This course syllabus is intended as a set of guidelines for Developmental Writing 0090. Both North Lake College and your professor reserve the right to make modifications in content, schedule, and requirements as necessary to promote the best education possible within prevailing conditions affecting this course.

Professor Information

Professor’s Name: Dr. G. Cherry  
Email: gcherry@dcccd.edu

Office Location: A-237  
Office Phone: 972-273-3485

Office Hours:  
Monday and Wednesday: 12:30-1:30 PM  
Monday and Wednesday Evenings: 5:15-5:45 PM  
Tuesday and Thursday: 8:00-9:20 AM  
(Others by appointment)

Course Information

Course Title/Credit Hours: Developmental Writing 0090 (3 cr.)

Course Number-Section: Developmental Writing 0090.73003

Class Meeting Time: Monday and Wednesday  11:00-12:20 PM

Room: A-249

Course description: This course introduces the writing process. Course topics include practice in getting ideas, writing and rewriting, making improvements, and correcting mistakes. A learning lab is available to provide additional assistance. (3 Lec.)

Required Textbooks and Materials

Garcia, Albert.  *Digging In: Literature for Developing Writers* . Upper Saddle River,
Course-Level Student Learning Outcomes  (See Addenda, also)

1. All students at the course level will demonstrate MLA rules for page formatting at 90% proficiency as measured by the English MLA Page Formatting Rubric CCIC’s—4
2. All students at the course level will write coherent, well developed, and mechanically correct essays at 80% proficiency as measured by the DWRI Mechanics Rubric. CCICs 1, 2 5 and EEOs 2, 3, 5
3. All students at the course level will demonstrate the Writing Process (Inventing, Drafting, Revising, Editing, and Proofreading) at 85% proficiency as measured by the DWRI Writing Process Rubric. EEO’s—1, 2 and CCIC’s—2

Entry Competencies

As a DWRI 0090 student, you should

1. Demonstrate a basic awareness of everyday English usage.
2. Communicate your thoughts through a series of sentences that demonstrate a basic awareness of everyday English usage.
3. Express yourself well enough verbally to be understood by classmates and the instructor.
4. Understand your instructor's lectures and spoken classroom directions.
5. Read and understand written English (textbooks, handouts, and tests).
6. Produce legible work.
7. Learn and use word processing.

Developmental Writing 0090 Course Objectives

1. The student will examine a variety of professional and student writings. (This objective satisfies CCIC 1-3 and EE0 4-5). To demonstrate this ability students will

   • recognize authors’ organizational strategies, biases, and purposes,
   • examine authors’ use of language, and
   • identify strengths/weaknesses of each writing.

2. The student will understand how to use word processing to facilitate the writing process. (This objective satisfies CCIC 1-4 and EEO 4-5.) At a minimum, students will know how to

   • create documents,
   • save documents,
   • cut and paste within documents,
• computer edit documents, and
• print documents.

3. The student will practice a process for writing multi-paragraph essays: inventing, revising, editing, and proofreading. (This objective satisfies EEOs 1 and 2 and CCIC 2.)

4. The student will improve paragraph writing skills. (This objective satisfies EEOs 1 and 5 and CCIC 2.)

5. The student will identify and address a variety of audiences, purposes, and occasions. (This objective satisfies EEO 2 and CCIC 3.)

6. The student will write well-developed and well-organized essays that support effective thesis statements. (This objective satisfies EEOs 1 and 5 and CCIC 2.)

7. The student will apply the writing process to develop essays that follow a variety of modes for essay development. (This objective satisfies EEOs 1 and 3-5 and CCICs 2 and 4.)

8. The student will edit writing for sentence structure, verb tense, and agreement. (This objective satisfies EEO 1 and CCICs 2 and 4.)

9. The student will critique the writing of his/her peers. (This objective satisfies EEOs 4-5 and CCICs 1-2.)

10. The student will develop comfort and confidence with writing. (This objective satisfies EEOs 4-5 and CCICs 1-2.)

11. The student will revise essays for content and organization. (This objective satisfies EEO 2 and CCIC 3.)

**Exams and Assignments**

The student will write five papers (paragraphs and essays) for a specific purpose (expressive, informative, and/or persuasive) and for a specific audience, using patterns of organization based on rhetorical techniques learned during the semester. In addition, two essays, the mid-term essay and the final exam essay will each be written in class on an unannounced topic and will be evaluated by the instructor. The following table lists the major assignments, a description of each, required readings, and due date for each assignment:

<table>
<thead>
<tr>
<th>Assignment Name</th>
<th>Description</th>
<th>Required Readings</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paragraph One: Expository Paragraph</td>
<td>Write an <em>expository paragraph</em> giving your reaction to a short literary work.</td>
<td>Read Chapter 1, “Reading Literature” in <em>Digging In</em>, pages 1-14.</td>
<td>February 13 (Wednesday)</td>
</tr>
<tr>
<td>Paragraph Two: Narrative Paragraph</td>
<td>This writing assignment will be to write a <em>narrative paragraph</em>.</td>
<td>Read Chapter 2, “Family History” in <em>Digging IN: Literature for Developing</em></td>
<td>March 4 (Monday)</td>
</tr>
</tbody>
</table>

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### Paragraph Three: Descriptive Paragraph

**Write a descriptive paragraph** which describes a person you know well or a location which was significant to your childhood.

- **Read Chapter 3, “Growing Up/Growing Old,” pages 47-96 in Digging In.**

**March 20 (Wednesday)**

### Mid-Term Essay

**In-class, Unannounced topic**

**March 25 (Monday)**

### Essay One

**For this assignment you will write an essay that uses examples (Illustration) to explain your subject.**

- **Read Chapter 4, “Learning and Teaching” in Digging In, pages 98-141.**

**April 10 (Wednesday)**

### Essay Two

**Write an essay that analyzes an event, condition, or problem with emphasis on cause and effect.**

- **Read Digging In, Chapter 6, Work and Dreams, pages 183-229.**

**April 24 (Wednesday)**

### Essay Three

**Write an essay in which you express your position (opinion) on an issue that you feel strongly about and try to convince your reader to agree with you on the issue.**

- **Read Chapter 7, “Issues/Positions,” pp. 230-281 in your textbook, Digging In.**

**April 8 (Wednesday)**

### Final Essay

**In-class, Unannounced topic**

**Week of May 13**

### Grading Scale

- **Attendance and Journals** 100 points
- **Assigned paragraphs and essays (five)** 500 points
- **Mid-term Exam (Essay)** 200 points
- **Final Exam (Essay)** 200 points
- **Daily Exams and Exercises** Additional points

**A= 90%--100% of total points**
**B= 80%--89% of total points**
**C= 70%--79% of total points**
**E= below 70% of total points but student has made substantial effort during the course. Student must repeat the course, but an E does not affect the GPA.**
**F=below 70% of total points but student has not made substantial effort during the course.**

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Note: Students must pass the final exam (essay) and must receive a “C” or better for the class to advance to the next course.

Department of English Policies for Student Success

Attendance Policy

The correlation between attendance and success in the course is strong because class participation is part of the learning process and can affect your final course grade. You are expected to arrive on time for all classes. If you miss all or part of a class, you should not expect your professor to repeat a lecture given during your absence. Check Appendix F for your professor’s policy because some professors deduct points when students miss class or are late to class. Absences and/or tardiness can affect the grade you earn in this course.

Policy on Late Papers

You are expected to hand in papers on time. Your professor is not required to accept late papers, and no late paper will be considered for full credit unless you discuss with your professor why the paper will be late prior to its due date. Check Appendix F for your professor’s policies on accepting late papers.

Student Responsibilities

1. Attend all classes.
2. Read the textbook selections that are assigned and be prepared to discuss them.
3. Hand assignments in on time and in the format designated by your professor.
4. Ask for help when needed.
5. Do not expect your professor to repeat a lecture given during an absence.
6. Visit the Writing Center (A-332) or meet with your professor when you need help or when you are directed to do so by your professor.

Classroom Etiquette

1. Follow your professor’s rules for acceptable classroom behavior.
2. Arrive on time.
3. Remain the entire time.
4. Turn off and put away all personal electronics.
5. Practice active listening (i.e., one voice at a time).
6. In short, treat your classmates and professor with respect.
Institutional Policies for Student Success

Academic Dishonesty

The Student Code of Conduct prohibits academic dishonesty and prescribes penalties for violations. According to this code, which is printed in the college catalog, "academic dishonesty," includes (but is not limited to) cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion.

Academic dishonesty may result in the following sanctions, including, but not limited to:

1. A grade of zero or a lowered grade on the assignment or course.
2. A reprimand.
3. Suspension from the college.

Check Appendix F for your professor’s policy re: academic dishonesty.

Notification of Absence because of Religious Holy Days

If you will be absent from class for the observance of a religious holiday, you must notify your professor in advance. You are required to complete any assignments or take any examinations you miss as a result of your absence within the time frame specified by your professor. Please refer to the Student Obligations section of the DCCCD catalog for more explanation.

Requirements of the Americans with Disabilities Act

North Lake College provides academic accommodations to students with disabilities, as defined under ADA law. It is the student's choice and responsibility to initiate any request for accommodations. If you are a student with a disability who requires such ADA accommodations, please contact North Lake College's Disability Services Office in person (A430) or by phone at 972-273-3165. http://www.northlakecollege.edu/resources/disability.html

Stop before You Drop

If you enrolled in college-level courses for the first time in the fall of 2007, the Texas Education Code 51.907 allows you to drop no more than six courses during your entire undergraduate career unless the drop qualifies as an exception. The Counseling/Advising Center will give you more information about allowable exceptions.

Once you have accumulated six non-exempt drops, you cannot drop any other courses with a “W.” Therefore, you need to exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. More information is available at https://www1.dcccd.edu/6drop.
Drop Policy

If you are unable to complete this course, you must officially withdraw by Thursday, April 18, 2013. Withdrawing is a formal procedure which you must initiate; your professor cannot do it for you.

Financial Aid Statement

If you receive any form of financial aid, you should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could require you to repay the financial aid for this semester. If you fail to attend or participate after the drop date, you are also subject to this policy.

Counseling Services

If you are a currently enrolled student, you are eligible for free counseling services. You may schedule an appointment by calling 972-273-3333 or going to A-311.

The Academic Skills Center (ASC, Room A-332)

The ASC is designed to provide assistance to students in the following areas:

- Labs for students enrolled in foreign language, Developmental Reading, and ESOL courses. One-on-one tutoring is available.

- The Writing Center can help students clarify writing tasks, understand instructors’ requirements, develop and organize papers, explore revision options, detect grammar and punctuation errors, and properly use and document sources. Rather than merely editing or "fixing" papers, tutors focus on helping students develop and improve their writing skills.

- The Online Writing Lab (OWL) allows students to submit papers to our writing tutors electronically and get feedback within 24-72 hours. The OWL can be accessed through eCampus. After logging on to eCampus, click on the Community Tab at the top. Type “Owl” in the search field and click “Go.” Next, click on the double drop-down arrows next to “NLC-OWL2,” and then click on “Enroll.” Once enrolled, students can receive services from the OWL.

For more information or to schedule a tutoring appointment, come by A-332 or call 972-273-3089.

Exemplary Educational Objectives

The following Exemplary Educational Objectives have been identified by the Texas Higher Education Coordinating Board and the DCCCD as important objectives to be developed and enhanced by specific learning activities in English composition courses:

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1. To understand and demonstrate **writing and speaking processes** through invention, organization, drafting, revision, editing, and presentation.
2. To understand the importance of specifying **audience and purpose** and to select appropriate communication choices.
3. To understand and appropriately apply **modes of expression**, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication.
4. To participate effectively in groups with **emphasis on listening, critical and reflective thinking**, and responding.
5. To understand and apply basic principles of **critical thinking, problem solving, and technical proficiency** in the development of exposition and argument.

**Core Curriculum Intellectual Competencies**

The following **Intellectual Competencies** have been identified by the Texas Higher Education Coordinating Board and the DCCCD as important competencies to be developed and enhanced by specific learning activities in English composition courses:

1. **READING**: Reading at the college level means the ability to analyze and interpret a variety of printed materials -- books, articles, and documents.
2. **WRITING**: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience.
3. **CRITICAL THINKING**: Critical thinking embraces methods of applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.
4. **COMPUTER LITERACY**: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information

The departmental rubrics begin on the next page.
## APPENDIX A

### DWRI Writing Rubric

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Lacks organization. Fails to flow from one point to another. Lacks transitions.</td>
<td>Uses confusing connections among supporting points. Fails to flow from one point to another. Lacks transitions.</td>
<td>Uses appropriate connections among supporting points. Inconsistent flow from one point to another. Uses unoriginal transitions.</td>
<td>Uses logical connections among supporting points. Ensures consistent flow from one point to another, yet uses some original transitions.</td>
<td>Uses a logical, clear, connected arrangement of supporting points. Ensures a consistent flow from one point to another. Uses original transitions.</td>
</tr>
<tr>
<td><strong>Paragraph development</strong></td>
<td>Lacks supporting ideas and details. Provides no explanation; no elaboration.</td>
<td>Provides minimal and/or inadequate supporting ideas and details.</td>
<td>Provides general explanation, and some supporting ideas and details.</td>
<td>Provides general explanation and elaboration on unified supporting ideas and details.</td>
<td>Ensures adequate and creative explanation and elaboration on unified and unique supporting ideas and details.</td>
</tr>
<tr>
<td><strong>Sentence variety and construction</strong></td>
<td>Incorporates incorrectly constructed sentences. Contains syntax errors. Lacks variety in sentence structure.</td>
<td>Incorporates basic, repetitive, and predictable sentence structures. Contains syntax errors.</td>
<td>Varied sentence structures, but sentences are often unoriginal and less effective.</td>
<td>Incorporates varied sentence structures, but sentences are unoriginal.</td>
<td>Incorporates varied and creative sentence structures such as, compound/complex, balanced, and parallel sentence structures.</td>
</tr>
<tr>
<td><strong>Language choices</strong></td>
<td>Incorporates inadequate word and phrase choices. Incorporates an unclear and confusing choice of words and phrases.</td>
<td>Relies on a limited vocabulary, or contains a weak and/or confusing choice of words and phrases. Incorrectly uses literal and figurative devices.</td>
<td>Diction is appropriate but simplistic. May rely on clichés, common or informal language. Inappropriate use of literal and figurative.</td>
<td>Appropriate words and phrases and literal and figurative devices.</td>
<td>Ensures a creative and careful choice of words and phrases. Adequately and creatively uses literal and figurative devices.</td>
</tr>
<tr>
<td><strong>Mechanics/ Grammar</strong></td>
<td>Contains errors in spelling, punctuation, and grammar that interfere with understanding.</td>
<td>Contains distracting errors in spelling, punctuation, and grammar that reduce understanding.</td>
<td>Contains few errors in spelling, punctuation, and grammar.</td>
<td>Contains infrequent errors in spelling, punctuation, and/or grammar.</td>
<td>Ensures writing is free from distracting errors in spelling, punctuation, and grammar.</td>
</tr>
</tbody>
</table>

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## APPENDIX B

### DWRI MLA Page Formatting Rubric

<table>
<thead>
<tr>
<th>Categories</th>
<th>Unacceptable = 0 points</th>
<th>Needs Improvement = 7</th>
<th>Acceptable = 14 points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Header</td>
<td>No header or header is manually inserted.</td>
<td>Header is lacking one or more components (i.e. author’s last name or accurate page number)</td>
<td>Has actual header with author’s last name, space, and page number automatically inserted.</td>
<td></td>
</tr>
<tr>
<td>Heading</td>
<td>Missing heading</td>
<td>Missing one or more line of essential information (student’s name, instructor’s name, class, and date) or arranged incorrectly.</td>
<td>Has four-line, double-spaced heading with required information in correct order (if paper has no title page).</td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>No title</td>
<td>Title is bolded, underlined, italicized, and/or supersized.</td>
<td>Title is properly sized and formatted.</td>
<td></td>
</tr>
<tr>
<td>Margins</td>
<td>Has not set margins correctly.</td>
<td>Margins not set consistently throughout the document.</td>
<td>Has correct margin for every side of the page.</td>
<td></td>
</tr>
<tr>
<td>Font and Size</td>
<td>Does not follow instructor’s rules for font choice and size.</td>
<td>Font choice and size changes throughout the document. Font formatting is not consistent.</td>
<td>Follows instructor’s rules for font choice and size.</td>
<td></td>
</tr>
<tr>
<td>Paragraph Spacing</td>
<td>Paragraphs are single-spaced or too much spacing.</td>
<td>Paragraph spacing is inconsistent throughout the paper.</td>
<td>Paragraphs are double-spaced.</td>
<td></td>
</tr>
<tr>
<td>Paragraph Indentation (must be one-tab, cannot be done using spacebar)</td>
<td>One or more paragraphs are not indented.</td>
<td>Paragraph indentation is not consistent with every paragraph.</td>
<td>Every paragraph is indented .5, using one-tab stroke.</td>
<td></td>
</tr>
</tbody>
</table>

### Proficiency Percentage from Raw Score

<table>
<thead>
<tr>
<th>Raw Score</th>
<th>= to %</th>
<th>Raw Score</th>
<th>= to %</th>
</tr>
</thead>
<tbody>
<tr>
<td>98</td>
<td>100</td>
<td>42</td>
<td>43</td>
</tr>
<tr>
<td>84</td>
<td>86</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>70</td>
<td>71</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>56</td>
<td>57</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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# APPENDIX C

## DWRI Writing Process Rubric

<table>
<thead>
<tr>
<th>Student demonstrates proficiency in using the Writing Process by:</th>
<th>Unacceptable 0-10 Pts. Each</th>
<th>Acceptable 11-20 Pts. Each</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-writing: choosing and limiting a topic, generating ideas, organizing ideas, developing a thesis statement and working outline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drafting: writing a minimum of three drafts of the essay</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revising: thoroughly revising the first draft for thorough development of the introduction, conclusion and body paragraphs, essay organization, transition, unity, and focus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Editing: thoroughly editing the second draft for spelling, correct grammar and usage, and punctuation</td>
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<td></td>
</tr>
<tr>
<td>Proofreading: proofreading the final draft before submitting the essay, making any changes necessary</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Score for this Paper

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## APPENDIX D  

### DWRI Paragraph Rubric

<table>
<thead>
<tr>
<th></th>
<th>EXCELLENT</th>
<th>SATISFACTORY</th>
<th>WEAK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IDEAS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Main Idea:</strong></td>
<td>14-15</td>
<td>11-13</td>
<td>0-10</td>
</tr>
<tr>
<td>The topic sentence begins or ends the paragraph and indicates its main or central idea (main point).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Development:</strong></td>
<td>14-15</td>
<td>11-13</td>
<td>0-10</td>
</tr>
<tr>
<td>The main or central idea is developed with plenty of details.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Unity:</strong></td>
<td>14-15</td>
<td>11-13</td>
<td>0-10</td>
</tr>
<tr>
<td>All sentences relate to the central or main idea. The writer does not include irrelevant bits of information.</td>
<td></td>
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</tr>
<tr>
<td><strong>ORGANIZATION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Order:</strong></td>
<td>14-15</td>
<td>11-13</td>
<td>0-10</td>
</tr>
<tr>
<td>Sentences are arranged in a logical order that prevents confusion such as order of importance, spatial or chronological order, general to specific, or vice versa.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Coherence:</strong></td>
<td>14-15</td>
<td>11-13</td>
<td>0-10</td>
</tr>
<tr>
<td>The paragraph includes transitional expressions as needed.</td>
<td></td>
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</tr>
<tr>
<td><strong>Conclusion:</strong></td>
<td>9-10</td>
<td>7-8</td>
<td>0-6</td>
</tr>
<tr>
<td>The paragraph concludes with a strong, satisfying ending sentence that avoids phrases such as “In conclusion,” “Finally,” or “Last but not least…”</td>
<td></td>
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</tr>
<tr>
<td><strong>MECHANICS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grammar and Punctuation:</strong></td>
<td>14-15</td>
<td>11-13</td>
<td>0-10</td>
</tr>
<tr>
<td>Spelling and capitalization</td>
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<tr>
<td>Punctuation</td>
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<tr>
<td>Complete Sentences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject-verb agreement</td>
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<td></td>
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<tr>
<td>Tense Shifts</td>
<td></td>
<td></td>
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<tr>
<td>Points of View (Person)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### Total Score for this Paper
## APPENDIX E

### DWRI Mechanics Rubric

<table>
<thead>
<tr>
<th>Writing Conventions</th>
<th>Unacceptable 0–10</th>
<th>Acceptable 11–20</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence Structure</td>
<td>Run-on sentences, fragments, and comma splices interfere with meaning.</td>
<td>Sentences are complete and properly punctuated.</td>
<td></td>
</tr>
<tr>
<td>Run-on Sentences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fragments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comma Splices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentence Variety</td>
<td>Sentences are choppy and/or unvaried. Sentences incorrectly combine clauses</td>
<td>Sentences vary in structure and length. Sentences use proper methods to combine independent and dependent clauses.</td>
<td></td>
</tr>
<tr>
<td>Coordinating Clauses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subordinating Clauses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verb Usage</td>
<td>Sentences contain distracting errors in verb form, tense, and/or subject-verb agreement.</td>
<td>Sentences consistently use correct verb forms, tense, and subject-verb agreement.</td>
<td></td>
</tr>
<tr>
<td>Verb Forms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject-Verb Agreement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuation, Spelling, and Capitalization</td>
<td>End punctuation is often missing, and internal punctuation is often used incorrectly, thereby creating confusion. Many misspelled words and capitalization errors.</td>
<td>End punctuation and internal punctuation are almost always used correctly. Few if any misspelled words are present, and proper nouns are capitalized correctly.</td>
<td></td>
</tr>
<tr>
<td>Pronoun Agreement, Case, and Viewpoint Shift</td>
<td>Pronouns case is often incorrect. Pronouns often do not agree in number and/or gender with antecedents. Pronoun reference to antecedents is often vague and confusing.</td>
<td>Pronouns are appropriately used for subjective and objective case. Pronouns and antecedents agree in number and gender, and pronoun-antecedent references are clear.</td>
<td></td>
</tr>
</tbody>
</table>

| Total Score for this Paper |       |
Appendix F: Professor’s Personal Policies

**Attendance Policy:** You are expected to attend each class during the semester. If you have excessive absences, you will fail the course. This is **NOT** an online course. I am your professor, not your internet-server. You must incorporate the information I cover in class in your essays. If not, they will receive an “F” grade.

Attendance and journals are 100 points of your semester grade. I will call the roll at the beginning of each class. If you enter the classroom a few seconds late, **it is your responsibility to see me after class so that I can mark you present**. Otherwise, you will remain absent. If you are absent, please notify me by email or phone so that I can give you the assignments.

0 absences = A  
1 absence = A  
2 absences = B  
3 absences = C  
4 absences = D  
5 absences = F  

**Policy on Late Papers:** You are expected to turn in written assignments on time. If an assignment is late, a letter grade will be deducted. I will not accept an assignment more than one class day late. If you are absent and an essay is due, email it to me before or at the time it is due, and I will not deduct a letter grade.

Do not leave work on my office door or slide it underneath the door. Go to the Division of Liberal Arts Office, log in the essay, and a Division secretary will place it in my mailbox.

**Peer Review:** Peer review days are a part of the learning experience; therefore, you are required to participate. If an essay is not peer reviewed, 10 points (a letter grade) will be deducted from the grade you originally would have received. Since the only way for peer review to be successful, the following must happen:

1. You must have a completed keyboarded draft of your essay.  
2. Meet the entire class time.  
3. All peer review handouts must be completed and turned in the day your paper is due.  
4. All peer review participants will be graded accordingly.

**Graded Essay Turnaround:** Because of the number of students in this class and other classes that I teach, your graded essay turnaround time will be approximately 7-10 days.

**Academic Dishonesty Policy:** You are expected to do your own work. Any plagiarized essay will receive an “F,” and there will be no opportunity to rewrite. Using MLA guidelines and format, cite all of your sources correctly.

Last revised Dec-12
Textbooks: Textbooks are required. They are not optional. Bring them to each class. Do not expect to look-on or share a textbook in class with another student. This is disruptive.

Classroom Decorum: Use the Sandbox before class. Once the class has begun, remain in the classroom. If you need to leave the room for any reason, take all of your materials with you and do not re-enter the classroom. Leaving and returning disrupts the class. Do not check texts and phone calls in class. If you must answer a phone call/text or make a phone call/text, take all of your materials with you and do not re-enter the classroom. Leaving and returning disrupts the class.

If you have a medical reason, such as a pregnancy, and must go to the restroom occasionally, please bring a medical explanation or get in person an accommodation statement from North Lake College’s Disability Services Office (A430). I will then seat you next to the door where you can exit and re-enter.

Our classroom is a safe place to respectfully discuss topics, regardless of anyone’s beliefs and opinions. Anyone verbally or physically attacking another student or students will be asked to leave the classroom and will be reported immediately to the campus police.

All students must make a “C” or better to pass DWRI 0090.73003. A grade of “D” is not given in DWRI 0090.73003. This is mandated by the State of Texas, not North Lake College or the Dallas County Community. Professor’s Personal

APPENDIX G Major Course Assignments

Assignment One: Expository Paragraph

For this assignment you write a paragraph of one keyboarded page giving your reaction to Kate Chopin’s short story, “The Story of an Hour.” Your reaction to the work must be specific to the work and focused upon your reaction to it. Choose one (1) of the following and develop in your paragraph: (1) main character, (2) theme, (3) symbols, (4) point of view, or (5) style and technique, for example irony.

Do not forget that every stand alone paragraph must have an introductory sentence, strong, specific, detailed body sentences that fully develop your subject, and a good conclusion.

Read Chapter 1, “Reading Literature” in Digging In, pages 1-14.
Assignment Two: Narration Paragraph

This writing assignment will be to write a narration paragraph about a personal/family experience. Choose an experience that has had a significant effect or made a lasting impression upon you. You should identify the subject and your attitude about the subject in a clearly written topic sentence. Your body sentences should develop the subject with specific details to enable your reader to relive the experience with you. You should conclude your essay with an appropriate concluding sentence or two which make a final comment about your experience and brings closure to the paragraph.

Your paragraph should be one keyboarded page in length. Do not forget that every stand alone paragraph should have a good introductory sentence, strong, specific, detailed body sentences that fully develop your subject, and a good conclusion.

As you prepare to write your paragraph, read and reread Chapter 2, “Family History” in Digging In: Literature for Developing Writers, pages 15-46. You may wish to use one of the writing topics in your textbook on page 46 or a topic suggested by your instructor.

Assignment Three: Description Paragraph

For this assignment you will write a descriptive paragraph of one keyboarded page which describes a person you know well or a location which was significant to your childhood, such as your home, your neighborhood, or a place where you felt especially comfortable, perhaps your grandmother’s home. You should choose a subject to describe which is familiar to you. Identify your subject and its significance to you in a clearly written topic sentence. Your body sentences should develop the topic with specific details to recreate the scene, environment, or person for your reader. Include the following in your paragraph:

1. color
2. listings
3. space words (spatial analysis)
4. dialogue (conversation)
5. similes
6. metaphors
7. personification
8. onomatopoeia (sound words, such as bang, zip, sizzle, and pop)

Your essay should be one keyboarded page in length. Do not forget that every stand alone paragraph should have a good introductory sentence, strong, specific, detailed body sentences that fully develop your subject, and a good conclusion.

Read and reread Chapter 3, “Growing Up/Growing Old,” pages 47-96, in Digging In before you begin planning and writing your paragraph.

Assignment Four: Illustration (Exemplification)

For this assignment you will write a multiple paragraph essay that uses examples (illustration) to explain your subject. Identify your main idea and your attitude or opinion about it in a clearly written thesis statement. Your body paragraphs should develop the topic with specific examples that clearly illustrate your main point. You should use three to five examples which support the thesis of your essay.

Your essay will be 2 pages keyboarded. Do not forget that every essay must have a good
introductory paragraph; a strong **thesis statement**; strong, specific, detailed body paragraphs which fully develop the subject; and a good concluding paragraph.

Read and reread Chapter 4, “Learning and Teaching” in *Digging In*, pages 98-141.

**Assignment Five: Cause and Effect Analysis Essay**

For this assignment you will write an essay that analyzes an event, condition, or problem with **emphasis on cause and effect**. Information about cause and effect analysis is located in your textbook, *Digging In*, Chapter 6, “Work and Dreams,” pages 183-229. In addition, you will be provided additional information from your instructor explaining cause and effect analysis.

Your essay will be 2 pages keyboarded. Do not forget that every essay must have a good introductory paragraph; a **strong thesis statement**; strong, specific, detailed body paragraphs that fully develop the subject; and a good concluding paragraph.

**Assignment Six: Argument and Persuasion Essay**

For this assignment you will write an essay in which you express your position (opinion) on an issue that you feel strongly about and try to convince your reader to agree with you on the issue. I will provide you with several topics from which to choose. You must support your argument with specific details and examples. You should use the Five Paragraph Argument format. Remember, an argument **must be well organized and specific** to be effective. Read Chapter 7, “Issues/Positions,” pages 230-281, in your textbook, *Digging In*.

Your essay must be 2 pages in length. Do not forget that every essay must have a good introductory paragraph; a **thesis statement**; strong, specific, detailed body paragraphs that fully develop the subject; and a good concluding paragraph.

**Additional Required Reading Assignments**


Chapter 44, “Plagiarism”
Chapter 3, “Drafting and Revising”

The Writing Process:
Writing and Revising Paragraphs
Case of Nouns and Pronouns
Verbs

Last revised Dec-12
Agreement
End Punctuation and the Comma
The Semicolon and the Apostrophe
Quotation Marks and Other Punctuation Marks
Sentence Fragments
Comma Splices and Fused Sentences
Pronoun Reference
Shifts