arts Technology Policy: *“Students may only use hand-held and wireless technology for legitimate and appropriate educational purposes such as defined by the instructor. The instructor may limit any use of hand-held or wireless technology that disrupts learning opportunities, degrades the learning environment, promotes academic dishonesty or illegal activities. Students who require access to hand-held or wireless technology as assistive measures for documented disabilities may use them according to their accommodations as provided by the Disabled Student and Services program. A violation of this policy will result in disciplinary action to be determined by the instructor. Sanctions are explicitly stated in the College’s Student Code of Conduct.”*

LAPTOPS AND TABLETS

With the advent of internet equipped smart phones and computer tablets, handheld web access is ubiquitous these days. However, these devices are extremely distracting to other students and it is difficult for me to monitor usage on them. Unless you have a verified disability accommodation that requires you to utilize computer assisted technology in the classroom, use of these devices in class is not permitted.

CELL PHONES

Cell phones must be **turned off completely during class**. Ringing phones are a distraction to other students and to the learning environment. Texting and web surfing are likewise prohibited during class, for the same reason. Going out in the hallway to answer or make a call is also unacceptable during class time. I have a zero-tolerance policy regarding cell phones. Students caught using them will be thrown out of class and marked absent for the day; subsequent infractions will yield a penalty grade in the course, at my discretion.

IPODS, ETC.

All other electronic devices must be turned off during class. Computers and music players are a distraction to other students and to the learning environment. Before we start class, please turn off and put away all such devices.

NETIQUETTE

Please see the **Netiquette** and **Discussion Guidelines** on the companion course website for a detailed explanation of good internet practices and behavior. Although this is not an online course, the online activities you complete as part of your required coursework will function very much like a traditional classroom in that those spaces should still be a safe place for people to voice their thoughts: during online discussions please be sensitive to your classmates. Take care to read what they have to say **before** you respond, and be vigilant that you are not hurtful in your responses to them or me. Respond constructively rather than attacking or attaching blame. Cite references and sources explicitly if you are quoting someone else's ideas. Only capitalize words to emphasize a point or to denote a proper noun (as always). Focus on only one subject per post, typing the subject title in the heading of your message. Be careful with humor online – remember that without visual cues humor can often be misinterpreted as hurtful or confrontational speech. Use standard written English – no slang, no emoticons. Skyline College rules governing appropriate student conduct in and out of the classroom do extend to online courses, and remember that online courses retain a digital record of *everything* you do when logged in to the course.

DISCUSSION GUIDELINES

This is a writing class, remember, not a history or political science class. We read in order to learn how others write so that we can in turn model good writing strategies in our own work. Discussion forums are not meant to be spaces to express agreement or disagreement with a given author or his/her ideas. The discussion forums for this class are specifically designed to be spaces in which you only consider and evaluate *the ways in which people write*, **not what they say in their writing**. When you participate in the discussion forums by posting thoughtful public responses to my discussion questions, keep your discussion focused on **textual analysis**, not your subjective opinion of the ideas in the work. Our attention will remain more scholarly and academic in focus (which is, after all, the goal of this course) if we work hard to limit the *kinds* of discussion we engage in. Rather than using the discussion forums to advance your personal opinion of an author or mount political attacks on the ideas expressed in a given work, discuss only the formal elements of the writing itself: *what* exactly does it do at the level of the writing to succeed or fail as effective communication, no matter what the actual ideas are in the work. Avoid agreeing or disagreeing with an author or his/her ideas, and evaluate **the writing** instead of the ideas.

CAMPUS RESOURCES

THE WRITING & READING LAB IN THE LEARNING CENTER

In addition to visiting me during my regular in-person office hours, which I encourage you to do for additional help with your writing, I also encourage you to visit the Learning Center in Building 5 for tutoring support. The Center is staffed with tutors faculty trained to help you develop core writing skills like generating ideas and narrowing topics, writing thesis statements, organizing and revising drafts, developing strategies for addressing troublesome grammar issues, etc. In order to access

tutoring services or use the computers there, you will need to enroll in either LSKL 800 or 853 (LSKL 800 for general tutoring or LSKL 853 for reading and writing support) through the Center – these are both low cost, open-entry, self-paced lab courses. You will find additional information by visiting the Learning Center web portal (<http://www.skylinecollege.edu/learningcenter/index.php>).

CAMPUS COMPUTER LABS

There are several open computer labs with Internet access and printing capabilities available for your use on campus. The largest of these is on the first floor of Building 5 in the Learning Center, but other open labs are available in Buildings 2, 6, 8 and elsewhere on campus. If your home network is unavailable or unreliable, you will be expected to access these on-campus computer resources to complete your coursework as directed.

LIBRARY

We have excellent campus librarians (Skyline Library, Bldg 5, 2nd fl) available to assist you with research projects and library questions. You may visit the Skyline library web portal (<http://skylinecollege.edu/library/>) for additional information.

STUDENT SERVICES

Academic counselors, health services, and other important support services are available in the Student Services Center in Building 2. A complete listing of campus services can be found at the Student Services web portal (<http://www.skylinecollege.edu/student-services/index.php>).

DISABILITY RESOURCE CENTER (DRC)

Students with verified disabilities have the right to receive reasonable academic accommodations in order to create an educational environment where they can have equal access to instruction. Those requiring accommodations for a learning or physical disability that may affect their ability to complete course requirements are requested to communicate with me during the first week of the term so that I may adjust course materials in order to meet your needs. The Disability Resource Center at the College is designed to equalize educational opportunities for those with disabilities. In coordination with the DRC office, reasonable accommodation will be provided for eligible students. Further information may be obtained from DRC staff in Bldg 5, Room 5132, (650) 738-4123. You can find additional information at the Disability Resource Center web portal (<http://www.skylinecollege.edu/disabilityresources/index.php>).

ACADEMIC INTEGRITY

The work you submit must be your own. Plagiarism is using another person's words or ideas, either published or unpublished, and passing them off as your own by not properly citing the original source. I expect you to use other people's words and ideas in your own work, but I do not want you to steal them.

The most obvious form of plagiarism is copying directly from print or Web-based materials *without using quotation marks* and appropriate citation and attribution. A less obvious form, but equally as serious, is summarizing or paraphrasing the ideas of an author, even yourself from an earlier assignment, *without citing that author as the original source*. A third and often overlooked type of plagiarism is *using another writer or an editor – a friend, family member, or tutor, someone you pay for his or her services, etc. – beyond a “reasonable” level. This would include allowing someone else to write or rewrite any portions of your work for you OR proofreading or editing any parts of your work for you.*

A note about getting editing and proofreading help from others: The only person who should be making changes to your own writing work is you – anything else is considered plagiarism and is a clear breach of academic integrity policies at the college. The work you submit must always be your own, in every instance. You are encouraged to have others look at your work and to elicit useful feedback from them, written or verbal, but you must never allow anyone else to make actual changes to your writing – that's your job, and it's a core proofreading skill you're in this class to practice and master. You may have learned from past classes or teachers that allowing someone else to fix your sentence errors for you is an acceptable academic practice, and you may even find tutors or teachers here at the college or elsewhere who are willing to look at your work and fix your errors for you. But standard academic plagiarism policies here and elsewhere state quite

clearly that while we always encourage you to seek help with your work, there is “good help” and there is “bad help.” “Good help” is taking someone’s feedback and using it to help you revise and proofread your own work. “Bad help” is allowing someone else to do that work for you. It is never acceptable to allow anyone else to change/fix/edit/proofread your own writing – these are key and primary aspects of the writing process that you are here to learn how to do on your own, without intervention from anyone else. This is because you will need to use those editing and proofreading skills repeatedly on your own throughout your academic and professional careers from this class forward. You do yourself no favors by letting someone else find and fix your error patterns for you because then you won’t learn how to do it yourself and your writing skills will not improve.

In any case, in all of the instances described above, your work no longer reflects your own knowledge, voice, style, or comprehension of the given material and writing skills. All paraphrases and quotations must be cited appropriately and all work must be your own if it’s not.

Students determined to have intentionally cheated or plagiarized their work will receive an automatic “F” on the assignment. Plagiarized work or assignments on which a student has cheated cannot be recalled, revised or resubmitted for credit. Subsequent infractions may expose you to a lowered or failing component score and/or course grade because of failed coursework, and it may also invite further disciplinary measures ranging from a warning to a penalty grade to a letter placed in your permanent student file to expulsion, all per College policy. Please keep in mind also that a failing mark in a class will in many cases prevent you from registering again for that same class the following semester, significantly impacting your course plan and transfer goals.

If you ever have questions regarding how to properly cite your sources, please ask me, ask a research librarian at our school library, or refer to the “MLA” source materials within the course. I am here to help you, so please seek out my assistance if you’re at all unsure about how to properly attribute a given source or how to make the best use of tutors and others whom you ask to look at your writing work.

The student handbook has a complete statement defining plagiarism and its consequences (<http://www.skylinecollege.edu/centerforstudentlife/assets/documents/studentHandbook1213.pdf>).

Finally, please remember that as you must complete all assigned essays satisfactorily (i.e. without resorting to plagiarism in any of its forms anywhere in your work) in order to pass this class, it potentially only takes one failed essay assignment to fail the course.

DISCIPLINE Non-academic and/or willfully disobedient behavior in class (e.g. talking on cell phones or texting, using pagers or computers, napping, chatting with friends, doing outside reading or homework, not participating in class exercises, disrupting group discussions, etc.) will not be tolerated: it can result in an automatic “F” for the Participation portion of your grade and/or the relevant assignment, and I may also ask you to leave class. If the behavior persists, you will be referred to the Dean for further disciplinary measures. The bottom line is that I need 100% of your brain 100% of the time when you are in my classroom. I will move very swiftly to curtail obtrusive behavior because it can be so disruptive to me and other students.

SMOKING POLICY The following is the official smoking policy at the College, as outlined in your student handbook: *“Smoking is only permitted in designated areas in parking lots around campus. Designated areas are clearly marked and ashtrays are located nearby. The active participation and cooperation of all students, faculty, staff and guests in promoting a healthy and safe environment at Skyline College is expected in order to ensure that all smoking policies are observed. Tobacco-free resources are available in the Student Health Center, located in Building 2, room 2209, (650) 738-4270, and on the Skyline College website.”*

GRADING Grades are determined from the following components and weighted as shown. Assignments have point values (see below) calculated as percentage scores on a standard 100-point scale (100-90 is an A, 89-80 a B, 79-70 a C, 69-60 a D, and everything below 60 an F). See the official Skyline

grading rubric attached below that I will use to evaluate your written work. You can also find a thorough explanation of what constitutes passing and exemplary essay work on the course website. Hold on to all returned work in order to resolve any grading discrepancies later on. I reserve the right to modify assignments, schedules and policies as needed (though I will always tell you when I do) as this allows me maximum flexibility to respond and adjust to changes throughout the term.

Your Final Exam grade **AND** your cumulative Essay scores must **BOTH** be a C or better, and all essays and formal exams must be completed, in order to pass this course.

45%	Summaries	5 pts each
	Quizzes	5-10 pts each
	Drafts	10 pts each
	Misc. exercises	5-10 pts each
	Online posts	10 pts each
	Midterm	20 pts
	Workshops	5 pts each
35%	Essays	10 pts x1, 20 pts x4
20%	FINAL**	20 pts

***This component is graded pass/fail only, with a passing grade discarded and a failing grade counted as a "0."*

SEMESTER CALENDAR & ASSIGNMENT SUMMARY
SKYLINE ENGLISH 110 | SPRING 2013 | CHRISTENSEN

(Subject to change. Additional readings and homework to be assigned and/or substituted as the semester progresses.)

UNIT 1 (WEEKS 1-3: JAN 14 – FEB 1) COURSE ORIENTATION, TEXTUAL ANALYSIS & CRITICAL THEORY

For the TimeBeing, Annie Dillard (selected excerpt)

Texts and Contexts, Chap 1 “An Introduction, Theoretically” 3-12

Texts and Contexts, Chap 2 “Critical Worlds” 15-35

Dillard Essay due: (Week 3) Sat, Feb 2

UNIT 2 (WEEKS 4-6: FEB 4 – FEB 22) NEW CRITICISM & THE SHORT STORY

Cathedral, Raymond Carver (selected stories)

Texts and Contexts, Chap 3 “Unifying the Work” 37-61

New Criticism Essay due: (Week 6) Sat, Feb 23

UNIT 3 (WEEKS 7-9: FEB 25 – MAR 15) READER RESPONSE & THE NOVEL

Yonnondio: From the Thirties, Tillie Olsen 1-196

Texts and Contexts, Chap 4 “Creating the Text” 65-99

MIDTERM (WEEK 10: MAR 18-22)

Reader Response Essay due: (Week 10) Thur, Mar 21

UNIT 4 (WEEKS 11-15: MAR 25 – APR 26) DECONSTRUCTION & THE POEM

A Book of Luminous Things, Ed. Czeslaw Milosz (selected poems)

Texts and Contexts, Chap 5 “Opening up the Text” 103-136

(Spring Break: Week 12, Apr 1-5)

Deconstruction Essay due: (Week 15) Sat, Apr 27

UNIT 5 (WEEKS 16-18: APR 29 – MAY 17) FEMINIST CRITICISM & THE PLAY

King Lear, William Shakespeare 1-199

Texts and Contexts, Chap 8 “Gendering the Text” 219-251

FINAL EXAM (WEEK 19: MAY 20-24)

Feminist Criticism Essay due: (Week 19) TBA

Skyline College English Department Standard Grading Rubric

- “A” essay:** Excellent. The essay engages the reader in a thoughtful, insightful and sophisticated response to the assigned topic. A clear, meaningful central idea is present and supported by specific details, relevant examples, and thought provoking analysis. The ideas in the essay are well organized, coherent and unified. There are no significant errors in spelling, grammar or punctuation, and the essay adheres to all the standards in writing, including grammar, punctuation, spelling, formatting, and documentation.
- “B” essay:** Good. The essay fully addresses the assigned topic in an insightful and thoughtful manner. The central idea is supported with clear and relevant examples but may include some information that drifts off point or ideas that may not be fully developed. Competence in grammar, punctuation, spelling, and other written standards (as mentioned in the “A” above) is demonstrated, but errors are present enough to be noted.
- “C” essay:** Acceptable. The essay addresses the assigned topic in a thoughtful but perhaps underdeveloped, disorganized, and/or incoherent manner at times. The central idea is apparent but may not be supported by sufficient details, examples, and/or explanations. Errors in grammar, spelling, punctuation, and/or other written standards occur frequently enough to distract the reader from the essay’s ideas.
- “D” essay:** Unsatisfactory. The essay only minimally addresses the assigned topic and/or may seriously lack in sophistication, organization, and/or depth in its ideas. The central idea tends to be unfocused, incoherent, and/or may not be supported by detailed examples and developed explanations. Errors in grammar, spelling or punctuation are excessive and distract the reader from the writer’s ideas.
- “F” essay:** Not acceptable/failing. All in all, an essay at the “F” level reveals ideas that do not demonstrate a sophisticated, planned, logical level of thought and appears to be more like a draft or free-written journal that does not follow the conventions of acceptable college essay standards. The “F” essay does not address the assigned topic, has no clear main idea and/or supporting ideas, and/or is seriously underdeveloped (far short of the required number of assigned pages), thus not meeting the minimum requirements.

Signature Sheet

I have read and understand and agree to follow everything covered in the syllabus for Greg Christensen's *English 110* – *Composition, Literature & Critical Thinking* course at Skyline.

print your name

sign your name

today's date

What was the last English course you took? _____
course number and title

When did you take that course? _____
semester and year

Where did you attend that course? _____
school name

If the course was at Skyline, CSM or Cañada, who taught it? _____
instructor's last name

What grade did you receive in the course? (*circle one*) A B C D F

Was that your first time taking the course? (*circle one*) Yes No