

SYLLABUS

CLARENDON COLLEGE
Division of Business and Technology
Course Name: ENGL 0303

Credit Hours: 3

Semester: Fall, 2010

Classroom Location: Pampa, 104

Instructor: Ms. Cotter

Email: wanda.cotter@clarendoncollege.edu; wanda.cotter@pampaisd.net

Office Hours: By appointment

Required Instructional Materials:

Textbook:

- Brandon, Lee. *At A Glance: Paragraphs, 4th edition*. Houghton Mifflin Company, 2009.
- Brandon, Lee. *At a Glance: Essays, 4th edition*. Houghton Mifflin Company, 2009.

Other Relevant Materials:

- Dictionary
- Headphones (Can be purchased in bookstore)
- Bound notebook for journal, college-ruled paper, pens, pencils

Student Requirements

- This is a demanding, hands-on writing class. Attendance is crucial to success. You must also have access to a computer and be able to use the appropriate software to create word documents. Final drafts of all work must be typed, double-spaced, in 12 point Arial or Times New Roman font, using the MLA (Modern Language Association) format.
- You will be required to turn in all parts of the writing process—this may include the invention, rough draft, revised draft, and/or edited draft, and final draft. Missing elements of the writing process for any single assignment may result in a grade reduction depending on the portions of the process which are missing.

Methods of Instruction

- Instruction in this class will be comprised of a combination of lectures, readings, journal work, vocabulary work, quizzes, group work, and use of the Plato software.

Course Description:

A continuation of ENGL 0302. Development of fundamental writing skills such as idea generation, organization, style, utilization of standard English, and revision. Enrollment in this class will be based on test scores. Particular attention will be paid to the act of essay reading, analysis, interpretation and individual response in the form of a three paragraph essay response, thus developing and heightening student skills.

Statement of Purpose:

This is a developmental course. It does not meet elective or graduation requirements. Students are expected to gain a competent awareness of the use of language and composition skills. Each student should undergo an increased proficiency in reading skills, interpretation of texts and basic analytical capability. In addition to responding to reading, students should learn the basics of composition, including sentence structure, correct grammar use, expanded language use, and an increasing awareness of paragraph structuring, essay objectives, rhetoric-based and argumentative skills. By using interactive texts and computer programs such as PLATO, the students should learn to express themselves in a variety of creative and cognitive ways, including personal interpretation, external evaluation, the analysis of problems or the investigation of social stimuli, and the

fundamentals of argumentation. These skills should prepare the students for the passing of the exit test, or Accuplacer, and should thereby in part satisfy the remedial terms of the State of Texas.

Course Objectives:

All Communication (composition, speech, modern language) courses strive to meet the following Exemplary Educational Objectives as identified by the Texas Higher Education Coordinating Board:

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, expository, 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; and
6. To develop the ability to research and write a documented paper and/or to give an oral presentation.

In addition, the following objectives that are specific to Developmental Writing 0303 classes are:

1. To develop the fundamental writing skills of idea generation, organization, style, utilization of standard English, and revision;
2. To develop an awareness of the concept of audience in writing;
3. To develop an appreciation and understanding of the importance of adjusting written and oral communication to the audience;
4. To recognize various purposes for writing and to demonstrate an ability to write correctly using several different purposes;
5. To practice using a variety of pre-writing techniques;
6. To demonstrate understanding of the circular process of writing through revision;
7. To explore and employ a variety of invention techniques for paragraph and essay development;
8. To understand the personal nature of writing by using the personal perspective as the basis of essay writing;
9. To demonstrate correct and sufficient grammar skills through review and practice of sentence, paragraph, and essay writing; and
10. To develop the skills necessary to achieve a passing score on the reading and/or writing section of the exit test, or Accuplacer.

Students may vary in their competency levels on these abilities. You should expect to acquire these abilities only if you honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of you as a student.

Grading Policies:

Major Assignment	% of Final Grade
Essays (Including Process work)	50%
Plato Modules as assigned by instructor	30%
Final Exam	20%
Total	100%

The final semester grades will be figured as set in the current college catalog:

A = 85 to 100

B = 70 to 85

S = Successful, but needs to stay at the same level

N = Failed the course

NOTE: If a student shows continual progress throughout the semester, he or she may be elevated to a higher final grade bracket.

A student's final grade will be made available through Campus Connect at Clarendon College's website.

Classroom Policies:

Academic Integrity and Dishonest Behavior

Clarendon College is committed to a philosophy of honesty and academic integrity. It is the responsibility of all members of the Clarendon College community to maintain academic integrity at Clarendon College by refusing to participate in or tolerate academic dishonesty. Any act of academic dishonesty will be regarded by the faculty and administration as a serious offense.

Academic dishonesty violations include, but are not limited to: (1) obtaining an examination, classroom activity, or laboratory exercise by stealing or collusion; (2) discovering the content of an examination, classroom activity, laboratory exercise, or homework assignment before it is given; (3) observing the work of another during an examination or providing answers to another during the course of an examination; (4) using an unauthorized source of information during an examination, classroom activity, laboratory exercise, or homework assignment; (5) entering an office, classroom, laboratory, or building to obtain unfair advantage; (6) taking an examination for another person; (7) completing a classroom activity, laboratory exercise, homework assignment, or research paper for another person; (8) altering grade records; (9) using any unauthorized form of an electronic communication device during an examination, classroom activity, or laboratory exercise; and/or, (10) plagiarism. (Plagiarism is defined as the using, stating, offering, or reporting as one's own, an idea, expression, or production of another person's work without proper credit. This includes, but is not limited to, turning in a paper purchased or acquired from any source, written by someone other than the student claiming credit, or stolen from another student.)

Disciplinary actions for cheating in a course are at the discretion of the individual instructor. The instructor of that course will file a report with the Dean of Students when a student is caught cheating in the course, whether it be a workforce or academic course. The report shall include the course, instructor, student's name, and the type of cheating involved. Students who are reported as cheating to the Dean of Students more than once shall be disciplined by the Dean. The Dean will notify all involved parties within fourteen days of any action taken.

American with Disabilities Act Statement:

Clarendon College provides reasonable accommodations for persons with temporary or permanent disabilities. Should you require special accommodations, notify the Office of Student Services (806-874-3571 or 800-687-9737). We will work with you to make whatever accommodations we need to make.

Dropping a Course:

A student who is enrolled in a developmental course for TSI purposes may not drop his/her ONLY developmental course unless the student completely withdraws from the college. A student may drop any other course with a grade of "W" any time after the census date for the semester and on or before the end of the 12th week of a long semester, or on or before the last day to drop a class of a term as designated in the college calendar. The request for permission to drop a course is initiated by the student by procuring a drop form from the Office of Student Services. (Refer to other policies concerning this issue in the current college catalog online.)

According to Texas state law a student is only allowed to drop the same class twice before he/she may be charged triple the tuition amount for taking the class a third time or more. Furthermore, beginning with the Fall 2007 semester, students in Texas may only drop a total of 6 courses throughout their entire undergraduate career. After the 6th dropped class, he/she will no longer be able to withdraw from any classes.

Withdrawal from College:

When a student finds it necessary to withdraw from school before the end of the semester, he or she should obtain a withdrawal form from the Office of Student Services. Students may also withdraw from the college by sending a written request for such action to the Registrar's Office. The request must include the student's signature, the student's current address, social security number and course information details. Students who withdraw after the census date for the semester and on or before the end of the 12th week of a long semester, or on or before the last day to drop a class of a term as designated in the college calendar will be assigned a grade of "W."

Class Attendance

Students **MUST ATTEND** class to be successful. Students absent for **any** reason (excused or unexcused), are still responsible for the material covered in class, or they will lose daily activity points. Students who miss class should refer to the schedule on WebCT, ask a classmate, or contact me through e-mail to find out what they missed. Daily work will not be accepted more than one week after the date the class was missed.

Lab Attendance

All students **MUST ATTEND** his or her scheduled lab **REGULARLY** as well. The lab is a vital part of the student's success in the Developmental program. The instructor will assign Plato modules to each student based on his or her individual need, to be completed during lab time. This time may also be used for working on class homework and for getting personal help on Developmental reading and writing assignments.

Submission of Assignments

All assignments must be handed in on time unless prior arrangements have been made with the instructor. Excuses for late assignments, including computer malfunctions etc., will not normally be considered. If in doubt, students should keep a copy of their assignments backed up. Students who are going to be out of town for a school event, must turn their work in early. Students who are absent for any other reason on the day an assignment is due, must turn in the assignment no later than the following class period.

Lateness

Students are expected to arrive in the classroom and be ready for instruction before class starts. It shows a lack of courtesy to your instructor and classmates to walk in late. All students who **arrive fifteen minutes or more late for class, or who leave early from class without the instructor's prior permission, will be marked as absent for that class.** Late arrival will only be considered if a valid note and explanation is provided, e.g. severe weather or severe personal circumstances. Always be punctual!

Classroom Conduct

Students are expected to bring **relevant materials to each class, including writing paper, pens or pencils, and ALL relevant textbooks and handouts for that specific class.**

Students are expected to be courteous and involved in their course at all times. Failure to comply with lawful direction of a classroom instructor is a disruption for all students enrolled in the class and will not be tolerated. Students are expected to listen when the Instructor is lecturing. Sleeping in class or idle conversation may result in an absent mark, an immediate evacuation from class, or a possible grade deduction. Cell phones **MUST** be turned off and remain out of sight upon entering the classroom. Neither food nor drinks or iPods, CD players, mp3 players, and any similar music equipment should be brought into the classroom. Laptops are allowed for classwork such as taking notes or writing, **not for surfing the Internet during class time.**

Developmental Writing Schedule

Week One: Aug. 26

- ◆ Go over syllabus and schedule
- ◆ Introduction to textbook, vocabulary book, daily writing journal, and Plato
- ◆ Chapter 1: Summaries, Reaction, Support, Documentation, and Writer's Guidelines

Week Two: Aug. 30-Sept. 3

- ◆ Chapter 2: Paragraphs, Essays, and The Thesis
- ◆ Plato – As assigned by instructor

Week Three: Sept. 7-10

- ◆ Chapter 2-3: Prewriting
- ◆ Plato – As assigned by instructor

Week Four: Sept. 13-17

- ◆ Chapter 3-4: Writing Process
- ◆ Plato – As assigned by instructor

Week Five: Sept. 20-24

- ◆ Chapter 5: The Descriptive Essay
- ◆ Plato – As assigned by instructor

Week Six: Sept. 27-Oct. 1

- ◆ Peer Review workshop
- ◆ *Final Draft due*
- ◆ Plato – As assigned by instructor

Week Seven: Oct. 4-8

- ◆ Ch. 4: The Narrative Essay
- ◆ Plato – As assigned by instructor

Week Eight: Oct. 11-15

- ◆ Peer Review workshop
- ◆ *Final draft due*
- ◆ Plato – As assigned by instructor
- ◆ REVIEW

Week Nine: Oct. 18-22

- ◆ Ch. 6: The Example Essay
- ◆ Plato – As assigned by instructor

Week Ten: Oct. 25-29

- ◆ Peer Review workshop
- ◆ *Final Draft due*
- ◆ Plato – As assigned by instructor

Week Eleven: Nov. 1-5

- ◆ Chapter 7: The Classification Essay
- ◆ Plato – As assigned by instructor

Week Twelve: Nov. 8-12

- ◆ Peer Review workshop
- ◆ *Final Draft due*
- ◆ Plato – As assigned by instructor

Week Thirteen: Nov. 15-19

- ◆ Ch. 12: The Persuasive Essay
- ◆ Plato – As assigned by instructor

Week Fourteen: Nov. 22-26

- ◆ Peer Review workshop
- ◆ *Final Draft due Thursday, Dec. 2.*
- ◆ Review for semester exam
- ◆ Plato – Plato deadline is Tuesday, Nov. 23.

Week Fifteen: Dec. 2

YOUR FINAL IS ON Thursday, Dec. 2 at 5:00.