

Houston Community College System  
Course Syllabus#

English 0300-K.White  
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Spring/Fall Schedule 2014  
Office Hours: Tuesday & Thursday by appointment

Course Description: The course represents the first course in developmental writing which will prepare students to enter academic English.

Textbook: PARAGRAPHS and ESSAYS with Integrated Readings 12th Edition- Lee Brandon- Kelly Brandon.

**Materials Needed:**

1. Two pocket folder (in which you place all essays, including rough drafts, and all in-class work.) This is VERY important as your final grade in the class is based, in part, on an assessment of your portfolio.
2. Any small dictionary, and bring to class each day.
3. A supply of loose-leaf white paper.
4. A red pen to be used when you review exercises of a peer, and blue or black ink pen(s) for writing drafts of essays.
5. All essays must be typed and submitted on time.

**Teaching Methodology**

This course will be taught using a writing workshop approach with some lecture time devoted to an explanation of assigned readings. Also grammar will be reviewed in accordance with assignments in the work text. The primary work in this class will be writing.

Scholastic Dishonesty: According to the Student Handbook for the Houston Community College System, scholastic dishonesty includes, cheating on a test, plagiarism, and collusion:

Cheating on a test- copying from someone else's paper or using unauthorized materials during a test:

Plagiarism-using another person's words, information, or ideas in your own written work without appropriate acknowledgement (and quotation marks when exact words and used);

Collusion-"unauthorized collaboration" (35).

Please note the possible consequences of such dishonesty, as stated in the Student Handbook: "Possible punishments for academic dishonesty may include a grade of 0 or F for the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the college System." (35)

## Grading Standards

A (90-100) = exceptionally fine work: superior in mechanics, styles, and content.

B (80-89) = above average work: superior in one or two areas-styles, mechanics, content.

C (70-79) = Average quality work: good but unexceptional.

IP (60-69) = below average work: noticeably weak in mechanics, style or content, unsatisfactory. IP (In Progress grade) is given to students who do not meet the minimum grading standards but who are otherwise in good standing. Complete all assignments on a timely basis, attend class, participate, etc.

## Distribution of Final Grade

3 In-class Essays (which includes Rough drafts, Peer editing, and Re-writes)	40%
Final Essay Exam	20%
Journal and Portfolio Assessment	10%
Reading Quizzes, Grammar Exercises	10%
Final Exam	20%
Total	100%

## Class Practices and Procedures

1. **Attendance:** College policy maintains that any student who misses more than 12.5% of class will be dropped from the roll; therefore, I will drop any student who had more than unexcused absences. **Any student who had no absences for the semester will receive 5 bonus points on the final essay.**
2. **Assignments:** Failure to attend one class does not excuse a student from preparing for the following class. Also, I make changes to the assignments listed on the Syllabus, so you must call a member of your writing group if you miss class.
3. **Rough drafts of Essays:** If you do not attend the writing workshop days and/or if you do not turn in the Rough draft of your essays, I will lower the final grade on the essay by one letter grade.
4. **Late Work/Make-up work:** I reserve the right not to accept late work. If you miss class on the date essays are written in class, you will not be able to make-up the essay without a written excuse from the appropriate person. Remember, scheduling make-up work is difficult, so do not miss any in-class writing days as this is a writing intensive class and missing an in-class essay will cause you to fall behind the class. There will be no make-ups allowed for in class grammar and reading quizzes.
5. **Withdrawals:** The final date for student withdrawals is January 24 of the course, you must complete the necessary forms with the Registration personnel prior to this date.

6. **Tardiness:** Please arrive on time, I will call roll every day at the beginning of class. The sign-In-Sheet will be available until 5:10/7:10 pm, after that you will have to sign the late roll after class.
7. **Participation:** Your level in class discussions and your constructive participation in the writing workshops are important aspects of your grade.
8. **Portfolio Assessment:** At the end of the semester, you will turn in a two pocket folder containing all of your work for the semester. The portfolio will not be returned to you; therefore, if you want to keep copies of papers, you must make Xeroxed copies of the originals. My determination of whether you will be able to advance to English 0310 will be based on my overall assessment of the work in your portfolio.

## **0300 English Class**

### **Week One**

Diagnostic Essays; Introduction to Course; Previous Text; Course requirements and materials; Course syllabus and calendar; Student Overview.

**Chapter 1** Reading for Writing-P+E pp 3-11.

**Chapter 2** The Writing Process: Stage One pp12-23

Chapter 7 Descriptive Narration Moving Through Space & Time-pp 105-140

**Essays:** “An American in Mexico” pp123

“No Tears for Frankie” pp119

“Dr. James Dillard, A Doctor’s Dilemma” pp-120

Handouts- The Writing Process

### **Week Two**

**Chapter 3** The Writing Process: Stage Two

Writing/Revising/Editing

Writing Process Worksheet pp 45-54

### **NARRATIVE ESSAY DUE**

Handouts-Types of Sentences

### **Week Three**

**Chapter 4** **Writing The Paragraph pp55-80**

The Paragraph Defined pp 55

**Chapter 10** Process Analysis: Writing About Doing pp 206-231

**Essays;** “Popping the Cork” pp214

“A Successful Interview” pp 221

“Doing a Flame Hair Tattoo” [with stages pp 227]

Week Four

Chapter 5 Writing the Essay pp 65-80

**Introduction**

**Development**

**Transition**

**Conclusion**

**Writing Worksheet Process**

PROCESS ESSAY DUE

Week 5

**Chapter 6** Writing the Essay pp 65-80

**Chapter 14** Definition: Clarifying Terms pp 324

**Essays:** “Soul Food at a Black American Reunion” pp335

“Graffiti: Taking a Closer Look” pp 339

“My- Graines” pp 349

Week Six

**Chapter 17** Writing Effective Sentences pp 401

Parts of Speech pp 438

Subjects and Verbs pp 446

Continue Definition Essay

Exercise 1 Identifying Parts of Speech pg-443

Exercise 2 Identifying Parts of Speech pg-444-446

\*Midterm Test

Week Seven

Exercise 4+5 Subject and Verbs pp 446-450 Exercise 4- pp-450-452

Kinds of Sentences pp 453-469

Exercise 6,7,8,9,10, & 11

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Week Eight

Combining Sentences pp 469 & 470

Correcting Fragments, Comma Splices & Run-ons pp 475-480

Exercises: 16, 17& 18

Week Nine

Verbs pg 485-491

Exercise 19 & 20

Week Ten

Chapter 15-Argument: Writing to Persuade pp 357

Writing Argument pp-358

Essays

Meghan Dunn, “Shouldn’t Men Have “Choice Too!” pp372 (ex.11)

“Mandatory Tipping at BoBo’s” pp 363 (ex.14)

Angela DeSarro, “My life to live- or Not” pp 361(ex.12)

- Review Argumentation (Handouts)
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**Week Eleven**

11/2 Library Orientation-

MLA Documentation-Writing the Research Paper- pp-393-405

Preparation for Research Project-Review pages411-417

Works Cited Page

**Week Twelve**

Continue Research Project (Argumentation)

Instructor’s choice (test)

**Week Thirteen**

1.) Punctuation and Capitalization pp 501

Commas: Identifying basic comma usage;

Editing Commas –

Using Semi- colons, apostrophes, and quotation marks.

\*Exercise 46 -49

2.) Quotation Marks pp 510-516

Italics

Dashes

Colons

Parenthesis

Brackets

Hyphens

**Week Fourteen**

\* Persuasive Essay Due

Instructors Test

**Week Fifteen**

Review and Preparation for Department Exam

**Week Sixteen**

Departmental Final Examination

**STUDENT LEARNING OBJECTIVES:**  
English 0300 Student Learning Outcomes

1. Write sentences that demonstrate proper use of grammar and mechanics.
2. Read analytically.
3. Write in response to reading.
4. Develop a thesis statement and use supporting paragraphs to strengthen and support the thesis.
5. Write a variety of paragraphs including introductory, supporting and concluding paragraphs.