Course: English 102 Introduction to Literature

Description: Instruction in the writing process using published essays as models of effective writing. Students will learn to write clearly organized essays using the basic patterns of expression. The English language, logic library use, and the form and organization of research papers are studied. A research paper must be completed to satisfy course requirements. Three hours per week.

Welcome to English 102! Our mission this semester is to explore several genres of literature, including non-fiction, fiction, drama, and poetry. Our course theme is "The Incredible Journey" with the core assumption that life offers us myriad journeys to experience, reflect upon, and learn from. It is my conviction that most of literature represents an attempt by an author to grapple with the challenges life presents, and we will try to draw from the texts we read to enrich our own understanding. An important focus of this class will be writing critical essays. This will help you to organize your thoughts and reflections about what we read, and it will provide you with an opportunity to express your own opinions boldly and creatively.

Required Texts:


Additional Resources:

  - [Online Tutorial](#) – Chesapeake College tutorial for ENG 101 Research Papers
  - [OWL & owl](#) - Online Writing Lab – Grammar, Style, writing strategies...
  - [Citation](#) - Help
  - [Noodlebib](#) – You must use this program to generate your Works Cited!
  - [Academic Support Center](#) – Helpful tips, tutoring and more
Learning Outcomes – The following learning outcomes have been adopted by the English Department of Chesapeake College. All of our readings and assignments are designed to help you meet these objectives. Students will:

1. Construct a researched literary analysis, demonstrating the ethical use of appropriate reference sources.
2. Apply to analysis of texts knowledge of the major components of literature, such as plot, theme, setting, tone, symbol, and character.
3. Understand differences in literary genres (e.g., short story, novel, poetry, drama, etc.).

In addition to the above, I hope you will:
1. Jump outside of your comfort zone and challenge yourself to learn from and honestly reflect upon the literature we read.
2. Develop your own writer’s voice and consider how reading and writing can inform and illuminate your daily life.

Course Requirements:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reflections</td>
<td>15%</td>
</tr>
<tr>
<td>Short Story Analysis</td>
<td>15%</td>
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<tr>
<td>Live Play Analysis</td>
<td>10%</td>
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<tr>
<td>Literary Analysis Exam</td>
<td>10%</td>
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<tr>
<td>Drama &amp; Poetry Exam</td>
<td>10%</td>
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<tr>
<td>Research Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Journey Narrative Presentation</td>
<td>15%</td>
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</tbody>
</table>

The grading of all student work is based on the following percentage scale:

- 90%-100% A Superior Work
- 80%-89% B Good Work
- 70%-79% C Average Work
- 0%-69% F Unsatisfactory Work

***Note: All assignments submitted on ANGEL must be saved in Rich Text Format!***

Workload in this course:
This is a General Education and College Transfer course. As such, the academic rigor of this course is high. In order to successfully complete the assignments and participate fully in class activities, students are expected to do a minimum of two hours of work outside of class for every hour in class. Some assignments may require more time.
Some guides to the course:

1. **Attendance:** Each student is expected to attend ALL classes and is responsible for all classwork, homework, and reading assignments, whether present or absent. Roll will be taken at the beginning of each class period and all students are expected to be on time.

   In order to provide each student with an opportunity to learn, courteous and attentive behavior is expected at all times. A student who is disruptive in class will be dismissed and subject to discipline in accordance with the Chesapeake College Student Code of Conduct.

2. **Cell phones:** As a matter of courtesy and respect to both the professor and fellow students, all cell phones (not just ringers) are to be turned completely OFF during class. If there is an emergency situation in your family that requires you to be in contact during class, please talk to the professor before class to make arrangements. Texting during class disturbs your professor as well as fellow students and will not be permitted. Those who violate this guideline may be dismissed from class.

3. **All assignments should be submitted at the time of class and no later, unless previous arrangements have been made with the instructor.** No late assignments will be accepted. Plagiarism (failure to adequately cite another’s work, either directly or in paraphrase) will result in a failing grade for the assignment and may result in a failing grade for the course.

4. **Additional Assistance:** If you find that you are struggling with any element of this course, please see me as soon as possible. I will be happy to work with you to discuss study habits, reading and writing strategies. There are also significant supports available to you in the LRC, at the Academic Support Center. Please do not give up on this course without speaking first to me. My role at Chesapeake College is to help you find success and provide you with the tools to achieve your goals.

5. **Students are expected to respect themselves, their peers and their instructor, as discussed in the first class meeting.** All students should know and understand the Chesapeake College Student Code of Conduct.
Policy for Rewriting Papers:

- Students who earn a “C” or below on a given assignment may rewrite any paper, excluding the research paper.
- Rewritten papers must be submitted up to two weeks after the initial paper is returned (regardless of class attendance).
- Students desiring to rewrite and resubmit a paper must schedule and keep an appointment with the academic support center. The ASC slip must be stapled to the top of the resubmitted paper.

College Survival Toolkit: → Success is a choice!

1. **Show up:** Whether you’re feeling physically exhausted, mentally unprepared, or just lazy, make it your rule to show up – *No Matter What.*
2. **Take notes:** Even if you understand everything that is said in class, you *will* forget it, unless you take notes. Studies show that the act of writing ideas in your own words helps your brain to understand concepts and retain information. Write down assignment descriptions, course concepts, thesis ideas, meaningful quotes, etc.
3. **Turn it in:** Every assignment. On time. Even if you think you won’t get a good grade - an “F” is much better than a “0”. *Do Your Best!*
4. **Read:** Just do it. Reading is like exercise for your mind. It *will* make a difference!
5. **Study:** In multiple 20-30 minute sessions several days before each exam. Mix up the order of your study materials and study until you know the answers without peeking!

Academic Instruction Emergency Management Plan

In the event that Chesapeake College needs to close for an extended period of time due to a flu pandemic, severe weather event, or other emergency situation, consideration will be given to the timing and duration of the closure as follows:

1. **Closure during the semester for up to one week** - there will be an opportunity to make up work missed without significant alteration to the semester calendar.

2. **Closure extending beyond one week (or in situations where classes are cancelled on the same days/evenings over multiple weeks)** - the College may extend the length of the semester. Depending on the timing of the closure, scheduled breaks, end of semester dates, and/or the processing of final grades might be impacted.

Students can acquire information about closures on the College website or by calling 410-822-5400 or 410-228-4360. Chesapeake College courses held at off campus sites will follow the protocol of the host facility.
## Sample Course Schedule

Note: Our course schedule will remain flexible as student progress and assignment needs dictate.

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Class Topics</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>8/22</td>
<td>Course Introduction</td>
<td></td>
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<tr>
<td></td>
<td>Folktales BPL p. 5+</td>
<td></td>
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<tr>
<td>2 8/27</td>
<td>Short Story – Plot &amp; Point of View (BPL 14+, 28+)</td>
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<tr>
<td></td>
<td>Handout: On Occurrence at Owl Creek Bridge by Ambrose Pierce</td>
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<td></td>
<td>BPL p. 48: “A Haunted House” by Virginia Woolf</td>
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<tr>
<td>8/29</td>
<td>Short Story – Character &amp; Setting (BPL 61+, 96+)</td>
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<tr>
<td></td>
<td>BPL p. 168: “The Story of an Hour” by Kate Chopin</td>
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<td></td>
<td>BPL p. 293: “Greasy Lake” by T.Coraghessan Boyle</td>
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<tr>
<td>3 9/3</td>
<td>College Holiday – Labor Day</td>
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<tr>
<td>9/5</td>
<td>Short Story – Tone &amp; Style (BPL 138+) Irony (BPL 162)</td>
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<td></td>
<td>BPL p. 142: “A Clean, Well-Lighted Place”</td>
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<tr>
<td>4 9/10</td>
<td>Short Story – Theme &amp; Symbol (BPL 171+, 210+)</td>
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<td></td>
<td>BPL p. 337: “The Things They Carried” by Tim O’Brien</td>
<td>Short Story Thesis / Outline</td>
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<tr>
<td>9/12</td>
<td>LRC Writing Workshop</td>
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<td>5 9/17</td>
<td>Literary Analysis Exam</td>
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<tr>
<td>9/19</td>
<td>Poetry – Introduction</td>
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<td></td>
<td>In-class activity: What is poetry? (Bring to class: lyrics from a favorite song)</td>
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<tr>
<td>6 9/24</td>
<td>Poetry – Symbol &amp; Allegory</td>
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<td></td>
<td>BPL Readings TBD</td>
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<td></td>
<td>Dickenson, Frost, &amp; the Book of Matthew</td>
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<tr>
<td>9/26</td>
<td>Closed Form Poetry – Sound as Sense</td>
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<td></td>
<td>BPL Readings TBD</td>
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<td></td>
<td>True Ease in Writing by Alexander Pope</td>
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<tr>
<td>7 10/1</td>
<td>Closed Form Poetry – Haiku, Ballad &amp; Sonnet</td>
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<td></td>
<td>BPL Readings TBD</td>
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<tr>
<td>10/3</td>
<td>Open Form Poetry – Free Verse</td>
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<td></td>
<td>BPL Readings TBD</td>
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<td></td>
<td>Whitman &amp; Hughes</td>
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<tr>
<td>(Hint: This is a great time to complete your Drama Review)</td>
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<tr>
<td>8 10/8</td>
<td>Open Form Poetry – Prose Poetry</td>
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<tr>
<td></td>
<td>BPL Readings TBD</td>
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<tr>
<td>10/10</td>
<td>Drama introduction – Comedy</td>
<td></td>
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<tr>
<td></td>
<td>In-class reading from David Ives</td>
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<tr>
<td>Date</td>
<td>Topic</td>
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</table>
| 9/15 | Drama – Greek Tragedy (BPL p. 704+)
      BPL p. 710: *Oedipus the King* by Sophocles |
| 10/17 | Drama – Greek Tragedy
       BPL p. 710: *Oedipus the King* by Sophocles |
| 10/22 | Drama – Elizabethan Theater (BPL p. 757+)
      BPL p. 762+: *Othello* Acts I & II
      RP: Annotated Bibliography |
| 10/24 | Drama – Elizabethan Theater
      BPL p. 762+: *Othello* Act III |
| 10/29 | Drama – Elizabethan Theater
      BPL p. 762+: *Othello* Acts IV & V |
| 10/31 | **Drama & Poetry Exam** |
| 11/5  | Non-Fiction
       *Nickel and Dimed*: Introduction & Chapter 1 |
| 11/7  | Non-Fiction
       *Nickel and Dimed*: Chapter 3 |
| 11/12 | Non-Fiction
       *Nickel and Dimed*: Evaluation
       Final presentation Workshop |
| 11/14 | Epic Poetry & the Hero
       Final presentation workshop
       *Odyssey*: Introduction |
| 11/19 | Epic Poetry & the Hero
       *Odyssey*: I-V
       Drama Review
       (Due on or before this date) |
| 11/21 | College Holiday – Thanksgiving |
| 11/26 | Epic Poetry & the Hero
       *Odyssey*: VI-XI |
| 11/28 | Final Presentations
       Final Presentation |
| 12/5  | **(Wednesday) 8:30 – 10:30 Final Presentations** |
Assignments *(all assignments must be submitted on-time for credit)*

Reflections and Quizzes

*Reflections*

Throughout the semester, I will ask you to respond to our readings in the form of short written reflections. These will serve as “tickets” for admittance to certain class discussions. I may provide specific or generalized prompting questions. Thoughts should be well supported with specific examples and evidence (line and page numbers) from the readings, and your thoughts should be organized into paragraphs with clear topic sentences. For this assignment, quality of thought is more important than quantity of writing, but you will find that at least one full page (single-spaced) is necessary to adequately engage in our weekly discussions.

*Reading Quizzes*

Occasionally, we may begin classes with a short reading quiz. They will last for a maximum of ten minutes. No make-ups are available, but this is a grade-booster for those who read and attend.

**Essay 1: Literary Analysis of a Short Story (3-4 pages + Academic Support Center slip)**

The purpose of this essay is to provide you with an introduction to literary analysis. You should write an MLA style 3-4 page well-focused literary analysis of a short story. *To assist with your interpretation of the story, you should conduct research on your chosen text and include at least one in-text citation, as well as a properly formatted works-cited page.* As always, be sure to write about one specific aspect of the work you choose. Do not write a general review or a plot summary. Instead, focus on one character, one section, one event or one of the literary devices we have discussed in class to analyze the text for deeper meaning. Remember, we always focus on how one small part of the text suggests a bigger thematic meaning for the whole. (Ex. Discuss how the narrative voice (point of view) contributes to the development of theme in The Prodigal Son or in Steinbeck’s The Chrysanthemums.) (Ex. Discuss how the setting of Greasy Lake contributes to our understanding of why the boys behave the way they do and to the development of their characters.) Consider the author’s purpose in writing the text. What message was he or she trying to convey to the reader? Your supporting paragraphs should include specific details from the text (remember the “tools” for literary analysis) that support your thesis idea. *Students are required to take a draft of this paper to the Academic Support Center for revising help.* Staple your Academic Support Center slip to the top of your paper before submitting.

**Essay 2: Review of a Live Play (2 pages)**

For this assignment, you must watch a live play production of some kind and then evaluate it using the tools for analysis that we discuss in class. Do not write a plot summary. You do not need to cite outside sources for this piece. The essay should be 3 pages long and in full MLA format. You may complete and submit this assignment at any time during the semester before the syllabus due date. Look below for more details on this assignment.
We’ll plan to take a field trip to see a live play together in Baltimore. Here are a few alternatives.

*Peake Players* Fall production:
- TBA

*Churchill Theater*
- Box Office = 410-758-1331

*Tred Avon Players*
- Box Office = 410-226-0061
- Email = info@tredavonplayers.org

**Research Paper (6-8 page paper w/ 3 critical sources)**

This is the expanded 6-8 pg. version of a literary analysis paper for which all of our class assignments discussions have been preparing you. You must analyze one of the texts we have studied in class (anything on the syllabus is fair game) and you must engage critical viewpoints (a minimum of 3 professional critical sources beyond the text) in your paper. For this paper, you must analyze a work about which you have not previously written. Your research paper must have a clear thesis, in the introduction, and plenty of well-organized supporting evidence from your text and from supporting sources. Of course you must cite all sources (including your text) and include a Works Cited page. We will discuss this paper in further detail during the semester. Be sure to use the online tutorial (linked from the LRC homepage and the online syllabus) as a guideline for writing research papers in 102.

**Journey Narrative Presentation (5-7 minute power-point presentation)**

Details TBD

**Key Points for Composition:**
- ✓ Original, Bold & Clear Thesis
- ✓ Evidence of Creative & Critical Thinking
- ✓ Strong & Engaging Writer’s Voice
- ✓ Logical Persuasive Argument (Refuting Opponents’ Views)
- ✓ Varied & Specific Supporting Details / Arguments
- ✓ Good Organization w/ Clear Transitions
- ✓ Thoroughly Analyzed & Integrated Sources (Academic Quality)

**Organize your paper well**

The following page represents an example of a well-organized persuasive essay. Consider adapting and outlining your ideas to fit this format.
Title

Background Information

Thesis

Subpoint 1  Subpoint 2  Subpoint 3

Paragraph for Sub-point 1
• begin with a topic sentence (supporting thesis)
• followed by supporting details (at least 4-5 sent.)
• include transitions between paragraphs

Paragraph for Sub-point 2
• begin with a topic sentence (supporting thesis)
• followed by supporting details (at least 4-5 sent.)
• include transitions between paragraphs

Paragraph for Sub-point 3
• begin with a topic sentence (supporting thesis)
• followed by supporting details (at least 4-5 sent.)
• include transitions between paragraphs

Conclusion
• restate thesis in different language
• summarize main points
• provide some new information or a slight twist
Begin with a strong thesis:

Your thesis should make a claim about the text using the tools for literary analysis we have discussed in class.

Ex. A close analysis of the setting in Boyle’s “Greasy Lake” reveals profound insights into the nature and development of his main character.

Ex. The rhythm and form of Shakespeare’s Sonnet, “My Mistress’ Eyes are Nothing Like the Sun” echo and augment the content of the poem, which mocks the traditional Petrarchan notion of beauty and love.

Your thesis may contain sub-points that suggest the outline of your argument:

- Strong thesis statements often do contain sub-points.
- It is also appropriate to list sub-points in a sentence that follows your thesis.

Ex. In “The Things They Carried,” an underlying theme of bravery and leadership is expressed in different ways by Tim O’Brien. With the help of setting, repetition, and a detailed description of relationships among characters, O’Brien puts together a meaningful story about a soldier that comes to realize the importance of focus and leadership.

Ex. In “The Things They Carried,” the physical weight of the situation, the mental weight of the situation and the weight of Ted Lavender’s death on the Lieutenant all contribute to O’Brien’s development of an oppressive tone or mood, which suggests his sharp judgment against the Vietnam conflict. (notice that theme is suggested)

Ex. In his poem, “True Ease in Writing Comes from Art, not Chance,” Alexander Pope uses sound devices such as euphony, cacophony and alliteration, a carefully constructed metrical pattern and captivating imagery to suggest that the best poetry contains the raw power and influence of beautiful music.

Use this space to list effective or catchy thesis statements we discuss in class:
What not to do:

Do not write in First or Second Person
- First person = “I” “Me” “My” etc.
- Second person = “You” etc.

Instead – Write in Third Person
  Third person = “He” “She” “They” “One” etc.

Do not write a Plot Summary
- the bulk of your writing should represent analysis and evaluation
- use the “tools” for analysis we discuss in class critique the author’s work.
  - how are these tools used to develop theme or meaning?
  - What truth is developed? How is it developed?
  - What effect does this work have on the reader? Why?
Steps for writing your Short Story Analysis:

1. Your title should creatively disclose your theme. Do not use “Short story analysis” or the title of the actual story as your title.

2. Introduction: Write a formal introduction which: states the story’s title and author, summarizes the general plot of the story (2-3 sentences of overview) and ‘sets the stage’ for the reader and includes your thesis statement (disclosing your theme/focus). The last sentence of your introduction would be an ideal spot for your thesis statement.

3. Thesis: Should include your interpretation of the purpose of the story as well as the “tools” for literary analysis that point you in that direction. (see the example thesis statements below).

4. Body Paragraphs: Should include 4-5 separate paragraphs which provide significant evidence to support the theme you’ve identified. Each of these paragraphs should be at least 4-8 sentences in length. You may use: quotes, passages, the setting, characters and their actions/descriptions, the title of the work, and/or symbols in the story as support.

   • Additionally, be sure to include at least one paraphrased or directly quoted reference to a professional source – cited properly.

5. Try to use the most significant pieces of evidence to prove your theme. Don’t retell the story. Just choose pieces of the story which illustrate what you’ve found to be the most obvious element (theme) in the story (or the author’s purpose for writing the story). Whenever you use a quote, use MLA format for in-text and Works Cited citations and be sure to follow the quote with your detailed explanation of the quote’s meaning and significance.

6. Be sure to use transitions, connecting words to link one paragraph, one new idea, to the next. (For example, “Another prominent symbol that demonstrates the protagonist’s greed is...”)

7. Conclusion: Should be at least 4 sentences in length. Try not only to mention your main theme, but go beyond it to leave the reader thinking about your paper long after he has finished reading it. The best analyses reveal how the story relates to the modern reader or modern society.

8. Works Cited: Use Noodlebib (or syllabus links above) to format your works cited correctly, using MLA style.

9. Do not use the 1st person point of view (I, we, us, our, me, my, etc) or 2nd person point of view (you, your, etc.) anywhere in this essay. The focus should remain on the character(s) and the story itself, so it should be written entirely in the 3rd person.
Pointers for reviewing a live play (3-page minimum):

This handout will provide you with some basic information. You should also check out this great website – a comprehensive resource for writing reviews: ➔ http://www.unc.edu/depts/wcweb/handouts/review.html

What is a review?

A review is a critical evaluation of a text, event, object, or phenomenon. Reviews can consider books, articles, entire genres or fields of literature, architecture, art, fashion, restaurants, policies, exhibitions, performances, and many other forms...

Above all, a review makes an argument. The most important element of a review is that it is a commentary, not merely a summary…You can offer agreement or disagreement and identify where you find the work exemplary or deficient in its knowledge, judgments, or organization. You should clearly state your opinion of the work in question, and that statement will…resemble other types of academic writing, with a thesis statement, supporting body paragraphs, and a conclusion.

Some common features of reviews:

- First, a review gives the reader a concise summary of the content. This includes a relevant description of the topic as well as its overall perspective, argument, or purpose.
- Second, and more importantly, a review offers a critical assessment of the content. This involves your reactions to the work under review: what strikes you as noteworthy, whether or not it was effective or persuasive, and how it enhanced your understanding of the issues at hand.
- Finally, in addition to analyzing the work, a review often suggests whether or not the audience would appreciate it.

Introduction

- Include the name of the play you went to see and the author(s) of that play. Also, include information about the specific production that you attended, including the location and the theater company.
- Briefly summarize the content and purpose of the play (2-3 sentences).
- Include your thesis about the play. Was it successful in achieving it’s purpose? Was it informative, entertaining, humorous, thought-provoking. Did you identify any larger themes or significant ideas embedded in the

Summary of the play

- This should be brief (one paragraph) as analysis takes priority. In the course of making your assessment, you'll hopefully be backing up your assertions with concrete evidence from the play, so some summary will be dispersed throughout other parts of the review.

Analysis and Evaluation of the Play

- Defend your thesis here. What was the purpose of the play? (to entertain, to communicate a specific meaning or to suggest a theme?) Did the play achieve its purpose? How?
- Your analysis and evaluation should be organized into paragraphs that deal with the main points of your argument, as in your other literary analysis papers.
- Address specific elements of the play, just as you have in all of your other papers: character development, setting, plot structure, symbol, theme, stage business, actor’s interpretation, quality of performance, use of sound, etc.

Conclusion

- Sum up or restate your thesis or make the final judgment regarding the play. Reassert your main argument about the play. Suggest whether you would recommend the play to others. For what purpose? What age-groups / demographics, specifically?
Turn-In Checklist

- Full Length & Stapled
- Page numbers inserted
- Spell-Checked and Proofread
- Typed & Double Spaced
  (without extra spaces under title / between paragraphs, etc.)
- 12 pt. font (Times New Roman or Tahoma) with normal margins
- Include a detailed(!) outline at the end of your paper
- Properly headed (no title page) & Don’t forget your Works Cited!
- Check syllabus and submit online when necessary
  (online submissions should be attached, not copy/pasted)
  (attachments should be saved in “Rich Text Format” .rtf)

Student Name

Professor Harper

101.102

3.7.11

Center Your Title (creative expression of thesis) Here

Begin your essay here. Notice that I did not use bold print, italics or underlining on the title or in the text. Use 12 point font and well-organized paragraphs with topic sentences and transitions. Don’t forget to insert page numbers and to include a works cited at the end.

Always indent, but never add extra spaces between paragraphs.

When necessary, always include a properly formatted W.C. page.

Works Cited

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis and focus (10% Weighting)</td>
<td>Paper does not seem to have any over-arching focus or controlling idea.</td>
<td>The thesis is either not clearly stated, or there does not seem to be a correlation between a controlling idea and the direction of the paper.</td>
<td>The focus of the paper implies the thesis, but it is not clear early in the paper, OR the argument of the body does not follow the purported thesis.</td>
<td>The thesis is made clear early in the paper, and the body of the paper reflects this focus.</td>
</tr>
<tr>
<td>Organization (20% Weighting)</td>
<td>Details seem to be presented in a random order, without clear order, unity, or coherence.</td>
<td>There is a general pattern to the material, but transitions are weak, and more thought should be given to the relative significance of the details.</td>
<td>The overall development of the details appears solid, but transitions could be stronger. The overall integration of the paper is less skillful than an excellent paper.</td>
<td>The details are presented in an order that effectively supports the thesis, and smooth transitions move the reader from one idea to another. Well thought out introduction and conclusion attract reader attention.</td>
</tr>
<tr>
<td>Style (10% Weighting)</td>
<td>Use of language is bland, inaccurate, or does not follow the conventions of academic English.</td>
<td>Work on sentence variety and stronger vocabulary.</td>
<td>You have a reasonable vocabulary and variety of sentence structures, but could be more creative. Be careful of the nuances in your word choices.</td>
<td>Your use of the language is creative, varied, and alive. Your word choices are not only sound, but creative, and your sentences are well constructed and show good variety.</td>
</tr>
<tr>
<td>Content and supporting details (50% Weighting)</td>
<td>The content is very general and the details lack depth, accuracy, relevance or evidence of logical argument. Source material, if required, is not well used or incorporated into the text of the paper. The paper does not meet the terms of the assignment.</td>
<td>There is an acceptable level of detail, but it is not rich. More support is needed. Work on using more concrete language, finding additional research and using more compelling direct or indirect quotations, or consider alternative perspectives could be needed. Quotations may not be smoothly embedded. The paper does not meet the terms of the assignment.</td>
<td>You have made a solid start on collecting the information you need to make a sound argument, but need to go a step further in finding more background, more current material, or in seeing other perspectives. Quotations may not be smoothly embedded. The paper meets the terms of the assignment in a general way.</td>
<td>Details are vivid and alive. The material is current and relevant to the thesis, and explores various perspectives. A depth of analysis gives evidence of strong critical thinking. Research is synthesized into a coherent argument. The paper not only fulfills all the requirements of the assignment but shows original thought and extra effort.</td>
</tr>
<tr>
<td>Grammar and Punctuation (10% Weighting)</td>
<td>Spelling, punctuation, and grammar demonstrate enough errors to interfere with the meaning of the paper. These areas must be reviewed carefully and corrected. Formatting rules need attention.</td>
<td>While the meaning still comes through, this is a notable level that is acceptable in academia or the workplace. There may be problems with required formatting.</td>
<td>There are not enough errors to be seriously distracting or annoying, but you should take more care in proofreading your work, or get a friend to look over the paper before you turn it in. Formatting generally follows required rules.</td>
<td>You show a good mastery of the rules of English grammar and spelling. Sentences are complete and varied in structure, without run-ons and fragments. Commas, semicolons and other punctuation marks are handled properly. Point of view (1st, 2nd, 3rd) person is used correctly and consistently. MLA or APA formatting rules are followed.</td>
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