

English 50, Section 22312

Instructor: Dr. Yvonne Mills (Flack)

Spring 2017

Email: yvonne.flack@mvc.edu

T 10:10 - 12:40

Office Hours: T 5:00 - 5:30; W 11:00 - 1:30; F 10:10 - 12:10

Th 10:10 - 11:40

Office: LIB 135

Th (Lab) 11:50 - 12:40

Course Website: www.professorflackmvc.weebly.com

PSC 22

Remind: @drflack

ENG-50: Basic English Composition
Course Theme: The American Dystopia

COURSE DESCRIPTION

Prerequisite(s): ENG 60B: English Fundamentals: Paragraph to Essay or ESL 55: Advanced Writing and Grammar or qualifying placement level. Advisory: REA 82 or qualifying placement level. Emphasizes and develops skills in critical reading and academic writing as preparation for college-level composition. Students will write a minimum of 5,000 words. Classroom instruction integrates Writing and Reading Center activities. 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 learning to use textual 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 Text*:

MLA Handbook for Writers of Research Papers: 8th Edition

Required Materials:

Composition Book

Access to (and a willingness to use) a college level dictionary

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

A three ring notebook to keep course materials organized

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

Highlighters of various colors

Optional Texts:**

The Omnivore's Dilemma by Michael Pollan

No Logo: 10th Anniversary Edition by Naomi Klein

The Story of Stuff by Annie Leonard

Overdosed America by John Abramson

***A Note on Required Text:** Please note that you MUST purchase the 8th Edition of the MLA handbook. Significant changes were made between the 7th and 8th editions, and as we will be using this book as our primary guide for how to properly cite outside sources, you must have the most up to date version.

**** A Note on Optional Texts:** While some readings will be provided to you as handouts, many of the readings will only be available to you online. Please note that you will need to print these out before you come to class. If

you do not want to budget time and/or money for printing on campus or at home, I would suggest you purchase a couple of these. Please see the course calendar to determine which books we will use most.

STUDENT LEARNING OUTCOMES

Upon successful completion of the course, students should be able to:

—>**Employ MLA conventions for documenting sources and citing parenthetically.**

—>**Demonstrate writing as a process which includes pre-writing, drafting, and revising essays. Distinguish among rhetorical strategies, main idea, and evidence in non-fiction texts.**

—>**Critical Thinking** - Students will be able to demonstrate higher-order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.

—>**Construct unified, organized, primarily text-based essays, largely free of disruptive errors, which employ various rhetorical strategies, perspectives, and concrete evidence in support of arguable thesis statements.**

—>**Communication Skills** - Students will be able to communicate effectively in diverse situations. They will be able to create, express, and interpret meaning in oral, visual, and written forms. They will also be able to demonstrate quantitative literacy and the ability to use graphical, symbolic, and numerical methods to analyze, organize, and interpret data.

POLICIES

Attendance: 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. Students who miss multiple days in a row, or multiple labs in a row, could be automatically dropped from the class. These patterns show a lack of commitment to the class. Please always communicate with me about any repeated absences.

- Any student who wishes to drop the course is responsible for dropping through WebAdvisor. Failure to properly drop the course may result in an F on your transcript.

***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 class, or they will be dropped.

Tardiness: Entering class late is disruptive to the learning process for your fellow students, so please be respectful when arriving late. If arriving late becomes a problem, I reserve the right to count tardies as absences. Any student arriving more than 15 minutes late or leaving more than 15 minutes early may be counted absent. Habitual tardiness or early departures may result in a student being asked to drop or a failing grade. If you arrive late, do not interrupt the class to ask for missed work or what we are doing or announce that you have arrived; please see me during a break or after class. Even if you are going to be very late to class, please still come! Don't get a whole day behind because you're worried about walking into class late!

Lab Attendance Policy: This English 50 class has a scheduled lab period every Thursday from 11:50 - 12:40. Attendance at labs is mandatory. A student who must miss lab for medical or other emergency reasons may arrange to make up the lab at a different time with prior instructor approval.

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 class will challenge you to read, think and write critically and often. 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, as a last resort please) 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 an appointment for a makeup. ***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 (except when used for class purposes) 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.
4. NO food or open beverage containers in class. This is a school-wide policy in order to help reduce maintenance and custodial costs. Eating in class is also a distraction to you and often to those around you. Please eat before you enter class or during breaks.

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. Learning how to cite those sources properly will be a key component of this class. Even using a short passage from someone else's work without properly citing the source is considered plagiarism. Copying another student's work is not "sharing" or "working together." It is cheating and will face consequences. While I encourage you to work together and share ideas, the words that you ultimately write down should be your own.

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.

Note*: Class discussion and group work are considered the free exchange of ideas: build upon ideas you get in class and make them your own as you write your papers. You do not need to cite classmates or professors for ideas generated in class discussions.

DISABILITIES

What do I do if I have a disability that may affect my performance in this course?

If you have a documented disability requiring accommodation in this class, please contact me or the Office of Disability Support Services. Our goal as a college and as educators is to make sure that you succeed, and 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 DSS office is located in the Library building,

room number 230. The phone number for the office is 951-571-6138 or you can visit their website at <http://www.mvc.edu/services/dsps/>

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 Formal Essays (E1, E2, E3):	45% (15% each)
Homework/In-class Assignments:	15%
Reaction Papers:	15%
Quizzes:	10%
In-Class Journal and LAB Assignments:	10%
Final Project/Presentation:	5%

ASSIGNMENTS

Assignments will be given out well ahead of their due dates. They will also be posted and available for download off of the course website. It is the student's responsibility to ensure that he/she keeps up with changes to the website.

Formal Essays 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-reviews and any other required supporting documents in class.

Homework Unless otherwise specified, homework may be hand written in blue or black ink. Please do not use pencil or odd colors! For the most part, homework assignments, reading questions, etc., will be posted on the website at least a week ahead of time. I will also make announcements in class to remind students to check the website for the following week's homework assignments.

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 quizzes throughout the semester. These quizzes will serve to reinforce reading and writing skills you attain in this course. I may 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.

In-Class Writing We will write daily in class. These assignments may include: Warm-ups, Notes, Practice Activities, Quick-Writes and a variety of other writing assignments. These should be kept in your Composition

Books. You will receive a grade for keeping up with in-class writing. Be sure to check for any missed in-class assignments online or with a friend when you return.

Close Reading Close reading is one of the most important skills you will gain in this class. Close reading will enable you to write your essays and complete quizzes with greater ease. We will study and practice close reading techniques throughout the semester, and I will regularly check your readings to ensure you are demonstrating close reading strategies. This is why printing copies of the readings or buying copies of the books is a requirement.

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. Extra Credit assignments can be used to replace a missed homework assignment.

1. Write a 2 page (minimum) summary/response of an article found in a reputable news source (online or print). Please include in your response your feelings about the event or phenomena. Also, consider speculating about the future of the problem and, if possible, tie the article into what you have learned throughout this course. Your summary/response should explain how the current event is related to the course theme of The American Dystopia.
2. Write a 2 page 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. Your letter should include facts/data (with appropriate citations) from what you have learned in this class in order to support your arguments for change.
3. Watch a movie or read a book that is an example of dystopian fiction. Write a 2-page reaction paper that analyzes the book or movie as dystopian fiction, identifies the aspects of society that the work satirizes and ties the work to our course's theme of The American Dystopia. You should address works that we read or watched in class that relate to the movie/book.

RESOURCES

Keeping in Touch

I am nearly always available via email*. I strive to return messages promptly, so please do not hesitate to contact me if you have problems, concerns or questions. You can also message me through Remind. My office is located in LIB 135, and I hold regular office hours Tuesdays 5:00 - 5:30, Wednesdays 11:00 - 1:30 and Fridays 10:10 - 12:10. Please come see me! If you have conflicts during my regularly scheduled office hours, feel free to contact me to make an appointment to get together. Student-teacher relationships are often key to student success, and I am happy to provide any resources I can!

**When emailing, please use a salutation (i.e., "Dear _____,") and signature (i.e. identify yourself by providing your full name).*

Email: yvonne.flack@mvc.edu

Office: LIB 135

Office Hours: T 5:00 - 5:30; W 11:00 - 1:30; F 10:10 - 12:10 (or by appointment)

Course Website

This class will make use of a website, www.professorflackmvc.weebly.com. I will use the website to upload course documents and supplemental assignments/readings. Some assignments and readings will only be available via the website. I will also regularly update the course calendar with new assignments and scheduling details/changes. Please check the website regularly for updates and listen for announcements made in class about upcoming assignments and other items accessible only from the website. Please notify me immediately if the website fails or you have trouble accessing any of the supplemental documents. Please also notify me if you are unable to access the course materials online, and I will make hard copies of assignments for you. Most files are PDF or .docx files, so you will need the appropriate programs to open the course documents.

Remember, there are computers and printers on campus for student use if you do not have these resources at home.

Remind is a text-message based system that I will use to alert you to changes on the website or course calendar. I will also use Remind to remind you of upcoming deadlines, homework assignments, etc. You may sign up for text message alerts, push notifications on your smartphone and/or email notifications. While Remind is a free service, please note that data and/or messaging rates will apply and are charged at your cell phone provider's normal rates. Be cautious if you do not have a text messaging plan for your cell.

- **For text message notifications:** Text @drflack to the phone number **81010**.
- **For push notifications on your smart phone:** Open your web browser and go to the following link: **rmd.at/drflack**

Follow the instructions to sign up for Remind. You'll be prompted to download the mobile app.

- **For email notifications, use your desktop or laptop to visit:** **rmd.at/drflack**
- Follow the instructions to sign up for email reminders.

CALENDAR*

* This calendar is subject to change.

UNIT ONE: The Human Impact

T 2/14 Introductions/ice-breakers; Syllabus Overview; Intro. to Close Reading

Film: "The Story of Stuff" <https://www.youtube.com/watch?v=9GorqroigqM>

New Assignments: Homework #1: SOS Film questions

(Please rewatch "The Story of Stuff" video at home to help you complete HW #1)

Th 2/16 SOS Film Questions review; In-class timed writing (Reaction Paper #1); Introduction to MLA format

Readings Due: *The Story of Stuff* by Annie Leonard "Introduction"

In-Class Writing: Reaction Paper #1

Assignments Due: Homework #1: SOS Film questions; Video notes

New Assignments: Homework #2: SOS Introduction Questions

Th 2/16 LAB Thesis Statements

T 2/21 Intro to reading questions; Film: *Food Inc.*

Assignments Due: Homework #2: SOS Introduction Questions

New Assignments: HW #3: *Food Inc.* Film Questions; *Food Inc.* Film Notes

Th 2/23 Using close reading to support answers to reading questions; Review HW #2; In-class discussion/activities OD Chapter 1; MLA Conventions for Quoting

Readings Due: *The Omnivore's Dilemma* by Michael Pollan Chapter 1 "The Plant: Corn's Conquest"

Assignments Due: HW #3: Questions for *Food Inc.*

New Assignments: HW #4: OD Chapter 1 Reading Questions

Th 2/23 LAB Writing Introductions; Sentence Summaries

Reading Handout: Introductions

LAST DAY TO ADD—2/24

LAST DAY TO DROP WITHOUT A "W"—2/26

T 2/28 OD Chapter 4 Discussion/Activities; Summary and Paraphrase

Readings Due: OD Chapter 4 "The Feedlot: Making Meat"

Assignments Due: HW #4: OD Chapter 1 Reading Questions

New Assignments: HW #5: OD Chapter 4

Th 3/2 OD Chapter 6 Discussion/Activities

Readings Due: *OD* Chapter 6 "The Consumer: A Republic of Fat"

Assignments Due: HW #5: Questions for *OD* Chapter 4

New Assignments: Reaction Paper #2 (How does the American relationship with food relate to Annie Leonard's ideas in *The Story of Stuff?*); HW #6: *OD* Chapter 6 Reading Questions

Th 3/2 LAB

T 3/7 *OD* Chapter 7 Discussion/Activities; E1 Assigned; E1 Prewriting/Prep

Readings Due: *OD* Chapter 7 "The Meal: Fast Food"

Assignments Due: HW #6: Questions for *OD* Chapter 6

New Assignments: HW #7: Questions for *OD* Chapter 7

Th 3/9 *OD* Chapter 17 Discussion/Activities

Readings Due: *OD* Chapter 17 "The Ethics of Eating Animals"

Assignments Due: HW #7: Questions for *OD* Chapter 7; Introduction E1

New Assignments: HW #8: Questions Chapter *OD* 17

Th 3/9 LAB PEE Charts for E1

T 3/14 Peer Reviewing E1; Revision strategies

Assignments Due: E1 Complete draft (bring 4 copies); HW #8: Questions Chapter *OD* 17

Th 3/16 Film: *Wall-E*

Th 3/16 LAB

UNIT TWO: The Human Impact: Consumption and Control

T 3/21 *No Logo* Chapter 1 Discussion/Activities

Readings Due: *No Logo* by Naomi Klein Chapter 1: "New Branded World"

Assignments Due: HW #9: *Wall-E* Questions

New Assignments: HW #10: *NL* Chapter 1 Questions

Th 3/23 *Fast Food Nation* Chapter 8 "The Most Dangerous Job" Discussion/Activities

Readings Due: *Fast Food Nation* Chapter 8 "The Most Dangerous Job"

Assignments Due: HW #10: *NL* Chapter 1 Questions

New Assignments: HW #11: *FFN* Chapter 8 Questions

Th 3/23 LAB

T 3/28 Dystopian fiction as social critique; Film: *Idiocracy*

Assignments Due: E1 Final Draft; HW #11: *FFN* Chapter 8 Questions

New Assignments: Reaction #3; HW #12: *Idiocracy* Questions

Th 3/30 *NL* Chapter 10 Discussion/Activities

Readings Due: *NL* Chapter 10: "Threats and Temps: From Working for Nothing to 'Free Agent Nation'"

Assignments Due: HW #12 Film Questions for *Idiocracy*

New Assignments: HW #13: *NL* Chapter 10 Questions

Th 3/30 LAB

T 4/4 *NL* Chapter 3 Discussion

Readings Due: *NL* Chapter 3: "Alt. Everything: The Youth Market and the Marketing of Cool"

Assignments Due: Reaction paper #3; HW #13: *NL* Chapter 10 Questions

New Assignments: HW #14: *NL* Chapter 3 Questions; Reaction Paper #4

Th 4/6 Film: *Sicko*

Assignments Due: HW #14: *NL* Chapter 3 Questions

Th 4/6 LAB *Sicko* questions/discussion

T 4/11 & Th 4/13 **SPRING BREAK!! :)**

T 4/18

Intro to consumerism and medicine

Readings Due: *Overdosed America* by John Abramson Chapter 6: "American Medicine's Perfect Storm: A Brief History"

Assignments Due: Reaction paper #4

New Assignments: HW #15: *OA* Chapter 6 Questions

Th 4/20

Readings Due: *OA* Chapter 7: "The Commercial Takeover of Medical Knowledge"

Assignments Due: HW #15: *OA* Chapter 6 Questions

New Assignments: HW #16: *OA* Chapter 7 Questions

T 4/25

Readings Due: *OA* Chapter 10: "Direct-to-Consumer: Advertising, Public Relations, and the Medical News"

Assignments Due: HW #16: *OA* Chapter 7 Questions

New Assignments: HW #17: *OA* Chapter 10 Questions; Essay 2 Assigned

Th 4/27

Essay 2 Discussion/prep

Assignments Due: HW #17: *OA* Chapter 10 Questions; Introduction/1 body paragraph E2

Th 4/27 LAB Prep work for E2

T 5/2

Peer Reviewing E2

Assignments Due: E2 Complete Draft (Bring 3 copies)

UNIT THREE: Finding a Way Out

Th 5/4

Talking Solutions

Readings Due: *Consumed* Chapter 7: "Resisting Consumerism: Can Capitalism Cure Itself?"

Th 5/4 LAB

T 5/9

Group formation for Final Project; Video

Assignments Due: E2 Final draft

New Assignments: Final Project; *Consumed* Chapter 7 Questions

Th 5/11

SOS Discussion/Final Project Work Time

Readings Due: *SOS* Epilogue and Appendices

New Assignments: Homework #18: *SOS* Epilogue and Appendices

Th 5/11 LAB

LAST DAY TO DROP WITH A "W"--5/12

T 5/16

NL Discussion/Final Project Work Time

Readings Due: *NL* Conclusion "Consumerism Versus Citizenship: The Fight for the Global Commons"

Assignments Due: Homework #18: *SOS* Epilogue and Appendices

New Assignments: Homework #19: *NL* Conclusion Questions; E3 Assigned

Th 5/18

OA Discussion/Final Project Work Time

Readings Due: *OA* Chapter 14: "Healing Our Ailing Health Care System, or How to Save \$500 Billion a Year While Improving Americans' Health"

Assignments Due: Homework #19: *NL* Conclusion Questions

New Assignments: Homework #20: *OA* Chapter 14

Th 5/18 LAB E3 Prep

T 5/23

TBA

Assignments Due: E3 Complete Draft (Bring 3 copies); Homework #20: *OA* Chapter 14

Th 5/25

TBA

T 5/30

Final Presentations Day 1

Homework Due: *OA* Chapter 14 Questions

Th 6/1 Final Presentations Day 2

T 6/6 **FINAL EXAM 11:00am - 1:30pm**
Finish Final Presentations (if needed)
Assignments Due: E3 Final Draft

GRADING SCALE

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.