

Course Syllabus: Expository Writing

Adult Diploma

The textbook used for this course will be Elements of Language (6th course), Holt, Rinehart & Winston, 2009 and Write 2, Wadsworth, Cengage Learning, 2012. These books may be checked out of the High School Office. (Building 30, Room 115)

Grading Policy

Class Assignments 40%

Essays 60% (overall essay score must be at least a 70% or better to pass the class)

The required work for each chapter will be divided into section objectives. Your assignments are attached to this course syllabus. You must achieve a 70% or better (“C”) overall grade in order to receive credit for this class. Follow instructions carefully and turn in your assignments when completed **IN ORDER**.

All coursework must be completed in class. Work completed outside of class will not be accepted.

Students who engage in cheating or plagiarism are subject to immediate dismissal from the High School Program.

STUDENT LEARNING GOALS

We will prepare all students to be:

Effective Communicators who
<ul style="list-style-type: none">❖ Acquire reading and listening skills❖ Speak and write to be understood❖ Work productively as part of a team❖ Use technology to express ideas
Critical Thinkers who
<ul style="list-style-type: none">❖ Gather, organize, and analyze information from a variety of sources❖ Form and express a logical opinion or conclusion❖ Demonstrate problem-solving skills❖ Apply knowledge to personal, professional, or academic situations
Lifelong Learners who
<ul style="list-style-type: none">❖ Take responsibility for setting and implementing educational plans❖ Recognize and apply learning strengths❖ Participate productively in the community

Class Assignment Rubric

Types of Questions	Description	Point Value
Notes	<ul style="list-style-type: none"> • Complete notes must be written for each assigned section <ul style="list-style-type: none"> ○ Include all new vocabulary ○ Include all key concepts ○ Include all main ideas • See notes samples for examples of acceptable note formats 	20 points per chapter
Neatness	<ul style="list-style-type: none"> • Projects should be easy to read. • Papers should be clean, not torn or wrinkled. 	1 point
Appearance	<ul style="list-style-type: none"> • Include class name, assignment name, and date. • Each section should be properly labeled 	1 point
Grammar	<ul style="list-style-type: none"> • Project should be free of common errors in spelling, punctuation, and grammar. 	3 points

Grading Scale

	5 point scale	3 point scale
Little to no mistakes. Information is presented in an excellent format that meets or exceeds the assignment goal, and may have added extra information.	5	3
A few mistakes but no major errors. Information is presented in a logical, engaging, and easy-to follow sequence that meets the assignment goal.	4	2.5
Mistakes are made but most of the information is correct and presented in a logical sequence. Assignment goal is mostly met but may be missing some content.	3	2
Many mistakes are made and some of the information is incorrect and presented in an illogical sequence. Assignment goal is barely met.	2	1.5
Many mistakes are made and information is incorrect and presented in an illogical sequence. Assignment goal is not met.	1	1
No attempt is made.	0	0

Note Taking Guidelines and Format

- Notes should be easy to read. Papers should be clean, not torn or wrinkled.
- Page should be formatted using the example below.
 - Include your name, date, subject, pages in the textbook, and the assignment number on the top right corner of the paper.
 - Write the chapter and section number and the title at the top of the page.
 - Write your notes based on the headings listed below.
 - Use numbering and/or indentation to organize supporting ideas under each heading.

Headings Column

Section Title

Headings

Key Terms or Grammar Rule

Notes Column

Write the name of the section

Write the name of the headings; these are written in blue

Record definitions as stated in the textbook; include all bolded words/phrases; **give an example**

Example (See instructor for sample)

1. Section Title:

a. Heading: (start with the 1st heading)

i. Key Terms/Rule

1. Definition-

2. Example-

ii. Key Terms/Rule

1. Definition-

2. Example-

iii. Repeat for all key terms

Elements of Language Textbook
Expository Writing

Chapter 17: Writing Clear Sentences- Ways to Achieve Clarity

<u>READING SELECTION</u>	<u>ASSIGNMENT #</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
Section 1 Coordinating Ideas	1	Read and Take notes	510-512	Collected in the section wrap-up
	2	Exercise 1: Using Appropriate Connectives #1-5	512-513	15
Section 2 Subordinating Ideas	3	Read and Take notes	513-516	---
	4	Exercise 3: Revising Sentences by Inserting Adverb Clauses #1-5	515	15
	5	Exercise 4: Subordinating Ideas by Using Adjective Clauses #1-5	516-517	15
Section 3 Correcting Faulty Coordination	6	Read and Take notes	517	---
	7	Exercise 5: Revising Sentences by Correcting Faulty Coordination #1-5	518	15
Section 4 Using Parallel Structure	8	Read and Take notes	518-520	---
	9	Exercise 6: Revising Sentences by Correcting Faulty Parallelism #1-5	521	15

<u>SECTION WRAP-UP</u>	<u>ASSIGNMENT #</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
	10	Review A	521-522	20
	11	Turn in Notes	---	20

Elements of Language Textbook
Expository Writing

Chapter 17: Writing Clear Sentences- Obstacles to Clarity

<u>READING SELECTION</u>	<u>ASSIGNMENT #</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
Section 1 Sentence Fragments	12	Read and Take notes	522-525	Collected in the section wrap-up
	13	Exercise 7: Revising to Eliminate Fragments #1-5	525	15
Section 2 Run-on sentences	14	Read and Take notes	526	---
	15	Exercise 8: Revising Run-on Sentences #1-5	526	15
Section 3 Unnecessary Shifts in Sentences	16	Read and Take notes	527	---
	17	Exercise 9: Eliminating Unnecessary Shifts in Subject, Tense, and Voice #1-5	528	15

<u>SECTION WRAP-UP</u>	<u>ASSIGNMENT #</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
	18	Review B	529	20
	19	Turn in Notes	---	20

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Expository Writing

Chapter 18: Combining Sentences- Combining for Variety

<u>READING SELECTION</u>	<u>ASSIGNMENT #</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
Section 1 Inserting Words and phrases	20	Read and Take notes	530-532	Collected in the section wrap-up
	21	Exercise 1: Combining Sentences by Inserting Adjectives, Adverbs, and Prepositional Phrases #1-5	533	15
Section 2 Participial Phrases and Absolute Phrases	22	Read and Take notes	533-534	---
	23	Exercise 2: Combining Sentences by Using Participial and Absolute Phrases #1-5	534-535	15
Section 3 Appositive Phrases	24	Read and Take notes	535-536	---
	25	Exercise 3: Combining Sentences by Using Appositive Phrases #1-5	536	15

<u>SECTION WRAP-UP</u>	<u>ASSIGNMENT #</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
	26	Review A	536-537	20
	27	Turn in Notes	---	20

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Chapter 18: Combining Sentences- Coordinating Ideas

<u>READING SELECTION</u>	<u>ASSIGNMENT #</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
Section 1 Coordinating Ideas	28	Read and Take notes	537-538	Collected in the section wrap-up
	29	Exercise 4: Combining Sentences by Coordinating Ideas #1-5	538	15
Section 2 Subordinating Ideas- Clauses	30	Read and Take notes	539-541	---
	31	Exercise 5: Combining Sentences by Subordinating Ideas #1-5	541	15
	31A	Progress Check	<i>See instructor</i>	20

<u>SECTION WRAP-UP</u>	<u>ASSIGNMENT #</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
	32	Review C	542-543	20
	33	Turn in Notes	---	20

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Chapter 19: Improving Sentence Style- Revising for Variety

<u>READING SELECTION</u>	<u>ASSIGNMENT #</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
Section 1 Varying Sentence Beginnings	34	Read and Take notes	544-547	Collected in the section wrap-up
	35	Exercise 1: Varying Sentence Beginning #1-5	547	15
Section 2 Varying Sentence Structure	36	Read and Take notes	548-549	---
	37	Exercise 2: Varying Sentence Structure	549	15

<u>SECTION WRAP-UP</u>	<u>ASSIGNMENT #</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
	38	Review A	549-550	20
	39	Turn in Notes	---	20

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Chapter 19: Improving Sentence Style- Revising to Reduce Wordiness

<u>READING SELECTION</u>	<u>ASSIGNMENT #</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
Section 1 Eliminating Unnecessary Words	40	Read and Take notes	550-551	Collected in the section wrap-up
	41	Exercise 3: Revising Wordy Sentences #1-5	551	15
Section 2 Reducing Groups of words	42	Read and Take notes	553-554	---
	43	Exercise 5: Revising Sentences Through Reduction #1-5	554	15

<u>SECTION WRAP-UP</u>	<u>ASSIGNMENT #</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
	44	Review B	555	20
	45	Turn in Notes	---	20

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Expository Writing

Chapter 20: Understanding Paragraphs and Compositions- How Paragraphs and Compositions Fit Together

<u>READING SELECTION</u>	<u>ASSIGNMENT #</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
Section 1 The Parts of a Paragraph	46	Read and Take notes	556-558	Collected in the section wrap-up
	47	Exercise 1: Identifying the Parts of Paragraphs (all 4 parts)	558-559	12
Section 2 Qualities of a Paragraph	48	Read and Take notes	560-563	---
	49	Exercise 2: Improving the Qualities of Paragraphs (all 4 parts)	564-565	12

Chapter 20: Understanding Paragraphs and Compositions- Uses of Paragraphs Within Compositions

<u>READING SELECTION</u>	<u>ASSIGNMENT #</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
Section 1 What Makes a Composition	50	Read and Take notes	565-568	---
	51	Exercise 3: Analyzing Thesis Statements #1-5	568	15
Section 2 Structure of Introductions	52	Read and Take notes	568-573	---
	53	Exercise 4: Analyzing Introductions #1-3 (all 5 parts)	573-575	15
Section 3 The Body	54	Read and Take notes	575-576	---
	55	Exercise 5: Analyzing Body Paragraphs (all 3 parts)	576-577	9
Section 4 The Conclusion	56	Read and Take notes	578-579	---

<u>SECTION WRAP-UP</u>	<u>ASSIGNMENT #</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
	57	Turn in Notes	---	20

Switch to: Write 2 Textbook
Expository Writing

Chapter 4: Using the Writing Process and the Traits

<u>READING SELECTION</u>	<u>ASSIGNMENT #</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
Section 1 Understanding the Traits of Writing	58	Read and Take notes	30-32	20

Chapter 12: Cause-Effect Paragraphs

<u>READING SELECTION</u>	<u>ASSIGNMENT #</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
Section 1 Analyzing a Cause-Effect Paragraph	59	Read “Problems in Print” and answer questions 1-2	114	9
Section 2 Prewriting	60	Complete the Select section on a separate paper	115	5
	61	Complete the Consider section on a separate paper	115	5
Section 3 Writing	62	Complete the Writing section on a separate paper (type and save). Double-space your paragraph.	116	5
Section 4 Revising	63	Revise your paragraph based on the Revise checklist	<i>See revising rubric</i>	5
Section 5 Editing	64	Revise your paragraph based on the Edit checklist	<i>See editing rubric</i>	5

<u>READING SELECTION</u>	<u>ASSIGNMENT #</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
Section Wrap-up	65	Turn in Final Draft with both revisions and checklists attached	<i>See paragraph rubric</i>	30
	65A	Progress Check	<i>See instructor</i>	20

Revising Rubric: Cause and Effect Paragraph
Expository Writing

Instructions: print a copy of your draft. Use the following checklist to write changes on your draft. Keep making improvements until you can check off each item in the list

Ideas

- Does my paragraph address an interesting and timely topic?
- Do I provide appropriate and clear “cause and effect” information?

Organization

- Does my topic sentence identify the topic and focus of my paragraph?
- Do the body sentences follow a logical order: cause first, then effects; or effects first, then causes?
- Does my closing sentence revisit or expand upon the main point?

Voice

- Do I sound knowledgeable about the topic?
- Does my voice create interest in the topic?

Revise

- Review the changes you have made with your instructor.
- Retype your paragraph with the changes you made.

Editing Rubric: Cause and Effect Paragraph
Expository Writing

Instructions: print a copy of your draft. Use the following checklist to write changes on your draft. Keep making improvements until you can check off each item in the list.

Words

- Have I used specific nouns and verbs?
- Have I used specific modifiers?

Sentences

- Have I varied the beginnings and lengths of sentences?
- Have I combined short, choppy sentences?
- Have I avoided fragments and run-ons?

Conventions

- Do I use correct verb forms (he saw, not he seen)?
- Do my subjects and verbs agree (she speaks, not she speak)?
- Have I used the right words (their, there, they're)?
- Have I capitalized first words and proper nouns and adjectives?
- Have I used commas after long introductory word groups?
- Have I carefully checked my spelling?

Revise

- Review the changes you have made with your instructor.
- Retype your paragraph with the changes you made.

Paragraph Rubric
Expository Writing

	<u>5</u>	<u>3</u>	<u>1</u>
Topic	<input type="checkbox"/> There is one clear, well-focused topic. <input type="checkbox"/> Main idea stands out and is supported by detailed information (facts, reason, examples, details)	<input type="checkbox"/> The main idea is clear <input type="checkbox"/> Supporting information is general or there is a need for more supporting information	<input type="checkbox"/> The main idea is not clear <input type="checkbox"/> There is a random collection of information
Sequencing	<input type="checkbox"/> Details are placed in a logical order <input type="checkbox"/> Transitions clearly show how ideas connect	<input type="checkbox"/> Some details are not in a logical or expected order, and this distracts the reader <input type="checkbox"/> Transitions often work well; at other times, connections between ideas is unclear	<input type="checkbox"/> Many details are not in a logical or expected order <input type="checkbox"/> There is little evidence that the writing is organized
Fitting Voice	<input type="checkbox"/> Writing shows commitment to and knowledge about the topic	<input type="checkbox"/> Writing lacks engagement with the topic	<input type="checkbox"/> Writing is mechanical
Well-Chosen Words	<input type="checkbox"/> Language enhances meaning and clarity	<input type="checkbox"/> Words are used to communicate clearly but lacks variety	<input type="checkbox"/> Limited vocabulary with does not communicate meaning or capture reader's interest
Smooth Sentences	<input type="checkbox"/> Sentence vary in length, structure, and beginnings	<input type="checkbox"/> Sentences are constructed correctly with some variety <input type="checkbox"/> Some sentences are awkward or difficult to understand	<input type="checkbox"/> Sentences have little or no variety <input type="checkbox"/> Sentences are awkward, repetitive, or difficult to understand
Correct Copy	<input type="checkbox"/> Spelling is correct <input type="checkbox"/> Punctuation is accurate <input type="checkbox"/> Grammar and usage is correct	<input type="checkbox"/> Spelling is correct <input type="checkbox"/> End punctuation is correct. Internal punctuation (commas, semicolons...) may be incorrect <input type="checkbox"/> Some grammar or usage errors	<input type="checkbox"/> Spelling errors are frequent <input type="checkbox"/> Punctuation is incorrect <input type="checkbox"/> Many grammar and usage errors

Total Score _____

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Expository Writing

Chapter 12: Comparison-Contrast Paragraphs

<u>READING SELECTION</u>	<u>ASSIGNMENT #</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
Section 1 Analyzing a Comparison- Contrast Paragraph	66	Read “Order in the Court” and answer questions 1-3	118	9
Section 2 Prewriting	67	Complete the Select section on a separate paper	119	5
	68	Complete the Collect section on a separate paper	119	5
Section 3 Plan	69	Complete the Plan section on a separate paper	119	5
Section 4 Writing	70	Complete the Write section on a separate paper (type or handwrite). Double-space your paragraph.	120	5
Section 5 Revising	71	Revise your paragraph based on the Revise checklist	<i>See revising rubric</i>	5
Section 6 Editing	72	Revise your paragraph based on the Edit checklist	<i>See editing rubric</i>	9

<u>READING SELECTION</u>	<u>ASSIGNMENT #</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
Section Wrap-up	73	Turn in Final Draft with both revisions and checklists attached	<i>See paragraph rubric</i>	30

Revising Rubric: Compare and Contrasting Paragraph
Expository Writing

Instructions: print a copy of your draft. Use the following checklist to write changes on your draft. Keep making improvements until you can check off each item in the list

Ideas

- Does my paragraph address two related jobs in a field of interest to me?
- Do I provide an adequate number of important similarities and/or differences between the jobs?

Organization

- Does my topic sentence identify the topic and focus of my paragraph?
- Do the comparisons and/or contrasts follow a logical order?
- Does my closing sentence provide an important final thought about the topics?

Voice

- Do I sound knowledgeable about the topic?
- Does my voice create interest in the topic?

Revise

- Review the changes you have made with your instructor.
- Retype your paragraph with the changes you made.

Editing Rubric: Compare and Contrasting Paragraph
Expository Writing

Instructions: print a copy of your draft. Use the following checklist to write changes on your draft. Keep making improvements until you can check off each item in the list.

Words

- Have I used specific nouns and verbs?
- Have I used specific modifiers?

Sentences

- Have I varied the beginnings and lengths of sentences?
- Have I combined short, choppy sentences?
- Have I avoided fragments and run-ons?

Conventions

- Do I use correct verb forms (he saw, not he seen)?
- Do my subjects and verbs agree (she speaks, not she speak)?
- Have I used the right words (their, there, they're)?
- Have I capitalized first words and proper nouns and adjectives?
- Have I used commas after long introductory word groups?
- Have I carefully checked my spelling?

Revise

- Review the changes you have made with your instructor.
- Retype your paragraph with the changes you made.

Paragraph Rubric
Expository Writing

	<u>5</u>	<u>3</u>	<u>1</u>
Topic	<input type="checkbox"/> There is one clear, well-focused topic. <input type="checkbox"/> Main idea stands out and is supported by detailed information (facts, reason, examples, details)	<input type="checkbox"/> The main idea is clear <input type="checkbox"/> Supporting information is general or there is a need for more supporting information	<input type="checkbox"/> The main idea is not clear <input type="checkbox"/> There is a random collection of information
Sequencing	<input type="checkbox"/> Details are placed in a logical order <input type="checkbox"/> Transitions clearly show how ideas connect	<input type="checkbox"/> Some details are not in a logical or expected order, and this distracts the reader <input type="checkbox"/> Transitions often work well; at other times, connections between ideas is unclear	<input type="checkbox"/> Many details are not in a logical or expected order <input type="checkbox"/> There is little evidence that the writing is organized
Fitting Voice	<input type="checkbox"/> Writing shows commitment to and knowledge about the topic	<input type="checkbox"/> Writing lacks engagement with the topic	<input type="checkbox"/> Writing is mechanical
Well-Chosen Words	<input type="checkbox"/> Language enhances meaning and clarity	<input type="checkbox"/> Words are used to communicate clearly but lacks variety	<input type="checkbox"/> Limited vocabulary with does not communicate meaning or capture reader's interest
Smooth Sentences	<input type="checkbox"/> Sentence vary in length, structure, and beginnings	<input type="checkbox"/> Sentences are constructed correctly with some variety <input type="checkbox"/> Some sentences are awkward or difficult to understand	<input type="checkbox"/> Sentences have little or no variety <input type="checkbox"/> Sentences are awkward, repetitive, or difficult to understand
Correct Copy	<input type="checkbox"/> Spelling is correct <input type="checkbox"/> Punctuation is accurate <input type="checkbox"/> Grammar and usage is correct	<input type="checkbox"/> Spelling is correct <input type="checkbox"/> End punctuation is correct. Internal punctuation (commas, semicolons...) may be incorrect <input type="checkbox"/> Some grammar or usage errors	<input type="checkbox"/> Spelling errors are frequent <input type="checkbox"/> Punctuation is incorrect <input type="checkbox"/> Many grammar and usage errors

Total Score _____

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Expository Writing

Chapter 13: Argument Paragraphs

<u>READING SELECTION</u>	<u>ASSIGNMENT #</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
Section 1 Analyzing an Argument Paragraph	74	Read “Evening the Odds” and answer questions 1-3	124	9
Section 2 Prewriting	75	Complete the Select section on a separate paper	125	5
	76	Complete the Form section on a separate paper	125	5
Section 3 Plan	77	Complete the Collect section on a separate paper	125	5
Section 4 Writing	78	Complete the Write section on a separate paper (type or handwrite). Double-space your paragraph.	126	5
Section 5 Revising	79	Revise your paragraph based on the Revise checklist	<i>See revising rubric</i>	5
Section 6 Editing	80	Revise your paragraph based on the Edit checklist	<i>See editing rubric</i>	5

<u>READING SELECTION</u>	<u>ASSIGNMENT #</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
Section Wrap-up	81	Turn in Final Draft with both revisions and checklists attached	<i>See paragraph rubric</i>	30

Revising Rubric: Argument Paragraph
Expository Writing

Instructions: print a copy of your draft. Use the following checklist to write changes on your draft. Keep making improvements until you can check off each item in the list.

Ideas

- Does my paragraph address a timely and/or important topic?
- Do I provide a convincing argument (opinion and supporting points)?
- Do I address the major/significant counterargument?

Organization

- Does my opinion statement make a reasonable claim?
- Are the body sentences presented in a logical order?
- Does the closing sentence reaffirm my opinion or position?

Voice

- Does my writing voice reflect my feelings about the topic?
- Do I sound logical and knowledgeable?

Revise

- Review the changes you have made with your instructor.
- Retype your paragraph with the changes you made.

Editing Rubric: Argument Paragraph
Expository Writing

Instructions: print a copy of your draft. Use the following checklist to write changes on your draft. Keep making improvements until you can check off each item in the list.

Words

- Have I used specific nouns and verbs?
- Have I used specific modifiers?

Sentences

- Have I varied the beginnings and lengths of sentences?
- Have I combined short, choppy sentences?
- Have I avoided fragments and run-ons?

Conventions

- Do I use correct verb forms (he saw, not he seen)?
- Do my subjects and verbs agree (she speaks, not she speak)?
- Have I used the right words (their, there, they're)?
- Have I capitalized first words and proper nouns and adjectives?
- Have I used commas after long introductory word groups?
- Have I carefully checked my spelling?

Revise

- Review the changes you have made with your instructor.
- Retype your paragraph with the changes you made.

Paragraph Rubric
Expository Writing

	<u>5</u>	<u>3</u>	<u>1</u>
Topic	<input type="checkbox"/> There is one clear, well-focused topic. <input type="checkbox"/> Main idea stands out and is supported by detailed information (facts, reason, examples, details)	<input type="checkbox"/> The main idea is clear <input type="checkbox"/> Supporting information is general or there is a need for more supporting information	<input type="checkbox"/> The main idea is not clear <input type="checkbox"/> There is a random collection of information
Sequencing	<input type="checkbox"/> Details are placed in a logical order <input type="checkbox"/> Transitions clearly show how ideas connect	<input type="checkbox"/> Some details are not in a logical or expected order, and this distracts the reader <input type="checkbox"/> Transitions often work well; at other times, connections between ideas is unclear	<input type="checkbox"/> Many details are not in a logical or expected order <input type="checkbox"/> There is little evidence that the writing is organized
Fitting Voice	<input type="checkbox"/> Writing shows commitment to and knowledge about the topic	<input type="checkbox"/> Writing lacks engagement with the topic	<input type="checkbox"/> Writing is mechanical
Well-Chosen Words	<input type="checkbox"/> Language enhances meaning and clarity	<input type="checkbox"/> Words are used to communicate clearly but lacks variety	<input type="checkbox"/> Limited vocabulary with does not communicate meaning or capture reader's interest
Smooth Sentences	<input type="checkbox"/> Sentence vary in length, structure, and beginnings	<input type="checkbox"/> Sentences are constructed correctly with some variety <input type="checkbox"/> Some sentences are awkward or difficult to understand	<input type="checkbox"/> Sentences have little or no variety <input type="checkbox"/> Sentences are awkward, repetitive, or difficult to understand
Correct Copy	<input type="checkbox"/> Spelling is correct <input type="checkbox"/> Punctuation is accurate <input type="checkbox"/> Grammar and usage is correct	<input type="checkbox"/> Spelling is correct <input type="checkbox"/> End punctuation is correct. Internal punctuation (commas, semicolons...) may be incorrect <input type="checkbox"/> Some grammar or usage errors	<input type="checkbox"/> Spelling errors are frequent <input type="checkbox"/> Punctuation is incorrect <input type="checkbox"/> Many grammar and usage errors

Total Score _____

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Expository Writing

Chapter 13: Problem-Solution Paragraphs

<u>READING SELECTION</u>	<u>ASSIGNMENT #</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
Section 1 Analyzing a Problem-Solution Paragraph	82	Read “Lead Alert” and answer questions 1-3	128	9
Section 2 Prewriting	83	Complete the Select section on a separate paper	129	5
Section 3 Plan	84	Complete the Collect section on a separate paper	129	5
Section 4 Writing	85	Complete the Write section on a separate paper (type or handwrite). Double-space your paragraph.	130	5
Section 5 Revising	86	Revise your paragraph based on the Revise checklist	<i>See revising rubric</i>	5
Section 6 Editing	87	Revise your paragraph based on the Edit checklist	<i>See editing rubric</i>	5

<u>READING SELECTION</u>	<u>ASSIGNMENT #</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
Section Wrap-up	88	Turn in Final Draft with both revisions and checklists attached	<i>See paragraph rubric</i>	30

Revising Rubric: Problem-Solution Paragraph
Expository Writing

Instructions: print a copy of your draft. Use the following checklist to write changes on your draft. Keep making improvements until you can check off each item in the list.

Ideas

- Does my paragraph address an important current problem?
- Do I effectively explore the problem and potential solutions?
- Do I offer additional explanations as needed?

Organization

- Does my topic sentence clearly identify the problem?
- Are the body sentences arranged in a logical way?
- Does my closing sentence stress the importance of the problem?

Voice

- Do I sound interested in and knowledgeable about the problem?
- Do I speak sincerely to the reader?

Revise

- Review the changes you have made with your instructor.
- Retype your paragraph with the changes you made.

Editing Rubric: Problem-Solution Paragraph
Expository Writing

Instructions: print a copy of your draft. Use the following checklist to write changes on your draft. Keep making improvements until you can check off each item in the list.

Words

- Have I used specific nouns and verbs?
- Have I used specific modifiers?

Sentences

- Have I varied the beginnings and lengths of sentences?
- Have I combined short, choppy sentences?
- Have I avoided fragments and run-ons?

Conventions

- Do I use correct verb forms (he saw, not he seen)?
- Do my subjects and verbs agree (she speaks, not she speak)?
- Have I used the right words (their, there, they're)?
- Have I capitalized first words and proper nouns and adjectives?
- Have I used commas after long introductory word groups?
- Have I carefully checked my spelling?

Revise

- Review the changes you have made with your instructor.
- Retype your paragraph with the changes you made.

Paragraph Rubric
Expository Writing

	<u>5</u>	<u>3</u>	<u>1</u>
Topic	<input type="checkbox"/> There is one clear, well-focused topic. <input type="checkbox"/> Main idea stands out and is supported by detailed information (facts, reason, examples, details)	<input type="checkbox"/> The main idea is clear <input type="checkbox"/> Supporting information is general or there is a need for more supporting information	<input type="checkbox"/> The main idea is not clear <input type="checkbox"/> There is a random collection of information
Sequencing	<input type="checkbox"/> Details are placed in a logical order <input type="checkbox"/> Transitions clearly show how ideas connect	<input type="checkbox"/> Some details are not in a logical or expected order, and this distracts the reader <input type="checkbox"/> Transitions often work well; at other times, connections between ideas is unclear	<input type="checkbox"/> Many details are not in a logical or expected order <input type="checkbox"/> There is little evidence that the writing is organized
Fitting Voice	<input type="checkbox"/> Writing shows commitment to and knowledge about the topic	<input type="checkbox"/> Writing lacks engagement with the topic	<input type="checkbox"/> Writing is mechanical
Well-Chosen Words	<input type="checkbox"/> Language enhances meaning and clarity	<input type="checkbox"/> Words are used to communicate clearly but lacks variety	<input type="checkbox"/> Limited vocabulary with does not communicate meaning or capture reader's interest
Smooth Sentences	<input type="checkbox"/> Sentence vary in length, structure, and beginnings	<input type="checkbox"/> Sentences are constructed correctly with some variety <input type="checkbox"/> Some sentences are awkward or difficult to understand	<input type="checkbox"/> Sentences have little or no variety <input type="checkbox"/> Sentences are awkward, repetitive, or difficult to understand
Correct Copy	<input type="checkbox"/> Spelling is correct <input type="checkbox"/> Punctuation is accurate <input type="checkbox"/> Grammar and usage is correct	<input type="checkbox"/> Spelling is correct <input type="checkbox"/> End punctuation is correct. Internal punctuation (commas, semicolons...) may be incorrect <input type="checkbox"/> Some grammar or usage errors	<input type="checkbox"/> Spelling errors are frequent <input type="checkbox"/> Punctuation is incorrect <input type="checkbox"/> Many grammar and usage errors

Total Score _____

Write 2 Textbook
Expository Writing

Chapter 17: Comparison-Contrast Essay

<u>READING SELECTION</u>	<u>ASSIGNMENT #</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
Section 1 Reviewing a Comparison Essay	89	Read “Life in a War Zone”	182	---

<u>READING SELECTION</u>	<u>ASSIGNMENT #</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
Section 1 Prewriting: Planning	90	Complete the Selecting a Topic section on a separate paper	184	5
Section 2 Prewriting	91	Complete the Describing the Places section on a separate paper	184	5
	92	Complete the Gathering Details section on a separate paper	185	5
Section 3 Writing	93	Read and write your thesis statement at the top of your essay (use the formula)	187	5
	94	Complete the Creating an Opening Paragraph section on a separate paper (type or handwrite). Double-space your essay.	187	5
	95	Complete the Creating Middle Paragraphs section (add it to your essay)	188	5
	96	Complete questions 1-3	189	9
	97	Write the Creating Closing Paragraph (add it to your essay)	189	5
Section 4 Revising	98	Read Adding Details and revise your paragraph based on the checklist	191 <i>see revising rubric</i>	10
Section 5 Editing	99	Read and revise your essay based on the checklist	192-195 <i>see editing rubric</i>	10

<u>READING SELECTION</u>	<u>ASSIGNMENT #</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
Section Wrap-up	100	Turn in Final Draft with both revisions and checklists attached	<i>See essay rubric</i>	40
	100A	Progress Check	<i>See Instructor</i>	20

Revising Rubric: Comparison-Contrast Essay
Expository Writing

Instructions: print a copy of your draft. Use the following checklist to write changes on your draft. Keep making improvements until you can check off each item in the list.

Ideas

- Do I compare two places?
- Do I include sensory details that make the places come to life?

Organization

- Does my opening capture the reader's interest and present a thesis statement?
- Have I used a subject-by-subject pattern in the middle paragraphs?
- Have I used transitions to connect my sentences?
- Does my closing sum up the comparison and contrast effectively?

Voice

- Do I sound knowledgeable about my subjects?
- Is my interest obvious to the reader?

Revise

- Review the changes you have made with your instructor.
- Retype your essay with the changes you made.

Editing Rubric: Comparison-Contrast Essay
Expository Writing

Instructions: print a copy of your draft. Use the following checklist to write changes on your draft. Keep making improvements until you can check off each item in the list.

Words

- Have I used specific nouns and verbs?
- Have I used more action verbs than "be" verbs?

Sentences

- Have I used sentences with varying beginning and lengths?
- Have I combined short, choppy sentences?
- Have I avoided fragments and run-ons?

Conventions

- Do I use correct verb forms (he saw, not he seen)?
- Do my subjects and verbs agree (she speaks, not she speak)?
- Have I used the right words (their, there, they're)?
- Have I capitalized first words and proper nouns and adjectives?
- Have I used commas after long introductory word groups?
- Have I carefully checked my spelling?

Revise

- Review the changes you have made with your instructor.
- Retype your essay with the changes you made.

Writing Rubric
Expository Writing

	<u>5</u>	<u>3</u>	<u>1</u>
Topic	<input type="checkbox"/> There is one clear, well-focused topic. <input type="checkbox"/> Main idea stands out and is supported by detailed information (facts, reason, examples, details)	<input type="checkbox"/> The main idea is clear <input type="checkbox"/> Supporting information is general or there is a need for more supporting information	<input type="checkbox"/> The main idea is not clear <input type="checkbox"/> There is a random collection of information
Details	<input type="checkbox"/> Relevant details give important information <input type="checkbox"/> Accurate details support the main idea	<input type="checkbox"/> Most of the supportive facts are accurate	<input type="checkbox"/> No facts are included or most are inaccurate
Introduction	<input type="checkbox"/> The introduction is inviting <input type="checkbox"/> It states the main topic <input type="checkbox"/> It previews the structure of the paper	<input type="checkbox"/> The introduction states the main topic <input type="checkbox"/> It does not adequately preview the structure not inviting to the reader	<input type="checkbox"/> There is no clear introduction of the main topic or structure of the paper
Sequencing	<input type="checkbox"/> Details are placed in a logical order <input type="checkbox"/> Details are presented to keep the interest of the reader <input type="checkbox"/> Transitions clearly show how ideas connect	<input type="checkbox"/> Some details are not in a logical or expected order, and this distracts the reader <input type="checkbox"/> Transitions often work well; at other times, connections between ideas is unclear	<input type="checkbox"/> Many details are not in a logical or expected order <input type="checkbox"/> There is little evidence that the writing is organized <input type="checkbox"/> Connections between ideas is unclear, confusing, or not present
Fitting Voice	<input type="checkbox"/> Writing shows commitment to and knowledge about the topic <input type="checkbox"/> Writing shows why the reader needs to know and care about the topic	<input type="checkbox"/> Writing lacks engagement with the topic	<input type="checkbox"/> Writing is mechanical
Well-Chosen Words	<input type="checkbox"/> Words and phrases draw a picture in the reader's mind <input type="checkbox"/> Placement of words is accurate and natural <input type="checkbox"/> Language enhances meaning and clarity	<input type="checkbox"/> Words are used to communicate clearly but lacks variety	<input type="checkbox"/> Limited vocabulary with does not communicate meaning or capture reader's interest
Smooth Sentences	<input type="checkbox"/> Each sentence is clear and has an obvious emphasis <input type="checkbox"/> Sentence vary in length, structure, and beginnings	<input type="checkbox"/> Sentences are constructed correctly with some variety <input type="checkbox"/> Some sentences are awkward or difficult to understand	<input type="checkbox"/> Sentences have little or no variety <input type="checkbox"/> Sentences are awkward, repetitive, or difficult to understand
Correct Copy	<input type="checkbox"/> Spelling is correct <input type="checkbox"/> Punctuation is accurate <input type="checkbox"/> Grammar and usage is correct	<input type="checkbox"/> Spelling is correct <input type="checkbox"/> End punctuation is correct. Internal punctuation (commas, semicolons...) may be incorrect <input type="checkbox"/> Some grammar or usage errors	<input type="checkbox"/> Spelling errors are frequent <input type="checkbox"/> Punctuation is incorrect <input type="checkbox"/> Many grammar and usage errors

Total Score _____

Write 2 Textbook
Expository Writing

Chapter 18: Cause-Effect Essay

<u>READING SELECTION</u>	<u>ASSIGNMENT #</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
Section 1 Reviewing a Cause-Effect	101	Read “Why Eat That Stuff?”	198	---

<u>READING SELECTION</u>	<u>ASSIGNMENT #</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
Section 1 Prewriting: Planning	102	Complete the Selecting a Topic section on a separate paper	200	5
Section 2 Prewriting	103	Complete the Gathering Details section on a separate paper	201	5
Section 3 Writing	104	Write your rough draft; include a thesis statement, introduction, 3 body paragraphs, and a conclusion. Double-space your essay.	(see pages 203-205 if you need help)	5
Section 4 Revising	105	Read Using a Variety of Details and revise your paragraph based on the checklist	207 <i>see revising rubric</i>	10
Section 5 Editing	106	Read and correct your essay based on the checklist	211 <i>see editing rubric</i>	10

<u>READING SELECTION</u>	<u>ASSIGNMENT #</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
Section Wrap-up	107	Turn in Final Draft with both revisions and checklists attached	<i>See essay rubric</i>	40

Revising Rubric: Cause and Effect Essay
Expository Writing

Instructions: print a copy of your draft. Use the following checklist to write changes on your draft. Keep making improvements until you can check off each item in the list.

Ideas

- Do I focus on an interesting lifestyle choice?
- Do I trace the causes and effects of the lifestyle choice?

Organization

- Do I have an effective opening, middle, and closing?
- Have I used one paragraph for causes and the other for effects?
- Have I used transitions to connect my sentences?

Voice

- Do I sound knowledgeable about and interested in my topic?

Revise

- Review the changes you have made with your instructor.
- Retype your essay with the changes you made.

Editing Rubric: Cause and Effect Essay
Expository Writing

Instructions: print a copy of your draft. Use the following checklist to write changes on your draft. Keep making improvements until you can check off each item in the list.

Words

- Have I used specific nouns and verbs?
- Have I used more action verbs than “be” verbs?

Sentences

- Have I varied the beginnings and lengths of sentences?
- Have I combined short, choppy sentences?
- Have I avoided fragments and run-ons?

Conventions

- Do I use correct verb forms (he saw, not he seen)?
- Do my subjects and verbs agree (she speaks, not she speak)?
- Have I used the right words (their, there, they're)?
- Have I capitalized first words and proper nouns and adjectives?
- Have I used commas after long introductory word groups?
- Have I carefully checked my spelling?

Revise

- Review the changes you have made with your instructor.
- Retype your essay with the changes you made.

Writing Rubric
Expository Writing

	<u>5</u>	<u>3</u>	<u>1</u>
Topic	<input type="checkbox"/> There is one clear, well-focused topic. <input type="checkbox"/> Main idea stands out and is supported by detailed information (facts, reason, examples, details)	<input type="checkbox"/> The main idea is clear <input type="checkbox"/> Supporting information is general or there is a need for more supporting information	<input type="checkbox"/> The main idea is not clear <input type="checkbox"/> There is a random collection of information
Details	<input type="checkbox"/> Relevant details give important information <input type="checkbox"/> Accurate details support the main idea	<input type="checkbox"/> Most of the supportive facts are accurate	<input type="checkbox"/> No facts are included or most are inaccurate
Introduction	<input type="checkbox"/> The introduction is inviting <input type="checkbox"/> It states the main topic <input type="checkbox"/> It previews the structure of the paper	<input type="checkbox"/> The introduction states the main topic <input type="checkbox"/> It does not adequately preview the structure not inviting to the reader	<input type="checkbox"/> There is no clear introduction of the main topic or structure of the paper
Sequencing	<input type="checkbox"/> Details are placed in a logical order <input type="checkbox"/> Details are presented to keep the interest of the reader <input type="checkbox"/> Transitions clearly show how ideas connect	<input type="checkbox"/> Some details are not in a logical or expected order, and this distracts the reader <input type="checkbox"/> Transitions often work well; at other times, connections between ideas is unclear	<input type="checkbox"/> Many details are not in a logical or expected order <input type="checkbox"/> There is little evidence that the writing is organized <input type="checkbox"/> Connections between ideas is unclear, confusing, or not present
Fitting Voice	<input type="checkbox"/> Writing shows commitment to and knowledge about the topic <input type="checkbox"/> Writing shows why the reader needs to know and care about the topic	<input type="checkbox"/> Writing lacks engagement with the topic	<input type="checkbox"/> Writing is mechanical
Well-Chosen Words	<input type="checkbox"/> Words and phrases draw a picture in the reader's mind <input type="checkbox"/> Placement of words is accurate and natural <input type="checkbox"/> Language enhances meaning and clarity	<input type="checkbox"/> Words are used to communicate clearly but lacks variety	<input type="checkbox"/> Limited vocabulary with does not communicate meaning or capture reader's interest
Smooth Sentences	<input type="checkbox"/> Each sentence is clear and has an obvious emphasis <input type="checkbox"/> Sentence vary in length, structure, and beginnings	<input type="checkbox"/> Sentences are constructed correctly with some variety <input type="checkbox"/> Some sentences are awkward or difficult to understand	<input type="checkbox"/> Sentences have little or no variety <input type="checkbox"/> Sentences are awkward, repetitive, or difficult to understand
Correct Copy	<input type="checkbox"/> Spelling is correct <input type="checkbox"/> Punctuation is accurate <input type="checkbox"/> Grammar and usage is correct	<input type="checkbox"/> Spelling is correct <input type="checkbox"/> End punctuation is correct. Internal punctuation (commas, semicolons...) may be incorrect <input type="checkbox"/> Some grammar or usage errors	<input type="checkbox"/> Spelling errors are frequent <input type="checkbox"/> Punctuation is incorrect <input type="checkbox"/> Many grammar and usage errors

Total Score _____

Write 2 Textbook
Expository Writing

Chapter 19: Argument Essay

<u>READING SELECTION</u>	<u>ASSIGNMENT #</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
Section 1 Reviewing an Argument Essay	108	Read “America the Developed”	214	---

<u>READING SELECTION</u>	<u>ASSIGNMENT #</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
Section 1 Prewriting: Planning	109	Complete the Selecting a Topic section on a separate paper	216	5
Section 2 Prewriting	110	Complete the Selecting a Position section on a separate paper	216	5
	111	Complete the Refining a Position section on a separate paper	216	5
	112	Complete the Gathering Details section on a separate paper	217	5
Section 3 Writing	113	Write your rough draft; include a thesis statement, introduction, 3 body paragraphs, and a conclusion. Double-space your essay.	(see pages 219-221 if you need help)	5
Section 4 Revising	114	Read Looking Out for Logical Fallacies and revise your paragraph based on the checklist	223 <i>see revising rubric</i>	10
Section 5 Editing	115	Read and correct your essay based on the checklist	227 <i>see editing rubric</i>	10

<u>READING SELECTION</u>	<u>ASSIGNMENT #</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
Section Wrap-up	116	Turn in Final Draft with both revisions and checklists attached	<i>See essay rubric</i>	40

Revising Rubric: Argument Essay
Expository Writing

Instructions: print a copy of your draft. Use the following checklist to write changes on your draft. Keep making improvements until you can check off each item in the list.

Ideas

- Do I take a stance on a debatable issue?
- Do I support my position with a variety of supporting details?
- Do I avoid errors in logic?

Organization

- Do I have effective opening, middle and closing paragraphs?
- Have I used transitions to connect my sentences?

Voice

- Do I sound knowledgeable, passionate, and opinionated about the issue?

Revise

- Review the changes you have made with your instructor.
- Retype your essay with the changes you made.

Editing Rubric: Argument Essay
Expository Writing

Instructions: print a copy of your draft. Use the following checklist to write changes on your draft. Keep making improvements until you can check off each item in the list.

Words

- Have I used specific nouns and verbs?
- Have I used more action verbs than “be” verbs?

Sentences

- Have I varied the beginnings and lengths of sentences?
- Have I combined short, choppy sentences?
- Have I avoided fragments and run-ons?

Conventions

- Do I use correct verb forms (he saw, not he seen)?
- Do my subjects and verbs agree (she speaks, not she speak)?
- Have I used the right words (their, there, they're)?
- Have I capitalized first words and proper nouns and adjectives?
- Have I used commas after long introductory word groups?
- Have I carefully checked my spelling?

Revise

- Review the changes you have made with your instructor.
- Retype your essay with the changes you made.

Writing Rubric
Expository Writing

	<u>5</u>	<u>3</u>	<u>1</u>
Topic	<input type="checkbox"/> There is one clear, well-focused topic. <input type="checkbox"/> Main idea stands out and is supported by detailed information (facts, reason, examples, details)	<input type="checkbox"/> The main idea is clear <input type="checkbox"/> Supporting information is general or there is a need for more supporting information	<input type="checkbox"/> The main idea is not clear <input type="checkbox"/> There is a random collection of information
Details	<input type="checkbox"/> Relevant details give important information <input type="checkbox"/> Accurate details support the main idea	<input type="checkbox"/> Most of the supportive facts are accurate	<input type="checkbox"/> No facts are included or most are inaccurate
Introduction	<input type="checkbox"/> The introduction is inviting <input type="checkbox"/> It states the main topic <input type="checkbox"/> It previews the structure of the paper	<input type="checkbox"/> The introduction states the main topic <input type="checkbox"/> It does not adequately preview the structure not inviting to the reader	<input type="checkbox"/> There is no clear introduction of the main topic or structure of the paper
Sequencing	<input type="checkbox"/> Details are placed in a logical order <input type="checkbox"/> Details are presented to keep the interest of the reader <input type="checkbox"/> Transitions clearly show how ideas connect	<input type="checkbox"/> Some details are not in a logical or expected order, and this distracts the reader <input type="checkbox"/> Transitions often work well; at other times, connections between ideas is unclear	<input type="checkbox"/> Many details are not in a logical or expected order <input type="checkbox"/> There is little evidence that the writing is organized <input type="checkbox"/> Connections between ideas is unclear, confusing, or not present
Fitting Voice	<input type="checkbox"/> Writing shows commitment to and knowledge about the topic <input type="checkbox"/> Writing shows why the reader needs to know and care about the topic	<input type="checkbox"/> Writing lacks engagement with the topic	<input type="checkbox"/> Writing is mechanical
Well-Chosen Words	<input type="checkbox"/> Words and phrases draw a picture in the reader's mind <input type="checkbox"/> Placement of words is accurate and natural <input type="checkbox"/> Language enhances meaning and clarity	<input type="checkbox"/> Words are used to communicate clearly but lacks variety	<input type="checkbox"/> Limited vocabulary with does not communicate meaning or capture reader's interest
Smooth Sentences	<input type="checkbox"/> Each sentence is clear and has an obvious emphasis <input type="checkbox"/> Sentence vary in length, structure, and beginnings	<input type="checkbox"/> Sentences are constructed correctly with some variety <input type="checkbox"/> Some sentences are awkward or difficult to understand	<input type="checkbox"/> Sentences have little or no variety <input type="checkbox"/> Sentences are awkward, repetitive, or difficult to understand
Correct Copy	<input type="checkbox"/> Spelling is correct <input type="checkbox"/> Punctuation is accurate <input type="checkbox"/> Grammar and usage is correct	<input type="checkbox"/> Spelling is correct <input type="checkbox"/> End punctuation is correct. Internal punctuation (commas, semicolons...)	<input type="checkbox"/> Spelling errors are frequent <input type="checkbox"/> Punctuation is incorrect <input type="checkbox"/> Many grammar and usage errors

		may be incorrect <input type="checkbox"/> Some grammar or usage errors	
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Total Score _____