

English 1A, Section 22908
LIB 120

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T/Th 2:00-4:05

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WRC Hours: T/Th 1:00-2:00

English 1A: Basic English Composition

COURSE DESCRIPTION

Prerequisite(s): ENG 50: Basic English Composition or qualifying placement level. Emphasizes and develops skills in critical reading and academic writing. Reading and writing assignments include exposition, argumentation, and academic research. Students will write a minimum of 10,000 words. Students may not receive credit for both ENG-1A and ENG-1AH. 72 hours lecture and 18 hours laboratory. (Letter Grade Only)

ADDITIONAL COURSE INFORMATION

In this course we will strive to improve critical thinking and reasoning skills through reading and writing for various purposes and audiences. Readings have been selected for social relevance in order to encourage students to address challenging questions and formulate convincing and persuasive arguments while relying on evidence to support their claims. This is a web-enhanced class, so regular and easy access to the internet will be required. Having a laptop or tablet to bring to class will help save money on printing, but is not required.

COURSE MATERIALS

Required Texts and Materials:

MLA Handbook for Writers of Research Papers

Access to a college level dictionary

An at-home printer or a budget for on-campus printing of articles from the internet

A three ring notebook

Pens (all in-class writing and handwritten assignments must be done in pen)

STUDENT LEARNING OUTCOMES

Critical Reading

- a. Analyze college-level expository and argumentative texts of intrinsic value and directed at advanced readers;

Writing Academic Prose

- a. Write essays of 1500-3000 words, synthesizing multiple patterns of development, that pursue answers to challenging questions or advance substantial arguments;
- b. Illustrate and support claims effectively, with relevant, thoughtful, and sufficient evidence drawn (as appropriate) from written texts and the writer's own experience and knowledge;
- c. Employ the conventions of academic English to produce intelligible and stylistically mature essays almost entirely free from errors in syntax, grammar, punctuation, diction, and spelling;

Research Methods and Conventions

- a. Write a competent college-level research paper, gathering sources effectively, evaluating them for relevance and reliability, using a system to manage the research process so it leads to a thoughtful and intelligible paper, and employing MLA conventions at an advanced level to cite and incorporate sources effectively in the finished paper;

Rhetorical Knowledge

- a. Write essays in several different genres (e.g., expository, argumentative, exploratory, personal, etc.), demonstrating awareness of audience and appropriate use of voice, tone, and level of formality;

b. Write essays that employ, at an advanced level, the standard methods of academic discourse (including effective thesis statements, introductions, conclusions, transitions, topic sentences, and summative sentences) for guiding readers through an analysis or argument;

Awareness of Writing Process

a. Demonstrate awareness of all stages of the writing process, and critique, at an advanced level, their own work and the work of others.

POLICIES

Attendance/Tardiness: Class attendance is mandatory and there are no excused absences.* If you miss more than four (4) classes you will be asked to drop the class or will not pass. It is the student's responsibility to keep track of absences. Entering class late is disruptive to the learning process for your fellow students. If arriving late becomes a problem, I reserve the right to count tardies as absences. Do not interrupt the class to ask for missed work or announce that you have arrived; please see me during a break or after class.***Note:** There is no such thing as an excused absence. Students are responsible for ensuring that I receive any work due on the day it is due (more about this later). Students must be present on the first and second days of the class, or they will be dropped.

Expectations: Students are expected to come to class prepared with all necessary materials and a willingness to participate. Consistently arriving to class unprepared can result in a lower grade, being asked to leave and counted absent for the day, and/or being asked to drop the class. This is a college level class. As such, students should expect to spend about two hours working outside of class for every hour they spend in class (about 6 - 8 hours per week).

Late Work: No late work will be accepted. You will have plenty of warning before assignments are due, so please plan accordingly. If you are going to miss class on the day an assignment is due, you may email me the assignment BEFORE THE CLASS IS OVER to have it counted as on time. If you miss class, it is your responsibility to ask a fellow student (or email me) about what you missed to ensure that you do not miss turning in any homework assignments on the day of your return. If a quiz or test is missed, it is the student's responsibility to request a makeup at the beginning of class on the day of his/her return. ***Note:** Emailed work is easily erased or forgotten, so emailed homework will be counted as on time, but will not be graded until I receive a physical (hard) copy from you.

Class rules:

1. NO cell phones, other electronic devices or non-class related materials. If you are caught using any electronic device during class or viewing non-class related materials or working on outside homework, you will be given one warning. Upon the second request, you will be asked to leave the classroom and will be counted absent for the day.
2. NO late papers or homework are accepted.
3. RESPECT the property and people around you. Disrespecting anyone or anything in the class room may result in you being asked to leave and counted absent for the day.

ACADEMIC HONESTY

Cheating and plagiarism have serious consequences. This is a writing and research course, so you will regularly be using outside sources to further your arguments. Even using a short passage from someone else's work without properly citing the source is considered plagiarism. According to Riverside Community College District Policy 6080, Section II.C. 1&2: For instances of academic dishonesty a faculty member may take any one of the following actions:

The faculty member may reduce the score on tests or assignment(s), reduce the grade for the course, fail the student in the course, or recommend to the appropriate administrative officer that the student be suspended from the course.

DISABILITIES

If you have a documented disability requiring accommodation in this class, please contact me or the Office of Disabled Students Programs and Services. Our goal as a college and as educators is to make sure that you succeed, as such we will be happy to work with you in determining appropriate accommodations to meet the educational limitations resulting from your disability. The Moreno Valley DSPS office is located in the Science and Tech building, room number 150. The phone number for the office is 951-571-6138.

ASSIGNMENTS AND GRADING

Grading Scale I follow the college-wide grading scale. Pluses or minuses are not given on final course grades, though I will use them in evaluating your assignments for this course. A passing grade is a C or better. For your information, I have attached my grading scale at the bottom of this syllabus.

A 90 -100% B 80 - 89% C 70 - 79% D 60 - 69% F 0 - 59%

Grade Distribution

3 Essays (E1, E2 and Group Paper):	45% (15% Each)
In-class work/Homework:	10%
WRC Assignments:	5%
Quizzes and Group Presentation:	10%
Final Research Paper*:	30%

18 Hours in the WRC*: Students cannot pass the class without completing 18 hours in the WRC. If students have not completed 5 hours in the WRC by 3/21, they will lose 2% from their final grade.

***NOTE:** You cannot pass this course without completing the research paper and 18 hours in the WRC.

Assignments

Please note, all final drafts of papers must be turned in through the Turn It In feature on the course website no later than 5pm on the day the assignment is due. You will give me your peer and instructor-reviewed drafts in class together with your Instructor Confirmation sheet.

E1 For Essay #1 you will follow the guidelines we discussed in class for Justifying an Evaluation. We express opinions to our friends, peers and families everyday, but often rely on the audience knowing us personally as the only justification for our opinions. Your best friend might completely understand you when you say, "I hate my math class." In writing, however, the audience is generally unfamiliar with the author personally, so statements of opinion need justification in order to be viewed as valid. Learning to justify your claims is key to developing into a persuasive, informative and successful writer. For this assignment you will write a 3-4 page review of an element of entertainment (an eating establishment, place of entertainment, a specific movie or television series, etc.) OR a written work (such as a novel or play). All drafts of this paper must adhere to MLA citation and formatting guidelines, be typewritten in standard font and double spaced with 1.25" margins. A successful essay will contain :

- A clearly identified and vividly described subject
- A clear and balanced evaluation of the subject
- Specific and well-conceived evidence supporting the author's judgment of the topic, based on clear standards of evaluation
- The author's anticipation of counterarguments against his/her evaluation of the subject

While you are not required to consult outside sources for this assignment, you may wish to do so in order to justify your evaluation. If you decide to use outside sources, please follow the guide to using sources found in Chapters 5 and 6 of the *MLA Handbook*. NOTE: Failure to complete a first draft and have it peer reviewed will result in a significant lowering of your final grade on this assignment.

E2 Essay #2 will also form the basis of your group assignment, so your topic and angle of approach must be chosen in conjunction with a partner. For E2 you will write a position paper in which you argue for one side of a controversial issue. Your partner, then, will write a position paper arguing for the opposite side. Your topic must be current, relevant and clearly arguable (ie. not based on belief, faith or personal taste). We will come up with a list of potentially debatable topics together as a class. If you wish to write on a topic that we do not come up with together, be sure to get it approved by me before you begin working on your project. This paper must be 4-5 pages in length, adhere to MLA citation guidelines, be typewritten in standard font and double spaced with 1.25" margins. Follow the guidelines for arguing a position that we discussed in class. This paper must also make use of at least 3 outside sources and contain a proper Works Cited list (see *MLA* Chapter 5). You must also include 3 vocabulary words from the class vocabulary list. Please indicate these words in your paper in **bold** text. Be sure to anticipate and address counterarguments to your position. NOTE: Failure to complete a first draft and have it peer reviewed will result in a significant lowering of your final grade on this assignment.

Group Paper The group assignment will relate to your second essay assignment (E2). Together with a partner, you will investigate opposing views on a controversial issue. For E2, each of you will write an argumentative (position) paper favoring one side of the argument. For example, if you choose to explore same-sex marriage, one student will write a paper that argues for the legalization of same-sex marriage, while his/her partner will write a paper arguing against its legalization. For your group assignment, you will then co-write a 4-5 page paper finding common ground between the two opposing arguments, using your argument essays (E2) as the main sources. You will follow the guidelines for finding common ground that we discussed in

class. You must also include 3 vocabulary words from the class vocabulary list. Please indicate these words in your paper in **bold** text. In addition to the co-written paper, each individual must write a 1 page maximum self-reflection about how you worked as a team and what you each contributed to the project. The Group Paper must make use of outside sources.

Group Presentation As a group, you will present to the class your arguments on each side of the debate presented in the Group Paper and the ways in which you were able to find common ground in the debate. The presentation should be about 10-12 minutes in length. Your presentation must contain facts and evidence learned in your research. Each group member must participate equally in the oral presentation. You must also include a visual aid with your presentation. You may use whatever technology or visual aids that you wish.

Peer Reviewing One of the best ways to learn how to write is to be able to give helpful and constructive criticism to fellow writers and to receive the same criticism back in return. Being able to take criticism is a valuable life lesson, and provides one of the best ways to improve and hone your skills. In this class, we will form reading groups of 3 students each. These groups will meet with each other frequently to discuss their writing before composing final drafts of papers. Your partners will see your work before I do, so be sure to be thorough in your reviews and in your reception of criticism. These meetings and the work that you do in them is integral to developing your abilities as a writer and should be taken seriously. The Peer Reviews you complete will count as a homework score.

Quizzes You will have 3 vocabulary quizzes throughout the semester and a quiz on MLA citations, quotations and Works Cited lists. In addition to these scheduled quizzes, I may also give unannounced quizzes or in-class writing assignments periodically throughout the semester. Regular attendance will help ensure that you do not miss out on valuable points and keeping up on reading will ensure that you are ready for any unannounced assignments I might give.

Research Paper The research paper is the single largest assignment of the semester, and it is what all of the skills you have gained throughout the semester have been preparing you for. As such, you will utilize nearly all of the writing strategies that we studied this semester. For the research paper, you will identify a major socioeconomic or environmental problem effecting the United States or world at large, specify its most important causes, and finally propose a solution to it. This problem must be current, of interest to you and must be clearly defined by you as a serious problem. (If you would like to write on a different topic, be sure to have it approved by me before you proceed in writing.) It should also be a problem that has no clear singular cause. You will need to argue that the cause(s) you suggest are plausible and back them up with research.

Finally, you will need to propose a solution or set of solutions to the problem. When proposing a solution or set of solutions, you must convince your readers that the solution will indeed solve the problem and can be implemented. You must take into consideration the costs, time and feasibility of the solution, as well as psychological, sociological and/or environmental impacts of the solution. The solution should clearly link back to the causes of the problem you originally outlined.

Furthermore, like any good argument or position paper, you must take into consideration any counterarguments that you may come across or anticipate. These could be counterarguments against the causes that you originally outlined of the problem or against the significance of the problem. They could also be counterarguments against your proposed solution or represent previous solutions that did not work. Remember, the purpose of including counterarguments is to

show your awareness of both sides of an argument and, especially, to strengthen your own argument by proving its worth over the counterarguments.

NOTE: This work may be a continuation of the work that you did on E2 and the group project *if* that problem is one that can have a solution and is not just a simple debate of opinion. If you choose to continue your work on E2, please note that you may not use any of the group project paper in your research essay verbatim. Any ideas you wish to use from that paper must be significantly revised to be solely your own work.

Requirements: The paper must be 6-7 pages in length, utilize at least 6 outside sources, adhere to MLA citation guidelines, and contain a proper Works Cited list. You must also include 3 vocabulary words from the class vocabulary list. Please indicate these words in your paper in **bold** text.

This, like your other major writing assignments, will be completed in stages with portions of the final project being worked on (and turned in) in stages. The first stage of the Research Paper is the Proposal.

Proposal: For the proposal (due 5/15), you will need to:

-Write a paragraph briefly defining the problem you have chosen and explicating its seriousness. You should also briefly list what you perceive to be the main causes of the problem and speculate about what you might suggest as solutions. The goal for your proposal is to demonstrate to me your understanding of the problem and show that you will be able to carry out the goal of determining its causes and proposing solutions. This does not need to be exhaustive, nor do the causes and solutions you suggest need to be fully fleshed out, nor do these need to ultimately be the causes and solutions you focus on in your paper.

-Provide an annotated bibliography of 8 sources that you have consulted in researching your paper. You ultimately only need to use 6 sources in your paper (though you may use more if you wish), but you should consult more than are required to be sure that you have discovered all of the best sources for making your argument. Proper sources include:

- Articles from scholarly journals
- Books or book chapters
- Newspaper or other professional reporting on the subject
- Websites that scholars and academics would consider credible

EXTRA CREDIT OPTIONS

There will be a few extra credit options that you may take advantage of this semester. Please hold all extra credit assignments until the last week of class! You may do a maximum of 5 extra credit assignments.

1. Write a 2-3 page movie review using the evaluative techniques you learned during E1.
2. Write a letter to the appropriate government official about an issue that you came to care about after we discussed or you researched it during this class.
3. You may attend up to 3 WRC workshops for extra credit. The Workshop Worksheet found on the course website must be completed and signed by the workshop instructor in order to receive credit.

CALENDAR*

* This calendar is subject to change.

T 2/18 Syllabus Overview, Introduction

Th 2/20 In-class writing assignment: *SMG* Ch.1 Reflection 1 or 2 **Readings Due:** "A Homemade Education" by Malcolm X

www.smartercarter.com/Essays/Homemade%20Education.pdf

Homework Due: Malcolm X Reading questions

T 2/25 Justifying an Evaluation **Readings Due:** Roger Ebert's review of *Avatar* <http://rogerebert.suntimes.com/apps/pbcs.dll/article?AID=/20091211/REVIEWS/912119998>; *New York Magazine* review of *Avatar* <http://nymag.com/listings/movie/avatar/>

Th 2/27 Justifying an Evaluation 2; Narrating **Readings Due:** *What's Wrong with Cinderella?* <http://www.nytimes.com/2006/12/24/magazine/24princess.t.html>
Homework Due: *Avatar* review questions

T 3/4 E1 Preliminaries **Readings Due:** Restaurant review: <http://www.latimes.com/features/food/la-fo-gold-20130126.0,325185.story> Product review: <http://www.wired.com/reviews/2013/02/wilson-steam/> Travel Review: <http://www.sunset.com/travel/hawaii-mexico/kailua-hawaii-00418000078787/> **Homework Due:** *Cinderella* ?

Th 3/6 Mechanics of writing and Arguing; Outlines **Homework Due:** Restaurant, Travel and Product review questions; Introduction to E1, including thesis statement and a forecasting statement. Bring 4 copies.

LAST DATE TO ADD--3/7

LAST DAY TO DROP WITHOUT A "W"--3/9

T 3/11 The importance of description; Revisiting reviews **Homework Due:** Write a paragraph describing, in detail, the subject that you have chosen to write on for E1. For example, if you have chosen to evaluate an amusement park, write a paragraph that vividly describes the best (or worst) aspects of the park. Be sure to use sense descriptions! Bring 3 copies to class.

Th 3/13 Peer Review E1; **Assignments Due:** E1 Draft (bring 3 copies of your paper)

T 3/18 Partner formation for Group Project; Idea generation for E2; Invention strategies; Arguing a position **Readings Due:** Gun Control Op Eds: http://seattletimes.com/html/opinion/2020268452_jennydurkanopedxml.html; <http://washingtonexaminer.com/gun-control-fails-rationality-test/article/2519971> **Assignments Due:** E1 Final draft (including WRC instructor confirmation)

Th 3/20 Using research: Works Cited and annotated bibliographies; **Homework Due:** Find (and read) one source that you may use to help you in formulating your argument for E2. This should come from a source that scholars would consider relevant, such as a book, newspaper article, or article from a scholarly journal. Make an Annotated Bibliography entry for the source. Print and bring the source with you to class.

FRI 3/21 **Homework Due:** 5 hours in WRC!

- T 3/25 Working with source material: quoting and paraphrasing; Outlines **Homework Due:** Identify two additional sources for E2. Make an Annotated Bibliography citation and summary for each one. Identify 3 quotes or passages in them that you may wish to use for E2. **Bring the sources and your Annotated Bibliography (with all 3 sources included) to class.**
- Th 3/27 Group work on introductions and body paragraphs. **Readings Due:** Handout: “Fast Food Nation” (494); **Homework Due:** Introduction and first paragraph of E2. Bring 3 copies.
- T 4/1 Peer Review E2; **Assignments Due:** E2 Draft (bring 3 copies of your paper) **Homework Due:** Reading questions for “Fast Food Nation”; WRC Assignment
- Th 4/3 Film: *An Inconvenient Truth*
- T 4/8 Using Comparison/Contrast to highlight a position/argument; **In-class Reading Questions “Dinosaurs”** **Readings Due:** “Sex, Drugs, Disasters, and the Extinction of the Dinosaurs” **Homework Due:** WRC Assignment; Vocab list #1. Define each word and use it in a sentence that makes it clear that you understand its meaning and proper usage.
- Th 4/10 Defining; (Handout) “Working Class Hero”; Creative in-class assignment **Readings Due:** “Somebody’s Baby” **Homework Due:** Film Questions: *An Inconvenient Truth*
- T 4/15 & Th 4/17 **SPRING BREAK!! :)**
- T 4/22 Group meetings about projects; Outlines **Assignments Due:** E2 Final Draft including WRC Instructor confirmation (You must also provide your Group Paper partner with a copy of the final draft!)
- Th 4/24 Group work continued
- T 4/29 Vocabulary Quiz #1; Group work continued
- Th 5/1 Group presentations **Assignments Due:** Group papers and presentations due **Homework Due:** WRC Assignment: Instructor Confirmation for Group Paper
- T 5/6 Group presentations (continued); **Homework Due:** WRC Assignment
- Th 5/8 Group presentations (continued); Film: *Food Inc.*
- T 5/13 Film: *Food Inc.* (cont.) **Homework Due:** Vocabulary List #2. Define each word and use it in a sentence that makes it clear that you understand its meaning and proper usage.

Th 5/15 Meetings about paper proposals; In-class questions on *Food Inc.* and *Columbine*
Assignments Due: Final Research Paper Proposal
Readings Due: *Columbine: Whose Fault Is It?*
<http://www.antilife.org/files/marilyn.html>

LAST DAY TO DROP WITH A "W" --5/16

T 5/20 Peer Reviewing; **Homework Due:** WRC Assignment; Research Paper Outline (bring 3 copies); Research Paper Introduction Paragraph(s) (bring 3 copies)

Th 5/22 Film: *Capitalism a Love Story* **Readings Due:** 'The 2000 Election and the "War on Terror"'
<http://www.historyisaweapon.com/defcon1/zinn2000electionch25.html>

T 5/27 Vocabulary Quiz #2; Research paper Peer Reviews **Homework Due:** WRC Assignment **Assignments Due:** Research paper draft #1 (bring 4 copies)

Th 5/29 Finish *Capitalism* **Homework Due:** Reading Questions: "War on Terror"

T 6/3 Peer Review Research Paper Draft 2; **Homework Due:** Vocabulary List #3. Define each word and use it in a sentence that makes it clear that you understand its meaning and proper usage. Discussion questions for *Capitalism a Love Story* **Assignments Due:** Research Paper Draft #2 (bring 3 copies)

Th 6/5 Final Quiz on MLA and In-Class Essay **Homework Due:** PLEASE BRING A COPY OF EACH OF THE PAPERS YOU WROTE THIS SEMESTER TO CLASS AS YOU WILL NEED THEM FOR YOUR FINAL IN-CLASS ESSAY (DIGITAL COPIES OKAY); YOU WILL ALSO NEED YOUR MLA HANDBOOKS [Questions for *Capitalism a Love Story*](#)

Th 6/12 **FINAL EXAM 2:00pm - 4:30pm**
Vocabulary Quiz #3; Final draft research papers due by 2pm (including WRC Instructor Confirmation)



*The learning and knowledge that we have, is,
at the most, but little compared with that of
which we are ignorant.*

~Plato

General characteristics by letter grade of university-level student papers

	The A Paper	The B Paper	The C paper	The D Paper	The F Paper
Ideas	Excels in responding to assignment. Interesting. Demonstrates sophistication of thought. Central idea/thesis clearly communicated, worth developing; limited enough to be manageable. Paper recognizes some complexity of its thesis: may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates its sources, appropriately limits and defines terms.	A solid paper, responding appropriately to assignment. has clearly stated thesis or idea, but may have minor lapses in development. Begins to acknowledge the complexity of central idea and the possibility of other points of view. Shows careful reading of sources, but may not evaluate them critically. Attempts to define terms, not always successfully.	Adequate but weaker and less effective, possibly responding less well to assignment. Presents central idea in general terms, often depending on platitudes or clichés. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with some lapses in understanding. If it defines terms, often depends on dictionary definitions.	Does not have a clear central idea or does not respond appropriately to the assignment. Thesis may be too vague or obvious to be developed effectively. Paper may misunderstand sources.	Does not respond to assignment, lacks a thesis or central idea, and may neglect to use sources where necessary.
Organization and Coherence	Uses a logical structure appropriate to paper's audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or profession of ideas.	Shows a logical progression of ideas and uses fairly sophisticated transitional devices; eg., may move from least to most important idea. Some logical links may be faulty, but each ¶ clearly relates to paper's central idea.	May list ideas or arrange them randomly rather than using any evident logical structure. May lack transitions or bridges. May use transitions, but they are likely to be sequential (first, second, third) rather than logic based, or may not relate to central idea. While each ¶ may relate to central idea, logic is not always clear. ¶s may have topic sentences but may be overly general, and arrangement of sentences within ¶s may lack coherence.	May have random organization, lacking internal ¶ coherence and using few or inappropriate transitions. ¶s may lack topic sentences or main ideas, or may be too general or too specific to be effective. ¶s may not all relate to paper's thesis.	No appreciable organization; lacks transitions and coherence.
Support	Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.	Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance.	Often uses generalizations, rather than specifics, to support its points. May use examples but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to point being discussed. Often has lapses in logic.	Depends on clichés or overgeneralizations for support, or offers little evidence of any kind. May be personal narrative rather than essay, or summary rather than analysis.	Uses irrelevant details or lacks supporting evidence entirely. May be unduly brief.
Style. (How does it sound read aloud?)	Chooses words for their precise meanings, and uses an appropriate level of specificity. Sentence style fits paper's audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not long and rambling.	Generally uses words accurately and effectively, but may sometimes be too general. Sentences generally clear, well structured, focused—though some may be awkward or ineffective.	Uses relatively vague and general words. May use some inappropriate language. Sentence structure generally correct, but sentences may be wordy, unfocused, repetitive, or confusing.	May be vague and abstract, or very personal and specific. Usually contains several awkward or ungrammatical sentences; sentence structure is simple or monotonous.	Usually contains many awkward sentences, misuses words, employs inappropriate language.

**Spelling,
Punctuation,
Format
(How does
it look?)**

Almost entirely free of spelling, punctuation, and grammatical errors. Mastery of MLA format, citation, Works Cited.

May contain a few errors, which may annoy the reader but not impede understanding. May have a few minor errors in MLA format, citation, Works Cited.

Usually contains several mechanical errors, which may temporarily confuse the reader but not impede overall understanding. Conforms to basics of MLA format, but may have several errors.

Usually contains either many mechanical errors or a few important errors that block the reader's understanding and ability to see connections between thoughts. Major flaws in MLA format, citation, Works Cited.

Usually contains so many mechanical errors that it is impossible for the reader to follow the thinking from sentence to sentence. Displays little or no adherence to MLA format.

Vocabulary List #1:

boisterous
reverence
opulent
mundane
renovation
benevolent
longevity
reclusive
scrutinize
substantiate
aberration
rancorous
spontaneous
superficial
asylum
lobbyist
provocative
subtle
arid
jubilation
prudent
surreptitious
anachronistic
pragmatic
tenacious
intrepid
parched
precocious
venerable
perfidious
ostentatious
orator
enervating

Vocabulary List #2:

abate
abstain
prosperity
superfluous
bias
reconciliation
submissive
adversity
intuitive
prosaic
querulous
tactful
wary
amicable
procrastinate
vindicate
nonchalant
abdicate
spurious
brusque
restrained
aesthetic
pretentious
transient
brazen
sagacity
clairvoyant
foster
haughty
impute
inevitable
demagogue
collaborate

Vocabulary List #3:

compromise
conditional
extenuating
fortitude
frugal
hypothesis
capacious
exemplary
compassion
condescending
conformist
florid
deleterious
digression
empathy
discredit
divergent
disdain
diligent
camaraderie
evanescent
capitulate
forbearance
fortuitous
fraught
hackneyed
hedonist
impetuous
inconsequential
ephemeral
emulate
convergence
canny