



OIKOS UNIVERSITY

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Oakland, CA 94621

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www.oikos.edu

COURSE SYLLABUS

ENGLISH COMPOSITION - ENG 101 FALL 2021

Online via Populi Higher Education System

and supported by Zoom Video Conferencing Platform

Professor: DAVID A. SYLVESTER

Instructional Contact Hours (Class Hours):

Wednesday 09:00 am -12:00 pm PST (Zoom Live Video and Lecture Video and Threaded Discussion available through Populi system)

- 1. Zoom Live Lecture**
- 2. Threaded Discussion**
- 3. Faculty Advising and Q&A**

Classroom: oikos.populiweb.com

E-mail: dsylvester@gmail.com

Phone number: 510-435-9017

Office Hours: By appointment after class, Wednesday 1:00 pm – 4:00 pm PST by Zoom.

Credit Unit(s): 3

Prerequisite(s): None

Corequisite(s): None

[Zoom Virtual Classroom Room 1](#)

Meeting ID: 325 810 9194

Password: oikos7901

Please attend the Virtual Class Every Wednesday promptly at 9am

Attendance will be taken.

Prerequisite for Success in Online Class:

This is a 16-week online course.

- An approximate time investment for you will be 9 hours per week.
- *Please see Oikos University staff for details of tech support*
- *Faculty & eLearning Support Team will be available Monday-Friday, 9 am -5.30 pm (it@oikos.edu or de@oikos.edu)*
- *Support may be arranged after 5.30 pm or on Saturdays based on prior arrangements with the office of the distance education at Oikos University. To make arrangement for after hour or Saturday support, please contact IT Staff at de@oikos.edu*

Login Information

- Login at <https://oikos.populiweb.com/>. After entering your login credentials, login to your student account and click on your class from the list of courses under your “Student” tab.
- You must check into the online class no later than two days after the class begins. Oikos considers an academic credit hour as being one hour of classroom or direct faculty instruction/interaction with a minimum of two hours of out-of-class work for each week of an academic module. You should plan to spend about 45 hours for one credit hour of course.

Computer Requirements

- You will need to have a computer (Mac or PC) with built-in microphone and webcam (or the capability for connecting external microphone and webcam).
- You will need to have an up-to-date browser, operating system and some additional software on your computer to take this class.
- You must have access to Microsoft Office Suite (Excel, PowerPoint and Word)
- You will also need access to Google Docs collaborative learning suite (Docs, Sheets, Slides) (<https://sites.google.com/site/gdocswebquest/>)
- Some of the documents in this course will be available to you in PDF form. You will need download and install Adobe Acrobat Reader software on your computer.

1. MISSION STATEMENT

The mission of Oikos University is to educate men and women to be the leaders to serve the church, local communities, and the world by using their learned skills and professions.

2. COURSE DESCRIPTION

This course is designed to improve students' writing, reasoning and communication skills in formal composition. It will focus on the principles of direct, persuasive and authentic writing that will enhance their spiritual growth ILO 2 and to increase personal ethical standards in personal lifestyle. ILO 7.

3. LEARNING OBJECTIVES

ENG 101 - ENGLISH COMPOSITION		
Student Learning Outcome: By the end of this course, students should be able to:	Course Evaluation Objectives	Assessment Method
Express ideas in more natural in English grammar and vocabulary.	Learning "writing-to-discover" to gain natural ability to think and express self in English	Class free writing, discussion
Improves understanding of composition forms, i.e. description, narrative, dialogue, exposition.	Improved understanding of basic structural forms of English composition	In-Class practice and Discussion board
Understand and know how to improve composition through revision process.	Become proficient in improving writing through analysis and revision.	In-class freewriting to add to Writing Portfolio
Become more comfortable in using more complex English.	Increase knowledge of basic variations of English patterns and properly combine simple sentences.	Practice English grammar patterns, sentence combining exercises.
Develop ideas more creatively and organize clear expression through composition process.	Write original major story from draft to revisions, editing and final design for final composition.	Final Story Project

4. CLOs in Alignment of ILOs and PLOs

Students who complete the current course will gain a basic skill of composition, essential to a general education (Program Learning Objective 1) that will give them a greater competitive knowledge and success in their chosen field (Institutional Objective 5).

Students will learn excellent communication skills through writing (Program Learning Objective 4) and prepare them for success in their profession (Institutional Objective 5, *Program Learning Objective 4*)

As students write more clearly, they will communicate and manifest their own perspectives more clearly (Institutional Objective 4). The group discussions will foster cooperative

relationships and strengthen oral self-confidence needed later for effective preaching skills (Program Learning Objective 2).

They will become more comfortable the modern worldwide language of English found in to be of service in local, national and international communities (Program Learning Objective 3) and local churches and world missions. (Institutional Objective 3).

5. INSTRUCTIONAL METHODS / CLASS FORMATION

Lecture: Yes	Discussion: Yes	Case Studies: Discussion forum on the Populi and during Live Zoom session and conferencing chat.	Journaling: No
Role-Play: No	Book Report: No	Quizzes: Yes	Class Writing: Yes
Studio: No	Lab: No	Multi-Media (Online): Yes	
Small-Groups Work: Conducted via the group discussion forum on Populi system and presented via zoom video recording		Audio/Visual Aids: Zoom video conferencing platform for live and recorded lectures. In addition, Zoom is used for office hours and student interaction, Populi chat sessions.	
Groups Demonstrations: No		Student Presentations: Yes	

This 16-week online class is delivered fully online via Populi Higher Education System where all class activities including both synchronous and asynchronous lectures, instructor office hours, graded discussions, group projects, group presentations, and all practice and graded quizzes will be conducted.

Populi class activities will be further supported technologically via the Zoom video conferencing platform, Google Docs collaborative learning software, and other online teaching and learning material. If you have any problem accessing to the online classroom, please contact the following as earliest as possible.

Contact Information for Support		
Advising: Prof. David Sylvester dsylvesterteacher@gmail.com Phone: 510-435-9017	Technical Support: Prof. Jin Kim IT@oikos.edu or DE@oikos.edu Office: 510-639-7879	Library Support: Please contact Oikos staff to visit Oakland campus library. Office: 510-639-7879

6. INSTRUCTIONAL MATERIALS & REFERENCES, REQUIRED TEXTBOOK(S)

TITLE	AUTHOR	PUBLISHER	ISBN	YEAR
Class Handouts prepared by instructor. Students may need to use some of their \$300 book allowance to pay for readings protected by copyright. (<i>Cost not expected to exceed \$50 per student.</i>)	Instructor	All reading will be posted as Populi files or as email handouts from public domain.		

7. RECOMMENDED READING AND OTHER COURSE RESOURCES

TITLE	AUTHOR	PUBLISHER	ISBN	YEAR
<i>McGraw Hill's Essential ESL Grammar: A Handbook for Intermediate and Advanced Grammar Students.</i> http://www.amazon.com/McGraw-Hills-Essential-ESL-Grammar-Intermediate/dp/0071496424/ref=pd_sim_b_8	Lester, Mark	New York: McGraw Hill, 2008	0071496424	2008
<i>English Sentence Structure: Intensive course in English</i> http://www.amazon.com/English-Sentence-Structure-Intensive-Course/dp/0472083074/ref=sr_1_1?s=books&ie=UTF8&qid=1440378046&sr=1-1&keywords=english+sentence+structure	Robert Krohn	(University of Michigan Press ELT	978-0472083077	1971
<i>English Structure Practices.</i> http://www.amazon.com/English-Structure-Practices-Keith-Folse/dp/0472080342/ref=sr_1_8?s=books&ie=UTF8&qid=1440378204&sr=1-8&keywords=english+sentence+structure	Keith S. Folse	University of Michigan Press ELT,	978-0472080342	1983

<p><i>A Writer's Reference.</i> 7th Edition</p> <p>http://www.amazon.com/Writers-Reference-Diana-Hacker/dp/0312601433/ref=sr_1_2?s=books&ie=UTF8&qid=1376957632&sr=1-2&keywords=english+composition+esl</p>	Diane Hacker and Nancy Sommers	Bedford/St. Martin's	978-0312601430	2010
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8. ASSIGNMENTS

This class will be half study and discussion of composition, and half doing writing composition. Your own writing is essential to learning the forms of composition.

- A. **Zoom Classroom Learning Activities** – Students will participate in class learning activities from class lectures, recorded for later viewing, and during Zoom Room class discussion, and activities assigned during the Zoom class.
- Any student who is late more than 15 minutes, or leaves early, will be counted as tardy.
 - Any student who is late more than half an hour or misses the entire class will be counted as absent.
 - **Three (3) tardies = 1 absence.**
 - **More than 3 absences from class = failing grade of F.**
- B. **Discussion Participation** - Although this class is an Internet-only course, it depends on active participation. Discussion is an important part of class participation. Students will participate in discussions in two ways:
- 1.) **Breakout group discussions** - Students will join in Zoom breakout rooms during the class for small groups on assigned topics relating to composition work and report the group's findings to the class in oral presentations or in written form.
 - 2.) **Threaded Discussion on the Discussion Board**–You are required to login to Populi at least three times each week and participate in engage in weekly discussion on the Populi Discussion Board by replying to others' ideas and sharing his or her own ideas since this online Discussion Board is as important as In-Class Discussion, any students who "go dark" - meaning, disappear - on the Populi Discussion Board and miss three or more weeks may receive a failing grade of F in the course, just as if they had skipped three or more classes.
 - a) Each student will post one full paragraph (minimum 100 words) as a reaction to the Wednesday Zoom class on the Discussion Board before the following Sunday at 8 p.m. Very frequently, your post may come from the freewriting you have done in class, or an expansion of it.

- b) After that, students may respond to the posts of two classmates with a full paragraph (minimum 50 words) before the following Tuesday (2 days before next class).
- c) Please make your response to others' posts thoughtful, constructive, relevant, and substantive. It can be directed to an individual or a group in a way that adds to the discussion and helps the discussion move forward.
- d) In other words, the Discussion Board is conducted in a positive spirit. There is no place for negativity on the Discussion Board. We write in "I" statements.
- e) The best way to respond is to find what you like the most among the others' posts. What is most interesting? What catches your attention? What makes you think about something in a new way? What can you add to build on what someone else has said?
- f) If you don't like what someone else is saying, do not respond to it. Criticism is never constructive. If you think a comment is important to make, you may begin your response with the topic that someone else has raised, but then you must respond with your own ideas and experiences.
- g) Your Discussion Participation grade, for both the breakout rooms and the Discussion Board postings, count for 15% of the course grade.

C. **In-Class Work and Homework** - You will do writing in the class that must be sent to the teacher by email by the end of the class. And you will have writing assignments for homework, due usually the Sunday after the class. Both class work and homework, whether worksheets or writing, are an essential major part of this course for students. Any writing during the semester must be kept for review and discussion with the teacher during individual conferences. Safeguard your writings by printing them out as well as store them in your computer. Homework will count as 30% of the course grade.

***NOTE: Possible Midterm exam or project** - Midterm work may be assigned this semester, depending on the needs of the class. If so, the Midterm will count for 15% of the grade and the homework/in-class writing work will be reduced to 15% of the grade.*

D. **Final Project** – Toward the end of the semester, students will develop a final project to of their own composition. This may be an oral and written presentation to the entire class or contributions to class magazine, as determined by the teacher. The Final Project will count 40% of the course grade.

**9. ASSESSMENT CRITERIA AND METHODS OF EVALUATING STUDENTS /
RATIONALE FOR GRADE DETERMINATION**

A. Grade Assessment

Student Time Investment Requirements and Assignment Weightage					
Activity	Criteria	Standard for Time Calculation	Estimated Minimum Amount	Total hours of the Activity	Activity Weight as % of Total Grade
Zoom Class Attendance: <i>(Assignment A)</i> Attendance and participation in Zoom room classes and recorded videos by the instructor during class.	Instructive	3 hours per class for 3-unit course	15 classes	45 hours	15%
Discussion Participation: <i>Assignment B)</i> 1. Breakout Group Participation: In-Class Voluntary Responses, Discussion and Group Presentations from Breakout Rooms: By discussing their ideas in groups, students will demonstrate their ability to present their knowledge	Substantive	2 hours for presentation	15 presentations	30 hours plus study time	15%
	2. Online Discussion Board Students must write at least of 1 posting and engage discussions with other students by replying 2 other's postings	Interactive	0.5 hour per original post Plus 0.5 hour for the two interaction posts	15 discussions	
Homework & Writing: <i>(Assignment D)</i> In-Class and Homework as student's composition, either for revision as homework or turned in as finished Portfolio writing,	Substantive	1 hour per assignment	10 assignments	10 hours plus study time	20%

Final Project: <i>(Assignment E)</i> At the end of the course, students will make either an oral presentation with written supplement or a contribution to a class magazine.	Interactive, Instructive	7 hours per draft of Final Story	5 Drafts for revision, editing & layout	35 hours	50%
Ideal Student Work Hours				135 hours	100%

B. Grade Definitions

A	Excellent. Superior knowledge regarding details, assumptions, implications, history; superior thinking with information relevant to application, critique, and relationship to other information.
B	Good. More than adequate knowledge regarding technical terms, distinctions, and possesses an ability to use information.
C	Average. Basic knowledge needed to function and carry on learning regarding major principles, central terms, major figures, also possesses an awareness of field or discipline.
D	Below average. Demonstrates poor, but passable awareness of course material, may not be eligible for transfer.
F	Fail. Inadequate, ineffective or no effort made to gain awareness of course material. Or three absences from the course. No course credit.
I	Incomplete. An incomplete grade will be given in a regular course only at sole discretion of the professor or administration for legitimate deficiencies due to illness, emergencies or other extraordinary reasons acceptable to the professor, including equipment breakdown or shortages, and not because of neglect on the student’s part. A regular grade will be given by the instructor if all requirements for the course are submitted by the end of the following quarter. If all work is not submitted by the end of the following quarter, a grade of F will be posted automatically and counted in the computation of the GPA.
W	Withdrawal. Signifies that a student has withdrawn from a course after the Add/Drop deadline. A “Withdrawal” is not allowed after the Withdrawal deadline. This is a permanent mark with no grade points assigned.

C. Grade Scale

The final course grades are based on the grading system in the catalog (by percentage):

<u>Grade</u>	<u>Percent</u>	<u>GPA</u>	<u>Grade</u>	<u>Percent</u>	<u>GPA</u>
A+	98-100	4.0	A	94-97	4.0
A-	90-93	3.7	B+	87-89	3.3
B	84-86	3.0	B-	80-83	2.7
C+	77-79	2.3	C	74-76	2.0
C-	70-73	1.7	D+	67-69	1.3
D	64-66	1.0	D-	60-63	0.7

F	Below 60	0.0
I	Incomplete	
W	Withdraw	

10. COURSE POLICIES

- A. **Attendance, Preparation, and Participation:** Although this is an internet-only course, class attendance is required and mandatory. You are required to attend the Zoom class meeting as well as login to Populi and participate in course activities, including the Discussion Board, at least on three different days each week.
- B. Three or more weeks with no Populi login will result in a grade of F in class.
- C. **Writing Format:** All written assignments must be according to **APA** writing guidelines. **Format:** Times New Roman font, 12 font size, 2.0 (double space) with one-inch margins all around and submitted in Microsoft Word documents. **Citations:** Works that are cited must be given proper credit. The citations should be in **APA** format. A brief tutorial on the APA format can be found at: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>
- D. **Academic Misconduct:** Students are expected to maintain the highest standards of academic conduct. There are many types of academic misconduct. While plagiarism, cheating, and multiple submissions are clearly notated, students may be cited for any other form of academic misconduct according to University policies. Plagiarism, which consists of using someone else's ideas or words, is a serious offense. Please cite your sources properly to avoid unintentional plagiarism. Cheating can include having someone else write student papers, buying term papers off the internet, and copying answers during an exam. In addition, working in groups for individual assignments can also constitute cheating. Multiple submission of a single work is not accepted and will be considered an act of academic misconduct. Instructors who believe they have discovered academic misconduct will submit a grade of X (the equivalent of an unreported grade) for the course until the academic misconduct charge is resolved.
- E. **Academic Expectations:** Students are expected to interact with the books they have read, the lecturers' comments, their personal experiences, and the Bible. Do not use Wikipedia or similar references, as they are unreliable. It is also expected that you to have properly researched your paper and will make liberal use of footnotes and references. If you have any questions in this regard you may email your professor for clarification. During the course, if you have questions related to your coursework, please be sure to ask either during class or individually with your professor.
- F. **Identity Fraud:** Committing identity fraud is considered particularly serious and could have legal as well as institutional implications. Any student who has another individual impersonate or in any other way commit identity fraud in any course, assignment, exam, or any type of academic exercise will be permanently suspended from AEU.
- G. **Copyright Protected Materials:** Oikos University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

- H. Technology Expectation:** Oikos online staff is committed to making the online learning experience as successful for you as possible. In order to ensure this, here is a review of key technical requirements:
- a. You are responsible for your computer system and are required to have a reliable Internet Service Provider (ISP). Should you have difficulty connecting to the Internet, consult your ISP for technical support.
 - b. You are required to have MS Office suite or a compatible program to participate in this program.
 - c. Should you have technical difficulties at a time when an assignment is due, you are responsible to find an alternate way to submit your work. This may require you to find another computer to use at a worksite, friend's home, library, local college, or internet café. In some situations, you can mail, fax, or hand-deliver your work.

It is your responsibility to get help and resolve any WIFI, computer malfunction or compatibility problems. Technology problems do not relieve you of the responsibility of attendance requirements, turning in your assignments, class participation, or any other course work. If the Oikos online server has technical difficulties when an assignment is due, your instructor will make alternative arrangements with you. Be sure to call your instructor regarding any problems you are having and make the necessary arrangements for completing your course work!

- H. Grammar and Spelling Check:** Online students are required to submit work that represents college-level English abilities, including excellent grammar and spelling skills. Students are required to turn on and use their MS Word grammar and spelling checker and to use proper grammar when posting in the class discussion. All posts to the class discussion represent your work at Oikos. Do not treat the class discussion as a blog, email, or chat room.
- I. University Catalog:** For additional Oikos policy items, review the Oikos University Catalog.
- J. Deadlines:** All assignments for the course are to be completed and submitted on time in order to receive full credit. Late assignments will be penalized 10% or one-half grade of the total points available per assignment for each week the assignment is late or a portion thereof. Permission for late work is granted only by special request at the discretion of the faculty.
- K. Advance Assistance:** Students wishing feedback from the instructor or TA regarding initial drafts of papers/presentations are invited to schedule appointments with the instructor/TA sufficiently in advance of due dates to enable review, discussion, and subsequent refinement.
- L. Make-up Work and Extra-Credit Work.** Students will be given the opportunity to make up missed assignments and/or earn extra credit only for documented excused

absences. Extra credit will not apply for students with excessive unexcused absences since attendance and in-class participation is imperative in the learning process.

- M. Emergency Procedures:** In case of emergency, such as sudden earthquake and fire, it is highly recommended that you leave the place until you are notified further announcement.
- N. Other Policies** on Withdrawal and Grade Permanence, Academic Integrity, and Appeals and Grievance apply according to the Student Handbook and Catalog.
- O. Students with Disabilities:** Oikos University is committed to the provision of the Rehabilitation Act of 1973 and the Americans with Disability Act as the University strives to be an inclusive community for students. Individuals seeking accommodation for any type of disability are encouraged to contact the Dean of Students for information concerning the documentation of a disability and procedure for implementing accommodations. Students who require additional time/arrangements for examinations or other arrangements for assignments must secure verification/assistance from the Student Services Office

11. COURSE SCHEDULE ENG 101 FALL 2021

Please be aware that this syllabus is only a preview of assignments and will change depending on class progress. Follow the directions in the weekly assignment email for each week's homework and deadlines.

Wk	Date	Class Topic	Class Writing & Activities	Assignments
1	8/25/2021	Intro to Composition Description 1	<u>Class:</u> Intro. to learning English, composition, awareness, free writing. <u>Due by end of class:</u> In class writing <u>Due next class:</u> Journal writing: What I notice? "I wonder why..." 10x	Class discussion
2	9/1//21	Description 2	<u>Class:</u> Descriptive 2 Revising for Content. <u>In-Class:</u> what is good description? Examples? <u>Due next week:</u> Revise writing.	Class reading and discussion
3	9/8/21	Description 3	<u>Class:</u> Expanding word choices, sentence patterns <u>In-class discussion:</u> "to be" patterns, adjectives, self-action. <u>Due next week:</u> Journal writing, practice patterns.	Prepare reading and writing homework.
4	9/15/21	Simple Narration	<u>Class:</u> Narrating what happened, sentence combining practice <u>Patterns:</u> <u>Verb sequences</u> <u>Due next week:</u> Narrating event	Prepare reading and writing homework
5	9/22/21	Dialogue & Narration	<u>Class:</u> Dramatic dialogue, movie dialogue. <u>Patterns:</u> Using quotations for impact. <u>Due next week:</u> Revising writing to include dialogue.	Prepare reading and writing homework.
6	9/29/21	Complex Narration	<u>Class:</u> Read <i>Little Match-Seller</i> . Discuss complex narration, inner dialogue, flashbacks. <u>Due next week:</u>	Prepare reading for class discussion
7	10/6/21	Story Structure	<u>Class:</u> Story structure: plot, climax, resolution. Character change, character words. <u>Patterns:</u> S-V-DO-IO, Verb sequences, verbal phrases <u>Due next week:</u>	Prepare reading and writing homework.
8	10/13/21	Story Writing 1	Midterm Assessment: Individual Conferences 1st half progress sheets. gra <u>Class</u> Choose Final Project story, write paper draft. <u>Due next class:</u> Story paper drafts to instructor for first edit	Begin work on Final Project
9	10/20/21	Story Writing 2	<u>Class:</u> Students revise paper drafts, type into Word to email. <u>Due next week:</u> Email TO EDIT stories to instructor for second edit	Revision of 1st draft of Final project
10	10/27/21	Story Revising 1	<u>Class:</u> Discuss story development, narration. <u>Due next week:</u> No HW if all Final Project stories are turned int.	Prepare for class discussion
11	11/3/21	Story Revising 2	<u>Class:</u> Revising instructor suggestions. <u>Due by 11/9:</u> Email 1st revision instructor	1st Revision Final Project
12	11/10/21	Writing Workshop	<u>Class:</u> Discuss stories with authors, 2nd revision <u>Due:</u> Return 2nd revision to instructor	Prepare Final Project story for student editors

13	11/17/21	Writing Workshop	Class: Discuss writing, revising, editing process. <u>Due in 2 weeks:</u> Final revised story to instructor	Final Project preparation and revision
--	11/24/21	<u>THANKSGIVING</u>	<u>NO CLASS</u>	Prepare Project Story
14	12/1/21	Final Revisions	<u>Class:</u> Final review of projects Fill out 2nd Half Progress sheets, turn in for grading. <u>Due next week:</u> Final assessment, Portfolios with all writing	Prepare Project Story
15	12/8/21	<u>FINAL CLASS</u>	Final Project Presentation & reflections	<i>Happy Vacation!</i>
<i>HAVE A MERRY CHRISTMAS VACATION!!</i>				

14. RUBRIC FOR COMPOSITION AND FINAL PROJECT - ENG 101, SPRING 2021

CRITERIA	EXCELLENT 4	GOOD 3	FAIR 2	POOR 1
Pays attention in class to lessons and discussion	1) * Very attentive to Zoom class lessons and discussion. 2) * Rarely distracted during breakout sessions by personal interruptions.	1) * Usually attentive to Zoom class lessons and discussion. 2) * Occasionally distracted during breakout sessions by personal interruptions.	1) * Erratic attention to Zoom class lecture and discussion. 2) * Often distracted during breakout sessions by personal interruptions.	1) * No real attention to Zoom class lecture and discussion. 2) * Mostly interested during breakout sessions in personal interruptions.
Makes sincere effort to express ideas in more natural English grammar and vocabulary	1) * Very quickly internalizes new vocabulary, difficult grammatical structures and paragraph organization as presented in class 2) * Excellent commitment to improving English.	1) * Good understanding of new vocabulary, difficult grammatical structures and paragraph organization as presented in class, 2) * Good reasonable commitment to improving English.	1) * Some understanding of new vocabulary, difficult grammatical structures and paragraph organization as presented in class, 2) * Some interest in improving English usage.	1) * Weak or no understanding of new vocabulary, difficult grammatical structures and paragraph organization. 2) * Shows no interest in learning or improving English usage.
Improves understanding of composition forms, i.e. description, narrative, dialogue, exposition.	1) * Superior learning of new forms of composition. 2) * Very frequently uses the forms in own compositions. 3) * Excellent integration of forms in Final Story project.	1) * Good learning of new forms of composition. 2) * Frequently uses the forms in own compositions. 3) * Good integration of forms in Final Story project.	1) * Some learning of new forms of composition. 2) * Sometimes uses the forms in own compositions. 3) * Basic integration of forms in Final Story project.	1) * No learning of new forms of composition. 2) * Does not use the forms in own compositions. 3) * No integration of forms in Final Story project.
Makes sincere effort to improve composition during revision process	1) * Excellent improvement in composition through revision process of class writing. 2) * Excellent improvement through revision of Final Story project from first draft to final composition.	1) * Good improvement in composition through revision process of class writing. 2) * Good improvement through revision of Final Story project from first draft to final composition.	1) * Basic improvement in composition through revision process of class writing. 2) * Minimal progress through revision of Final Story first draft to final composition.	1) * No real improvement in composition through revision of class composition assignments. 2) * No improvement of Final Story so final composition was the same or worse than first draft.
Demonstrates creative expression in composition assignment.	1) * Very willing to express student's own creative imagination in composition. 2) * Very interesting exploration of chosen composition topics with strong voice in composition.	1) * Reasonably willing to express student's own creative imagination in composition. 2) * Good exploration of chosen topic with own voice.	1) * Occasionally willing to express student's own creative imagination in composition. 2) * Basic exploration of chosen topic as typical "school" composition using clichés.	1) * Not able or willing to express student's own creative imagination in composition. 2) * Repetitive information showing no real exploration, thought or feeling for chosen topic