Course Syllabus: Developmental Writing 0093 (Spring 2013)

Liberal Arts Teaching and Learning Center: A-310

Phone: (972) 273-3480

Hours: Please call the Division Office for office hours.

This course syllabus is intended as a set of guidelines for Developmental Writing 0093. 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@dcccd.edu

Office Hours: M-W 1:00 pm –2:00 pm
T-R 2:00 pm—4:00 pm

Course Information

Course title: Developmental Writing 0093 Section 73002: MW 9:30 AM-10:50 AM
Section 73003: MW 11:00 AM—12:20 PM
Section 73011: F 8:30-11:45 AM
Section 73502: TR 5:45 PM-7:05 PM

Credit hours: 3 credit hours

Course description: This course refines student writing skills in inventing, drafting, revising, and editing multi-paragraph papers. (3 Lec.)

Course prerequisites: None.
Required Textbooks and Materials


3. Criterion Access Card: Online Writing Evaluation Program (Available at 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 the 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 80% 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 85% 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 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.

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 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:

You should go to Appendix F for a full discussion of these assignments. Go to Appendix G for a full course outline day by day.

<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 Illustration</td>
<td>For this assignment you will write an essay 400-500 words in length using examples &quot;to make ideas more concrete and to make generalizations more specific and detailed&quot;.</td>
<td>*Models for Writers, Chapter 13. “Illustration” pp. 339--371</td>
<td>Feb 6*, 7**, 8***</td>
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<tr>
<td>Essay Two Compare and Contrast</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>*Models for Writers, Chapter 19: Comparison and Contrast pp. 483-516</td>
<td>Feb. 20*, 21**, 22***</td>
</tr>
</tbody>
</table>
| Essay Three  
Extended Definition | this assignment you will write an essay of 400-500 words in length using *extended definition* to "define a new or difficult term or to rescue a controversial word from misconceptions and associations that may obscure its meaning." | *Models for Writers*, Chapter 17: Definition pp. 444-460 | March 11*, 12*, 15*** |
|------------------------|-------------------------------------------------------------------------------------------------|----------------------------------------------------------|------------------------|
| Mid-Term Essay  
In-class, Unannounced topic | | | March 13*  
March 14**  
March 15*** |
| Essay Four  
Classify and Divide | For this assignment you will write an essay of 400-500 words in length using *division and classification* to "separate a class of things or ideas into categories and to group separate things or ideas into those categories". | *Models for Writers*, Chapter 18 Division and Classification pp. 461-482. | Apr. 3*  
Apr. 4**  
Apr. 5*** |
| Essay Five  
Cause and Effect | This assignment requires you to write an essay of approximately 400-500 words 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). | *Models for Writers*, Chapter 20: Cause and Effect pp. 517-538 | Apr. 22*  
Apr. 23**  
Apr. 26* |
| Essay Six  
Argument | This assignment requires you to write an essay of approximately **400-500 words 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. | *Models for Writers*, Chapter 21 Argument pp. 539--641 | May 8*  
May 9**  
May 10***  
Note: Friday only class Final Exam on May 10 |
| Final Essay  
In-class, Unannounced topic | | | Week of May 13 |

**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 D for Professor Bishop’s Attendance Policy. 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.
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. More information is available at [http://www.northlakecollege.edu/admissions/drop.html](http://www.northlakecollege.edu/admissions/drop.html) or [https://www1.dcccd.edu/catalog/ss/oep/dw.cfm](https://www1.dcccd.edu/catalog/ss/oep/dw.cfm).

**Drop Policy**

If you are unable to complete this course, you must officially withdraw by **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

The 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. | Undeveloped 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>
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<th>Raw Score</th>
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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</td>
<td>One or more paragraphs not indented.</td>
<td>Every paragraph is indented using one-tab stroke.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pt. Total</th>
<th>Percent</th>
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### 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>
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<tr>
<td>Drafting: writing a minimum of three drafts of the essay</td>
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<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>
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<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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<tr>
<td><strong>Total Points</strong></td>
<td></td>
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</tbody>
</table>
## APPENDIX D

### DWRI Word Processing Rubric

<table>
<thead>
<tr>
<th>Student demonstrates word processing proficiency by:</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>
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<tr>
<td>selecting and/or changing font sizes and style, line spacing and paragraphing format</td>
<td></td>
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</tr>
<tr>
<td>inserting page numbers, headers and/or footers</td>
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<tr>
<td>setting up a document in correct MLA page format</td>
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<tr>
<td>revising on the computer using cut/copy and paste to rearrange, remove and/or add text</td>
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<tr>
<td>editing on the computer by using the thesaurus and spelling and grammar check as tools to assist the editing process</td>
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<tr>
<td>saving documents as files to the computer and/or removable memory devices</td>
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<td></td>
</tr>
<tr>
<td>cutting/copying and pasting text within one document and between two documents</td>
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<tr>
<td><strong>TOTAL POINTS</strong></td>
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<th>Pt. Total</th>
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APPENDIX E

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>
<th>Number of Absences</th>
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<tr>
<td>5</td>
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</tr>
<tr>
<td>Additional Absences</td>
<td>Deduct 10 pts. for each</td>
<td>Additional Absences</td>
<td>Deduct 10 pts. for each</td>
</tr>
</tbody>
</table>

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>
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<th>Number of Absences</th>
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<td>60</td>
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<tr>
<td>Additional Absences</td>
<td>Deduct ten points for each.</td>
</tr>
</tbody>
</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.
APPENDIX F

Major Course Assignments

ASSIGNMENT ONE: ILLUSTRATION ESSAY

For this assignment you will write an essay 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 three or more examples to clearly illustrate and support your thesis.

Read Models for Writers, Chapter 13. “Illustration”, before you begin your paper. You may wish to use one of the topics for writing found at the end of each essay in your textbook, or you may wish to develop another topic of interest to you.

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.

ASSIGNMENT TWO: COMPARING AND CONTRASTING ESSAY

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 refer to Models for Writers, Chapter 19: Comparison and Contrast for a discussion on comparing and contrasting and examples of comparing and contrasting essays.

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.

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 THREE: DEFINITION ESSAY

**Directions:** For this assignment you will write an essay of 400-500 words in length using *extended definition* to "define a new or difficult term or to rescue a controversial word from misconceptions and associations that may obscure its meaning." Your essay must clearly and thoroughly define what is meant by the term. This may require you to define what the term does not mean, narrate a personal experience, 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).

Read *Models for Writers*, Chapter 17, Definition, before you begin your paper.

You may wish to use one of the topics for writing found at the end of each essay in your textbook, or you may wish to develop another topic of interest to you.

Some suggestions for definition topics: Love, Success, Mother, Father, Friend, Liberty, Justice, Freedom, Senior Citizen, Eccentric, Wealth, Intelligence, Democracy, Home, Culture, Ethnicity, Religion, Politics, Life, Death, Obscene, Beauty, Honesty, Cheating, Redneck, Cool, Class (low, high, no), Happiness, Hero, Coward, Evil, Truth, Education,

ASSIGNMENT FOUR: CLASSIFICATION AND DIVISION

**Directions:** For this assignment you will write an essay of 400-500 words in length using *division and classification* to "separate a class of things or ideas into categories and to group separate things or ideas into those categories". You will need to do the following to compose a successful paper:

- **Identify a clear purpose, and be sure that your principle of division is appropriate to that purpose.**
- **Divide your subject into categories that are mutually exclusive.**
- **Make your division and classification complete.**
- **Be sure to state clearly the conclusion that your division and classification lead you to draw.**

Read *Models for Writers*, Chapter 18 Division and Classification before you begin your paper. You may wish to use one of the topics for writing found at the end of each essay or another topic of your choice approved by your instructor.

ASSIGNMENT FIVE: CAUSE AND EFFECT ANALYSIS ESSAY

This assignment requires you to write an essay of approximately 400-500 words 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. You should refer to *Models for Writers*, Chapter 20: Cause and Effect on Causal Analysis and examples.

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 ESSAY

This assignment requires you to write an essay of approximately 400-500 words 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 refer to Models for Writers, Chapter 21 Argument, for a discussion on Arguing and Persuading and examples. You will develop your essay using the Classical Argument style.

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.

Additional Required Reading Assignments

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

Models for Writers, 10th ed.
  Chapter 1. The Writing Process
  Chapter 3. Thesis
  Chapter 4. Unity
  Chapter 5. Organization
  Chapter 6. Beginnings and Endings
  Chapter 7. Paragraphs
  Chapter 8. Transitions
  Chapter 9. Effective Sentences
# APPENDIX G

## DEVELOPMENTAL WRITING 0093 COURSE OUTLINE SPRING 2013

Textbooks: *Models For Writers & Little Brown Handbook*

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments</th>
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| Week 1      | Introduction/ Syllabus/ Course Requirements  
Register Students for Criterion. |
| Week 2      | Reading: MFW Chapter 13 Illustration. *Little Brown Handbook*, Chapter 3, **Revising.**  
Assign **Illustration Essay.** Writing in class.  
Using **Criterion to Write.**  
Reading: MFW Chapter 3. Thesis.  
Discussion, revising, and writing in class. |
| Week 3      | Reading: MFW Chapter 4. *Little Brown Handbook*, Chapter 3 **Editing.**  
Discussion, editing, and writing in class.  
Final Draft of **Illustration Essay Due!!**  
Reading: MFW Chapter 19. Comparison and Contrast.  
Discussion. Assign **Comparison and Contrast Essay.** |
| Week 4      | Discussion and writing in class.  
Reading: MFW Chapter 5.  
Discussion, revising, and writing in class. |
| Week 5      | Discussion, editing and writing in class.  
Final Draft of **Comparison and Contrast Essay Due!!** |
| Week 6      | Reading: MFW Chapter 17. Definition.  
Assign **Definition Essay.**  
Discussion and writing in class. |
| Week 7      | Reading: MFW Chapter 6. Beginnings and Endings.  
Discussion, revision, and writing in class  
Discussion, editing, and writing in class. |
| Week 8      | Final Draft of **Definition Essay Due!!**  
Reading: MFW Chapter 7. Paragraphs.  
**Mid-term Essay to be written in class over unannounced topic.** |
<table>
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<tr>
<th>Week</th>
<th>Assignments</th>
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| Week 9  | Reading: MFW Chapter 18 Division and Classification.  
Assign **Division and Classification Essay**  
Discussion and writing in class. |
| Week 10 | Reading: MFW Chapter 8 Transitions.  
Discussion, revising, and writing in class.  
Discussion, editing, and writing in class.  
Final Draft of **Division and Classification Essay Due!!!** |
| Week 11 | Reading: MFW Chapter 20 Cause and Effect.  
Assign **Cause and Effect Essay**.  
Discussion and writing in class. |
| Week 12 | Reading: MFW Chapter 9 Effective Sentences.  
Discussion, revising, and writing in class.  
Discussion, editing, and writing in class. |
| Week 13 | Final Draft of **Cause and Effect Essay Due!!!**  
Reading: MFW Chapter 21.  
Assign **Argument/Persuasion Essay**.  
Reading: The Five Paragraph Argument (Handout sheets).  
Reading: The Classical Argument (Handout sheets).  
(Thanksgiving Holiday Nov. 22-23) |
| Week 14 | Discussion and writing in class.  
Discussion, revising, and writing in class. |
| Week 15 | Discussion, editing, and writing in class.  
Discussion, editing and writing in class Final Draft of **Argument/Persuasion Essay Due!!!** |
| Week 16 | **Final Exam (Essay) to be written in class over unannounced topic.** |