Fall 2020

ENGL100_Assignment 3 (15%)

Guidelines

1. Work individually.

2. Review your submission of Assignment 1 to see if you need to make any changes.

3. Write a well-developed paragraph (140-180 words) based on your outline using one of the logical orders of text organization (see pp. 40-41).

4. Your paragraph should be about **the same topic** that you selected for Assignment 1. In case you want to change the topic, inform your teacher!

5. Use minimum one citation (direct quote, paraphrase or summary) to support your paragraph. Use AUM Library Database to find reliable sources.

6. Add a reference at the end of the paragraph.

7. Create a new Word document and type your paragraph.

8. Submit your work as a file on your course Moodle. The deadline is stated on your Moodle course page.

Grading

	15-12	11-8	7-4	3-0
APA	Information from one valid scholarly, academic source is introduced as direct quotation, paraphrase or summary; AUM library source is used. It is properly cited and referenced as per APA guidelines;	Reference and in-text citations are available with a few flaws: inaccurately referenced, incomplete or wrong format of citations /references). Source is scholarly.	Either reference or in-text citation is poorly done. Source is non-scholarly.	No in-text citation or reference is available.
Topic sentence	Topic sentence introduces the main idea. It consists of a limited topic and a controlling idea. It is general enough and specific enough.	Topic sentence introduces the main idea; it consists of a topic (topic is not limited) and a controlling idea. It is too general or too specific.	Topic sentence is an announcement. It is too general or too specific; it is a fact or a definition. Either limited topic or controlling idea is missing;	Topic sentence is missing.
Unity	Paragraph focuses on one idea; it is on topic and shows clear understanding of the subject matter. Every supporting sentence (including in-text citation) directly	The main idea is vague; the paragraph is on topic and there is understanding of the topic. There are one or two irrelevant sentences, including in-text citation.	Paragraph has two ideas. It is vaguely connected to the topic. The paragraph includes many irrelevant sentences, including in-text citation.	Paragraph has multiple ideas; it is off topic. There is no clear understanding of the subject matter. Supporting sentences do not relate to the main idea.

	explains or proves the main idea. There are no irrelevant sentences. Citation is related to the topic and well-integrated. Concluding sentence paraphrases the topic sentence and / or summarizes the paragraph.	Citation is partially related to the topic and well-integrated. Concluding sentence is partly linked to the topic sentence and paragraph summary (too general).	Citation is vaguely related to the topic and badly integrated. Concluding sentence is not linked to the topic sentence nor does it summarize the paragraph.	Citation is unrelated and badly integrated. Concluding sentence is missing.
Support	Paragraph is well supported: 3 major supporting details are given. 1-3 minor supporting details for each major one are provided. Supporting details are specific and adequate. Citation is adequate and appropriately positioned.	Paragraph is supported: 2 major supporting details are given. There are 1-2 minor supporting details for each major one. Supporting details, including in-text citation, are general and partially adequate. Citation is positioned well.	Paragraph is partially supported: 1 major supporting detail with one or two minor supporting details. Supporting details are too general and inadequate. Citation is not positioned well.	Paragraph is not well supported. Main idea is not developed or simply paraphrased multiple times. Random ideas are listed.
Coherence	Information flows logically and ideas can be followed easily. There is a clear method of organization (chronological order, logical division of ideas or comparison / contrast). Coherence is enhanced through repeated key nouns, consistent pronouns and transition signals; 3-5 transition words are used appropriately.	Ideas are logically expressed, but there are digressions. One method of organization is applied. A few ways of enhancing text coherence (key nouns, pronouns, synonyms and transitions signals) are used. 2 transition signals are used appropriately.	Ideas are not always logical and digressions are common. Method of text organization is unclear. Few ways of text coherence are used. 1 transition signal is used appropriately.	Ideas are not logical. Method of text organization is missing. Ideas are randomly presented. There are no transition signals nor other ways of enhancing coherence.
Sentence skills	The paragraph demonstrates consistent control of grammar, word usage, punctuation, sentence construction and spelling. Very few errors found.	Occasional errors are found. There are a few problems with capitalization and punctuation. Some sentences are wordy. Words are not always used accurately and effectively.	Frequent errors are found. Too vague or too general vocabulary is used. Words are repetitive and confusing. The paragraph contains several mechanical errors, which may confuse the reader.	Sentence organization impedes understanding. The paragraph contains either many mechanical errors or a few crucial errors that hinder the understanding or ability to see connections between thoughts.
Originality (10 pts)	Paragraph is original (not copied) 10 – 8	Larger part of the paragraph is original. 7 – 5	Two or three sentences are original. 4 – 2	One or no sentences are original. 1 – 0

In case the paragraph is off topic, 20% of the grade is deducted.