



ENGL 1302.082IN  
Composition II  
*Fall 2021*  
2nd 8 Weeks  
October 18-December 12, 2021  
**Internet**

**Instructor Information:**

**Instructor:** Steven A. Remollino, Professor of English

**Email:** [sremollino@com.edu](mailto:sremollino@com.edu)

**Telephone:** 409-933-8179 (Direct) or 409-933-8214 (Administrative Assistant Rhonda Shiflet)

**Communicating with your instructor:** ALL electronic communication with the instructor must be through your *Blackboard* (*NOT COM*) email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means.

**Student hours and location:** 7:30-8:00 M-Th LRC Suite B, Office 239  
9:30 A.M.-11:00 P.M. M-Th LRC Suite B, Office 239

**Required Textbooks:**

*The Longman Writer, Rhetoric, and Reader and*

*Research Guide Brief Edition* Ninth Edition (Nadell and Langan)

*The Little Seagull Handbook* (Third Edition (Bullock, Brody, and Weinberg) (*Seagull* in Syllabus)

**Course Description:** English 1302 is the second half of freshman composition. Principles and techniques of written, expository, and persuasive composition; analysis of literary, expository, and persuasive texts and critical thinking.

**Textbook Purchasing Statement:** A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**Other Supplies:** Jump drive to save all work in Rich Text Format.

**Course Description:** English 1302 is the second half of freshman composition. Principles and techniques of written, expository, and persuasive composition; analysis of literary, expository, and persuasive texts and critical thinking.

**Course requirements:** We will be writing two short essays, and one longer MLA-documented research paper as well as a syllabus quiz, an online library research tutorial, an oral presentation and discussions via *Blackboard*. The student will be required to write on both assigned topics and topics of their own choosing. The majority of the writing will be argumentative; however, students will also write illustration, process, cause/effect and definition papers. Students will also view a number of films as the springboard for the writing assignments.

**Determination of Course Grade/Detailed Grading Formula:**

Essays (2) (CT, COM, TW, PR)	600 points (2 @ 300 points each)
Research Paper (1) (CT, COM, TW, PR)	500 points (1 @ 500 points)
**Discussions (10) (COM, TW) Four complete sentences per post.	100 points (10 @ 10 points each)
Library Research Tutorial (CT, COM)	100 points (1 @ 100 points)
Syllabus Quiz	100 points (1 @ 100 points)
Oral Presentation	100 points (1 @ 100 points)

**Grading Scale:**

A=1500-1342

B=1341-1192

C=1191-1042

D=1041-892

F=891-00

**Late Work Make-Up and Extra-Credit Policy: No late work or make-up work is accepted.** The Course Evaluation provides 10 points of possible extra credit.

**Attendance Policy:** Even though this is an online course, your attendance is still mandatory in the form of course sign-ins and the completion of assignments. Distance Education policy mandates a minimum of two course sign-ins per week; however, I suggest signing in daily, especially in a fast-track course.

**Communicating with your instructor:** ALL electronic communication with the instructor must be through your *Blackboard (NOT COM)* email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means.

**General Education Core Objectives:**

1. Critical Thinking Skills (CT)
2. Communication Skills (COM)
3. Teamwork (TW)
4. Personal Responsibility (PR)

<b>Student Learner Outcome</b>	<b>Maps to Core Objective</b>	<b>Assessed via this Assignment</b>
<p><b>1. Demonstrate knowledge of individual and collaborative writing processes.</b></p>	<p><b>Teamwork (TW)</b></p>	<p><b>Cause/ Effect Research Essay</b></p>
<p><b>2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.</b></p>	<p><b>Personal Responsibility (PR)</b></p>	<p><b>Cause/Effect Research Essay</b></p>
<p><b>3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.</b></p>	<p><b>Communication Skills (COM)</b></p>	<p><b>Cause/Effect Research Essay</b></p>

<p><b>4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.</b></p>	<p><b>Critical Thinking Skills (CT)</b></p>	<p><b>Cause/Effect Research Essay</b></p>
<p><b>5. Apply the conventions of style manuals for specific academic Disciplines (e.g.,APA, CMS, MLA, etc.)</b></p>	<p><b>Unmapped</b></p>	<p><b>Essay 1: Definition</b></p>

**Academic Dishonesty:** Any attempt to pass off another's ideas or work as one's own will result in an *F* on the assignment and, possibly, the course as well. Students will be referred to Kris Kimbark, Dean of Students for probation and possible suspension from the college.

**Student Concerns:** If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If after discussing your concern with me, you continue to have questions, please contact please contact Humanities Department Chair Dr. Brian Anderson at 409-933-8186.

## **Course Outline**

Tentative and subject to change based on external circumstances beyond the instructor's control

### ***WEEK ONE: October 18-23, 2021***

Complete and submit Student Information Form **Due Wednesday, October 20, 2021 at 8:00 A.M.**

Review Course Syllabus. Take Syllabus/Week One Email Quiz **Due Thursday, October 21, 2021 at 8:00 A.M.**

Read Part I "The Reading Process" (Longman: 1-13).

Read Part II "The Writing Process: Getting Started Through Prewriting" (Longman 14-33)

Read Chapter 12: Illustration (Longman: 183-215).

Complete Discussion 1 **Due Friday, October 22, 2021 at 8:00 A.M.**

Read Humanities Department Plagiarism Policy (Unit I: Diagnostics)

Read Paper Requirements (Unit I: Diagnostics)

Read Diagnostic: Illustration (Handout 4)

Complete Diagnostic Essay. Use one of the ten topics on Handout 4. **Due Saturday, October 23, 2021 at 8:00 A.M.**

Complete Discussion 2 **Due Monday, October 25, 2021 at 8:00 A.M.**

Complete Online Library Research Tutorial **Due Wednesday October 27, 2021 at 8:00 A.M.**

View Oral Presentation Student Videos:

<https://www.youtube.com/playlist?list=PLuuOK8IxpSDch9oP0dgS-8sjDfnX5mDil>

**Note that failure to complete submit any of the Week One or Week Two assignments will result in an Early Alert Referral as noted above.**

***WEEK TWO: October 25-30, 2021***

Discussion 2 **Due Monday, October 25, 2021 at 8:00 A.M.**

Read “The Writing Process: Identifying a Thesis” and “Writing an Effective Thesis” (Longman: 34-40)

Read “The Writing Process: Supporting the Thesis with Evidence” (Longman: 41-47)

Online Library Research Tutorial **Due Wednesday, October 27, 2021 8:00 A.M.**

Read “Definition” (Longman: 349-380)

Complete Essay 1: Definition (Unit III: Definition) **Due Wednesday, November 3, 2021 at 8:00 A.M.**

Complete Discussion 3 **Due Thursday, November 4, 2021 at 8:00 A.M.**

***WEEK THREE: November 1-6, 2021***

Essay 1: Definition (Unit III: Definition) **Due Wednesday, November 3, 2021 at 8:00 A.M.**

Discussion 3 **Due Thursday, November 4, 2021 at 8:00 A.M.**

Read “The Writing Process: Organizing the Evidence” (Longman: 48-55)

Read “The Writing Process: Writing the Paragraphs in the First Draft” (Longman: 56-77).

Review Purdue’s OWL MLA Guide

Complete Grammar Oral Presentation with PowerPoint (Unit II: Grammar Oral Presentation...) **Due Monday, November 8, 2021 at 8:00 A.M.**



***WEEK FOUR: November 8-13, 2021***

Grammar Oral Presentation with PowerPoint (Unit II: Grammar Oral Presentation...) **Due Monday, November 8, 2021 at 8:00 A.M.**

Complete Discussion 4 **Due Saturday, November 13, 2021 at 8:00 A.M.**

Read “The Writing Process: Revising Overall Meaning, Structure, and Paragraph Development” (Longman: 78-89)

Read “Process Analysis” (Longman: 249-281) and Handouts 11 and 11A.

View *White Light, Black Rain* at

<https://thoughtmaybe.com/white-light-black-rain/>

Complete Essay 2: Process (Handouts 13 and 13A) **Due Monday, November 15, 2021 at 8:00 A.M.**

Complete Discussion 5 **Due Saturday, November 20, 2021 at 8:00 A.M.**

***WEEK FIVE: November 15-20, 2021***

Essay 2: Process (Handout 13 and 13A) **Due Monday, November 15, 2021 at 8:00 A.M.**

Discussion 5 **Due Saturday, November 20, 2021 at 8:00 A.M.**

Read “Cause-Effect” (Longman: 313-348)

Read Cause-Effect Research Paper Requirements (Handout 20). See <https://libguides.com.edu/TipsCause> for assistance.

Work on Cause/Effect Research Paper: **Due Wednesday, December 8, 2021 at 8:00 A.M.**

View *7 Faces of Dr. Lao* on *Swank Video* at

<https://digitalcampus.swankmp.net/collegemainland335037#/browse>

Complete Discussion 6 **Due Wednesday, November 24, 2021 at 8:00 A.M.**

***WEEK SIX: November 22-27, 2021***

College of the Mainland will be closed Thursday, November 25-Sunday, November 29, 2021 for the Thanksgiving Holidays. All college facilities will be closed; however, *Blackboard* and online library access will remain available.

**Discussion 6 Due Wednesday, November 24, 2021 at 8:00 A.M.**

**Discussion 7 Due Monday, November 29, 2021 at 8:00 A.M.**

Complete Discussion 8 **Due Wednesday, December 1, 2021 at 8:00 A.M.**

Complete Discussion 9 **Due Saturday, December 4, 2021 at 8:00 A.M.**

Complete course evaluations online (Counts as 10 Bonus Points) **Deadline Sunday, December 5, 2021 at 11:59 P.M. Note that this deadline is set by Institutional Research and cannot be changed by your instructor.**

***WEEK SEVEN: November 29, 2021-December 4, 2021***

**Discussion 7 Due Monday, November 29, 2021 at 8:00 A.M.**

Discussion 8 **Due Wednesday, December 1, 2021 at 8:00 A.M.**

**W Day for Fall 2021 2<sup>nd</sup> 8 Week Classes Thursday, December 2, 2021 by close of business.**

Discussion 9 **Due Saturday, December 4, 2021 at 8:00 A.M.**

Work on Cause/Effect Research Papers

Complete course evaluations online (Counts as 10 Bonus Points) **Deadline Sunday, December 5, 2021 at 11:59 P.M. Note that this deadline is set by Institutional Research and cannot be changed by your instructor.**

***WEEK EIGHT: December 6-10,2021***

Cause/Effect Research Papers **Due Wednesday, December 8, 2021 at 8:00 A.M.**

Complete Discussion 10 **Due Thursday, December 10, 2021 at 8:00 A.M.**

**Attendance Policy:**

Even though this is an online course, your attendance is still mandatory in the form of course sign-ins and the completion of assignments. Distance Education policy mandates a minimum of two course sign-ins per week; however, I suggest signing in daily. The only state-accepted reasons for missing a deadline are military service and religious holiday.

**Withdrawal Policy:**

Students are responsible for their own withdrawal from a course; however, instructor reserves the right to withdraw any student whose absences or lack of participation (including submission of course assignments) results in an inability to complete the Student Learner Outcomes and Core Objectives. College policy forbids instructors from issuing W grades after W-day.

**ADA Statement:**

Any student with a documented disability needing academic accommodations is requested to contact

Holly Bankston at 409-933-8520 or [hbankston@com.edu](mailto:hbankston@com.edu). The Office of Services for Students with Disabilities is located in the Student Success Center. Here is the link to that department:

<http://www.com.edu/counseling/disability-services>

**Early Alert Program:**

Beginning with the Fall 2009 semester, the Counseling Center at College of the Mainland began piloting an Early Alert Program that will include all Internet (IN) sections. That program has been expanded to include all courses traditional CL courses. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or fail to log in to the course regularly. If you are referred to the

Early Alert Program you will be contacted by someone in the Counseling Department. As student success and retention is very important to us, someone from the Counseling Center will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

### Success Tips for Students:

- Be proactive.
- Review the syllabus for each deadline.
- Complete all course readings in a timely manner.
- Complete discussions as soon as they become available
- Read directions carefully for details about each assignment's requirements
- View Basic Office 365 (Microsoft Word 2019) video to ensure that you have basic word processing skills at

<https://www.youtube.com/watch?v=SCEfzjTRObA>

### Classroom Conduct Policy:

College of the Mainland requires that students enrolled at COM be familiar with the Standard of Student Conduct, which can be found in the on-line Student Handbook, <http://www.com.edu/student-services/student-handbook.php>. Any breaches of the Code of Conduct will result in a referral to the Office for Student Conduct and may result in dismissal from this class.

### Policy on Academic Dishonesty:

**Any attempt to pass off another's ideas or work as one's own will result in an *F* on the assignment and, possibly, the course as well. Students will be referred to Kris Kimbark, Judicial Coordinator for probation and possible suspension from the college.**

### **Plagiarism:**

Plagiarism is a serious offense and will not be tolerated. Any attempt to pass off another's ideas or work as one's own will result in an F on the assignment and, possibly, the course as well. Students will be referred to Kris Kimbark, Judicial Coordinator for probation and possible suspension from the college. See <https://owl.english.purdue.edu/owl/resource/589/01/> for additional help on avoiding plagiarism.

### **ADA Statement:**

Any student with a documented disability needing academic accommodations is requested to contact

Holly Bankston at 409-933-8520 or [hbankston@com.edu](mailto:hbankston@com.edu). The Office of Services for Students with Disabilities is located in the Student Success Center. Here is the link to that department:

<http://www.com.edu/counseling/disability-services>

### **Concerns/Questions Statement:**

If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact Humanities Department Chair Dr. Brian Anderson at 409-933-8186.

### **Grade Appeal Process:**

Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook. <[https://build.com.edu/uploads/sitecontent/files/student-services/Student\\_Handbook\\_20192020v5.pdf](https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_20192020v5.pdf)>. *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.*

[https://build.com.edu/uploads/sitecontent/files/student-services/Student\\_Handbook\\_20192020v5.pdf](https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_20192020v5.pdf)

**Academic Success & Support Services:**

College of the Mainland is committed to providing students the necessary support and tools for success in their college career. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

**Counseling Statement:**

Any student that is needing counseling services is requested to please contact Holly Bankston in the student success center at 409-933-8520 or [hbankston@com.edu](mailto:hbankston@com.edu). Counseling services are available on campus in the student center for free and students can also email [counseling@com.edu](mailto:counseling@com.edu) to setup their appointment. Appointments are strongly encouraged; however, some concerns may be addressed on a walk-in basis.

**COVID-19 Statement:**

All students, faculty and staff are expected to familiarize themselves with materials and information contained on the College of the Mainland's Coronavirus Information site at [www.com.edu/coronavirus](http://www.com.edu/coronavirus).. Students are required to watch a training [video](#), complete the [self-screening](#), and acknowledge the safety guidance at: [www.com.edu/selfscreen](http://www.com.edu/selfscreen). In addition, students, faculty, and staff must perform a [selfscreening](#) prior to each campus visit. Finally, students, faculty, or staff which have had symptoms of COVID-19, received a positive test for COVID-19, or have had close contact with an individual infected with COVID-19 must complete the [self-report tool](#).

**General Education Core Objectives:**

1. Critical Thinking Skills (CT)
2. Communication Skills (COM)
3. Teamwork (TW)
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Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
<p>1. Demonstrate knowledge of individual and collaborative writing processes.</p>	<p>Teamwork (TW)</p>	<p>Discussions</p>
<p>2. Develop ideas And synthesize primary and secondary sources within focused academic arguments, including one or more Research based essays.</p>	<p>Personal Responsibility (PR)</p>	<p>Cause/Effect Research Paper Discussion 6</p>

<p>3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.</p>	<p>Communication Skills (COM)</p>	<p>Cause/Effect Research Paper</p>
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<p>4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.</p> <p>5. Apply the conventions of style manuals for specific academic disciplines (e.g. APA, CMS, MLA, etc.)</p>	<p>Critical Thinking Skills (CT)</p> <p>Unmapped</p>	<p>Cause/Effect Research Paper</p> <p>Cause/Effect Research Paper</p>
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**Technology Outage Policy:**

If the college has an outage that affects *Blackboard*, I will notify you if I need to adjust a course deadline; however, outages of a student's Internet or telephone service are the student's responsibility. Students are expected to have consistent, reliable Internet access.

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### **Tutoring Center**

The Tutoring Center provides free tutoring services to students, staff and faculty seeking assistance for writing, reading and oral presentations for academic and non-academic assignments/projects. Located in the Technical Vocational Building, Room 1306, the center provides face-to-face and online tutoring sessions in a welcoming environment.

Appointments can be made in person, or on the center scheduler at [com.mywconline.com](http://com.mywconline.com), or by clicking the SRWC icon on the COM website.

### **Grade Appeal Process:**

Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook. [https://build.com.edu/uploads/sitecontent/files/student-services/Student\\_Handbook\\_20192020v5.pdf](https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_20192020v5.pdf). *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.*

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English 1302

Fall 2021

Professor Remollino

### Grading Rubric and Printing Symbols

Soon you will be receiving your evaluated diagnostic essay.

I grade using what is known as holistic grading. In other words, I look at the essay as a whole and focus on three primary areas: content, grammar/mechanics/rhetoric, and form, including MLA style.

**Content** is what you said. It involves how you approached the topic, whether the paper you submitted was on topic, how you supported your arguments, and whether or not the paper's thesis was in control of the writing. This section relates to the prompt provided, and whether or not the paper adhered to the topic and logically developed and supported it.

**Grammar, mechanics, and rhetoric** refer to how you said it. Was standard written English employed throughout the essay? Did the paper's errors seriously distract the reader from what was being said? Were effective means, such as spell check, employed to alleviate the paper's errors? Was the paper carefully proofread? A detailed list of grammatical and mechanical abbreviations will be discussed later in this document. Remember, the writer should do all the work when writing. The reader should not have to work to figure out what is being said.

**Form** refers to MLA 8 (2016) style and paper requirements for all essays written in the course, and specific form issues related to each assignment. I strongly encourage you to review the paper requirements handout. It does say paper **requirements**, not paper **suggestions**. Errors with the heading, header, title, margins, Works Cited, and internal citations all fall under this category.

Here is a guide to standard printer symbols that you may find throughout your paper:

(Taken from [http://www.inkwelleditorial.com/proofreaders\\_marks.htm](http://www.inkwelleditorial.com/proofreaders_marks.htm))

**Common Proofreading/Editing Abbreviations:** The abbreviation usually appears in the margin, probably with a line or arrow pointing to the offending element.

Instruction	Editing Marks (in the line only)	Proofreading Marks (in the line and in the margin)
delete	Boulders/campus events	Boulders/campus events <i>g</i>
delete and close up	Boul/der campus events	Boul/der campus events <i>g</i>
replace	Denver Boulder campus events	Boulder campus events DENVER
insert	Boulder <sup>campus</sup> events	Boulder events campus
insert and close up	Boulde/campus events	Boulde/campus events <i>r</i>
transpose	Boulder (events/campus)	Boulder (events/campus) <i>ti</i>
insert space	Boulder campus#events	Boulder campus#events #
insert hair space	"Boulder campus 'events'" <i>h#</i>	"Boulder campus 'events'" <i>h#</i>
close up extra space	Boulder ~campus events or Boulder /campus events	Boulder ~campus events <i>c</i> (extra#) or Boulder /campus events <i>g</i> (extra#)
insert line space	# > Boulder campus events Denver campus events	> Boulder campus events Denver campus events <i>l#</i>
delete line space	<i>g</i> Boulder campus events Denver campus events	<i>g</i> Boulder campus events Denver campus events <i>gl#</i>
equalize spacing	Boulder   today	Boulder   today <i>lg#</i>
run on/no new paragraph	She runs. > He jogs.	She runs. > <He jogs. <i>run in</i>
new paragraph	She runs. <sup>A</sup> He jogs.	She runs. <sup>A</sup> He jogs. <i>A</i>
line break	She runs. ] He jogs.	She runs. ] He jogs. <i>break</i>
instructions (don't set what's circled)	Boulder campus events <i>which?</i>	Boulder campus events <sup>A</sup> <i>which?</i>



### Common Proofreading/Editing Abbreviations

**NOTE:** The abbreviation usually appears in the margin, probably with a line or arrow pointing to the offending element.

Abbreviation	Meaning	Example
<b>Ab</b>	a faulty abbreviation	She had earned a <b>Phd</b> along with her M.D.
<b>Agr</b> See also P/A and S/V	agreement problem: subject/verb or pronoun/antecedent	The piano as well as the guitar <b>need</b> tuning. The student lost <b>their</b> book.
<b>Awk</b>	awkward expression or construction	The storm <b>had the effect of causing</b> millions of dollars in damage.
<b>Cap</b>	faulty capitalization	We spent the <b>Fall</b> in <b>spain</b> .
<b>CS</b>	comma splice	Raoul tried his best, this time that wasn't good enough.
<b>DICT</b> faulty diction		<b>Due to the fact that we were wondering as to whether it would rain, we stayed home.</b>
<b>Dgl</b>	dangling construction	<b>Working harder than ever</b> , this job proved to be too much for him to handle.
<b>- ed</b>	problem with final <i>-ed</i>	Last summer he <b>walk</b> all the way to Birmingham.
<b>Frag</b>	fragment	<b>Depending on the amount of snow we get this winter and whether the towns buy new trucks.</b>
<b>  </b>	problem in parallel form	My <b>income</b> is bigger than my <b>wife</b> .
<b>P/A</b>	pronoun/antecedent agreement	A <b>student</b> in accounting would be wise to see <b>their</b> advisor this month.

<b>Pron</b>	problem with pronoun	My aunt and my mother have wrecked <b>her</b> car. The committee has lost <b>their</b> chance to change things. You'll have to do this on <b>one's</b> own time.
<b>PV</b>	Passive voice	The ball was hit by Tom. (passive voice) Tom hit the ball. (active voice)
<b>Rep</b>	unnecessary repetition	The car was blue <b>in color</b> .

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<b>R-O</b>	run-on sentence	<b>Raoul tried his best this time that wasn't good enough.</b>
<b>Sp</b>	spelling error	This sentence is <b>flaude</b> with two <b>mispellings</b> .
<b>- s</b>	problem with final -s	He wonder what these teacher <b>think</b> of him.
<b>S/V</b>	subject/verb agreement	The <b>problem</b> with these cities <b>are</b> leadership.
<b>T</b>	verb tense problem	He <b>comes</b> into the room and he pulled his gun.
<b>Wdy</b>	wordy	<b>Seldom have we perused a document so verbose, so ostentatious in phrasing, so burdened with too many words.</b>
<b>WW</b>	wrong word	What <b>affect</b> did the movie have on Sheila?
Source: University of Colorado Web site ( <a href="http://www.colorado.edu/Publications/styleguide/symbols.html">http://www.colorado.edu/Publications/styleguide/symbols.html</a> ).		

If you have any questions about comments made on your paper, please either see me during my scheduled office hours, or either the professional or peer tutors in the Tutoring Center, and we will be happy to review your writing with you and give you additional feedback about how to improve for the next paper.

**I ask that you wait twenty-four hours after receiving your paper to review ALL the comments before asking to discuss your paper and/or its grade.**

I understand that getting back that first paper can be a traumatic experience—remember that I was seated on the other side of the desk at one time—and I make every effort to make my directions clear, and my comments specific.

Hopefully, you will see this first writing sample as a learning experience and will not make the same mistakes in the subsequent writing samples.

I will be assigning you an oral presentation based on a grammatical error you made within your diagnostic essay. No two students will be presenting the same error to the class. You will be provided more information on the oral presentation in the coming days.

**If you had serious grammatical, mechanical, and or MLA format issues, I would recommend visiting the Tutoring Center located in TVB-1306. You may contact the center at (409) 933-8702 to obtain its hours of operation for the Fall 2021 semester.**

As a final note, please review the Student Learner Outcomes, found on your course syllabus. Before you can receive a passing grade in the course, you must demonstrate that you have achieved these outcomes. That demonstration comes in the form of the writing samples that you complete in the course, including paragraphs, essays, and research paper.