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: Alexander Kurian  
Email: akurian@dcccd.edu

Office Location/Hours: K311 M/W 11-Noon  
T/TH 2-3PM  
F By appt  
Office Phone: 972-273-3201

**Course Information**

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

Course Number-Section: Developmental Writing 0093-73035

Class Meeting Time: M/W 8-9:20AM

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**


**Course-Level Student Learning Outcomes** (See Addenda, also)

Last revised Dec-12
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.

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.)

Last revised Dec-12
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 course will be graded based on work/performance in each of the Learning Activity Packets (LAPS). These could be instructor generated exercises, exercises from the *Handbook* or a combination of both. Additionally, at the end of each topic, there will be a “post-test.”

10 LAPS @ 50 points each = 500 points.
10 Post-Tests @ 50 points each = 500 points.
Total = 1000 points

**Grade Computation:**
900-1000 total course points = A Final Course Grade  
800-899 total course points = B Final Course Grade  
700-799 total course points = C Final Course Grade  
0-699 total course points = F Final Course Grade

**Note:** Students cannot drop DWRI 0093 and remain in ENGL 1301. In addition, students must get a grade of C or higher in DWRI 0093 to get credit for ENGL 1301.

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.

Last revised Dec-12
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.
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.

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>
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</thead>
<tbody>
<tr>
<td>Lacks organization. Fails to flow from one point to another. Lacks transitions.</td>
<td>Uses confusing connections among supporting points. Fails to flow from one point to another. Lacks transitions.</td>
<td>Uses appropriate connections among supporting points. Inconsistent flow from one point to another. Uses unoriginal transitions.</td>
<td>Uses logical connections among supporting points. Ensures consistent flow from one point to another, yet uses some original transitions.</td>
<td>Uses a logical, clear, connected arrangement of supporting points. Ensures a consistent flow from one point to another. Uses original transitions.</td>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<td>Incorporates inadequate word and phrase choices. Incorporates an unclear and confusing choice of words and phrases.</td>
<td>Relies on a limited vocabulary, or contains a weak and/or confusing choice of words and phrases. Incorrectly uses literal and figurative devices.</td>
<td>Diction is appropriate but simplistic. May rely on clichés, common or informal language. Inappropriate use of literal and figurative.</td>
<td>Appropriate words and phrases and literal and figurative devices.</td>
<td>Ensures a creative and careful choice of words and phrases. Adequately and creatively uses literal and figurative devices.</td>
<td></td>
</tr>
<tr>
<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>
<td></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 (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>
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</tbody>
</table>

### Proficiency Percentage from Raw Score

<table>
<thead>
<tr>
<th>Raw Score</th>
<th>= to %</th>
<th>Raw Score</th>
<th>= to %</th>
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<tbody>
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<tr>
<td>56</td>
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<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>
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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>
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</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>

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

Coursework Policies:

- LAPS and post-tests must be done in class. These are not take home assignments.
- If you are not satisfied with your grade on the first attempt of the LAP or post-test, you will be allowed ONE “redo” which must be turned in by the time stated on the course calendar.
- All LAPS and post-tests are expected to be done individually, unless otherwise stated.
- Do not throw away any LAPS or post-tests I grade/sign until final grades for the semester have been given.

Behavior Policies:

- Pay attention while lecture/class is taking place and be courteous in the way you deal with others.
- If I find that electronic devices are being used for something other than what pertains to the class, I reserve the right to ask you to turn it off and not bring it to class again.
- If you bring food/drink please clean up after yourself.
- To sum up, you should refrain from any behavior that interferes with the learning process. I assume that if you come to class, you are here to learn. If you have no desire to learn, it will be better for you and everyone else that you not come.

Attendance Policy:

- Be on time to class. Leaving and entering the classroom once class has started is extremely disruptive. If you know you will be late or need to leave early, inform me in advance.
- Attend class regularly if you want to do well (attendance will be taken at the start of every class). Do not expect me to repeat an entire lecture for you. If you do miss class, it is YOUR responsibility to find out what was done.
- There is no “attendance grade” but if you are not present, it will affect your overall performance, especially since LAPS and post-tests must be done IN CLASS and will be based on what was talked about IN CLASS.
- In order to turn in an assignment late, it must be an emergency situation and appropriate documentation related to the emergency will be required. These will be considered on a case by case basis.
- If you have any extenuating circumstances (e.g. health or work) that will affect your performance in the class, make sure you talk to me about it ASAP, to see if we can work something out.
- If you ever want to know your progress/standing in the class, ask me (I will not come after you!).
- The last day to withdraw is Thursday, April 18.

Weekly Schedule (I reserve the right to modify as necessary)

Week of 1/21 – Introduction to Course & Diagnostic Exercises (LAP 1)
  Week of 1/28 – Paragraph Development (Post-Test 1)
  Week of 2/4 – Paragraph Development (LAP & Post-Test 2)
  Week of 2/11 – Paragraph Development (LAP & Post-Test 3)
  Week of 2/18 – Sentence Fragments & Grammar Issues (LAP & Post-Test 4)
Week of 2/25 – Redo Time (Deadline for LAP & Post-Tests 1-4 is Wednesday 2/27)
  Week of 3/4 – Comma Usage & Pronoun References (LAP & Post-Test 5)
  Week of 3/11 – Prepositional Phrases & Conjunctions (LAP & Post-Test 6)
    Week of 3/18 – Spring Break
  Week of 3/25 – Run on Sentences & Grammatical Consistency (LAP & Post-Test 7)
    Week of 4/1 – Agreement & Conciseness (LAP & Post-Test 8)
Week of 4/8 – Redo Time (Deadline for LAP & Post-Tests 5-8 is Wednesday 4/10)
  Week of 4/15 – Sentence Patterns (LAP & Post-Test 9)
    Week of 4/22 – Sentence Patterns (LAP & Post-Test 10A)
  Week of 4/29 – Thesis Statements & Proper Diction (LAP & Post-Test 10B)
  Week of 5/6 – Redo Time (Deadline for LAP & Post-Tests 9-10 is Wednesday 5/8)

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