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. <u>Transitions are used appropriately.</u>

    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.

<u>Blue Pencil</u> (Writing Center software)

<u>Grammar 3-D--Transitions</u> (Writing Center software)

<u>Developing Writing Skills</u> (Writing Center software)

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.

<u>Blue Pencil</u> and <u>Perfect Copy</u> (Writing Center software)

<u>Editor</u> and <u>Writer's Workbench</u> are editing programs that work well when combined with tutor sessions.

<u>Easy Writer</u> pp 138-150

<u>PREREQUISITE SKILLS:</u>
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.**

Assessment of skills – Microlab

MAJOR ERRORS	COMPUTER SOFTWARE	EASY WRITER
(In addition to software, handouts on most of these errors are also available in the Writing Center.)		3RD ed.

1) **Major sentence level errors**

   a) Run-on (or fused sentence). Main clauses must be properly connected.

      • Microlab: Distinct Sentences   p 82
      • SMGW: SB1 & SB2

   b) Comma splice. Commas alone cannot join main clauses.

      • Glencoe: Topic 1.6
      • Glencoe: 1.6

   c) Fragment. Only main clauses can stand alone.

      • SMGW: GS6   p 84
      • Microlab: Complete Sentences   p 96

   d) Parallelism

2) **Verb problems**

   a) Lack of agreement. Subject/verb. Subjects and verbs must agree in number and person.

      • Microlab: Subject-Verb   p 65
        Agreement   pp 58-61

   b) Improper verb form. The form must be in standard English.

      • SMGW: GS6   pp 61-63
      • Grammar Links

   c) Shift in tense. Tense must be consistent.

      • Glencoe: Topic 3   p 98

3) **Pronoun errors.**

   a) Pronoun/antecedent. Pronouns must agree with their antecedent.

      • Microlab: Pronoun Choice   p 79
      • Glencoe: 4.26

   b) Vague pronoun reference. Pronouns (3rd person) must have antecedents.

      • SMGW: GS 1-7   p 80

   c) Pronoun case.   p 76

4) **Faulty modifiers.**

   a) Dangling modifiers. Modifiers need something to modify.

      p 75
      • Microlab: Orderly Sentences

   b) Misplaced modifiers. Modifiers must be near the word(s) they modify. Adverb form.

      • Glencoe: Topic 5   p 74

5) <u>**Word errors.**</u>
    a) <u>Misspelled or wrong word, and typographical errors. All words must</u> be spelled correctly.

- Spell Checkers
- Glencoe: Topic 14
- SMGW: M9

p 36
(spell checkers only)

6) Unnecessary Punctuation

MINOR ERRORS (3 MINOR ERRORS COUNT AS 1 MAJOR ERROR)	COMPUTER SOFTWARE	EASY WRITER, 3RD ed.

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

- Microlab: Apostrophes
- Perfect Copy
- SMGW: P7
- Glencoe

p 114

8) Incorrect comma usage

- Microlab: Commas
- Glencoe
- SMGW: P1

p 103

    a) Commas are needed before the coordinating conjunction in a compound sentence.

    b) Commas are needed after introductory words, phrases, and clauses.
p 102

    c) Commas are needed to set off non-restrictive or non-essential elements.
p 103

    d) Commas are used between items in a series and in lists.
p 106

    e) Commas are used between two or more adjectives that equally modify the same word.
p 106

    f) Commas are used for convention.

        i) To separate items in dates, names, addresses, letters, and numbers.
p 106
p 107

        ii) To introduce quotations or follow them.
- Glencoe
- Perfect Copy
p 108

        iii) To prevent misreading.
- SMGW: P 12-14
p 109

9) End punctuation needed or misused.

    a) Periods are used at the end of statements.
pp 112-114

    b) Questions marks are used at the end of questions.

    c) Exclamation points are used at the end of exclamatory statements.

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.

- Glencoe   p 110
- Microlab: Semicolons
- SMGW: P3

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

- SMGW: M2   p 127
- Glencoe: 12
- Microlab: Capitalization

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.

- Perfect Copy   p 117
- Glencoe: 13
- Microlab: Quotation Marks
- SMGW: P6

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

- Glencoe: 13   p 121
- SMGW: P8
- Microlab: Parentheses

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

- SMGW: P9   p 122

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

- Glencoe: 13   p 123
- SMGW: P5
- Microlab: Dashes

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

- Glencoe: 13   p 135

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

- Glencoe: 13   p 133
- SMGW: P11
- Microlab: Italics

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

SMGW: P10   p 125

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

- SMGW: P11   p 125

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

- Glencoe: 13   p 124
- SMGW: P4
- Microlab: Colons

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

- SMGW: M4
- Perfect Copy

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

p 126

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.

- SMGW
- Online Sites
- (Prentice Hall resources available)

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

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

p 161
p 155
p 165-166
p 154
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