

English 60 Requirements for FEE

A. Length—Each essay will be a minimum of 250 words.

B. Content—Each essay will respond to the assigned topic, contain a clear thesis statement or idea, and develop the topic with paragraphs using topic sentences, examples and support.

C. Organization—Each essay will be organized around a thesis statement, use transitions be coherent, and contain a clear conclusion.

D. Sentences—Each essay will contain a variety of sentence patterns and avoid primer prose. Additionally the essay will avoid awkward or ambiguous constructions (diction); wordiness and repetition; fragments, comma splices, and run-ons; and shifts in mood, number, tense, and person.

E. Usage and Mechanics—Each essay will display an understanding of standard English usage; be free of errors which interfere with meaning; and have few errors in verb forms, agreement, punctuation, apostrophe, reference, spelling, or capitalization.

Rubric for scoring the English 60/ESL 2 Final Essay Exam

6. High Pass (A 90-100)

- o provides a clear, direct response to the assigned topic
- o is well organized
- o is virtually free of sentence-level errors
- o demonstrates above-average control of mechanics and diction

5. Pass (B 80-89)

- o provides a clear response to the assigned topic
- o is well organized, but may show less sophistication on paragraph structure and development
- o is mostly free of sentence-level errors
- o demonstrates average control of mechanics and diction

4. Low Pass (C 70-79)

- o responds to the assigned topic
- o is reasonably organized (it may be inconsistent, but the writer retains control of the essay's organization)
- o is relatively free of sentence-level errors
- o demonstrates acceptable control of mechanics and diction

A score of 4, 5, or 6 indicates sufficient competency for English 1/ ESL1
A score of 3, 2, or 1 indicates insufficient competency for English 1/ESL 1

3. High Fail (D 60-69)

- o offers a limited and/or repetitive response to the assigned topic
- o often disorganized, neglecting transitions and development
- o contains a variety of sentence-level problems, but these do not interfere with the communication of ideas
- o sometimes exhibits confused and/or awkward mechanics and diction

2. Fail (F 50-59)

- o offers a confused response to the assigned topic
- o is disorganized, with weak paragraph structure and no clear pattern of development
- o contains repeated and consistent sentence-level problems that interfere with the communication of ideas
- o often exhibits confused and/or awkward mechanics and diction

1. Low Fail (low F below 50)

- o offers a confused response to the assigned topic
- o is disorganized, with weak paragraph structure and no clear pattern of development
- o contains repeated and consistent sentence-level problems that interfere with the communication of ideas
- o often exhibits confused and/or awkward mechanics and diction

English 60 Student Learning Outcomes

At the completion of English 60, the student will be able to perform the following:

- **Write a non-formulaic, timed final 250 word essay that is**
 - **organized around a thesis statement, uses transitions, is coherent, and contains a conclusion;**
 - **assembled into paragraphs with topic sentences and supporting detail;**
 - **composed of mostly error-free sentences;**
 - **written illustrating control of mechanics, usage, and diction;**
 - **demonstrative of a variety of sentence patterns that avoid primer prose;**
 - **clear in thought and writing in response to a specific topic.**

- **Show proficiency in reading and comprehension of basic college level material assigned in class, including**
 - **textbooks**
 - **essays**
 - **news articles**