Johnson County Community College
English Program
Objectives

Students at Johnson County Community College will be assigned grades for individual papers according to the degree of competence achieved in fulfilling the following objectives.

A. The student will demonstrate skills in invention in the following manner:
   1. The student will discover ideas through appropriate invention methods.
   2. The student will select a serious, relevant subject.
   3. The student will treat that subject with logical, imaginative thought.
   4. The student will clearly identify and address a specific audience for each assignment.

B. The student will demonstrate skills in organization in the following manner:
   1. The student will write an introduction
      a. that leads into the thesis,
      b. that clearly attempts to arouse the interest of the reader, and
      c. that clearly states the thesis statement.
   2. The student will develop a body for the paper that has
      a. an appropriate number of paragraphs,
      b. an appropriate sequence of ideas (inductive, deductive, chronological, spatial, etc.), and
      c. paragraphs which have topic sentences clearly relevant to the thesis.
   3. The student will write a conclusion of the paper when appropriate
      a. that contains an interesting, fresh emotional appeal, or
      b. that recommends investigation, or action, or
      c. that adequately and appropriately summarizes the paper.

Resources Available in Writing Center
LIB 308

Writing Center Handouts

Easy Writer, 3rd ed
pp 12-17

Companion website
www.bedfordstmartins.com/easywriter

Easy Writer
pp 17-19

Developing Writing Skills (Writing Center software)
C. The student will demonstrate skills in paragraph development in the following manner:
   1. The student will write clear topic sentences relevant to the thesis.
   2. The student will write unified paragraphs with all evidence supporting the topic sentences.
   3. The student will write coherent paragraphs with all ideas flowing together and linked smoothly to the following paragraphs. Transitions are used appropriately.
   4. The student will write paragraphs using specific, concrete details to support topic sentences, making use of the traditional support such as facts, examples, illustration, testimony, and/or reasons.

D. The student will demonstrate skills with style in the following manner:
   1. The student will avoid a choppy style and write sentences that are clear, complete, rhetorically effective, easy to read, smooth-flowing, and varied in length and structure.
   2. The student will demonstrate skills in diction by avoiding wordiness and by choosing appropriate and effective words and figurative language.
   3. The student will maintain a consistency of style-tone, point of view, appropriateness, etc.

PREREQUISITE SKILLS:
The student will demonstrate college-level skills in mechanics and proofreading by keeping all errors to an absolute minimum. The English Department of Johnson County Community College believes that producing error-free prose is an extremely important objective since even the best essays lose credibility when riddled with mechanical errors. To help accomplish this objective, the English Department has adopted the following policy: After the first assignment, no essay with seven or more, nor paragraph with three or more of the following errors can be given a passing grade.

Blue Pencil (Writing Center software)
Grammar 3-D--Transitions (Writing Center software)
Developing Writing Skills (Writing Center software)
Blue Pencil and Perfect Copy (Writing Center software)
Editor and Writer’s Workbench are editing programs that work well when combined with tutor sessions.
Easy Writer pp 138-150

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Assessment of skills – Microlab

MAJOR ERRORS
(In addition to software, handouts on most of these errors are also available in the Writing Center.)

1) **Major sentence level errors**
   a) Run-on (or fused sentence). Main clauses must be properly connected.
   b) Comma splice. Commas alone cannot join main clauses.
   c) Fragment. Only main clauses can stand alone.
   d) Parallelism

2) **Verb problems**
   a) Lack of agreement. Subject/verb. Subjects and verbs must agree in number and person.
   b) Improper verb form. The form must be in standard English.
   c) Shift in tense. Tense must be consistent.

3) **Pronoun errors.**
   a) Pronoun/antecedent. Pronouns must agree with their antecedent.
   b) Vague pronoun reference. Pronouns (3rd person) must have antecedents.
   c) Pronoun case.

4) **Faulty modifiers.**
   a) Dangling modifiers. Modifiers need something to modify.
   b) Misplaced modifiers. Modifiers must be near the word(s) they modify. Adverb form.
5) **Word errors.**
   a) Misspelled or wrong word, and typographical errors. All words must be spelled correctly.

6) **Unnecessary Punctuation**

**MINOR ERRORS**
(3 MINOR ERRORS COUNT AS 1 MAJOR ERROR)

7) Apostrophe missing or used incorrectly. Use apostrophes with possessives and in contractions.

8) Incorrect comma usage
   a) Comma are needed before the coordinating conjunction in a compound sentence.
   b) Comma are needed after introductory words, phrases, and clauses.
   c) Comma are needed to set off non-restrictive or non-essential elements.
   d) Comma are used between items in a series and in lists.
   e) Comma are used between two or more adjectives that equally modify the same word.
   f) Comma are used for convention.
      i) To separate items in dates, names, addresses, letters, and numbers.
      ii) To introduce quotations or follow them.
      iii) To prevent misreading.

9) End punctuation needed or misused.
   a) Periods are used at the end of statements.
   b) Questions marks are used at the end of questions.
   c) Exclamation points are used at the end of exclamatory statements.

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**COMPUTER SOFTWARE**

- Microlab: Apostrophes p 102
- Perfect Copy p 103
- SMGW: P7 p 106
- Glencoe

**EASY WRITER, 3RD ed.**

- Microlab: Commas p 103
- Glencoe p 106
- SMGW: P1 p 109

**Spell Checkers**

- Glencoe: Topic 14
- SMGW: M9

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(pspell checkers only)
10) Semicolon (;) needed or misused.
   a) Semicolons are used
      i) between two independent clauses
      ii) to separate clauses with internal punctuation
      iii) to avoid confusion.

11) Capitalization misused or omitted.
    a) Capitalization occurs in proper nouns,
       the first word of each sentence, the
       pronoun “I,” and titles.

12) Quotations marks (“) and block quotations misused.
    a) Quotation marks set off all direct quotations, titles of short works, and
       words used in a special sense.

13) Parentheses () misused.
    a) Parentheses are used to enclose extraneous information.

14) Brackets ([ ]) misused.
    a) Brackets are used to enclose information that clarifies.

15) Dash (--) misused.
    a) A dash is two hyphens used to set off information.

16) Hyphen (-) misused.
    a) A hyphen is used in compound words
       and to avoid ambiguity.

17) Italics/Underlining confused or misused.
    a) Italics or underlining is used to mark the titles of separate publications,
       foreign words, and for convention.

18) Ellipsis (…) misused.
    a) An ellipses (three spaced periods) is used to indicate omission of information.

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19) Slash (\) misused.
   a) The forward slash is used in URLs, email addresses, and newsgroup name.

20) Colon (: ) misused.
   a) Colons are used before formally introducing quotations, statements, and series.

21) Numbers misused.
   a) Numbers that requires more than two words are written as figures as are dates and times.

22) Online punctuation
   a) Asterisk
   b) Angle brackets
   c) Underscore before and after a title

23) Documentation (MLA, APA, CMS, and so on) used incorrectly.
   a) Internal parenthetical documentation appears within the paper.
   b) Complete resource information is noted at the end of the paper using chosen documentation for Works Cited, References, Bibliography, and so on.

24) ESL concerns
   a) Prepositions
   b) Articles
   c) Order of words in a sentence
   d) Singulars and plurals in nouns
   e) Gerunds, infinitives used appropriately
   f) Verb phrases
   g) Conditional sentences
   h) Two-word verbs

- Word Attack
- Idiomagic
- SMGW: ET 1-6
- Grammar 3-D
- TOEFL Mastery
- Tutor Tapes

- MLA pp 196-231
- APA pp 232-251
- Turabian or Chicago Style pp 252-266
- CSE (Science, formerly CBE) p 267-280
- Handouts

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