Course Syllabus: Developmental Writing 0091 (Spring 2013)

Liberal Arts Division Office: A-310
Phone: (972) 273-3480
Call the office for hours of operation.

This course syllabus is intended as a set of guidelines for Developmental Writing 0091. 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: Edward Royston Email: TedRoy@Gmail.com

Office Location/Hours: Faculty Area South Campus MW12:30-2 TR12:30-1:30
Office Phone: 972 273 3480

Course Information

Course Title/Credit Hours: Developmental Writing 0091 (3 cr.)

Course Number-Section: Developmental Writing 0091-73556

Class Meeting Time: MW 5:45-7:05

Course description: This course focuses on the writing process. Course topics include inventing, drafting, revising, and editing multi-paragraph papers. Building reading skills, 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

Muller, Gilbert, and Harvey S. Wiener, *The Short Prose Reader*, 11th ed. New York:


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.
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.
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.

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 EE0 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</td>
<td>Narration/Description</td>
<td>“The Story of an Hour”</td>
<td>02/06/13</td>
</tr>
<tr>
<td>Essay Two</td>
<td>Definition</td>
<td>“The Company Man”</td>
<td>02/20/13</td>
</tr>
</tbody>
</table>

Last revised Dec-12
Grading Scale

Attendance and Participation--------- 10%
(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 Appendix E 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

Last revised Dec-12
the paper will be late prior to its due date. **Check Appendix E for your professor’s policy 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 E 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

Last revised Dec-12
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](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](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:

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

<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 original 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 figuration.</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>
## 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>
## 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>
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</tr>
<tr>
<td>Drafting: writing a minimum of three drafts of the essay</td>
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</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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<tr>
<td>Proofreading: proofreading the final draft before submitting the essay, making any changes necessary</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Score for this Paper</th>
<th></th>
</tr>
</thead>
</table>
# APKENDIX D  

## 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 E: Professor’s Personal Policies

Attendance Policy
Attendance will be recorded and reflected in your participation grade.

Policy on Late Papers
Late papers will be accepted; however, a letter grade will be deducted for each week the paper is late.

Academic Dishonesty Policy
Plagiarism will not be tolerated. Papers will be checked with Turnitin.com. If a paper is found to contain plagiarism, the student will be asked to rewrite the paper, but the second paper will receive a maximum of 70%.

Details of Class Activities:

Unit 1: Introduction and Grammar Review
Introduction and Ice Breaker
Lecture: Common Grammar and Punctuation Mistakes
Activity: Diagnostic
Lecture: Importance of Reading and Writing

Unit 2: Description and Narration
Lecture: Description and the Major Impression
Activity: Self Description
Lecture: Narration, the Narrative Arc and “Checkhov's Gun”
Reading Discussion
Paper 1

Unit 3: Definition
Lecture: The Logic of Definition
Activity: Formal Definitions
Lecture: The Extended Definition
Reading Discussion
Paper 2

Unit 4: Compare and Contrast
Lecture: The Logic of Compare and Contrast
Activity: You and Your Friends
Reading Discussion
Paper 3

Unit 5: Classification
Lecture: The Logic of Classification
Activity: Classify your Classmates
Reading Discussion
Midterm paper

Last revised Dec-12
Unit 6: Cause and Effect
Lecture: The Logic of Cause and Effect
Activity: Causal Relationships
Lecture: Logical Fallacies
Reading Discussion
Paper 4

Unit 7: Process Analysis
Lecture: The Different Forms of Process Analysis
Lecture: The Writing Process
Activity: Prewriting and Preparing
Reading Discussion
Paper 5

Unit 8: Illustration
Lecture: The Logic of Illustration
Activity: Finding Examples
Reading Discussion
Activity: Review of Grammar

Final Paper