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: Tracie Hernandez Email: nlcsula@dcccd.edu

Office Location/Hours: Office Phone: 972-273-3278
Mondays & Wednesdays 11-12:00 (North)
Tuesdays & Thursdays 9:30-11:00 (Main)
Virtual office hours are available upon request

Course Information

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

Course Number-Section: Developmental Writing 0093-73201

Class Meeting Time: Tuesdays & Thursdays 12:30-1:59 (Delay Start)

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)*

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. CCIC’s 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 EEO 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.)

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>
</table>
| Essay One       | Narrative   | Chapter 1: The Writing Process  
Chapter 2: From Reading to Writing  
Chapter 14: Narration  
Gates, “What’s in a Name”  
Chapter 6: Beginnings & Endings  
McDonald, “A View from the Bridge”  
Wadsworth Chapter 6: Drafting and Revising  
Wadsworth Chapter 7: Writing Paragraphs | gates, “what’s in a name”  
Wadsworth Chapter 6: Beginnings & Endings  
McDonald, “A View from the Bridge”  
Wadsworth Chapter 6: Drafting and Revising  
Wadsworth Chapter 7: Writing Paragraphs | Peer Review: 2/13  
Essay: 2/18 |
| Essay Two       | Description | Chapter 15: Description  
Welty, “The Corner Store”  
Chapter 12: Figurative Language  
Ramirez, “The Barrio”  
Chapter 11: Diction & Tone  
Wadsworth Chapter 44: Choosing Words  
Wadsworth Chapter 46: Using Commas | welty, “the corner store”  
Chapter 12: Figurative Language  
Ramirez, “The Barrio”  
Chapter 11: Diction & Tone  
Wadsworth Chapter 44: Choosing Words  
Wadsworth Chapter 46: Using Commas | Peer Review: 3/4  
Essay: 3/6 |
| Essay Three     | Definition  | Chapter 17: Definition  
Porter, “What Happiness Is”  
Parker, “What is Poverty” (handout)  
Chapter 9: Effective Sentences pgs. 217-21  
Wadsworth Chapter 40: Writing Varied Sentences  
Wadsworth Chapter 41: Writing Emphatic | porter, “what happiness is”  
parker, “what is poverty” (handout)  
Chapter 9: Effective Sentences pgs. 217-21  
Wadsworth Chapter 40: Writing Varied Sentences  
Wadsworth Chapter 41: Writing Emphatic | Peer Review: 3/25  
Essay: 3/27 |
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Essay</td>
<td>In-class, Unannounced topic</td>
<td>Wadsworth Chapter 28: Writing Essay Exams</td>
<td>Final</td>
</tr>
</tbody>
</table>

**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.

Last revised Dec-12
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.
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

Last revised Dec-12
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.**
## DWRI Writing Rubric

|--------------|-----------------------|--------------|-------------------|-------------|---------------------|

| Organization | Lacks organization. Fails to flow from one point to another. Lacks transitions. | Uses confusing connections among supporting points. Fails to flow from one point to another. Lacks transitions. | Uses appropriate connections among supporting points. Inconsistent flow from one point to another. Uses unoriginal transitions. | Uses logical connections among supporting points. Ensures consistent flow from one point to another, yet uses some original transitions. | Uses a logical, clear, connected arrangement of supporting points. Ensures a consistent flow from one point to another. Uses original transitions. |

| Paragraph development | Lacks supporting ideas and details. Provides no explanation; no elaboration. | Provides minimal and/or inadequate supporting ideas and details. | Provides general explanation, and some supporting ideas and details. | Provides general explanation and elaboration on unified supporting ideas and details. | Ensures adequate and creative explanation and elaboration on unified and unique supporting ideas and details. |

| Sentence variety and construction | Incorporates incorrectly constructed sentences. Contains syntax errors. Lacks variety in sentence structure. | Incorporates basic, repetitive, and predictable sentence structures. Contains syntax errors. | Varied sentence structures, but sentences are often unoriginal and less effective. | Incorporates varied sentence structures, but sentences are unoriginal. | Incorporates varied and creative sentence structures such as, compound/complex, balanced, and parallel sentence structures. |

| Language choices | Incorporates inadequate word and phrase choices. Relies on a limited vocabulary, or contains a weak and/or confusing choice of words and phrases. Incorrectly uses literal and figurative devices. | Diction is appropriate but simplistic. May rely on clichés, common or informal language. Inappropriate use of literal and figuration. | Appropriate words and phrases and literal and figurative devices. | Ensures a creative and careful choice of words and phrases. Adequately and creatively uses literal and figurative devices. |


| Mechanics/ Grammar | Contains errors in spelling, punctuation, and grammar that interfere with understanding. | Contains distracting errors in spelling, punctuation, and grammar that reduce understanding. | Contains few errors in spelling, punctuation, and grammar. | Contains infrequent errors in spelling, punctuation, and/or grammar. | Ensures writing is free from distracting errors in spelling, punctuation, and grammar. |

Last revised Dec-12
APPENDIX B

DWRI MLA Page Formatting Rubric

<table>
<thead>
<tr>
<th>Categories</th>
<th>Unacceptable = 0 points</th>
<th>Acceptable = 13 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>14</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>14</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>14</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>14</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>14</td>
</tr>
<tr>
<td>Paragraph Spacing</td>
<td>Paragraphs are single-spaced.</td>
<td>Paragraphs are double-spaced.</td>
<td>14</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>14</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>
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</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>
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<tr>
<td>56</td>
<td>57</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Last revised Dec-12
# APPENDIX C

## DWRI Writing Process Rubric

<table>
<thead>
<tr>
<th>Student demonstrates proficiency in using the Writing Process by:</th>
<th>Unacceptable</th>
<th>Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-10 Pts. Each</td>
<td>11-20 Pts. Each</td>
</tr>
<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>
<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>
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</tr>
<tr>
<td>Proofreading: proofreading the final draft before submitting the essay, making any changes necessary</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Score for this Paper</th>
<th></th>
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</thead>
</table>
Appendix D: Professor’s Personal Policies

Participation & Attendance

Since our time limited, it is very important that you come to class on time and prepared. Preparation consists of reading all assigned essays, writing sufficient notes for discussion, and completing all homework prior to class time. I cannot stress how important it is for you to have read, researched, and documented any concerns or questions you may have about the assigned readings. Attendance will be taken frequently, and it will be a major factor in your final grade. Missing class more than two times will result in your final grade dropping a letter. Also, three (3) tardies will result in one (1) absence. However, if you must miss class it is your responsibility to contact a fellow classmate to acquire any information or assignments given in class. I will not repeat any lecture material and any quiz or bonus points given the first part of class cannot be made up.

Peer Groups (Required)

- Peer Review: Participating in peer review is a part of the writing experience, and for that reason, you are required to participate. However, for this to be a successful activity, a few things must happen:

  1. You must have a completed typed rough draft of your essay
  2. If applicable, you must review two of your peers’ papers and you must have your paper reviewed also by one of the members in your group. If for some reason no one in your group submits a paper, please contact me immediately at nlcpilate@dccc.edu. Please keep in mind that this activity requires you to be timely. If you fail to submit your paper on time, you will not have access to other students’ papers, resulting in zero for the assignment.
  3. All Peer Review questions must be completed and submitted by the deadline. This is a graded assignment. In addition, you must provide your peers with constructive feedback in order to receive the maximum points.

Policy on Late Papers (submissions and word limit)

You will submit all of your papers online on or before 8:00 p.m. on or before the appropriate due date. If you miss the 8:00 p.m. deadline, or if I must submit your paper, your grade will drop five percent. I will not accept any late papers after the due date.

In addition, if your paper does not meet the word limit by 100-249 words, you will have 24 hours to complete it and your grade will drop a letter. Any papers that are 250 words (or more) under the word limit will result in a zero. However, if your paper exceeds the word limit by 250 words (or more), I will ask you to revise your paper within 24 hours without any penalties.
Email and Netiquette (Internet Etiquette)

All emails and internet correspondence should follow all grammatical rules and the appropriate punctuation. You should avoid any text messaging jargon, symbols, or intense colors. Make sure you provide a brief heading in the subject area, a message in the comment area, your name and student identification number. Before you send out any correspondence to me or anyone else in the class, make sure you think before you send.

Intermittently, we will use Blackboard as an extension to classroom discussion and I expect you to follow the same policies for Discussion Board as you would for an email communication; however, there are ten core rules you should follow when interacting on the internet (taken from The Core Rules of Netiquette):

- Rule 1: Remember the Human
- Rule 2: Adhere to the same standards of behavior online that you follow in real life
- Rule 3: Know where you are in cyberspace
- Rule 4: Respect other people's time and bandwidth
- Rule 5: Make yourself look good online
- Rule 6: Share expert knowledge
- Rule 7: Help keep flame wars under control
- Rule 8: Respect other people's privacy
- Rule 9: Don't abuse your power
- Rule 10: Be forgiving of other people's mistakes

After Hours E-mail Communication

If you need to contact me outside of regular classroom or office hours, I routinely check my email Monday-Thursday 7-9:00 p.m. and Saturday 8-10:00 a.m. If you attempt to reach me during times other than the hours specified, you may not get a response until the following day. If there is an emergency, leave your name, class/section number, contact information and a brief message, I will get back to you as soon as possible.

Graded Essay Turnaround

Due to the number of students in this class, topic focus, and submission time please give me approximately 7-10 days to return your essay. All papers will be electronically sent to you in the order that they were received and the form it was sent.

Grading Scale & Assessment

You will write five (5) essays this semester and take two (2) essay exams on an unannounced topic. You will participate in numerous group exercises, workshops, quizzes, oral presentations, and free-writes, therefore, it is imperative that you are present and on time. Grading goes as follows:

Last revised Dec-12
Essays (5)  500 (100 pts. each)
Midterm Exam    200 points
Final Exam      200 points
Participation   100 points

An A represents 90-100% (1000-900); a B, 80-89% (899-800); a C, 70-79% (799-700); a D, 60-69% (699-600); an F, 0-59% (599 below).

**Academic Integrity**

Throughout this course, you will pursue your studies with integrity and honesty; this means any words, thoughts, ideas, and data that is not your own you will provide the appropriate credit. Plagiarism includes the following:

- Failure to cite the source of any material borrowed from an outside source properly, including failure to use quotation marks, paraphrases, and bibliographic information.
- Submitting any assignment that you did not write for this class (this includes assignments written for another class, essays purchased online or written by someone else).

If you are caught plagiarizing, you will receive a zero, but for any subsequent incidents, you will fail the course and be reported to the dean.

**Telecommunication**

Refrain from using any cellular or telecommunication devices in the classroom unless authorized by your professor. If you require particular amenities, please contact North Lake College's Disability Services Office in person (A430) or by phone at 972-273-3165.

**Extra Credit Book Report**

This assignment requires you to keep a journal and create book report from the professor-approved list. This is an all-or-none assignment, and if the report does not follow the assigned criteria, your professor has the right not to accept the assignment. Refer to the template posted on eCampus Blackboard and Purdue OWL for more instructions: [http://owl.english.purdue.edu/owl/resource/703/1/](http://owl.english.purdue.edu/owl/resource/703/1/).
# Tentative Schedule

This schedule is subject to change. Read your syllabus daily and complete all assigned readings and homework assignments prior to class time. Make sure you bring all books and assigned materials to class on the assigned days.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2/4</td>
<td>Go over syllabus&lt;br&gt;Chapter 1: The Writing Process&lt;br&gt;Chapter 2: From Reading to Writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2/6</td>
<td>Chapter 14: Narration&lt;br&gt;Gates, “What’s in a Name”&lt;br&gt;Wadsworth Chapter 6: Drafting and Revising</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2/11</td>
<td>McDonald, “A View from the Bridge”&lt;br&gt;Chapter 6: Beginnings &amp; Endings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2/13</td>
<td>Wadsworth Chapter 7: Writing Paragraphs</td>
<td>Narrative Peer Review</td>
</tr>
<tr>
<td>3</td>
<td>2/18</td>
<td>TBA</td>
<td>Narrative Essay Due</td>
</tr>
<tr>
<td></td>
<td>2/20</td>
<td>Chapter 15: Description&lt;br&gt;Welty, “The Corner Store”</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2/25</td>
<td>Chapter 12: Figurative Language&lt;br&gt;Ramirez, “The Barrio”</td>
<td></td>
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<tr>
<td></td>
<td>2/27</td>
<td>Chapter 11: Diction &amp; Tone&lt;br&gt;Wadsworth Chapter 44: Choosing Words</td>
<td></td>
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<tr>
<td>5</td>
<td>3/4</td>
<td>Wadsworth Chapter 46: Using Commas</td>
<td>Description Peer Review</td>
</tr>
<tr>
<td></td>
<td>3/6</td>
<td>Chapter 17: Definition&lt;br&gt;Porter, “What Happiness Is”</td>
<td>Description Essay Due</td>
</tr>
<tr>
<td>6</td>
<td>3/11</td>
<td>Parker, “What is Poverty” (handout)&lt;br&gt;Wadsworth Chapter 41: Writing Emphatic Sentences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3/13</td>
<td>Chapter 9: Effective Sentences</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>3/18-22</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>3/25</td>
<td>Wadsworth Chapter 40: Writing Varied Sentences</td>
<td>Definition Peer Review</td>
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<td>9</td>
<td>4/1</td>
<td>Chapter 8: Transitions&lt;br&gt;Baker, “Becoming a Writer”&lt;br&gt;Wadsworth Chapter 39: Using Adjectives and Adverbs</td>
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<td>4/3</td>
<td>Wadsworth Chapter 28: Writing Essay Exams</td>
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<td>10</td>
<td>4/8</td>
<td>- In-Class Writing Assignment</td>
<td>Midterm</td>
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</table>
|   | 4/10 | - Chapter 20: Cause & Effect  
- Sullivan, “Why the M Word Matters to Me” (handout) |   |
| 11 | 4/15 | - Wadsworth Chapter 8: Thinking Critically  
- King, “Why We Crave Horror Movies”  
- Marquez, “Why and When We Speak Spanish in Public” |   |
|   | 4/17 | - Wadsworth Chapter 5: Using a Thesis to Shape Your Material |   |
| 12 | 4/22 | - Wadsworth Chapter 33: Revising Run-Ons | Cause/Effect Peer Review |
|   | 4/24 | - Chapter 21: Argument | Cause/Effect Essay Due |
| 13 | 4/29 | - Wadsworth Chapter 9: Writing Argumentative Essays |   |
|   | 5/1 | - “Advertising: How Does It Affect Our Lives?”  
- Kanner, “The Piracy of Piracy: Why Marketers Must Bare Our Souls” |   |
| 14 | 5/6 | - TBA | Argument Peer Review |
|   | 5/8 | - Wadsworth Chapter 28: Writing Essay Exams | Argument Essay Due |
| 15 | 5/13-16 | - Final Exam | Final |

Last revised Dec-12
SYLLABUS AGREEMENT FORM

I, ____________________, (print name) have read the syllabus (either in paper or online) and understand the classroom policies, expectations, and rules as stated in the syllabus. By signing this form, I agree to comply with the policies listed and accept the outline for this class.

SIGNED __________________________________________________________
PHONE: _______________________________________________________________________________________

PLAGIARISM POLICY

According to Random House Webster’s Unabridged Dictionary, plagiarism is the unauthorized use of close imitation of the language and thought of another author and the representation of him or her as one’s own original work (1479). It is against school policy to plagiarize.

Therefore by signing this form, I, ______________________ (print name), understand that plagiarism is wrong. I also understand that if I choose to plagiarize, I will receive a 0 on the assignment. If I am caught a second time, I will automatically fail the class and could be subject to further disciplinary action (see student handbook for further details).

SIGNED _____________________________________ DATE ___________________

STUDENT INFORMATION (PLEASE PRINT ALL INFORMATION)

NAME: _________________________________________________________________
EMAIL ADDRESS: _______________________________________________________
WHAT ARE YOUR EXPECTATIONS FOR THIS CLASS?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
WHAT OTHER COURSES ARE YOU TAKING THIS QUARTER?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________