



Dixie State University
Syllabus & Assignment Schedule for
Intermediate Academic Writing (4.0 credits)
Spring 2015
CRN # 26698 ESL 1550-01
CRN # 27537 ESL 1550-02

This course counts toward elective or foreign language college credit earned for graduation. This course also counts for financial aid and activity eligibility purposes, and the final grade contributes to your cumulative Grade Point Average. You must earn 83% in this class and pass Intermediate Grammar to be eligible to take ESL 2750, Advanced Writing.

Instructor:	Mary Thayer	Phone:	(435) 635-2409
Email:	thayer@dixie.edu	Classroom:	UPlaza Bldg. B, 207B
Office Location:	UPB 118	Course Begins:	Monday, 1/12/2015
Office Hours:	T 12:00-2:00 PM & Appointment	Course Ends:	Wednesday, 4/26/2015
Fee:	None		

1550-01	
Class Time: 11:00- 12:40 M/W	Final Exam: Monday, May 4, 11:00 AM

1550-02	
Class Time: 1:00- 2:40 M/W	Final Exam: Monday, May 4, 12:30 PM

Program Learning Outcomes: After successfully completing the ESL program, English Language Learners should be able to function communicatively as members of the Dixie State University community

1. In **reading**, students will be able to comprehend most standard written English and have strategies for comprehending what is not immediately understood.
2. In **listening** comprehension, students will understand standard English spoken in and out of the classroom and to have strategies for effective note-taking for specific academic material.
3. In **speaking**, students will be able to appropriately respond orally to the demands of college life and college-level classes, including giving classroom responses, speeches and presentations.
4. In **writing**, students will be able to produce appropriately clear and coherent responses to in-class or extended assignments.
5. In **academic awareness**, students will understand appropriate student behavior and technology usage in American university classrooms and the importance of and methods for supporting ideas with a variety of sources and referencing those sources accurately.

Course Objectives:

Students will:

1. Develop writing skills covering a range of academic rhetorical modes;
2. Learn and apply grammatical constructions which support particular rhetorical modes;
3. Identify and work to correct deficiencies in the application of grammatical skills and principles;
4. Learn to develop ideas effectively into a variety of types of effective paragraphs;
5. Summarize short writings;
6. Express ideas clearly and accurately in writing and speech using critical thinking;
7. Develop classroom skills in an academic environment, including participation in class and group discussions.
8. Cite sources more effectively which involve paraphrasing the writing through understanding and having a sense of purpose for writing.

Course Learning Outcomes:

This course contributes to the students' acquisition of 2 of the 5 Program Learning Outcomes for exiting the ESL program. This course develops the students' writing and academic awareness for Program Learning Outcomes #4 and #5.

Students who successfully complete this course will be able to:

1. Develop use of appropriate word forms;
2. Develop use of common verb tenses, irregular verbs, subject-verb agreement, pronoun agreement, and punctuation;
3. Develop use of successfully correcting common grammatical errors in their own writing;
4. Recognize and successfully use many rhetorical signals appropriately;
5. Develop use of writing strategies to write both in and out of class compositions effectively and efficiently;
6. Write coherent paragraphs showing attention to appropriate organization for the task.
7. Cite sources effectively when using others' words or ideas.

Catalog Description: This course is designed to help students gain intermediate writing skills in academic contexts; this course will focus on writing well-developed short paragraphs with sentence variety, fluency, intermediate vocabulary, and standard conventions of English. Students will be exposed to the writing process and will be expected to produce prewriting activities, drafts, revisions, in addition to final drafts of academic writing.

Course Prerequisite: COMPASS ESL combined test score 60 or above

or

a Grade B or above in ESL 0350 (Basic Writing, offered based on sufficient student need.)

Required Textbook and Materials:

1. 2 pocket folder
2. Pen / pencil
3. Note Book
4. Oshima Alice and Ann Hogue. *Longman Academic Writing Series: Paragraphs to Essays*, Level 3, 4th Edition. New York: Pearson, 2014. Print.

**Textbook Detail: (REQUIRED) Introduction to Academic Writing, Level 3
EDITION/COPYRIGHT: 4th 2014**

Textbook Color: White
ISBN 10: 0-13-291566-9

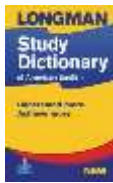
AUTHORS: Hogue, A. & Oshima, A.

web site: <<http://bookstore.dixie.edu/SelectTermDept.aspx>>

Summary

The Fourth Edition of Introduction to Academic Writing, by Alice Oshima and Ann Hogue, continues in the tradition of helping students to master the standard organizational patterns of the paragraph and the basic concepts of essay writing. The text's time-proven approach integrates the study of rhetorical patterns and the writing process with extensive practice in sentence structure and mechanics. **Features of the Fourth Edition:** A step-by-step approach guides students seamlessly through the process of writing. Clear, succinct explanations help students to understand and apply key concepts and rules. Numerous models and varied practice support students at all stages of writing. NEW instruction and practice in summary writing prepare students for academic work. NEW Try It Out! Exercises give students opportunities to assess mastery of skills. NEW self-editing and peer-editing worksheets motivate students to revise their work.

5. **OPTIONAL:** *Study Dictionary of American English*. Pearson Longman. This will be helpful in many classes.



Study Dictionary of American English. Pearson Longman. Dictionary. **DICTIONARY COLOR: YELLOW**

Dmail: You are required to frequently check your Dmail account. Important class and university information will be sent to your Dmail account, including DSU bills, financial aid/scholarship notices, notices of canceled classes, reminders of important dates and events, and other information critical to your success in this class and at DSU. If you don't know how to access your Dmail account, go to www.dixie.edu and select "Dmail" from the left column. To locate your Dmail username and password, go to www.dixie.edu and click on "Login to student services" in the upper right-hand corner. You will be held responsible for information sent to your Dmail account, so please check it often.

University approved absences: Dixie State University Policy explains in detail what needs to happen if you anticipate being absent from class because of a university-sponsored activity (athletic events, club activities, field trips for other classes, etc). Please read this information and follow the instructions carefully! The policy can be found at: <http://www.dixie.edu/humanres/policy/sec5/523.html>

Disability Accommodations: If you suspect or are aware that you have a disability that may affect your success in this course, you are strongly encouraged to contact the Disability Resource Center (DRC) located in the northeast corner of the North Plaza building. The disability will be evaluated and eligible students will receive assistance in obtaining reasonable accommodations. Phone: (435) 652-7516.

Classroom expectations: It is the responsibility of an instructor to manage the classroom environment to ensure a good learning climate for all students. This means that you must refrain from actions such as physical violence, verbal abuse, or harassment; intoxication or illegal drug use; use of profanity; disrespecting others when expressing their own viewpoints; talking while the instructor or another student is talking; and constant questions or interruptions that interfere with classroom presentation. An instructor may ask you to stop the inappropriate behavior, meet with you after class to discuss the problem, or involve the Dean of Students, the department chair, or campus police if necessary. Students can be removed temporarily or permanently from a course for disrupting the learning environment.

Academic integrity: In order to ensure that the highest standards of academic conduct are promoted and supported at the University, students must adhere to generally accepted standards of academic honesty, including but not limited to, refraining from cheating, plagiarizing, falsification, misrepresentation, and/or inappropriately colluding or collaborating. The University shall consistently hold students accountable for instances of academic dishonesty

and apply appropriate consequences. For more information, see the Student Academic Misconduct section of DSU policy at <http://dixie.edu/humanres/policy/sec5/533.html#appeals>

Campus resources: Several campus resources are available to help you succeed. Check out the links for each one to get more information.

If you need help understanding the content of your courses, go to the **Tutoring Center** located on the 4th floor of the Holland Centennial Commons in Room 431. You can visit them online at <http://www.dixie.edu/tutoring/>

If you need help writing papers, essays, etc go to the **Writing Center** on the fourth floor of the Holland Centennial Commons in room 421. You can also visit them online at <http://dixiewritingcenter.com/>

If you need to use a **computer** to do schoolwork on campus, go to the Smith Computer Center or the Holland Centennial Commons on the second, mezzanine, or third floors.

If you are assigned to take a test in the **Testing Center**, go to the North Plaza. You can get information on their website at <http://www.dixie.edu/testing/>

The **Library** has all kinds of information and resources. Visit the Dixie State University Library on the 2nd and 3rd floors of the Holland Centennial Commons, or go to the library website at <http://library.dixie.edu/>

SHELL Tutoring Center: Tutoring specifically for international students is located in the Gym / Student Activities Center first floor in the ISS office. The Gym is west of the Gardner Building.

Absence and Late Policy for ESL Classes:

1. Make every effort to attend all classes but missing up to 2 of classes will not change your grade until you go over 2.
2. Three late arrivals of 5 minutes or less result in one absence. Every 3 late arrivals equal another absence.
3. Every absence (or its combination) beyond 2 results in a 1% drop in your final grade.

In other words:

1. Missing up to 2 class days will not change your grade.
2. Arriving after the scheduled start time within 5 minutes is a late arrival. Three late arrivals equal an absence.
3. Arriving more than 5 minutes late equals an absence.
4. Every absence or its combination beyond 2 results in a 1% drop in your final grade.

Important Dates

Jan 12	Class Begins
Jan 15	Last Day to Waitlist
Jan 16	Last Day to Add Class Online
Jan 19	NO CLASS Martin Luther King Jr. Day, Holiday
Jan 22	Drop / Audit Fee Begins (\$10 per class), Residency Application Deadline
Jan 27	\$50 Late Registration/Payment Fee
Feb 2	Spring 2015 Associate's Degree Graduation Application Deadline
Feb 2	Last Day for Refund, Pell Grant Census, Last Day to Drop Without a "W" Grade
Feb 4	Courses Dropped for Non-Payment
Feb 6	Last Day to Add/Audit Classes

Feb 16	NO CLASS President's Day, Holiday
?	Mid Term Exam
Feb 17	Spring Block Classes Start
Mar 2	Summer 2015 Bachelor's Degree Graduation Application Deadline
Mar 6	Last Day to Drop Individual Classes
Mar 9-13	NO CLASS Spring Break
Mar 23	Fall 2015 Class Schedules Available Online
Mar 23-26	Summer Registration Opens
Apr 1	Fall 2015 Bachelor's Degree Graduation Application Deadline
Apr 10	Last Day for Complete Withdrawal
Apr 14-17	Fall Registration Opens
Apr 29	Last Day of Class
Apr 30	Reading Day
May 1	Summer 2015 Associate's Degree Graduation Application Deadline
May 4	1550-01 Final Exam 11:00 AM in Regular Classroom
May 4	1550-02 Final Exam 12:30 PM in Regular Classroom
May 8	Commencement

Tentative Study and Assignment Schedule

Tentative (*this means it can change*) **Class work, Homework, & Test Schedule**

Monday	Wednesday
Jan 12 * First Day of Class* Pretest, Start Chapter 1: Format	14 Syllabus and Honor Code Start Chapter 2: Narrative
19 NO CLASS	21 DUE: <u>In Class:</u> Narrative Outline <u>First Draft:</u> Homeland Paragraph
26 <u>Quizzes:</u> Chapters 1&2 DUE: <u>First Draft:</u> Narrative Paragraph Start Chapter 3: Paragraph Structure	28 Start Chapter 4: Logical Division
Feb 2 DUE: <u>In Class:</u> Logical Division Outline <u>Revision:</u> Homeland Paragraph	4 <u>Quizzes:</u> Chapter 3&4 DUE: <u>First Draft:</u> Logical Division Paragraph <u>Revisions</u> Narrative Paragraph Start Chapter 5: Process
9 Start Chapter 6: Definition	11 DUE: <u>Revision:</u> Logical Division Paragraph

16 NO CLASS		18 DUE <u>In Class:</u> Definition Outline	
23 <u>Quizzes:</u> Chapter 5&6 DUE <u>First Draft:</u> Definition Paragraph Start Chapter 7: Cause/Effect		25 Mid Term Start Chapter 8: Compare / Contrast	
Mar 2 <u>In Class:</u> Compare/Contrast Outline		4 <u>Quizzes:</u> Chapter 7&8 DUE: <u>First Draft:</u> Compare/Contrast Paragraph <u>Revision:</u> Definition Paragraph Start Chapters 9 Essay Structure	
9 NO CLASS SPRING BREAK		11 NO CLASS SPRING BREAK	
16 Start Chapters 10 Opinion Essay <u>In Class:</u> Introduction and Conclusion Outlines		18 DUE: Essay <u>First Draft:</u> Introduction & Conclusion Paragraph Works Cited Page <u>Revisions:</u> 3 Supporting Paragraphs	
23 <u>Quizzes:</u> Chapters 9&10 DUE: 1 st Spotlight <u>Revision:</u> Compare/Contrast Paragraph		25 DUE: 2 nd Spotlight	
30 1 st Revision: 5 Paragraph essay		Apr 1	
6 DUE: 3 rd Spotlight		8 DUE: 4 th Spotlight <u>2nd Revision:</u> 5 Paragraph essay	
13		15 DUE: 5 th Spotlight	
20 Discuss: Needed Issues with Essay		22 DUE: <u>3rd Revision:</u> 5 Paragraph essay	
27 Discuss: Needed Issues with Essay		29 Last Day of Class	
May 4 Final Exam 11:00 - 1550-01 12:30 – 1550-02			

Grading

Grading	Point Distribution	Percent Needed for a Specific Grade
7 In-class Outlines 10 points per outline	/ 70 7%	<i>A</i> = 93 – 100%
7 First Draft Paragraphs 10 points per paragraph	/ 70 7%	<i>A-</i> = 90 – 92%
Works Cited Page 10 points	/ 10 1%	<i>B+</i> = 87 – 89%
5 Paragraph Revisions 20 points when to the standard	/100 10%	<i>B</i> = 83 – 86%*
25 Quizzes 2 points per quiz	/ 50 5%	<i>B-</i> = 80 – 82%
25 Concepts 4 points per concept	/100 10%	<i>C+</i> = 77 – 79%
Midterm	/200 20%	<i>C</i> = 73 – 76%
5 Spotlights 10 points per spotlight	/ 50 5%	<i>C-</i> = 70 – 72%
3 Essay Revisions 50 points each	/150 15%	<i>D+</i> = 67 – 69%
Final Exam	/200 20%	<i>D</i> = 63 – 66%
Excessive Absences 1% drop in final grade.		<i>D-</i> = 60 – 62%
		<i>F</i> = below 60%

Final points /1000 = ___ % = ___

830 points is 83%. An **83%** is required to allow you to proceed to Advanced Academic Writing.

Course Assignments and Assessments:

Class Structure: Most classes will be composed of lecture, readings, and student responses and will cover a significant part of a chapter in the text. Missing class means missing critical discussions and assignment explanations. Avoid absences.

Policy for Absences Related to College Functions:

<http://www.dixie.edu/humanres/policy/sec5/523.html>

Repeating Course Policy

ESL Program Policy for **Repeating a Course for a Higher Grade:** Our program follows the DSU academic policy for repeating a course for a higher grade. Students must pay tuition and fees for the new class. Previous grades and credit hours for the repeated course remain on the student’s transcript, but are not calculated in the GPA nor the total hours completed. ESL students may retake a class one time. Beyond that, students must apply for an exception through the Program Director. For further information, see the Program Director or the DSU On-Line Catalog.

7 In-class Outlines:

During class time, students will begin writing 7 paragraphs by filling in a paragraph outline during class. The instructor will look at the outline and sign it. These assignments can only be done during class time. The paragraphs correspond with instruction in the chapters. Read the assigned chapters prior to the beginning of the class in which they will be introduced. Come prepared to ask questions about what was not clear from the reading.

7 First Draft Paragraphs:

The In-class Outlines must be stapled to the type written paragraphs before they will be accepted.

Revisions and Final Exam:

Every paragraph assignment will be followed by a revision assignment in which you correct errors in the initial draft. **Revisions will not be accepted unless stapled to the previous drafts**

and in-class outline. Revisions must be typed in the correct format and meet all the standards indicated for that paragraph. A paragraph revision may be submitted more than once. Students will not receive credit for revisions until they meet the indicated standards.

3 Essay Revisions:

The Final Project is made up of 5 of the paragraph assignments. The five paragraph essay will be revised three times. This means that you will get the instructor's feedback on your essay three times before you turn it in as the final exam.

Spotlights:

Each student will have five spotlight presentations. Four spotlights will be assigned to you, featuring concepts from the textbook. One spotlight will feature your research source. Spotlights do not need to be lengthy but should explain the concept thoroughly. Each spotlight is worth ten points.

25 Quizzes:

Quizzes are on concepts from the textbook. Quizzes are worth 2 points each. You will receive full points when you take a quiz no matter the raw score. When quiz results indicate that a student does not yet understand the concept, worksheets are assigned on the corresponding concept until mastery is achieved. 100% on a quiz will result in full credit for the corresponding concept.

25 Concepts:

Each concept is worth 4 points when the student has demonstrated mastery. Mastery may be demonstrated by earning 100% on the quiz or through worksheets. However, s/he will not receive the 4 points for that concept until mastery is demonstrated through consistent correct usage in the writing assignments.

25 concepts are explained in the text book:

Chapter 1 – Paper Format and Homeland Paragraph

Nouns, Verbs, and Phrases (see page 4, 15)

Capitalization (see pages 10-11)

Simple Sentences (see page 14)

Subject Verb Agreement (see page 16)

Fixing Fragments (see page 18)

Chapter 2 – Narrative Paragraph

Time Order Signals (see page 34)

Compound Sentences (see pages 40, 41, 187, 243)

3 Commas Rules (see page 44)

Chapter 3 – Paragraph Structure and Descriptive Paragraph

Paragraph Structure (see pages 54, 61, 62, 64, 73, 74)

Adjectives and Adverbs (see pages 53, 70)

Chapter 4 – Logical Division Paragraph

Transition Signals (see pages 89-91)

Fixing Run-Ons, Comma Splices (see pages 96-97)

Pronouns (see page 88)

Chapter 5 – Process Paragraph

Complex Sentences with Clauses (see pages 112-113)

Commas in Complex and Compound Sentences (see pages 44, 112)

Subordinators (see page 113)

Chapter 6 – Definition Paragraph

Sentence Structure: Distinguishing 3 Types of Sentences (see pages 14, 40, 112, 113)

Definition Paragraph Topic Sentence (see page 124-125)

Appositive and Comma Rule (see pages 129-130)

Adjective Clause and Comma Rule (see pages 131-132)

Who / Whom (see pages 133-136)

Chapter 7 – Cause and Effect Paragraph

Cause and Effect Signals (see page 161)

Chapter 8 – Compare / Contrast Paragraph

Comparison / Contrast Signals (see page 183, 187)

Chapter 9 – Essay Structure

Essay Structure (see page 202)

Chapter 10 – Opinion Essay

Quotation Punctuation (see pages 231-232)

Late Work Policy:

Late work is accepted for full credit; however, work turned in after the posted due date is not guaranteed to be calculated into the midterm or final grades for the class. I will grade as much as I have time to grade before my deadline to turn in grades.

Mid-Term Exam & Final Exam:

A comprehensive Mid-Term Exam will be given in accordance with DSU's policy. (NO changes for the Final.)

Format Model

Jane Doe (Your Name)

Mrs. Thayer (Instructor's Name)

ESL 1550 (Course)

May 29, 2014 (Date Turned in)

Revision of Homeland Paragraph (Name of the Assignment)

(Leave one space)

The Essence of Formatting (Title is Centered)

Formatting is an easy but essential skill to learn. Type all serious work on standard white, 8 ½ by 11 inch paper. Use Times New Roman font, 12-point. Double space the body of your paragraphs and essay. Do not boldface, enlarge, italicize, nor underline. Keep a standard 1-inch margin around your text. Notice the group of items in the upper-left corner of this paper. This is the heading. Notice that the heading is double spaced. All of your papers for this class are specified with the heading which includes your name, instructor's name, course, date, and assignment. Skip a line before the title, which should be centered and correctly capitalized (first word, then all other words unless they are articles or prepositions). Indent the first word of each paragraph. Do not print or photocopy on the back of your paper. For multiple page essays, place page numbers at the top right corner of each page. Once you have used the correct format a few times, it will become second nature and free points!

Homeland Paragraph Assignment

Jane Doe (Your Name)

Mrs. Thayer (Instructor's Name)

ESL 1550 (Course)

May 29, 2014 (Date Turned in)

Revision of Homeland Paragraph (Name of the Assignment)

Title

Type your pre-test. Edit it. Staple this paper to the pre-test.

To Pass Off this paragraph, you must have

NO errors in the following concepts:

Format, including complete heading

Nouns, Verbs, and Phrases (see page 4, 15)

Capitalization (see pages 10-11)

Subject Verb Agreement (see page 16)

Fragments (see page 18)

Required elements:

Simple Sentences (see page 14)

Narrative Paragraph Assignment

Jane Doe (Your Name)

Mrs. Thayer (Instructor's Name)

ESL 1550 (Course)

May 29, 2014 (Date Turned in)

First Draft of Narrative Paragraph (Name of the Assignment)

Title

Write a short paragraph which tells a story about something that happened to you.

To Pass Off this paragraph, you must have

NO errors in the following concepts:

Concepts from previous chapters

3 Commas Rules (see page 44)

Required elements:

Time Order Signals (see pages 34)

Compound Sentences (see pages 40, 41, 187, 243)

Logical Division Paragraph Assignment

Jane Doe (Your Name)

Mrs. Thayer (Instructor's Name)

ESL 1550 (Course)

June 12, 2014 (Date Turned in)

First Draft of Logical Division Paragraph (Name of the Assignment)

Title

Topic Sentence

Write sentences which explain the three main points which support your topic sentence.

A conclusive sentence

To Pass Off this paragraph, you must have

NO errors in the following concepts:

Concepts from previous chapters

Run-Ons, Comma Splices (see pages 96-97)

Pronouns (see page 88)

Required elements:

Topic Sentence (see page 54)

Supportive Sentences in the form of 3 main points (see pages 54, 85-87)

Conclusion Sentence (see pages 54, 64)

Paragraph Unity (see pages 67, 79)

Transition Signals (see pages 89-91)

Definition Paragraph Assignment

Jane Doe (Your Name)

Mrs. Thayer (Instructor's Name)

ESL 1550 (Course)

June 19, 2014 (Date Turned in)

First Draft of Definition Paragraph (Name of the Assignment)

Title

Topic Sentence must follow the directions on pages 124 and 125.

Write a few supportive sentences which define a specific term. You must have at least one appositive and at least one adjective clause.

A conclusive sentence

To Pass Off this paragraph, you must have

NO errors in the following concepts:

Concepts from previous chapters

Subordinate Subject and Object Pronouns, Relative Adverbs (see pages 133-139)

Complex Sentence (see pages 112-113)

Commas in Complex and Compound Sentences (see pages 44, 112)

Subordinators (see page 113)

Required elements:

Topic Sentence with a term, category, and distinguishing characteristic (see page 124-125)

Appositive (see pages 129-130)

Adjective Clause (see pages 131-132)

Compare/Contrast Paragraph

Jane Doe (Your Name)

Mrs. Thayer (Instructor's Name)

ESL 1550 (Course)

June 19, 2014 (Date Turned in)

First Draft of Compare/Contrast Paragraph (Name of the Assignment)

Title

Topic Sentence

Describe two specific things and how one causes the other. Use cause and effect signals.

OR

Describe how two specific things are similar and different. Use comparison and contrast signals.

A conclusive sentence

A conclusive sentence

To Pass Off this paragraph, you must have

NO errors in the following concepts:

Concepts from previous chapters

Required elements:

Compare Contrast Signals (see pages 183, 187)

Five Paragraphs with Reference Page Assignment

Jane Doe (Your Name)

Mrs. Thayer (Instructor's Name)

ESL 1550 (Course)

June 26, 2014 (Date Turned in)

First Draft Intro, Conclusion, and References. Revision of 3 Main Point Paragraphs (Tell which paragraphs, such as homeland, narrative, definition, etc)

Title

Introductory paragraph: AGD, transition, thesis, justification, pre-view statement

Insert 3 of your previous paragraphs. Add a quotation, a statistic, and at least one source.

Conclusive paragraph: summary, thesis, tie back to AGD, short forceful statement

Reference Page in MLA format

To Pass this essay, you must have

NO errors in the following concepts:

Concepts from previous chapters

Required elements:

Transition sentences between paragraphs (see pages 156-157)

Quotation (see pages 174-175)

Statistic (see page 176)

At least one source citation in MLA format

Page numbers on the top right corner with your last name

Final Exam Grading Rubric

	Possible Score:	Actual Score:
Format	20	_____
Heading Double Spaced: Name, Instructor Name, Course, Date, Assignment		
Title Centered, Indent Paragraphs		
One Inch Margins, Double Spaced		
Times New Roman, 12 Point Font		
Page Numbers at Top Right Corner of Pages with Your Surname		
Punctuation and Mechanics	25	_____
*Capitalization		
*Commas		
*Quotation Punctuation		
Sentence Structure	30	_____
+Correct Sentence Structure		
+Correct Subject/Verb Agreement		
+Correct Independent, Dependent, and Adjective Clauses		
+No Fragments, Run-ons, nor Comma Splices		
*Correct usage of Pronouns, Adjectives, Adverbs, and Appositives		
*Correct usage of Signals		
Organization		
Introduction paragraph	25	_____
AGD, Transition, Thesis, Justification, & Pre-view		
3 Body Paragraphs	60	_____
Topic Sentences		
Supportive Sentences are organized		
Paragraph Unity		
Concluding Sentences		
Transitions Sentences		
Conclusion paragraph	20	_____
Summary, Thesis, Tie to AGD, & Short Forceful End		
Source Citations	20	_____
At least one outside source		
At least 1 Quotation		
At least 1 Statistic		
In Text Source Citations		
Works Cited Page		
Plagiarism	-150	_____
*1 point deduction for each mistake		
+5 point deduction for each mistake		
Grand Total – 200 Points	200	_____

Revised 1-13-15

This is your copy.

SUBMITTED HONOR POLICY & PLEDGE

DSU ESL HONOR POLICY & PLEDGE: As a student in the ESL Program at Dixie State University, I understand that it is against school policy to use others' work as my own or to **CHEAT** on homework or tests. If I violate this policy, I know I'll receive a **ZERO GRADE** on the assignment. This could result in **FAILURE** of the class. **I promise not to cheat nor plagiarize in any work turned in – either for myself or another's credit.** I also agree to treat others with respect by actively and politely listening when they are speaking and not acting in a way which would make them feel unwelcome in our community of learners.

Printed Name: _____

Signed Name: _____

Date: _____

**Mrs. Thayer's copy to be kept on file.
Detach on dotted line.**

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DSU ESL 1550

DSU ESL HONOR POLICY & PLEDGE: As a student in the ESL Program at Dixie State University, I understand that it is against school policy to use others' work as my own or to **CHEAT** on homework or tests. If I violate this policy, I know I'll receive a **ZERO GRADE** on the assignment. This could result in **FAILURE** of the class. **I promise not to cheat nor plagiarize in any work turned in – either for myself or another's credit.** I also agree to treat others with respect by actively and politely listening when they are speaking and not acting in a way which would make them feel unwelcome in our community of learners.

Printed Name: _____

Signed Name: _____

Date: _____

