Course Syllabus: Developmental Writing 0093 (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 0093. 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: Helen Ceraldi
Email: hceraldi@dcccd.edu

Office Location/Hours: By Appointment
Office Phone: 972-273-3480

Course Information

Course Title/Credit Hours: Developmental Writing 0093 (3 cr.)

Course Number-Section: Developmental Writing 0093-73004

Class Meeting Time: 12:30p – 1:50 M/W

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
Students can purchase the materials from the NLC Bookstore:
http://northlakecollege.edu/services-and-resources/campus-business/Pages/bookstore.aspx


Last revised Dec-12
Enhanced InSite Pincode for Brief Wadsworth Handbook, 7th Edition: When you purchase this option, you will receive access to the Enhanced InSite online system. You will be required to use Enhanced InSite to submit your essay assignments. An eBook version of The Brief Wadsworth Handbook is included within Enhanced InSite. Note this option does not include a printed version of the handbook. You should choose this option if you are comfortable using an eBook version of the handbook.

OR

Package of The Brief Wadsworth Handbook plus Enhanced InSite Pincode: When you purchase this option, you will receive access to the Enhanced InSite online system. You will also receive a printed version of the handbook (in addition to the eBook that is included within Enhanced InSite). You should choose this option if you are more comfortable using a printed version of the book.

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 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 85% proficiency as measured by the DWRI Writing Process Rubric. EEO’s—1, 2 and CCIC’s—2.

Entry Competencies

As a DWRI 0093 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 0093 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.

Last revised Dec-12
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 write well-developed and well organized essays that support effective thesis statements (This objective satisfies EEOs 1 and 5 and CCIC 2).

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

5. The student will revise sentences for variety and verb consistency. This objective satisfies CCICs 2 and 4.)

6. The student will revise sentences for variety and verb consistency. This objective satisfies CCICs 2 and 4.)

7. The student will demonstrate his/her analytical reading skills. This objective satisfies EEO 4 and CCICs 1 and 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>Illustration</td>
<td>MFW Chpt. 13</td>
<td>Feb. 18</td>
</tr>
<tr>
<td>Essay Two</td>
<td>Cause/Effect</td>
<td>MFW Chpt. 20</td>
<td>Mar. 4</td>
</tr>
<tr>
<td>Essay Three</td>
<td>Definition</td>
<td>MFW Chpt. 17</td>
<td>Apr. 8</td>
</tr>
<tr>
<td>Mid-Term Essay</td>
<td>In-class, Unannounced topic</td>
<td></td>
<td>Week of March 11</td>
</tr>
<tr>
<td>Essay Four</td>
<td>Compare/Contrast</td>
<td>MFW Chpt. 19</td>
<td>Apr. 22</td>
</tr>
<tr>
<td>Essay Five</td>
<td>Argument</td>
<td>MFW Chpt. 21</td>
<td>May 6</td>
</tr>
<tr>
<td>Final Essay</td>
<td>In-class, Unannounced topic</td>
<td></td>
<td>Week of May 13</td>
</tr>
</tbody>
</table>

**Grading Scale** (See appendix D for additional information)

Last revised Dec-12
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 Appendix D 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 D 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.
   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.

Last revised Dec-12
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

Check Appendix D for your professor’s policy re: 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.

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.

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

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.

Last revised Dec-12
**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.

Last revised Dec-12
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>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</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>
</tr>
<tr>
<td>Paragraph development</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>
</tr>
<tr>
<td>Sentence variety and construction</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>
</tr>
<tr>
<td>Language choices</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>
</tr>
<tr>
<td>Mechanics/ Grammar</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>
</tr>
</tbody>
</table>

Last revised Dec-12
# 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</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>
<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>
</tbody>
</table>

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

**Attendance Policy**

Attendance and participation, will be 10% of the final grade. Attendance/roll call will be taken once class begins every class day and may be taken once more before class ends. You have to be in attendance *the whole class period* for attendance to count. If you are not in attendance at the end of class as well, it will count as an absence unless you have made prior arrangements with the instructor. It is your responsibility to make sure you have been counted in attendance for that day.

Participation will be evaluated by numerous class activities done in class, as well as homework assignment(s) to be turned in on the day it is due. It can be by a warm-up writing exercise, the writing process drafts, or a quiz at the beginning of each class day.

Attendance and Participation go hand-in-hand. If you are not in class, you are not able to participate in the class activities, discussions, group work, exercises, turning in homework, warm up journal writing, and/or taking quizzes. Therefore, the grade for Attendance/Participation is as follows:

- 0 absences = 100 points
- 1 absence = 95 points
- 2 absences = 90 points
- 3 absences = 80 points
- 4 absences = 70 points
- 5 or more absences = 0 points

**Policy on Late Papers**

Late papers/drafts/assignments are NOT accepted without prior approval.

**Academic Dishonesty Policy**

1st offense grade of “Zero” on assignment.
2nd offense grade of “F” for course.

**Grading of Essays**

Students must follow the Writing Process that is assigned to receive a passing score on any and all essays assigned. This includes outlines, drafts w/required reviews, and final draft.

**Major Course Assignments (subject to change, all essay topics are assigned by instructor, and all essays must be written in 3rd person)**

Major Course Assignments

Subject to Change
Topics are assigned

Last revised Dec-12
All essays must be written in 3rd person

<table>
<thead>
<tr>
<th>ASSIGNMENT ONE: ILLUSTRATION ESSAY - Topic will be assigned.</th>
</tr>
</thead>
<tbody>
<tr>
<td>For this assignment you will write an essay 2 pages in length using examples &quot;to make ideas more concrete and to make generalizations more specific and detailed&quot;. Your essay may take on the characteristics of 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 three or more examples to clearly illustrate and support your thesis.</td>
</tr>
<tr>
<td>You will use the writing process (inventing, drafting, revising, and editing) to develop your paper. You will be required to submit each draft (first draft, second draft, and final draft) for instructor's comments or evaluation. The final draft must be submitted in MLA Page Format.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASSIGNMENT TWO: CAUSE AND EFFECT ANALYSIS ESSAY – Topic will be assigned.</th>
</tr>
</thead>
<tbody>
<tr>
<td>This assignment requires you to write an essay of approximately 2 pages in length discussing the cause(s) of a problem, condition, or event or discussing the effect(s) of a problem, condition, or event or both cause(s) and effect(s). You may also choose to use Cause and Effect Analysis to achieve a solution for a problem. Causal Analysis and examples.</td>
</tr>
<tr>
<td>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) (must only use 3rd person). 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASSIGNMENT THREE: DEFINITION ESSAY – Topic will be assigned.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directions: For this assignment you will write an essay of 2 pages in length using extended definition to &quot;define a new or difficult term or to rescue a controversial word from misconceptions and associations that may obscure its meaning.&quot; Your essay must clearly and thoroughly define what is meant by the term. This may require you to define</td>
</tr>
</tbody>
</table>

Last revised Dec-12
what the term does not mean, compare and contrast it to related terms, cite specific examples, or use classification to distinguish the various aspects of the term. You should deal not only with denotation (the dictionary meaning of the term) but also with connotation (the feelings or qualities we associate with a term).

ASSIGNMENT FOUR: COMPARING AND CONTRASTING ESSAY – Topic will be assigned.

This assignment requires you to write an essay of approximately 2 pages in length comparing and contrasting two persons, places, or objects.

You should develop a thesis statement which identifies your items to compare and contrast and expresses your purpose for the comparison and contrast (must be in 3rd person). 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.

Your audience for this paper will be your peers in college. Your language and tone should address the subject in such a way as to be interesting to them while clearly expressing the similarities and/or differences between the items you have chosen.

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: ARGUMENT AND PERSUASION ESSAY - Topic will be assigned.

This assignment requires you to write an essay of approximately 2 pages in length which identifies an issue for debate, establishes your position on the issue, supports your position with sound arguments and evidence, and rebuts opposing arguments made by others. You should develop a thesis statement that identifies the issue and states your attitude, opinion, and/or position on the issue. 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. Emphasis should be placed on establishing a clear purpose, a debatable thesis, and strong supporting evidence.