English Composition I Syllabus: Spring 2011
Professor John Baker

General Course Information
English Composition I
ENC1101, Sec.27343: 7:30-8:45a MW, WFA116
ENC1101, Sec. 27345: 9-10:15a MW, WFA116

Withdrawal Deadline Thursday, March 31

CLAST Essay Final Exam Mon., April 25 (regular class time)

Troyka B Grammar Final Mon., May 2 (regular class time)

Basic Course Information / Evaluative Criteria Online
http://www.polk.edu/futurestudents/degreesandprograms/Pages/BasicCourseInformation.aspx

Instructor Contact ph. 297-1010, ext. 5412; email: jbaker@polk.edu

WFA 128 Office Hours
MW 7 – 7:30a; 10:15a – 12:15p
TR 7 – 7:30a; 10:15-11a; 4 – 5p; 6:15-6:30p


Successful Outcomes The college experience is much more likely to be positive if you attend class regularly, arrive on time, attempt all assignments, and give your best effort. Set personal goals: imagine how academic success can help you succeed in other classes and in your career. At the first sign of difficulty in your course, seek help from the instructor and the tutors in the TLCC!

Assigned Writing All assignments will be typed and double-spaced (see Standards of Appearance).

Materials Use a standard 3-ring binder to hold class materials and notebook paper. Bring textbooks, pen, and paper to every class. Bring Hi-Liter when rough drafts are due.

Back-up Store all assignments on flash drive and hard drive.

Makeup work Papers are due beginning of class; late papers are due before end of office hours the same day. Students who know they will be absent are responsible for turning in work before or by deadline. Papers assigned for a letter grade are accepted later (no penalty) and missed in-class essays can be made up (once) if doctor’s note, traffic accident report, court summons, or the like is provided. On the day a student resumes attendance it is the sole responsibility of the student to initiate and complete makeup and/or turn in late work by the day the next class meets. For example, if an essay is written in class or a paper is due Monday and a student returns to class Tuesday, makeup must be completed by Wednesday. In-class Essay make-ups must be completed via the TLCC Test Desk. No make-ups for missed quizzes/homework. When
final grades are averaged, 2 lowest scores are dropped (including zeroes): 1 for papers and 1 for quiz/homework. Some short assignments may be turned in as Word attachments via email.

Exchange telephone numbers with others in class; call them when you are absent and have questions. Read and follow the syllabus. See me during office hours, call or email. Please do not use class time to review material missed while absent! Students absent for extended periods (weeks—not days) should realize that makeup may not be possible, necessitating petition for withdraw with refund under compelling circumstances.

**Plagiarism** Papers that plagiarize will be dealt with according to published College policy. The first instance of plagiarism means an automatic "F" for the assignment (copies of the policy are available in Student Services).

**Attendance** Regular attendance is the student's responsibility. A student with excessive absences (more than 3 hours) may be dropped with a "W" grade before the "no-fault" drop date. After the "no-fault" drop date, a student may receive an "F" grade for the course for excessive absences (more than 3 hours accumulated since the beginning of the term). If a student wishes to withdraw from the course prior to the "no-fault" drop date, the student should file an official withdrawal form with Student Records. Failure to withdraw officially may result in an "F" in the course.

Please consult with the instructor if you have a special situation that makes compliance with the procedures difficult or impossible. Reasonable efforts will be made to accommodate special circumstances. Students whose absences exceed the maximum allowed should expect to be dropped from the roll; however, when there are extenuating circumstances, a student with excess absences should consult with the instructor to determine if the course work can be successfully completed, although the student should be willing and able to provide written documentation, if asked.

**Bonus Points** Students with perfect attendance will earn 2 bonus raw grade points and those who attempt all assignments will earn 2 bonus raw grade points when final grades are averaged. Otherwise, there is no provision for extra credit.

**Tardiness / Leaving Class** It is the student’s responsibility to notify the instructor if the student is tardy. Tardy twice equals one absence. Leaving class after attendance is taken is counted as an absence. Please do not leave the classroom while class is in session except for emergencies. A student who leaves the classroom during a test without permission should expect to receive a zero (0) on the test.

**Phones / Gadgets** To avoid disruptions, these will be off. NO phone use during class, including texting, and no CD players. Emergency services personnel on-call during class time should make prior arrangements with the instructor concerning such devices. Students may not do homework for other classes during this class.

**Food / Drinks** Snacking, as well as use of smokeless tobacco, is not allowed in class. Water bottles are OK.
ENC 1101 Schedule: Spring 2011
Professor John Baker

Week 1 Jan. 5
Introduction to course
Instructions for first out-of-class writing assignment (due next week; see below)
Due next class: Biographical Information sheet (take-home completion)

Week 2 Jan. 10, 12
Troyka "A" Practice Grammar exam in class: bring #2 pencil

Read Ch 6: Description in The Student Writer
Due: Rough Draft p. 169 "Suggestions for Writing: Writing Description." Choose one topic from #2 a - e). 1 paragraph, type, Dbl. Sp., bring 2 copies; collect 1 (homework).
Minimum Length: 225 words / approx. 1 full page, typed. Note: The assignment is to write a page-long paragraph—not an essay, and rough drafts are "homework." Note: the page-long paragraphs are not research assignments and should be based on what you already know/common knowledge.

Reader response sheet to be distributed in class: Read & discuss drafts in peer groups
Read examples aloud & discuss "good" writing and avoiding use of "you" expressions

Return Troyka "A" results; complete Patterns of Error sheet (see syllabus)

Week 3 Jan. 17 (MLK Holiday), 19
Due: Final Draft p. 169 "Suggestions for Writing: Writing Description," type, Dbl. Sp.; paper for letter grade
Review: CLAST Operational Definitions (Rubric); see syllabus
Write in-class: Practice CLAST Essay #1: Review CLAST Operational Definitions; bring lined paper, ink pen, and student ID number.
Distribute Research Paper Portfolio guidelines

Week 4 Jan. 24, 26
Read Ch. 7: Narration in The Student Writer
Due: Final Draft p. 203 "Suggestions for Writing: Writing Narration" Choose one topic from # 2, 4, 6, 8, or 10 and write a page-long paragraph (not an essay); Length and format: repeat as in previous week; Paper for letter grade, 1 copy only

Sample problems from p. 169
Topic Sentences and use of Anecdotes (stories)
Abstract vs. concrete usage
Generating Ideas: Clustering
Review Troyka "A" results; bring your completed Scantron sheets

Continue: Chs.6 & 7 in The Student Writer. First Quiz, on Description / Narration: "Prairie Vertigo" (160); "Anguished Cries..." (161); "Where Nothing..." (165); "The Boys" (194); "The Telephone" (197). 2 questions per selection (10 questions total), short answer/completion: Who, What, When, Where, Why. See Reading Log/Study Notes handout for quiz preparation
Score CLAST Practice Essay #1 in class; bring CLAST Operational Definitions in syllabus
Week 5 Jan. 31, Feb. 2
Write in-class Essay #1: Topic choices (TBA) to be taken from “Responding to Theme” on ps. 170 and 205 in The Student Writer.
Bring textbook, paper, and pen to class
Library Visit: Time TBA

Read Ch. 8: Exemplification, in The Student Writer
Quiz on Exemplification: 2 questions each from the selections “Gardens...” (219); “Media Stereotyping...” (223); “Fox’s...” (226); “Shoddy Service...” (228); “Speech Codes...” (230). Again, short answer/completion: Who, What, When, Where, Why
Research Paper Overview

Week 6 Feb. 7, 9
Due: Final draft p. 237 “Suggestions for Writing: Reading then Writing Exemplification” choose from #1, 2, or 3. Note: write a page-long paragraph, approx. 225 words, not an essay. Paper for letter grade; 1 copy only
Tutor from TLCC visits -- time TBA

Read Ch. 12: Definition, in The Student Writer
Quiz on Definition: 2 questions each from the selections “Parenthood...” (343); “What Is...” (345); “Hero...” (347); “My Way...” (350); “I Remember...” (352). Short answer/completion: Who, What, When, Where, Why
Class lecture: Research Paper requirements

Week 7 Feb. 14, 16
Due: Final Draft p. 356 “Suggestions for Writing: Writing Definition” choose one from #1, 2, 3, or 4. Note: write a page-long paragraph, approx. 225 words, not an essay. Paper for letter grade; 1 copy only
Sample problems from last assignment
Show video: Navigating the Sea of Information

Read Ch 16: “Conducting Research,” in The Student Writer, and Ch. 36 (MLA) in Handbook for Writers
Due: Begin 3-min. Oral Reports announcing research portfolio topics

Week 8 Feb. 21, 23
Due: Finish 3-min. Oral Reports announcing research portfolio topics
Due: Research paper proposal—Final Draft (required) 1 copy

Write in-class: Essay #2: Topic choices (TBA) to be taken from “Writing Exemplification” ps. 236 and 357 in The Student Writer; bring your own textbook, paper, and pen to class

Week 9 Feb. 28, March 2
Review of Internet terms / electronic sources related to MLA research
Brief Lecture on How to Write a Summary
Practice Quiz on MLA style

Due: Summary of “The Ways of Meeting Oppression” (389). Homework; see syllabus.
Review answers to Practice Quiz on MLA style
**Week 10 March 7, 9**
Due: Rough draft of summary of signed magazine or journal article from a PSC Library Database – 2 hard copies (1 to collect and 1 for peer exchange)  
Peer review of summary rough draft in class; Attach Work Cited entry on separate pg.  
Bring the signed article to class intended for use in Research Paper  
Review for Quiz on MLA style

Due: Final draft of summary of signed magazine article from a PSC database -- attach article  
Quiz (open-book) on MLA style: Handbook needed in class  
Practice in avoiding plagiarism

**Spring Break March 14, 16**

**Week 11 March 21, 23**
**Writers Workshop in Computer Classroom**  
Review answers to Quiz on MLA style  
Tips on drafting introductions for the research paper  
Review of Common Knowledge concepts

Due: Research Paper Works Cited page rough draft; minimum 4 sources. Bring 2 hard copies and drafts on flash drives in Word and/or Rich Text Format

**Week 12 March 28, 30**
**Writers Workshop in Computer Classroom**  
Review drafting of Thesis Statements for research papers  
Due: Rough Draft of body of Research Paper and Works Cited pg.; Hi-Lite parenthetical references and thesis statement in body of paper. Bring 2 hard copies and drafts on flash drives. One-on-one conferences with rough drafts.

Due beginning of class: Final Draft of Research Paper portfolio project with sources

**Week 13 April 4, 6**
Write in-Class essay on Research Paper topic (rough draft)  
Peer review and discuss rough drafts of essays in class  
Due beginning of class: Last chance to turn in any late research paper portfolios

Write In-Class essay on Research Paper topic (final draft)

**Week 14 April 11, 13**
Repeat Troyka A Grammar Test

Lecture: CLAST Essay strategies  
Quiz#1 on homonyms/grammar: 10 questions

**Week 15: April 18, 20**
Quiz #2 on homonyms/grammar: 10 questions  
Write in class: Practice CLAST Essay #2

Score Practice CLAST Essay #2 in class
Week 16: April 25, 27 (last class on Wednesday)
CLAST Essay Final Exam
Return Graded Research Papers

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Review Troyka A / Grammar review for final

May 2
Grammar Final
Return CLAST Essay Final with scores
First Assignment ENC1101
From *The Student Writer, 8th ed.*

Read: Ch 6: *The Student Writer*
Write: Rough Draft p. 169 "Suggestions for Writing: Writing Description" #2 / Choices a - e. 1 paragraph, typed, Dbl. Sp., bring 2 copies; collect 1 (homework). The other copy is for peer exchange. Minimum Length: 225 words / approximately 1 full page. Note: The assignment is to write a page-long paragraph — not an essay.

Reader response sheet to be distributed in class: Exchange, read, and discuss drafts in peer groups
Read examples aloud & discuss "good" writing and avoiding use of "you" expressions

Write: Final Draft p. 169, type, Dbl. Sp.; paper for letter grade
Due on a separate day, this time 1 copy only
Minimum Length: 225 words / approximately 1 full page. Again, the assignment is to write a page-long paragraph — not an essay.

On these and future papers:

On first line in upper right: last name [space] pg. number 1

On next line in upper left:
First and last name
Due Date
Page # / Assignment
1101 / Section #
Approx. word count

Important: arrive with "hard copy" ready to turn in -- please do not ask to be excused from class to print your document. Back up all assignments on floppy. For any assignment, you may seek help from TLCC tutors.

Computers are available in TLCC; textbooks on PCC Library reserve
Standards for Appearance of Written Work

The following guidelines apply to writing assignments at Polk Community College. Additional directions may be specified by your instructor.

- Word-process (type) all out-of-class papers unless otherwise assigned. Be sure to save work on a back-up disk and/or make a print copy for your files. Word-processed papers and notes ensure readability, are easily revised, and provide you with a record of your work on disk.

- Use an easily readable, 12-point font for work-processed work. When handwritten work is assigned, write in blue or black ink on one side only of white loose-leaf notebook paper. (Paper from a spiral-bound notebook is unacceptable unless perforated paper permits a straight edge.)

- Leave clear, one-inch margins at top, bottom, right, and left borders of paper. Do not right-justify margins of a word-processed paper. For research papers, standards of a particular style manual (as MLA, APA, scientific notation, and so forth) may apply.

- To indent paragraphs, press “tab” (one-half inch) for word-processed work; indent one inch for handwritten work.

- Double space all writing (every other line for handwritten work) unless otherwise instructed.

- Label written work consistently with your name, assignment designation, and due date. Check with instructor for other information that may be required.

- Number all pages for ease of reference (generally in upper right-hand corner of page).

- Staple all multiple-page assignments. Never “dog ear,” fold, or tape corners of pages.

- After proofreading your work for content accuracy and writing excellence, be sure to check overall format. Printed work should be sufficiently dark to be read without strain. Handwritten work should be free of messy mark-throughs and erasures; apply liquid correction fluid carefully to “erase” mistakes.

- Follow carefully any additional assignment instructions given by your instructor.

As an overall guide, submit only work that looks professional. Take pride in what you do!
Research Paper Proposal

Topic OK

Teenage Obesity

The percentage of obese teens in America seems to be steadily increasing every year.

What factors in American society today play a major role in contributing to teenage obesity and what are the problems it creates? This is a good question to take into consideration to truly understand the causes and effects of teenage obesity.

The main reason I have chosen to conduct my research paper on the causes and effects of teenage obesity is because I used to be overweight several years ago. Because I used to be obese, I can provide information about the effects it has on teens from personal experience. Also, I want to become aware of the main causes of obesity, and find ways to prevent it. This topic is important because overweight people are at a high risk of having health problems and psychological disorders.

Periodic studies over the past few decades have shown that teenage obesity is gradually becoming a bigger problem. A possible cause of the increase in obesity to consider may be the fact that technology is becoming more advance, causing American teens to be less physically active. On Lexis-Nexis.com, I found statistics showing the percentages of obese teens from ages 12 to 18. From 1976-1980 only 4.7% were overweight, from 1988-1994 11.1%, and from 1999-2002 16.2% were overweight. I also found a book on my topic titled, Food Fight: The Inside Story of the Food Industry, America's Obesity Crisis, and What We Can Do About it, by Kelly D. Brownell and Katherine Battle Horgen. Based on the information that I found, I know that I can find enough sources on my topic to write my research paper.
Due to a widespread concern for global warming, federal climate science research is at the forefront of assessing fundamental causes of global warming and the future dangers it could pose to the nation and the world. Political influence is affecting scientific research about global warming. Interference from government run environmental agencies is compromising federal climate science results. It is crucial that the most accurate information be transparent and readily available to the public. Political influence is skewing scientific and public opinion on global warming. Tailoring scientific fact for political purpose needs to be stopped. Global warming is a real threat to our way of life around the world. Having accurate information about the changes occurring in our climate is vital to forming relevant solutions. The impact of global warming on our environment will be devastating unless it is addressed by out government in a serious manner.

In 2005, the Environmental Protection Agency withheld a report concerning the decline of fuel efficiency. They were waiting on Congress to vote on a controversial energy bill that failed to address the current fuel efficiency standards. The report showed a decline of efficiency of cars and trucks since the late eighties. The average car and truck got 20.8 mpg in 2004 and 22.1 mpg in the late eighties (Wald 5). I am very concerned for the well being of the environment. The lack of action the government has taken towards resolving global warming issues is deeply disturbing. It is very important that everyone be well informed about something that could destroy our planet.

Work Cited

Letter Grade Criteria for Written Assignments

The following are guidelines. Each paper is considered for its own individual strengths and weaknesses in relation to the overall assignment.

A: Generally, strong development of topic with use of examples and/or anecdotes. Well organized and easy to follow. Overall, polished writing with few if any grammatical, spelling, punctuation, and syntax errors. Good word choice and varied sentence structure work together to hold the reader's attention. Thesis coherent and supported.

B: Some effort at development, including use of examples, although reader may still have questions because some details are lacking. Occasional grammatical, spelling, punctuation, and syntax errors. Generally well organized, even if sentence structure and length show only occasional variety. Thesis still evident and supported.

C: Generally, weak development of topic and lacking clear examples and/or anecdotes. Organization is often simplistic, such as "first," "second," and "third" main points. Problems with grammar, spelling, punctuation, and syntax may be widespread, but not necessarily. Sentences often are short, generalized, and show little variety in length and structure. Errors interfere with communication. Thesis weak but supported.

D: Insufficient development of topic, suggesting a weak response with little thought or planning and that is uncharacteristic of college-level writing. Organization is often simplistic, such as "first," "second," and "third" main points. Problems with grammar, spelling, punctuation, and syntax may be widespread, but not necessarily. Sentences often are short, generalized, and show little variety in length and structure. Errors interfere with communication. Thesis may be unclear and/or unsupported.

F: Insufficient development of topic, suggesting a weak response with little thought or planning and that is uncharacteristic of college-level writing. Also, may be off-topic. Generally, poor organization and may lack coherence. Often, problems with grammar, spelling, punctuation, and syntax may be present. Sentences often are short, generalized, and show little variety in length and structure. Awkward word choices and other problems make the work hard to follow and understand. Thesis may be unclear and/or unsupported.

**Common Problems & Shorthand Designation**

- Comma Splice: CS
- Spelling: SP
- Use Lower Case: LC
- Sentence Fragment: SF
- Usage: U
- Double Space: DS
- Run-on Sentence: RO
- Use Upper Case: UC
- Verb Tense Shift: VTS
- Non-Agreement: NA (Subj./Verb or Noun/Pronoun)
- Transposition: TP
- Direct Address: DA ("you" understood subject)
- Dangling Modifier: DM
- Stet: Ignore Remarks
- Delete: }
- Homonym: H
How Your Final Grade Is Determined
Professor Baker--ENC 1101

Sample grade determination:

Regular Writing Assignments (40%)*

Paragraph #1: 80  Summary #1: 92
Paragraph #2: 94  Summary #2: 95
Paragraph #3: 90
Paragraph #4: 88

Essay #1: 78
Essay #2: 82
Essay #3: 96
Essay #4: 90

885 ÷ 10 = 88.5 x .4 = 35.4%

Research Paper (20%)
92 x .2 = 18.4%

Two-part Final Exam (30%)

CLAST-type Essay
85 x .2 = 17%

Grammar Test
83 x .1 = 8.3%

Quizzes and Homework (10%)*

Quiz #1: 100  Homework #1: 100
Quiz #2: 90  Homework #2: 85
Quiz #3: 95  Homework #3: 90
Quiz #4: 100  Homework #4: 95
Quiz #5: 85  Homework #5: 100
Quiz #6: 80

1020 ÷ 1100 = 93 x .1 = 9.3%

Final Grade
35.4 + 18.4 + 17 + 8.3 + 9.3 = 88.4% / B

*number of assignments may vary
Terms (mostly homonyms) to Memorize
For Quizzes this Semester

1. accept, except
2. it's, its
3. past, passed
4. course, coarse
5. affect, effect
6. cite, sight, site
7. weather, whether
8. you're, your
9. too, to
10. their, there, they're
11. advise, advice
12. all ready, already
13. verses, versus
14. capital, capitol
15. complement, compliment
16. fare, fair
17. hole, whole
18. lie, lay
19. lose, loose
20. eminent, imminent
21. allowed, aloud
22. through, threw
23. suppose, supposed
English Composition Reading Log / Study Notes

Title of Work:

Author:

Brief Bio:

Thesis:

Setting (time & place):

Main Action (what):

Main Character(s): (who)

Climax (turning point):

Key Term(s) / Vocabulary:

Tone (mood):

English Composition Reading Log / Study Notes

Title of Work:

Author:

Brief Bio:

Thesis:

Setting (time & place):

Main Action (what):

Main Character(s): (who)

Climax (turning point):

Key Term(s) / Vocabulary:

Tone (mood):
English Composition Reading Log / Study Notes

Title of Work:
Author:
Brief Bio:
Thesis:
Setting (time & place):
Main Action (what):
Main Character(s): (who)
Climax (turning point):
Key Term(s) / Vocabulary:
Tone (mood):
Summarize "The Ways of Meeting Oppression"
from The Student Writer (389–90)

- 1 full page; 225 words; typed & dbl. sp.
- Title: A Summary of "The Ways of Meeting Oppression"
  (centered at top)
- 1st or 2nd Sentence: State author, title, thesis
- Read Example: "If You Had to Kill Your Own Hog"
- Attributions: Begin each paragraph with phrases such as:
  According to the author... the author adds... Smith argues...
- Format: 3 paragraphs
- Use present tense
- Use author's first and last name, then last name only
- Omit your opinions: summarize only
- Works Cited: use MLA style; see example #11 in Handbook for
  Writers, "Selection from an Anthology" (607)
- Bring 2 copies to class for peer review
If You Had to Kill
Your Own Hog

Dick Gregory

My momma could never understand how white folks could twist the words of the Bible around to justify racial segregation. Yet she could read the Ten Commandments, which clearly say, “Thou shalt not kill,” and still justify eating meat. Momma couldn’t read the newspaper very well, but she sure could interpret the Word of God. “God meant you shouldn’t kill people,” she used to say. But I insisted, “Momma, He didn’t say that. He said, ‘Thou shalt not kill.’ If you leave that statement alone, a whole lot of things would be safe from killing. But if you are going to twist the words about killing to mean what you want them to mean, then let white folks do the same thing with justifying racial segregation.”

“You can’t live without eating meat,” Momma would persist. “You’d starve.” I couldn’t buy that either. You get milk from a cow without killing it. You do not have to kill an animal to get what you need from it. You get wool from the sheep without killing it. Two of the strongest animals in the jungle are vegetarians—the elephant and the gorilla. The first two years are the most important years of a man’s life, and during that period he is not involved with eating meat. If you suddenly become very ill, there is a good chance you will be taken off a meat diet. So it is a myth that killing is necessary for survival. The day I decide that I must have a piece of steak to nourish my body, I will also give the cow the same right to nourish herself on human beings.

There is so little basic difference between animals and humans. The process of reproduction is the same for chickens, cattle, and humans. If suddenly the air stopped circulating on the earth, or the sun collided with the earth, animals and humans would die alike. A nuclear holocaust will wipe out all life. Life in the created order is basically the same and should be respected as such. It seems to me the Bible says it is wrong to kill—period.

If we can justify any kind of killing in the name of religion, the door is opened for all kinds of other justifications. The fact of killing animals

Source: From The Shadow that Scares Me, by Dick Gregory. Copyright © 1968 by Dick Gregory. Used by permission of Doubleday, a division of Bantam Doubleday Dell Publishing Group, Inc.
is not as frightening as our human tendency to justify it—to kill and not even be aware that we are taking life. It is sobering to realize that when you misuse one of the least of Nature's creatures, like the chicken, you are sowing the seed for misusing the highest of Nature's creatures, man.

(5) Animals and humans suffer and die alike. If you had to kill your own hog before you ate it, most likely you would not be able to do it. To hear the hog scream, to see the blood spill, to see the baby being taken away from its momma, and to see the look of death in the animal's eye would turn your stomach. So you get the man at the packing house to do the killing for you. In like manner, if the wealthy aristocrats who are perpetrating conditions in the ghetto actually heard the screams of ghetto suffering, or saw the slow death of hungry little kids, or witnessed the strangulation of manhood and dignity, they could not continue the killing. But the wealthy are protected from such horror. They have people to do the killing for them. The wealthy profit from the daily murders of ghetto life but they do not see them. Those who immerse themselves in the daily life of the ghetto see the suffering—the social workers, the police, the local merchants, and the bill collectors. But the people on top never really see.

(6) By the time you see a piece of meat in the butcher shop window, all the blood and suffering have been washed away. When you order a steak in the restaurant, the misery has been forgotten and you see the finished product. You see a steak with butter and parsley on it. It looks appetizing and appealing and you are pleased enough to eat it. You never even consider the suffering which produced your meal or the other animals killed that day in the slaughterhouse. In the same way, all the wealthy aristocrats ever see of the black community is the finished product, the window dressing, the steak on the platter—Ralph Bunche and Thurgood Marshall. The United Nations or the Supreme Court bench is the restaurant and the ghetto street corner is the slaughterhouse.

(7) Life under ghetto conditions cuts short life expectancy. The Negro's life expectancy is shorter than the white man's. The oppressor benefits from continued oppression financially; he makes more money so that he can eat a little better. I see no difference between a man killing a chicken and a man killing a human being, by overwork and forcing ghetto conditions upon him, both so that he can eat a little better. If you can justify killing to eat meat, you can justify the conditions of the ghetto. I cannot justify either one.

(8) Every time the white folks made my momma mad, she would grab the Bible and find something bitter in it. She would come home from the rich white folks' house, after they had just called her "nigger," or patted her on the rump or caught her stealing some steaks, open her Bible and read aloud, "It is easier for a camel to pass through the eye of a needle than for a rich man to get into Heaven." When you get in-
volved with distorting the words of the Bible, you don’t have to be bit-
ter. The same tongue can be used to bless and curse men.

Summary of “If You Had to Kill Your Own Hog”

In “If You Had to Kill Your Own Hog,” Dick Gregory ar-
gues that the continued practice of eating meat is like the
continued practice of segregation. He makes this point by
showing a contradiction in the way his mother viewed the
Bible. *Gregory says that his mother could not understand
how whites could use the Bible “to justify racial segre-
gation,” but she herself failed to see that the command-
ment “Thou shalt not kill” prohibits the killing of animals
for food.

*Gregory explains that his mother believed that people
needed meat to live. *Gregory counters this argument, how-
ever, by noting that it is untrue. Further, he contends that
all life is to be respected, and, thus, killing animals is
wrong. In fact, taking animal life is “sowing the seed for
misusing the highest of Nature’s creatures, man.”

*Gregory believes that if people had to kill the animals
they ate, they would not eat animals. *The fact that people
do not watch the suffering allows it to continue—just as
ghetto conditions persist because the wealthy do not wit-
ness the suffering there. *Gregory extends the comparison
between the suffering of animals and the suffering of
blacks in the ghetto when he says, “If you can justify
killing to eat meat, you can justify the conditions of the
ghetto....” *Gregory finds them both wrong.

How to Write a Summary

*Opening sentence includes author, title, and thesis. Notice the present tense of the
verb argues.

*Author’s name repeated for transition. Note the present
tense verb. Restatement of first main point.

*Quotation marks because phrase is the author’s distinctive
style.

*Author’s name repeated for transition. Note the present
tense verbs. Restatement of main points.

*No quotation marks around re-
pected because not part of au-
uthor’s distinctive style.

*Quotation marks around exact
words.

*Author’s name repeated for transition. Verb in present
tense. Restatement of main point.

*Restatement of main point.

*Author’s name repeated for transition. Verb is in present
tense. Restatement of main point.

*Exact words in quotation
marks.

*Final point restated.

Step 1.

Read the material as many times as necessary to understand every-
thing the author says. Look up any words you do not understand.

Step 2.

Underline the thesis, topic sentences, and main points. Underline
only those supporting details necessary for clarifying main points. If a
main point is clear enough, do not underline supporting details.
**Step 3.**

On a separate sheet, write the underlined ideas in your own words, being careful not to change meaning in any way. Avoid substituting synonyms for every key word. Keep a dictionary nearby to look up alternatives for words you are having trouble with. A good way to restate an underlined idea in your words is to read the idea until you are sure you understand it. Then look away from your book, imagine how you would explain that idea to a friend in your own words, and write the idea the same way you would explain it to your friend. If you cannot satisfactorily restate something in your own words, use the author's words in quotation marks. However, use the author's words sparingly. Most of the summary should be your own restatement.

**Step 4.**

Write a first draft, opening with a sentence that includes the author, title, and the author's thesis, focus, or purpose. Use a present tense verb with the author's name. Then go to your list of restatements and write these in the same order the ideas appear in the original.

**Step 5.**

Read your summary out loud. If you hear an awkward gap, add a transition and/or repeat the author's name with a present tense verb. If an idea is not clear, add a restatement of a clarifying detail.

**Step 6.**

Review the summary to be sure you can answer yes to these questions:

Did you open with the author, title, and thesis, focus, or purpose?
Did you include only main points and major supporting details?
Did you alter the author's sentence structure and wording?
Did you preserve the author's meaning?
Have you used quotation marks around words that are part of the author's special phrasing?
Have you avoided adding meaning not in the original?
Is the summary significantly shorter than the original?
Did you avoid substituting synonyms?
Summary of "The Children Left Behind"

In the article "The Children Left Behind," Louis A. Arana-Barradas writes about some of the military children at Mountain Home Air Force Base, Idaho and how they cope with the long deployments of their mother or father. According to a 2004 University of Kentucky study, children react differently to the absence of a military parent. Children have their own ways of dealing with the separation. The war does not scare some, but other children fear it. This leads to uncertainty, confusion, sadness, anger and guilt (39). At bedtime, Devan Wilkinson and his younger brother, Brandon, talk about what would happen if their dad did not come home from war, a subject far too serious for boys their age (37). On the other hand, seven year old Darion Roberts has a hard time sitting still when he talks about anything, especially when talking about his dad (38).

In addition, Arana-Barradas says, "there's no doubt the coming months/years will test the families even more. The separations will continue, as will the methods to help families" (41). The confusion and uncertainty these children have to face is often an "overlooked reality of the way of life for military children," and with the help of the community these children can overcome the fear of their parent not coming back from war.
Work Cited

# CLAST Operational Definitions

## Score of 6
This equates to a 90% - 99% on a standard 100% grade scale.
- The 6 paper presents or implies a thesis that is developed with noticeable coherence.
- The writer’s ideas are usually substantive, sophisticated, and carefully elaborated.
- The writer’s choice of language and structure is precise and purposeful, often to the point of being polished.
- Control of sentence structure, usage, and mechanics, despite an occasional flaw, contributes to the writer’s ability to communicate the purpose.

## Score of 5
This equates to an 80% - 89% on a standard 100% grade scale.
- The 5 paper presents or implies a thesis and provides convincing, specific support.
- The writer’s ideas are usually fresh, mature, and extensively developed.
- The writer demonstrates a command of language and uses a variety of structures.
- Control of sentence structure, usage, and mechanics, despite an occasional flaw, contributes to the writer’s ability to communicate the purpose.

## Score of 4
This equates to a 70% - 79% on a standard 100% grade scale.
- The 4 paper presents a thesis and often suggests a plan of development, which is usually carried out.
- The writer provides enough supporting detail to accomplish the purpose of the paper.
- The writer makes competent use of language and sometimes varies the sentence structure.
- Occasional errors in sentence structure, usage, and mechanics do not interfere with the writer’s ability to communicate the purpose.

## Score of 3
This equates to a 60% - 69% on a standard 100% grade scale.
- The 3 paper presents a thesis and often suggests a plan of development, which is usually carried out.
- The writer provides support that tends towards generalized statements or a listing.
- In general, the support in a 3 paper is neither sufficient nor clear enough to be convincing.
- Sentence structure tends to be pedestrian and often repetitious.
- Errors in sentence structure, usage, and mechanics frequently interfere with the writer’s ability to communicate the purpose.

## Score of 2
This equates to a 50% - 59% on a standard 100% grade scale.
- The 2 paper usually presents a thesis.
- The writer provides support that tends to be sketchy and/or illogical.
- Sentence structure may be simplistic and disjointed.
- Errors in sentence structure, usage, and mechanics frequently interfere with the writer’s ability to communicate the purpose.

## Score of 1
This reflects a paper not meeting minimum standards.
- The 1 paper generally presents a thesis that is vaguely worded or weakly asserted.
- Support, if any, tends to be rambling and/or superficial.
- The writer uses language that often becomes tangled, incoherent, and thus confusing.
- Pervasive errors in sentence structure, usage, and mechanics frequently occur.
THE ESSAY
by Chloe Warner

PARAGRAPH # 1: INTRODUCTION

I. START WITH A "GRABBER"
   A. STORY OR ANECDOTE
   B. QUESTION
   C. STARTLING STATISTIC
   D. QUOTATION

II. PROVIDE BACKGROUND INFORMATION ON TOPIC
    A. ANSWER READER'S QUESTIONS
       1. WHO?, WHAT?, WHEN?, WHY?, HOW?
       2. WHAT ARE YOU TALKING ABOUT?
    B. DEFINE DIFFICULT TERMS & AVOID JARGON

III. STATE THE THESIS: THE CENTRAL TOPIC OR IDEA OF THE ESSAY
    A. USE SPECIFIC LANGUAGE
    B. INCLUDE THE THREE MAIN SUBTOPICS

PARAGRAPHS 2, 3, AND 4: BODY

I. USE A TRANSITION
II. TOPIC SENTENCE : TOPIC OR REASON
III. EXPLAIN THE TOPIC SENTENCE
IV. GIVE EXAMPLES BE SPECIFIC. USE:
    A. NAMES
    B. NUMBERS
    C. SENSORY INFORMATION: COLORS, SOUNDS, SMELLS, TASTES

V. WRITE A CONCLUDING SENTENCE TO SUMMARIZE THE TOPIC

PARAGRAPH # 5: CONCLUSION

I. USE A TRANSITION
II. SUMMARIZE MAIN IDEA IN DIFFERENT WORDS
III. POINT TO THE FUTURE
IV. END WITH PIZZAZZ: USE A QUOTE, A STARTLING STATEMENT, A PROVOCATIVE QUESTION
SHORT ESSAY

The majority of essays written by college students are expository essays. Exposition is the straightforward explanation of something. There are a variety of ways to structure these essays, but some elements are common to all. An essay must have a thesis, an introduction, a body, and a conclusion. The model below gives a general plan to follow when constructing an essay. Notice the first line of each paragraph is indented. It is a good idea to save one’s most important idea for the last developmental paragraph, leaving the reader with a strong impression.

I Introduction (and thesis):

   Introduction

   Thesis (3 part controlling idea).

   Transition

II Body Paragraphs:

   Topic Sentence (First point of Controlling idea).
   Support material (examples, reasons, arguments).

   Transition

   Topic Sentence (Second point of Controlling idea).
   Support material (examples, reasons, arguments).

   Transition

   Topic Sentence (Third point of Controlling idea).
   Support material (examples, reasons, arguments).

   Transition

III Conclusion:

   Restatements of thesis (in different words) — concluding remarks.

A more detailed explanation of this structure follows, as well as a sample essay.
THE TREE

developed by Professor Kathleen Riley

INTRODUCTION

A well-organized paragraph consists of a topic sentence that is supported by specific evidence. In this course, the evidence should be organized into three TREES (explained below).

When you arrange a paragraph effectively, your paper is coherent (well organized). When you support your topic sentence with interesting and convincing material, your paper is well developed.

A SAMPLE TREE

The TREE (transition, reason, explanation, example) is a means for developing your topic sentence. Transition words include first, second, and most of all. A reason states why or how your topic sentence is true. An explanation gives readers more information about your reason. An example is a brief story—usually one or two sentences long—related to your reason.

TOPIC SENTENCE:

I enjoy reading in my spare time.

FIRST TREE:

First, reading relaxes me. After a tiring day, a good book renews my energy. While I was working on the store inventory last week, I spent an hour every evening with The Swiss Family Robinson. The Robinsons' adventures helped me forget about my long hours counting cartons in the store.

Now label the transition, reason, explanation and example in this TREE.
ORGANIZING A PARAGRAPH

An effective paragraph includes all the following: a topic sentence, background sentence, three TREES, and a conclusion. Your paragraph should be at least twelve sentences long. It can be longer if you wish. Any part of the paragraph can be expanded with additional sentences.

SAMPLE THREE-TREE PARAGRAPH
(adapted from a paragraph by Suzie Cooney)

INSTRUCTIONS: Label the topic sentence, background, three TREES, and conclusion in this paragraph.

Reading

I enjoy reading in my spare time. My bookcase is full of interesting books, and I go to the public library at least twice a month. First, reading relaxes me. After a tiring day, a good book renews my energy. While I was working on the store inventory last week, I spent an hour every evening with The Swiss Family Robinson. The Robinsons' adventures helped me forget about my long hours counting cartons in the store. Second, reading matches my moods. I can choose a book that is funny, sad, silly or serious. I just finished Andy Rooney's book More Andy Rooney, and I laughed hysterically at the outrageous puns. Most of all, reading increases my knowledge. Every time I read, I learn something new about the people and places of the world. Recently I read a fascinating article about Jamaica's combination of British, African, and German cultures. For these reasons, I enjoy reading in my spare time.
More Consideration, Please

by Daniel Klein

One of my best fishing partners, John, needs to be more open to the desires of others. John and I frequently fish for sailfish, dolphin, wahoo, and king mackerel. Although I enjoy our trips, John's thoughtlessness is annoying.

First, John has a difficult time separating work from pleasure. While we’re driving to the ocean, John is always discussing problems he has with his employees. Last Saturday on our way to Clearwater, John constantly talked about a secretary he has to dismiss. It almost ruined the excitement of the coming day.

Second, John tries to rush our fishing trips. I like to stop and eat breakfast before launching the boat; on the way home I enjoy checking out nearby bait stores to pick up tips from local anglers. John always wants to go straight to the boat ramp, and then right home. Last Saturday we drove past two restaurants on our way to the boat ramp. Halfway through the morning we were both so hungry that we had to stop fishing and return to shore for a snack. On our way home I decided to ignore John’s grumbling about the late hour. We stopped at Pete’s Tackle Shop and learned about a reef that has been producing great catches of sailfish.

Worst of all, John has little patience. If the fish aren’t biting rapidly at a reef, he insists that we change locations. Last summer the fishing was slow at Clearwater, so John wanted to move. After a long argument, he agreed to stay there for another hour; soon the mackerel came in, and we caught our limit.

John’s attitude always creates problems on our weekend
fishing trips. We would have much more fun if he could just stop arguing, relax, and enjoy himself.
Works Cited


APPENDIX: Revision Checklist

Choose at least five of the following to do on every rough draft. Your final draft should include obvious changes from your rough draft.

1. Rewrite your grabber (introduction).
   For Fiction:
   • Start with a description of the setting using sensory detail.
   • Start with a character in action.
   • Start with a character's thoughts or a description of the character.
   • Start with a conversation between characters.
   For Non-Fiction:
   • Start with a story.
   • Start with an example.
   • Start with a question.
   • Start with a definition.
   • Start with a startling fact.
   • Start with a well-written summary.
   • Start with a quotation.

2. Rewrite your clincher (conclusion).
   (Start with a "concluding" word.)
   For Fiction:
   • Conclude with a final description of a setting.
   • Conclude with the character's thoughts.
   • Conclude with the character in action.
   • Conclude with a final conversation between characters.
   • "Frame" your essay; conclude by tying back into your introduction in some way.
   For Non-Fiction:
   • Conclude with a thought-provoking question.
   • Conclude with a call to action.
   • Conclude with a thoughtful synthesis of what you've written. (Explain what it all means when seen as a whole.)
   • Conclude with an appropriate quote.
   • Conclude with an evaluation (your opinion on quality).

3. Add color description.
   "The iron-gray clouds promised to flood us with rain by mid-afternoon."

   Avoid common names of colors (like red, yellow, and blue), but don't overdo it with your thesaurus (beryl, cyanic, pavonine—which are all blue, by the way!)

4. Use specific nouns.
   "Rainey chased her mother's Honda Accord all the way down First Street."
   Not car, but Porsche; not store, but K-mart; not dog, but St. Bernard; not street, but Woodruff Avenue; not girl, but Susan.

5. Use specific, action verbs.
   "John shuddered and cringed from the heat."
   Not walk, but saunter; not run, but sprint; not talk, but chatter; not see, but glimpse.

6. Add "sound" details, but avoid using the words hear or sound.
   "The Christmas paper shuddered and crinkled beneath the toddler's excited feet."

7. Add "smell" detail, but avoid using the word smell.
   "The scent of cinnamon and oranges floated from the kitchen into our warm dining room."

8. Add "touch" detail, but avoid using the words feel or touch.
   "The burlap bag rubbed against my bare leg like sandpaper as we waited to start the three-legged race."
### Revision Checklist (continued)

9. Add unique and creative figurative language.
   - Similes
   - Metaphors
   - Personification
   - "Butterflies stream toward flowers like dead leaves in the wind." (simile)
   - "Her voice was a soft song lulling me to sleep." (metaphor)
   - "The tiny flowers in the window box whispered me awake." (personification)

10. Add complex sentences.
    - Begin with a subordinating conjunction, or include a subordinating conjunction within the sentence.
    - Make sure sentence has two parts.
    - Punctuate correctly.
    - "Even though Jack seemed calm, his head filled with anxious thoughts."
    - "Jack's head filled with anxious thoughts, though he tried to act calm."
    - "I was terrified. Dusty cobwebs floated across my skin as I hurried to leave the old house. The tiny sliver of light where the front door opened into warm sunlight seemed a million miles away."

11. Vary sentence length. Include short sentences (1–5 words), average sentences (6–15 words), and long sentences (16+ words).

12. Vary sentence beginnings. Don't start two sentences in a paragraph with the same word or letter unless you are purposely using repetition. (Challenge: Start every sentence in your essay with a different word.)

13. Avoid linking verbs: am, is, are, was, were, be, being, been.
    - You will usually have to reword or rearrange the sentence in order to use an action verb. SHOW, DON'T TELL!
    - Dull:
      - "She was angry."
    - Exciting:
      - "She threw her books across the room and slammed the door as she stormed out of the room."

14. Make sure you have used a LOGICAL form of ORGANIZATION.
    - Grabber (Introduction)
    - 3–4 Paragraphs of support
    - Clincher (Conclusion)
    - Order of Importance (persuasive)
    - Spatial Order (descriptive)
    - Chronological Order (narrative, expository)
    - Comparison/Contrast (expository)
    - Other

15. Use transition words to guide your reader through your essay.
    - First, I did my homework. Then, I washed the dishes. Finally, I brushed my teeth and headed for bed.

### EJ 25 years ago

Reveling in Revision

"If by revision the teacher means catching errors and nothing more, the student will not be likely to develop a very respectful attitude toward the process. Revision and rewriting, when properly done, can serve to strengthen any piece of writing quite substantially. . . . [Donald] Murray suggests that all writing experience, if it is really to lead to any satisfying result, must pass through what he calls a Cycle of Craft involving prewriting, writing, and rewriting."

TRANSMISSIVE WORDS AND PHRASES

1. Transitional words and phrases that show time or place.

<table>
<thead>
<tr>
<th>First</th>
<th>Second</th>
<th>Next</th>
</tr>
</thead>
<tbody>
<tr>
<td>then</td>
<td>meanwhile</td>
<td>parallel</td>
</tr>
<tr>
<td>after a short time</td>
<td>at length</td>
<td>at that time</td>
</tr>
<tr>
<td>at the same time</td>
<td>in the meantime</td>
<td>finally</td>
</tr>
<tr>
<td>in due time</td>
<td>when</td>
<td>after that</td>
</tr>
<tr>
<td>immediately</td>
<td>now</td>
<td>ever since</td>
</tr>
<tr>
<td>earlier</td>
<td>after so much time</td>
<td>from then on</td>
</tr>
<tr>
<td>following</td>
<td>just then</td>
<td>the next day</td>
</tr>
<tr>
<td>at first</td>
<td>the next day</td>
<td>still</td>
</tr>
</tbody>
</table>

2. Transitional words and phrases that add, repeat or intensify.

<table>
<thead>
<tr>
<th>And</th>
<th>Furthermore</th>
<th>Moreover</th>
<th>Too</th>
<th>Also</th>
</tr>
</thead>
<tbody>
<tr>
<td>and</td>
<td>and indeed</td>
<td>in addition</td>
<td>too</td>
<td>also</td>
</tr>
<tr>
<td>furthermore</td>
<td>however</td>
<td>in the same fashion</td>
<td>likewise</td>
<td>and then</td>
</tr>
<tr>
<td>similarly</td>
<td>in the same manner</td>
<td>equally important</td>
<td>further</td>
<td>next</td>
</tr>
<tr>
<td>besides</td>
<td>last</td>
<td>lastly</td>
<td>second</td>
<td>second</td>
</tr>
<tr>
<td>first</td>
<td>third</td>
<td>thirdly</td>
<td>after all</td>
<td>after all</td>
</tr>
<tr>
<td>second</td>
<td>first</td>
<td>indeed</td>
<td>in fact</td>
<td>in fact</td>
</tr>
<tr>
<td>another</td>
<td>in other words</td>
<td>still</td>
<td>to repeat</td>
<td>to repeat</td>
</tr>
<tr>
<td>nevertheless</td>
<td>anymore</td>
<td>once again</td>
<td>usually</td>
<td>habitually</td>
</tr>
<tr>
<td>to conclude</td>
<td>once</td>
<td>again</td>
<td>to sum up</td>
<td>to sum up</td>
</tr>
</tbody>
</table>

3. Transitional words and phrases that compare, contrast or qualify.

<table>
<thead>
<tr>
<th>Otherwise</th>
<th>However</th>
<th>But</th>
<th>Anyway</th>
</tr>
</thead>
<tbody>
<tr>
<td>in spite of</td>
<td>despite the fact</td>
<td>but</td>
<td>anyway</td>
</tr>
<tr>
<td>although true</td>
<td>at the same time</td>
<td>after all</td>
<td>and yet</td>
</tr>
<tr>
<td>for all that</td>
<td>notwithstanding</td>
<td>in contrast</td>
<td>yet</td>
</tr>
<tr>
<td>similarly</td>
<td>on the other hand</td>
<td>nevertheless</td>
<td>still</td>
</tr>
<tr>
<td>unlike</td>
<td>on the contrary</td>
<td>like</td>
<td>likewise</td>
</tr>
<tr>
<td>as, as if</td>
<td>by comparison</td>
<td>as</td>
<td>as well as</td>
</tr>
<tr>
<td>regardless</td>
<td>whereas</td>
<td>though</td>
<td>although</td>
</tr>
<tr>
<td>rather than</td>
<td>in fact</td>
<td>even when</td>
<td>then again</td>
</tr>
</tbody>
</table>

4. Transitional words or phrases that signal cause or result.

<table>
<thead>
<tr>
<th>Because</th>
<th>For this reason</th>
<th>Therefore</th>
<th>For</th>
</tr>
</thead>
<tbody>
<tr>
<td>because</td>
<td>for this reason</td>
<td>consequently</td>
<td>for</td>
</tr>
<tr>
<td>so, so that</td>
<td>as a result</td>
<td>consequently</td>
<td>thus</td>
</tr>
</tbody>
</table>

continued
5. Transitional words and phrases that assert obvious truth, indicate concession, or grant opposition.

although
even though
doubtless
undoubtedly

after all
at the same time
without a doubt
conceding that

naturally
of course
certainly
granted that

I admit
no doubt
surely
in fact

6. Transitional words and phrases that limit, or prepare for an example or illustration.

thus
for example
to illustrate
if
that

in other words
for instance
incidentally
provided that
such as

namely
specifically
indeed
when
unless

in summary
that is
in fact
in case
<table>
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<th>CATEGORY</th>
<th>ITEMS</th>
<th>TOTAL POSSIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling</td>
<td>6, 8, 15, 27, 34</td>
<td>5</td>
</tr>
<tr>
<td>Homonyms</td>
<td>1, 13, 20, 22, 29</td>
<td>5</td>
</tr>
<tr>
<td>Capital Letters</td>
<td>5, 9, 16, 26, 33</td>
<td>5</td>
</tr>
<tr>
<td>Commas</td>
<td>4, 7, 10, 14, 17, 21, 25, 28, 32, 35</td>
<td>10</td>
</tr>
<tr>
<td>Apostrophes</td>
<td>3, 11, 18, 24, 31</td>
<td>5</td>
</tr>
<tr>
<td>Quotation Marks</td>
<td>2, 12, 19, 23, 30</td>
<td>5</td>
</tr>
<tr>
<td>Verb Tense</td>
<td>38, 43, 44, 48, 53</td>
<td>5</td>
</tr>
<tr>
<td>Pronoun Case &amp; Antecedent Agreement</td>
<td>37, 40, 47, 49, 55</td>
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</tr>
<tr>
<td>Subject-Verb Agreement</td>
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<td>Adjectives &amp; Adverbs</td>
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<tr>
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<td>ITEMS</td>
<td>TOTAL POSSIBLE</td>
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<tr>
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Biographical Information

Name ___________________________  Student ID # (last 4 digits) ______________

Class Prefix and Section Number ____________________________________________

Phone: (h) ______________  (w) ______________  email ______________

Are you dual-enrolled? Yes ___  No ___  If yes, what school? ______________________

Collegiate High School student?  Yes ___  No ___

Occupation (if applicable) and employer _______________________________________

Have you attempted this class before?  Yes   No  How many times? ______

If yes, when? ___________________  The instructor’s name ______________________

Have you ever tested into Essentials of English II (ENC 0010)?  Yes ___  No ___

A favorite book you have read: _______________________________________________

Newspapers/magazines you read often _________________________________________

What, specifically, do you want to learn from this class? _________________________

Describe any previous experiences as a writer (besides school) _________________

_____________________________________

Anything you want me to know about you as it relates to this class? _________________

_____________________________________

First language, other than English _____________________________________________

Non-native speakers only: Number of years you have been speaking English ______

Are you intending to graduate from PSC this term? Yes  No

Are you required to take another English class at PCC after this one? Yes  No

Academic Major _____________________________

In a paragraph on the back, tell me about yourself. Why are you attending PSC (vs. a different school)?  What are your goals? Use at least 5 complete sentences (more if you wish).