

De Anza College
EWRT 1A. 82Z. (CRN 28422) Composition & Reading
Fall 2024
Syllabus, Formal Paper Grading Criteria, Class Policies
Instructor: Dr. Margaret Hanzimanolis

This is a **fully online course**. **There are no regularly scheduled class meetings**. If you have never taken a fully online course, you are in for a treat: You can work at your own pace and fit the workload into small chunks of time: even 15 minutes waiting for your dinner to cook can be utilized. In fact, many of the tasks are around 10-30 minutes and only your major papers will require larger periods of time: I suggest about (3-4) one to two-hour sessions for working with a major paper assignment!!

If you keep up with the reading and writing tasks, you will find online learning a rewarding and efficient way to complete your English requirements and prepare for your next educational or career step. Access all course materials by clicking on the CANVAS app, via your portal.

You should review the “Canvas Student Guide” if you would like an overview of the features CANVAS makes available to you, and that you are likely to need to know about for this course. Also helpful: A number of **De Anza online learning resources** are found here: [Information for New Online Students](#).

If you are not familiar with **online learning in general**, you may want to view the 12-minute introductory video here: [online orientation](#) that the campus provides. It covers some common myths related to online coursework.

Office Hours and Location:

Office hours: ONLINE ONLY, VIA ZOOM

- Monday: 12:30-1:20 Pacific Time and by appointment, If you would like an appointment please identify two times and dates that will work for you and I will pick one.

Contact the professor:

Preferred method for contact: Canvas Inbox or <hanzimanolismargaret@fhda.edu>

Canvas ZOOM (see menu bar on the left side of your canvas home menu to make an appointment during office hours or by arrangement); in addition, you may text 415-516-7949 at any time during the quarter to set up an appointment). IF YOU TEXT, PLEASE IDENTIFY YOURSELF.

Responses to email inquiries:

In most cases, I will be able to respond to you within 24 hours, during the week. I am generally not available on the weekends, though feel free to email me on the weekends if you need help. I may be able to help you out (no promises)--in any event your weekend question will be there for me first thing Monday morning!

Special Help:

I am committed to delivering educational guidance and mentoring for you via a method and in a style that works for you, so that you can best develop your writing, thinking, and reading skills and so that you can become more confident as a college student and more productive and informed in the civic spaces that are important to you.

Please let me know if you need special instructions or assistance. I am very happy to assist you by rephrasing or reiterating instructions so that you can more easily succeed.

The De Anza [student success center](#) is a good resource for writing assistance. They provide walk in services and can also schedule appointments. They are accessible in person or via zoom.

Course Description:

This course is an introduction to university level reading and writing. It emphasizes analytical writing, critical reading and thinking, and understanding some of the issues of migration, workplace justice and navigating diverse cultures.. Your assignments will provide you with opportunities to practice common rhetorical strategies used in academic writing and to gain experience crafting and supporting claims about the themes of this quarter: migration, culture, and economics. Your goal will be the composition of clear, well-organized, and well-developed essays, reading responses, or reports that have varying purposes and audiences.

We hope that this course will help you understand, analyze and practice the full range of reading and writing activities that you're likely to encounter in your college and university experiences, and your work life/ The intention is to help you establish lifelong habits of sustained reflection, effective research, rigorous analysis, and the production of clear written communication.

These tools of writing, reading, and thinking are invaluable, and will be of use as you come to better know yourself, to better analyze the world, and to better contribute to solving civic and social problems collaboratively. The goal: for you and I to work together to develop your skills and increase your confidence so that you may be in a position to fully involve yourself in the complexities of informed decision-making. Developing these skills will help you contribute to building strong families, engaged and compassionate communities, and workplaces that are productive, fulfilling and just.

The department and the college itself has formally endorsed a course outline of record, for this EWRT 1A course. It can be found [here](#).

All 1A courses at De Anza College are meant to be faithful to this official course outline of record, which is the one of the primary ways that the academic integrity of the college is maintained. The course outline of record is the basis, in part, for the regional academic accreditation and the generous federal and state funding of De Anza College.

Departmental Student Learning Outcomes:

1. Practice writing as a multi-step process including planning and revising with attention to varying purposes, audiences, and rhetorical strategies.
2. Read and analyze rhetorically and culturally diverse narrative and expository texts from a variety of perspectives.

Required, online, and optional Materials:

Required: (Book) *CHOOSE ONE*

- Chang, Leslie T. [*Factory Girls: From Village to City in a Changing China*](#) (2007).
- Pham, Andrew X. [*Catfish and Mandala: A Two-wheeled Voyage Through the Landscape and Memory of Vietnam*](#). (2000).

These books are available at the bookstore, and through many online book sellers.

Optional: Grammar handbook

You are not required to purchase a grammar and language usage handbook, but it will come in handy if you have a handbook from another course. If you do not, please consult this excellent online source: [OWL AT PURDUE](#) for grammar rules.

Submissions:

Submit all work online, via CANVAS, unless instructed otherwise. Major formal assignments should be file uploads; smaller submissions should be typed in as text blocks if you like. (ie “I read the week’s summary”). Your final problem/solution project may be submitted on a google.doc if you prefer. Just paste in the link to your google doc, and make sure that it is either shared with me or set to” anyone with a link can edit”.

Time Commitment:

The weekly tasks have been carefully calibrated to equal a usual week’s face-to-face class (ie discussions, lectures, quizzes, exams, and in-class writing), as well as the typical homework hours associated with a face-to-face class (approximately 6-9 hours per week, including readings). I have access to the time you spend on Canvas, and can monitor your page views, late submissions and other metrics. Be sure you check into Canvas and do some work AT LEAST twice a week. Many of the most successful students, check on with their course every day and do a bit of work. Here is a break down of the major tasks:

- Your 5 formal papers will require around 25-38 hours (although for many students the paper writing time demands are more--up to 40 or even occasionally 50 hours. including preparation, outlining, editing, proofreading, and research, if necessary),
- Reading (a full-length non-fiction book). About 8-12 hours, depending on your reading speed.
- Quizzes should take around 2-4 hours.
- Other activities should be about 20-40 hours (informal writing, discussion forum)

Attendance/Participation:

Because writing and analytical thinking are skills that are only improved gradually and with daily effort, consistent engagement with the course material and online format is very important for your success in the class. You may be dropped or receive an “F” for the class if you become more than two weeks behind on your assignments. However, in consideration of the many stressors in students’ lives, I want to make sure you know that if you have special predicaments, we can try to come up with a modification or way to streamline the necessary tasks, in close consultation with one another. Please let me know immediately if

you begin to run into trouble, and we will see if we can work something out (extensions, assignment modifications, and so on). This is a negotiation and must be done on a case-by-case basis. There will be no option, however, for simply not doing a major assignment!

NOTE: I do not give extra credit assignments or points. You would certainly not want any professional: doctor, lawyer, or airplane pilot to have achieved the credentials required by using "extra credit" options only vaguely related to the curriculum they are expected to have mastered. You want them to know their stuff. I consider critical thinking, reading comprehension and writing to be essential skills for the college-educated, so there is no soft way around these curricular requirements. However, I WILL help you achieve adequate competency, no matter where you are now. So. Trust me!

Drop Policy:

You will need to **log into Canvas EWRT 1A site at least twice a week throughout the quarter**, and submit the required material for that week.

- Enrolled students who fail to complete **all of the first week's assignments** (approximately 6-8 hours of work) may be dropped unless they have contacted me and have explained their situation.
- Students **missing substantial work, such as most of the assignments for a two-week period**, at any time during the quarter, or more than one major paper for more than a week, may be dropped from the course or may receive "F" for the quarter, unless there is an unusual situation, that has been communicated to me within two days of the emergency situation occurring.. It is your responsibility to contact me if there are special circumstances that you would like me to consider. I am committed to assuring that you have the best possible chance for successful completion of this course, so stay in touch!

ADD/DROP information:

1. No students will be added after the first week of class.
2. Enrolled students who fail to complete all of the first week's assignments will be dropped unless they have contacted me and have explained their situation.

Late Work Penalties:

No late quizzes!! The quizzes **MUST** be done by the deadline posted. You may not take quizzes once they have closed.

However, because student responsibilities such as illness, work and family can prevent students from completing work temporarily, I offer these "late work" opportunities:

- All work except quizzes can be turned into up to two days late with no penalty (the "grace period").
- **One formal** paper (that is not a timed writing) can be up to one week late, with no penalty.
- One informal responses /short essay reading responses can be up to one week late with no penalty.
- One discussion post and/or discussion responses can be up to one week late with no penalty.

- The short assignments (1-2 point "I read the assignment" type submissions) can be turned in any time the module is open (generally for two or three weeks). I DO NOT OPEN MODULES OR REDO SETTINGS FOR INCOMPLETE WORK AFTER THE MODULE CLOSES).
- Please note: After the first two weeks of class, MODULES will no longer be accessible approximately two-three weeks after the due date and time. Things like assignment sheets, or certain instructional videos can be found at the end of the modules under a course-wide resource tab that will always be open.

Rewrites:

Generally, I encourage you to rely on doing your best work for your initial submission. However, very occasionally, there may be such dire circumstances in a student's life, affecting the quality of a significant assignment, such that there is a clear need for a student to try a rewrite (formal papers only). Rewrites are very occasionally an appropriate modification of the course requirements, in the case of extreme emergencies and life complications. The permission to do a rewrite of one paper will be granted on a case-by-case basis. In general, and in almost all cases, you first should direct your available energies to the upcoming work, as the quarter goes by so quickly. To go back and redo, especially in the beginning of the quarter, will often get you further behind and cause more problems later in the quarter than it solves!!

Types of Assignment and grade point distributions by category:

- Five (5) **major papers**, including a problem/solution research project: 500 points
- Six (6) **discussion posts, with responses**: 120 points
- Ten (10) **quizzes on readings or grammar**: 100 points
- At least six (6) Informal Writing assignments: 60 points
- **Other small 1-5 -point assignments**: 40-60 points.

Formal Papers: (500 points)

Five (5) formal papers, including one paper written in a short, timed, equivalent of an "in-class essay," will be required. You will be given 1.5 hours in a "quiz" window to accomplish this timed writing.

For all other essay assignments, a clear and compelling organization, sufficient and appropriate support for ideas or apt details, and the absence of grammatical or punctuation errors will be essential. These must be between 800 and 1200 words. (Do not go over the word count, please. Concise writing is often valued in our world!!)

***To understand the grading criteria for each of the major assignments, please consult the **grading rubric** for each assignment.

- One (1) narrative paper (100 points)
- One (1) thesis-driven paper analyzing a book, or substantial text, using at least one additional source (100 points)
- One (1) report that solves a significant problem in the community around you and that shows competence in researching and integrating multiple sources into a document You will need to present your ideas to the students in class via a downloaded video, or in a small group Zoom event, or to me individually, if these other options become barriers. (140 points)

- One additional persuasive writing assignment.
- One (1) Final reflection/timed writing (60 points)

Quizzes: (100 points for all quizzes)

***To receive full credit for each quiz, you will need to complete by the deadline and answer the questions correctly. **QUIZ DEADLINES STRICTLY ENFORCED.**

- Four (4) “reading comprehension” quizzes
- Six (6) “language usage” quizzes

Discussions: (120 points)

At least SIX (6) discussion posts

***To receive full credit for each discussion assignment (post and response), you must follow these guidelines:

- Each post must be four or more fully developed sentences. This length requirement applies to your comments in response to other student posts, as well as your own posts.
- Each post must contain sufficient detail and examples such that readers can easily respond to it, with expansions or disagreements.
- Each post must be written in complete, standard English sentences. Slang is acceptable, but fragments, text-like writing, and generally badly written posts may not receive any credit.
- Most posts must move into a somewhat speculative area. This is a great place to “think out loud.” Do not be overly concerned with being “right.” No penalty at all for exploratory thinking.
- I encourage you to disagree with one another, even on small points; however, please do so respectfully, kindly, and without making the issue ‘personal.’ Explain why you disagree by bringing into the discussion more and different evidence, plausible analytical frameworks, or historical or cultural analogies. You are free to use your general reading, any on-the-spot research you do, or evidence and anecdotes from your own life in order to deepen our understanding, collectively, of the issues raised in the Discussion Forum prompt. Here is a polite, open-ended way to register disagreement: “While I see what you mean about X, I was thinking that Y also has an impact on such and such.” It comes off as rude to say “You’re wrong about X, Y is clearly more important.”
- Each response post should show genuine curiosity toward other students’ ideas, and build on or put pressure (via questions or comments) on the other student’s ideas with openness.
- Each response should be respectful, but do be sure and challenge and press for a deeper understanding with your classmates, when you feel strongly about something. We engage in spirited discussion not to “win” arguments, but to sharpen and deepen our own positions, and to more fully understand others! It is mental exercise, quite similar to what an athlete would do to develop a stronger body.

In the Discussion Forum be sure that you are stepping out of the safe, ordinary positions to theorize or speculate on a question. There is absolutely no penalty for “being wrong” in the forum, and a good discussion is generated when there is a “gap” in your position—something you might not have entirely worked out in your head—which you are inviting others to elaborate on. Maybe you have a “hunch” about something, but no real evidence.. In that case you are asking your classmates to see if they might be able to “confirm or deny.”

Informal Writing: (60 points)

]]This is an opportunity for you to write in a looser format than a college essay, ie you do not need to worry about organization, evidence, punctuation and other formal writing concerns. It is a good way to start the process of developing ideas and practicing specific skills. The word count should be around 150-350 for these assignments. You may be responding generally to podcasts or short articles.

Other Assignments: (40-60 points)

Particularly in the beginning of the quarter, you will have a number of short assignments which will consist of such tasks as writing a confirmation that you have read and understand an assignment or some other instruction.

***To receive full credit for the several small "other assignments" you simply have to do them by the deadline. Click the "submit" button and write a one-sentence confirmation or answer a short question about the material.

Time frame for Faculty Feedback:

- My intent is to have **most student work** graded, with appropriate feedback, **within one week** of the final due date.
- **All formal papers** will be graded within **10 days**. Since the last paper is due on or near the last day of the quarter, if you would like extensive feedback, you will need to submit it a week before the end of the quarter.

Grading:

The grade book calculates the points / Letter grade automatically. Please keep up with your cumulative grade. One warning: if a zero has not been entered in the grade book for a missing assignment (something I must do manually). your "average" will be artificially high. From what I can tell I am about in the "middle" of grading strictness: more generous than some writing instructors, and more challenging than others.

Portfolio:

During the last week, or earlier if you are ready, you will be submitting a portfolio of work that will be reviewed. This is in lieu of a final exam.

Grading Criteria for Formal Papers and Projects:

Each formal paper assignment will be accompanied by a rubric that breaks down the criteria for earning points for the assignment. Make sure you review the rubric before you submit your paper. In general, you will be graded on

- clear organization and overall structure,
- the quality of supporting evidence and details,
- mastery of the conventions of standard written English, including MLA documentation, if used, and

- writing style (vocabulary, sentence structure, reader interest, writing voice, appropriately used figures of speech, for instance, sense of audience and purpose) .

Your last project will additionally be graded on **innovative ideas/creativity** and **document design** for enhanced communication, and you will need to establish a useful **sense of your audience** for the problem/solution project. Please see the general grading criteria at the bottom of this page, for more information about the way your work will be assessed.

General Submission Guidelines:

1. Submit all formal papers and informal writing on Canvas by the due date, generally the due date for all of a single week's work will be Sunday night by midnight. I encourage you to work well ahead of this deadline.
2. All formal out-of-class work must be free from spelling, grammatical, and punctuation errors.
3. Length: Most formal papers should be a minimum of 850 words and a maximum of 1200 words. Please note your word count at the top of the page. Research Paper/Problem/Solution Project can be up to 1600 words.
4. Labeling: Student Name, college, date, class number and section letter in upper left hand corner. Identify the assignment clearly ("Paper # 1, Narrative," or Informal Response # 2 to Leslie Chang Podcast)
5. All formal papers should have a properly capitalized title.
6. Direct quotes and factual or opinion-based source material must be cited **MLA** style. Please consult <http://owl.english.purdue.edu/owl/resource/747/01/>
7. for proper formatting. NOTE: no citation requirement for the problem-solution project, but all researched, factual information should be hyperlinked into the doc itself.
8. Text for electronic submissions should be 12-point font, 1.5 line spacing, Times New Roman, no pagination necessary. MLA guidelines suggest 2 line spacing, but I find that electronic submissions are better with 1.5
9. Paragraph indents conform to the audience and writing purpose. (Business writing flush left, with no indent and a space between paragraphs; academic writing should have indented paragraphs and no line space between paragraphs).

Academic Integrity:

All students in this course are expected to abide by the district's rules and regulations on academic integrity, including avoiding plagiarism. The following paragraphs are drawn from the FHDA student handbook, available online at <<http://www.deanza.edu/studenthandbook/> ([Links to an external site.](#))

1. **Plagiarism is representing the work of someone else as your own.**
 - Incorporating the ideas, words, sentences, paragraphs, or parts of another person's writings, without giving appropriate credit, and representing the product as one's own
 - Representing another's artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawings or sculptures as your own
 - Submitting a paper purchased from a research or term paper service, including internet sourced items, or ChatGPT generated content.
 - Undocumented online source usage.

Other Specific Examples of Academic Dishonesty

- Purposely allowing another student to copy from your paper during a test
- Giving homework, term paper or other academic work to another student to plagiarize

- Having another person submit any work in your name
- Lying to an instructor or college official to improve your grade
- Stealing tests
- Forging signatures on drop/add cards or other college documents
- Collaboration without permission of instructor.

Possible Consequences of Academic Dishonesty at FHDA

1. Receiving a failing grade on the test, paper or exam
2. Having course grade lowered
3. Receiving a grade of F in the course

YOU ARE NOT PERMITTED TO use Chat GPT or other AI text suppliers in order to generate MATERIAL FOR YOUR PAPERS (Do not use Chat GPT for anything!!). However, feel free to use AI-assisted programs for spelling, grammar or minor wording / editing assistance. You will be asked to rewrite a paper, timed, and under my supervision, if there is some evidence of your paper being generated by AI.

RATIONALE: The skills and habits of mind that I intend for you to develop in this class are, to a great degree, foundational to the final product--the essay itself. These (mental/internal) skills would atrophy if not developed and practiced, and then you would have effectively stunted your own intellectual growth!!

- critical thinking
- categorization of idea
- building of appropriate evidence and
- consideration of audience and purpose of one's writing

These are all "internal" mental processes which AI-assisted writing largely replaces. So, for this class, at least, be sure you are doing the hard work of conceptualizing your own ideas and writing structure, devising categories or analysis and going through the steps of habituating your mind to logical, vigorous thought meant to persuade others.

Documented Disability:

If you have a documented disability, please request a conference early in the quarter so we can discuss any accommodations you may need. It is important that we both fully understand what sorts of workarounds we can use to better support your success in this class.

Conferences:

I am happy to talk with you at any point during the quarter about problems you are encountering with the material or the class itself. Please schedule a Zoom , or simply phone me during office hours, to discuss your concerns. I really like to get to know you, so if you can possibly make time for a short visit with me that would make me happy.

Final Course Grade:

Please monitor your average throughout the last six weeks of class (by accessing the grade book function) so that you are assured that you know where you stand, grade-wise.

Student Resources:

- Health Services: <http://deanza.edu/healthservices/> , (408) 864-8732
- Psychological Services: <http://www.deanza.edu/psychologicalservices/>(408) 864-8868
- Crisis Hotlines: <http://www.deanza.edu/healthservices/hotlines.html>
- Title IX: <http://www.deanza.edu/titleix/>
- Disabled Student Services: <http://deanza.edu/dsps/dss/index.html> (408) 864-8753
- Food Pantry: http://deanza.edu/outreach/food_pantry.html (408) 864-8327

Emergency and Police:

- Emergency Information: <http://www.deanza.edu/emergency/>

Extra help:

Need help with this course? Student Success Center peer tutors are ready for you!

- **Tutoring:** Go to the [SSC homepage](#) and click on the yellow link to join *SSC Resources Canvas*. Once there, click on Modules, then the SSC area for your course to see SSC Zoom tutoring links and schedules.
- **Workshops, group tutoring and group study:** See SSC Resources for current schedules and links. Most people learn better with others...give it a try!
- **Support for online learning:** Speak with a friendly peer tutor or SSC staff member about motivation and organization strategies for online classes.
- **Need after-hours or weekend tutoring?** See the [Online Tutoring](#) page for information about NetTutor (via Canvas) or Smarthinking (via MyPortal).

- **Online WRC tutoring (available during weeks 2-11) and the Academic Skills workshops are available for weeks 4-9. Let me know if you have any difficulties accessing these services.**
- **Support for remote learning:** If you'd like to speak with someone about trying different study strategies for online classes, developing new school work routines, creating and maintaining a productive workspace, resisting new opportunities for procrastination, or just brainstorming some strategies for good self-care during a stressful time, I encourage you to talk with a peer tutor or SSC staff member, or attend a Skills workshop.
- **You might also check in with your counselor, if you are experiencing any stressors or difficulties for which De Anza provides assistance--or if you need more guidance for building your next quarter's schedule. We are all dedicated to your success and there are many resources in place to help you achieve your goal.**
- **Smarthinking (online tutoring service) can be accessed from your portal. (I am not 100% sure this still exists. If it does it would appear on your portal, which I cannot access!!). The Canvas page for this course also offers has a link in the menu to NetTutor.**

[Academic Calendar](#)

Important dates:

SEPTEMBER 23: The first day of fall quarter –

October 6: Last day to add a class

October 6: Last day to Drop a class without a W

November 11: Veterans day holiday

November 15: Last day to drop classes with a W–

November 28-Dec 1: Thanksgiving holiday.

December 9-13 Final exams.

(NOTE YOUR PORTFOLIO WILL BE DUE ON **DECEMBER 9**).

Any changes or additions to the syllabus will be marked with a blue highlight.

Grading Criteria for Formal Expository Essays

De Anza College

EWRT 1A Fall 2024

Dr. Margaret Hanzimanolis

Formal Papers written for this writing course will be evaluated in five areas:

1. Organization and development of ideas
2. Strength of supporting evidence and particular detail
3. Editing skills (punctuation; grammar; spelling), including correct use of MLA citation format and Works Cited format
4. Writing style: sentence patterns, word choices, overall prose quality, sense of purpose and audience.
5. Evidence of effective revision, editing, and proofreading strategies.

NOTE: Out-of-class work done for this course must be coherent with in-class work in overall quality. Be aware that I expect you to do all of your own work, with the exception of help from trained tutors in the tutoring center, or online advice from online tutors. Please do not seek assistance from “friends” or “relatives,” as that will mask any possible writing issues, and make it harder for me to help you attain competence. NO CHAT GPT IN THIS COURSE, OR AI ASSISTED WRITING. AI ASSISTED EDITING IS FINE.

An “**A**” paper must attain **excellence in all five areas**. Specifically, it must have a clear pattern of organization. It must provide apt and well-chosen details or supporting evidence. It must show an understanding of the conventions of standard printed English, and facility with MLA in-text citation format and Works Cited format. This paper must show a certain stylistic excellence, in the use of varied sentence

patterns and interesting vocabulary. The reader of an “A” paper will invariably notice, and respond favorably to, the authority of the writer. This paper gives a sense of depth, such that the writer has surely subjected his or her topic to careful and thorough reflection.

A “**B**” paper, must likewise attain a **high level of success** in at least three of the areas of concern, above. The organization must be clear and compelling, the editing must be considerably advanced and the supporting details sufficient and well chosen. The “B” paper should demonstrate that the writer is able to use varied sentence constructions, and that the writer has a sufficiently varied vocabulary for the assignment. The reader of a “B” paper may have minor questions about the evidence for conclusions, the topic organization, or stylistic coherence, or be able to point out lapses in logic, reasoning, or continuity. However, the structural, editing, or other problems are minor and do not detract significantly from the reader understanding the paper.

A “**C**” paper is an adequate paper, and might be defined as “**competent**” in **four of the five areas**. A fair organizational pattern must be present and generally well-executed. Most general statements will be supported with evidence. The paper will display acceptable control of the conventions of standard written English; however, the presence of the following often signals a “C” paper: sentence fragments, comma splices, run-on sentences, and the misuse of colons or semicolons. The stylistic value of a C paper is unevenly displayed; often a C paper will have little indication of a well-developed “writer’s voice.” Some ideas are restated rather than carefully examined. Often there are substantial errors in citing sources or formatting the Works Cited page.

A “**D**” paper is marginally below minimum college standards in at least three of five areas of concern. A “D” paper will likely lack either a clear pattern of organization or compelling support for ideas. Many or most paragraphs in a “D” paper will lack a unifying point. The writer will present inadequate new information and/or insights throughout the paper. Most ideas will be restated rather than expanded upon. Errors in punctuation and/or correct grammatical usage are frequent and distracting to the reader. Citation errors are significant.

An “**F**” paper will clearly fail to meet minimum writing standards for this course. It will be characterized by disorganization, repetitions, unsupported generalizations, and unsatisfying brevity. The “F” paper will contain many significant errors in punctuation and grammar, such that it is difficult to understand what the writer actually means at times. Any work done by another person and submitted as the student’s own work will receive an “F.”

IF, AT ANY TIME DURING THE Quarter, YOU DO NOT UNDERSTAND HOW A PAPER OF YOURS WAS EVALUATED, AND IN WHAT SPECIFIC WAYS IT FALLS SHORT OF THESE CRITERIA, PLEASE SEE ME DURING OFFICE HOURS, AND I WILL BE HAPPY TO GO OVER THE STANDARDS AND/OR YOUR PAPER INDIVIDUALLY.


