This course syllabus is intended as a set of guidelines for Developmental Writing 0091. Both North Lake College and your instructor 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.

Instructor: Prof. Joe R. Bishop

Office: A-369 North Lake College
Phone: (972) 273-3483
E-mail: joebishop@dccc.edu

Office Hours:
MW-1:00—2:00 pm
TR- 2:00-4:00 pm

Information
Course title: Developmental Writing 0091 Section 73005: TR 9:30 AM-10:50 AM
73503: TR 7:15 PM-8:35 PM
73011: Friday Only 8:30—11:45

Credit hours: 3 credit hours
Class meeting time:
Course description: This course focuses on the writing process. Course topics include inventing, drafting, revising, and editing multi-paragraph papers. Building reading skill, using resources, developing thinking skills, and improving attitudes toward writing comprise other course topics. A learning lab is available to provide additional assistance. (3 Lec.) Course prerequisites: None.
Required Textbooks and Materials
3. Criterion Access Card: Criterion Writing Evaluation Program (Available at the bookstore checkout.)

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 English MLA Page Formatting Rubric. CCIC’s—4. Gen Ed SLO 1.1, 3.2, 5.2
2. All students at the course level will write coherent, well developed, and mechanically correct essays at 85% proficiency as measured by the English Writing Rubric. CCICs 1, 2, 5 and EEOs 2, 3, 5. Gen Ed SLO 1.1, 2.2, 3.2, 5.2, 6.2
3. All students at the course level will demonstrate the Writing Process (Inventing, Drafting, Revising, Editing, and Proofreading) at 90% proficiency as measured by the DWRI Writing Process Rubric. EEO’s—1, 2 and CCIC’s—2. Gen Ed SLO 1.1

Entry Competencies

As a DWRI 0091 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 0091 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 5 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 (approximately 400+ words) 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>Essay One Narration</td>
<td>Write an essay of approximately 300-400 words in length recounting a significant life experience.</td>
<td>Read the short prose reader (TSPR) Chapter 4, Narration</td>
<td>Feb 7</td>
</tr>
<tr>
<td>Essay Two Character Sketch</td>
<td>This essay requires that you write a character sketch about someone you know personally. It will be approx. 400-500</td>
<td>TSPR, Chapter 3, Description</td>
<td>Feb. 21</td>
</tr>
<tr>
<td>Essay Three Illustration</td>
<td>This assignment requires you to write an essay of approximately 400-500 words in length using examples to make ideas more concrete and to make generalizations more specific and detailed.</td>
<td>TSPR, Chapter 6, Illustration</td>
<td>March 12</td>
</tr>
<tr>
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</tr>
<tr>
<td>Mid-Term Essay</td>
<td>In-class, Unannounced topic</td>
<td></td>
<td>March 14</td>
</tr>
<tr>
<td>Essay Four Comparing and Contrasting</td>
<td>This assignment requires you to write an essay of approximately 400-500 words in length comparing and contrasting two persons, places, or objects.</td>
<td>TSPR, Chapter 7, Comparison and Contrast</td>
<td>April 4</td>
</tr>
<tr>
<td>Essay Five Cause and Effect</td>
<td>For this assignment, you must write an essay which analyzes a problem, condition, or event as to its cause(s) or effect(s) or both.</td>
<td>TSPR, Chapter 8, Cause and Effect Analysis</td>
<td>April 23</td>
</tr>
<tr>
<td>Essay Six</td>
<td>For this assignment you will write an essay gathering and presenting evidence to convince your readers to agree with you on a topic that you feel strongly about</td>
<td>TSPR, Chapter 11, Argumentation and Persuasion</td>
<td>May 9</td>
</tr>
<tr>
<td>Final Essay</td>
<td>In-class, Unannounced topic</td>
<td></td>
<td>Wk of May 13</td>
</tr>
</tbody>
</table>

Please refer to Appendix G for a more complete discussion of these assignments.

Please refer to Appendix H for a complete, day by day, course outline.

**Grading Scale**

Attendance and Participation------------- 10%
(Class activities – online sections)
Assigned essays (five)--------------------- 50%
Mid-term Exam (Essay)------------------ 20%
Final Exam (Essay)------------------------ 20%
Total------------------- 100%

A= 90%--100%
B= 80%--89%
C= 70%--79%
E= below 70% 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% but student has not made substantial effort during the course.

Note: Students must pass the final exam (essay) and must receive C or better for the class in order 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 Addendum F for Professor Bishop’s Attendance Policies. 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. For Prof. Bishop’s class, papers submitted after the due date will be assessed a penalty of 10 points for each class day after the due date. Papers more than two weeks late will not be accepted. These papers will receive a grade of “0”.

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.

Prof. Bishop’s choice of sanctions for academic dishonesty (No exceptions):
1st Violation of Academic Dishonesty Policy: Grade of “0” on Assignment
2nd Violation of Academic Dishonesty Policy: Grade of “F” in Course

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.

Drop Policy

If you are unable to complete this course, you must officially withdraw by Thursday, April 8, 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) (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:

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.
THECB General Educational Outcomes

Gen Ed Outcome 1: Communication Skills
1. Writing: Process and produce effective written communication adapted to audience, purpose, and time constraints.
2. Speaking: Produce effective oral communication adapted to audience, purpose, and time constraints.
3. Listening: Comprehend, and analyze oral information.

Gen Ed Outcome 2: Critical Thinking Skills
1. Accurately summarize and evaluate information for elements such as facts, opinions, inferences, presumptions, bias, viewpoints, and arguments presented orally or in writing.
2. Solve problems by constructing, testing, and defending well-reasoned conclusions by applying relevant criteria.

Gen Ed Outcome 3: Information Literacy and Technological Competency
1. Effectively access, evaluate, synthesize and communicate information using a variety of sources, including print and electronic.
2. Select and use appropriate technology.

Gen Ed Outcome 4: Ethical and Civic Values
1. Display integrity, honesty, and fairness.
2. Use ethical reasoning to analyze moral issues and articulate the consequences of various actions.

Gen Ed Outcome 5: Cultural Diversity and Global Awareness.
1. Demonstrate understanding of cultural diversity and such influences as history, politics, humanities, technology and science on global societies.
2. Recognize assumptions and biases that shape our perceptions.

Gen Ed Outcome 6: Workforce and Interpersonal Skills
1. Collaborate effectively and reliably as part of a team.
2. Apply efficient time and task management

Departmental Rubrics begin on the next page.
# Appendix A

## Developmental (English) Writing Rubric

<table>
<thead>
<tr>
<th>Topic/Thesis</th>
<th>Unacceptable 0</th>
<th>Poor 2</th>
<th>Average 3</th>
<th>Good 4</th>
<th>Excellent 5</th>
</tr>
</thead>
</table>

| Organization | Organization not logical or appropriate for thesis. | Illogical organization. Lacks transition. | Uneven organization. Weak transitions. | Supportive body paragraphs. Smooth flow from one point to another. | Concentration on a main purpose, with appropriate development and firm support. Clear overall organization. |

| Paragraph development | Paragraphs without purpose or focus. | Underdeveloped or under-developed paragraphs. | Acceptable paragraph development. | Appropriate paragraph development. | Thorough paragraph development. |

| Sentence variety and effective construction | Poorly constructed sentences. | Weak sentence variety. | Basic, predictable language and sentence structure. | Varied sentence structure. Somewhat effective. | Varied and effective sentence construction. |


| Mechanics/Grammar | Serious errors in spelling, punctuation, and grammar. | Many distracting errors in spelling, punctuation, and grammar. | Distracting errors in spelling, punctuation, and grammar. | Some errors in spelling, punctuation, and grammar. | Freedom from distracting errors such as spelling, punctuation, and grammar. |

### Proficiency Percentage from Raw Score

<table>
<thead>
<tr>
<th>Raw Score</th>
<th>= to %</th>
<th>Raw Score</th>
<th>= to %</th>
<th>Raw Score</th>
<th>= to %</th>
<th>Raw Score</th>
<th>= to %</th>
<th>Raw Score</th>
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<td>29</td>
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<td>13</td>
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<td>7</td>
<td>35</td>
<td>1</td>
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</table>

Total Score for this Paper
## APPENDIX B

### English Rubric for MLA Page Format

<table>
<thead>
<tr>
<th>Categories</th>
<th>Unacceptable = 0 points</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>Has actual header with author’s last name, space, and page number automatically inserted.</td>
<td></td>
</tr>
<tr>
<td>Heading</td>
<td>Missing one or more line of essential information.</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 and/or title is bolded, underlined, 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>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>Follows instructor’s rules for font choice and size.</td>
<td></td>
</tr>
<tr>
<td>Paragraph Spacing</td>
<td>Paragraphs are single-spaced.</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 not indented.</td>
<td>Every paragraph is indented using one-tab stroke.</td>
<td></td>
</tr>
</tbody>
</table>

### Total Score for this Paper

<table>
<thead>
<tr>
<th>Pt. Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
# 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.</th>
<th>Acceptable 11--20 Pts.</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>
<td></td>
<td></td>
</tr>
<tr>
<td>Proofreading: proofreading the final draft before submitting the essay, making any changes necessary</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## DWRI Word Processing Rubric

<table>
<thead>
<tr>
<th>Activity</th>
<th>Unacceptable 0—6 pts.</th>
<th>Proficient 7—12 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening computer word processing and creating documents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selecting and/or changing font sizes and style, line spacing and paragraphing format</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inserting page numbers, headers and/or footers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Setting up a document in correct MLA page format</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revising on the computer using cut/copy and paste to rearrange, remove and/or add text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Editing on the computer by using the thesaurus and spelling and grammar check as tools to assist the editing process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saving documents as files to the computer and/or removable memory devices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cutting/copying and pasting text within one document and between two documents</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TOTAL POINTS

<table>
<thead>
<tr>
<th>Pt. Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>96</td>
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</tbody>
</table>
## 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><strong>Sentence Structure</strong></td>
<td>Run-on sentence, fragments, and comma splices interfere with meaning.</td>
<td>Sentences are complete and properly punctuated.</td>
<td></td>
</tr>
<tr>
<td><strong>Sentence Variety</strong></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><strong>Verb Usage</strong></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><strong>Punctuation, Spelling, and Capitalization</strong></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><strong>Pronoun Agreement, Case, and Viewpoint Shift</strong></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

ATTENDANCE POLICY FOR PROF. BISHOP

The following standards will be used for determining a student’s grade for attendance and participation.

FALL AND SPRING SEMESTERS

<table>
<thead>
<tr>
<th>Number of Absences</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>90</td>
</tr>
<tr>
<td>3</td>
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<tr>
<td>Additional Absences</td>
<td>Deduct 10 pts. for each</td>
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<table>
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<th>Grade</th>
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Friday only three hour classes

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<th>Number of Absences</th>
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Friday only classes are the equivalent of two regular classes. Each half of the class counts the same as a single one hour and twenty minute class.

SUMMER SEMESTERS

<table>
<thead>
<tr>
<th>Number of Absences</th>
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<tbody>
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</tr>
<tr>
<td>Additional Absences</td>
<td>Deduct ten points for each</td>
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</table>

Important Additional Information:

1. Students absent for more than forty percent (40%) of the scheduled classes for the semester will not be given credit for the course.

   (i.e. In a MW or TR class, 30 class sessions, absence from more than 12 classes = grade of E or F) 
   (i.e. In a Friday Only class, 14-15 class sessions, absence from more than 6 classes = grade of E or F) 
   (i.e. In a summer semester of 20 class sessions, absence from more than 8 classes = grade of E or F)

2. Students are expected to be in class on time. Tardiness should be the exception, not the rule. Students arriving for class more than 15 minutes after the class begins will be counted absent for that session.
## Major Course Assignments

### ASSIGNMENT ONE: NARRATION—RECOUNTING AN EXPERIENCE

Choose a topic concerning an experience you have had that was significant to you, and write an essay of approximately **300-400 words in length** recounting the experience. You will be using the **narrative mode of development** which is discussed at length in *the short prose reader*, Chapter 4, Narration.

**Read the short prose reader**: Chapter 4, Narration, **before** you begin working on your essay. This unit will help you better understand the **writing process**, including inventing (planning), drafting, revising, editing, and proofreading your paper. The chapter provides sample essays to help you understand the **narrating mode of development** and the various stages of the **writing process**.

You should develop a **thesis statement** which identifies your subject and expresses an attitude or opinion about the subject or states its significance for you. Your essay must include an appropriate introduction and a good conclusion. The body paragraphs must fully develop your thesis with specific details.

### ASSIGNMENT TWO: DESCRIBING—THE CHARACTER SKETCH

This assignment requires you to write an essay of approximately **400-500 words in length describing a person you know personally. Your paper will be a character sketch of the individual.** You should refer to TSPR, Chapter 3, Description, for a discussion on writing about people and relationships.

You should develop a **thesis statement** that identifies your subject and expresses your attitude or opinion about the person or states his/her significance to you. Your essay must include an appropriate introduction, a good conclusion, and body paragraphs which use specific details to clearly reveal the individual to your reader. Remember that describing people often includes describing their personalities, biographical information, their inner characteristics, as well as their outward appearances.

### ASSIGNMENT THREE: ILLUSTRATION

This assignment requires you to write an essay of approximately **400-500 words in length using examples to make ideas more concrete and to make generalizations more specific and detailed.** Your essay may take on the characteristics of a narrative, an informative essay, a descriptive essay, an argument or any of several other modes of development, but your focus should be on the use of one or more examples to clearly illustrate and support your thesis.

Often, an illustration is used to elaborate upon or clarify what is meant by an opinion expressed by the writer on a specific issue (topic). You should read TSPR, Chapter 6, Illustration, for additional ideas and information on illustrating your opinions.

You should develop a **thesis statement** which identifies your central idea that you wish to explain/illustrate. Your essay must include an appropriate introduction, a good conclusion, and body paragraphs that use specific details.
### ASSIGNMENT FOUR: COMPARING AND CONTRASTING

This assignment requires you to write an essay of approximately **400-500 words in length comparing and contrasting two persons, places, or objects.** You should read *TSPR, Chapter 7, Comparison and Contrast,* for information related to writing the Compare and Contrast essay.

You should develop a **thesis statement** which identifies your items to compare and contrast and expresses your purpose for the comparison and contrast. Your essay must include an appropriate introduction, a good conclusion, and body paragraphs which use specific details about each item according to clearly defined criteria, arranged according to either the block method or point-by-point method. Remember to use enough points for comparing and contrasting to clearly accomplish the purpose of the essay.

Preparing and writing this comparing/contrasting essay should help you understand the necessity for critical thinking, planning, and organization of details **before the actual drafting begins** in order to achieve balance and fairness in your essay.

### ASSIGNMENT FIVE: CAUSE AND EFFECT ANALYSIS

For this assignment, you must write an essay which analyzes a problem, condition, or event as to its cause(s) or effect(s) or both. You may also choose to use Cause and Effect Analysis to achieve a solution to a problem. Information and examples of cause and effect analysis may be found in your textbook, *TSPR, Chapter 8, Cause and Effect Analysis.* Your essay should be at least 400 words in length but not longer than 500 words.

You should develop a **thesis statement** that identifies the problem, condition or event and states your attitude or opinion as to the cause(s) or effect(s). Your essay must include an appropriate introduction, a good conclusion, and body paragraphs that fully develop the thesis in a series of well-organized sub-topics that support your position. While many papers may take on the appearance of an argument, the primary concern in this essay is establishing a strong cause and effect relationship, supported by specific facts.

### ASSIGNMENT SIX: ARGUMENT AND PERSUASION

For this assignment you will write an essay gathering and presenting evidence to convince your readers to agree with you on a topic that you feel strongly about. Read *TSPR, Chapter 11, Argumentation and Persuasion.*

Choose a topic that interests you. You must support your argument with specific details and examples. You should use the Classical Argument format for developing your argument. An argument **must be well organized** to be effective.

Your essay should be at least 400 words in length but not longer than 500 words. Do not forget that every essay must have a good introductory paragraph; 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, Revising and Editing”
- Part 3 Grammatical Sentences
- Case of Nouns and Pronouns
- Verbs
- Agreement
- Adjectives and Adverbs
- Sentence Fragments:
- Comma Splices and Fused Sentences
- Pronoun Reference

*The Short Prose Reader*
- Chapter 2, “On Reading”
## APPENDIX H

### DEVELOPMENTAL WRITING 0091

#### COURSE OUTLINE SPRING 2013

**Textbook:** *the short prose reader & the Little Brown Handbook*

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments</th>
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| **Week 1**  
Week of 1/21 | Introduction/ Syllabus/ Course Requirements.  
Reading: TSPR, Chapter 1, On Writing.  Writing in class.  
*Little Brown Handbook* Chapter. 44  
Homework exercise on Plagiarism. |
| **Week 2**  
Week of 1/28 | Reading: TSPR, Chapter 4, Narration  
Assign *Narration Essay*  
Writing in class first draft of *Narration Essay*  
| **Week 3**  
Week of 2/4 | Writing in class second draft of *Narration Essay*  
Writing in class final draft of *Narrating Essay* |
| **Week 4**  
Week of 2/11 | Reading: TSPR, Chapter 2, On Reading.  
Reading: TSPR, Chapter 3, Description.  
Assign *Description Essay*  
Writing in class first draft of *Description Essay*  
Writing in class second draft of *Description Essay* |
| **Week 5**  
Week of 2/18 | Sentences and Paragraphs/ Structure and Content Discussion.  
Reading and Specific Exercises.  
LBH: Part 3 Grammatical Sentences;  
Writing in class final draft of *Description Essay* |
| **Week 6**  
Week of 2/25 | Reading: TSPR, Chapter 6, Illustration  
Assign *Illustration Essay*  
LBH: Part 3 Case of Nouns and Pronouns  
LBH: Part 3 Verbs  
Writing first draft of *Illustration Essay* |
| **Week 7**  
Week of 3/4 | LBH: Part 3 Agreement  
LBH: Part 3 Adjectives and Adverbs.  
Writing the second draft of *Illustration Essay* |
| **Week 8**  
Week of 3/11 | Writing the final draft of *Illustration Essay*  
Mid-term Essay to be written in class over unannounced topic. |
| Week 9  | Week of 3/25 | Reading: TSPR, Chapter 7, Comparison and Contrast.  
Assign *Comparing and Contrasting Essay*  
Writing the first draft of the *Comparing and Contrasting Essay* |
|-----------------|--------------|------------------------------------------------------------------------------------------------------------------|
| Week 10  | Week of 4/1  | Writing the second draft of the *Comparing and Contrasting Essay*  
Writing the final draft of the *Comparing and Contrasting Essay*  
LBH: Part 3 Sentence Fragments  
Comma Splices and Fused Sentences |
| Week 11  | Week of 4/8  | Reading: TSPR, Chapter 8, Cause and Effect Analysis  
Assign *Cause and Effect Essay*  
Writing the first draft of the *Cause and Effect Essay* |
| Week 12  | Week of 4/15 | Writing the second draft of the *Cause and Effect Essay*  
LBH: Pronoun Reference; pp. 345--350  
Writing the final draft of the *Cause and Effect Essay* |
| Week 13  | Week of 4/22 | Reading: TSPR, Chapter 11, Argumentation and Persuasion.  
Assign *Argument Essay*  
Writing first draft of *Argument Essay* |
| Week 14  | Week of 4/29 | Reading: TSPR, Chapter 11, Argumentation and Persuasion.  
Writing the second draft of the *Argument Essay*  
The Five Paragraph Argument (handout sheets) |
| Week 15  | Week of 5/6  | Reading: TSPR, Chapter 11, Argumentation and Persuasion, pp. 506—533.  
Writing the final draft of the *Argument Essay*  
Wrap-up and review for final exam. |
| Week 16  | Week of 5/13 | Final Exam (Essay) to be written in class over unannounced topic. |