Houston Community College, Northeast
DEVELOPMENTAL ENGLISH
ENGLISH 0310 - Fundamentals of Grammar and Composition II
CRN 67504 - Spring 2011
Codwell Hall Campus – Mon, Wed 9:00AM-11:00AM
3 hour lecture/ 1 hour lab / 64 hours per semester/ 16 weeks

Instructor: Dr. Samuel Amaku **Email:** Samuel.amaku@hccs.edu
Office Hours: Before or after class or by appointment

Please feel free to contact me anytime to discuss concerns about course issues.

ACGM-Course Description - Developmental Writing
Development of fundamental writing skills such as idea generation, organization, style, utilization of standard English, and revision.

Approval Number	32.0108.53 12
CIP Area	Reading, Literacy, and Communication
maximum SCH per student	9
maximum SCH per course	3
maximum contact hours per course	96

HCC-Course Description
Fundamentals of Grammar and Composition II is designed to prepare students for English 1301. Students will ordinarily proceed to English 0310 after taking English 0300. Some students may, however, test directly into English 0310 (English 0300 is not a prerequisite for English 0310). English 0310 provides a basic review of the principles of grammar, usage, and mechanics and utilizes the writing process to teach students to write short essays (300-500 words).

Prerequisites
Students are responsible for registering for and taking the correct courses to meet department, institutional, and state requirements. A student who is taking developmental English, reading, or math to meet minimum standards as set by the state government will be blocked from registering for certain college-level courses based on a lack of prerequisites. Example: a student tries to register for History 1301; however, the student has not passed the reading and writing sections of the placement test. The student also has not completed GUST 0342 and ENGL 0310 (or ENGL 0349 for the non-native speakers). The student will be blocked from registering for HIST 1301 because prerequisites have not been met.

Program Learning Outcomes

By the time students have completed English 0310, they will be able to:
1. Use a variety of sentence patterns in writing.
2. Comprehend and respond to assigned readings.
3. Employ the writing process (planning, drafting, editing, revising, and developing thesis and topic sentences) in assigned writings.
4. Write a variety of essays using appropriate rhetorical modes.

Student Learning Outcomes. By the time students have completed English 0310, they will be able to

1. Use a variety of sentence patterns in writing.
2. Comprehend and respond to assigned readings.
3. Employ the writing process (planning, drafting, editing, revising, and developing thesis and topic sentences) in assigned writings.
4. Write a variety of essays using appropriate rhetorical modes.
5. Incorporate the ideas and words of other writers in their own essays using established strategies.

Learning Objectives. Students will:

1.1 Identify and demonstrate use of varied sentence types in assigned readings
1.2 Identify and demonstrate use of varied sentence types in assigned writings
2.1 Demonstrate comprehension of assigned reading through discussion, quizzes and or journals.
2.2 Respond to assigned readings through journals and/or essays in similar rhetorical mode
3.1 Submit essay packets for grading employing all stages of the writing process
3.2 Demonstrate the steps of the writing process for class assignments and/or collaborative work.
4.1 Write in three to four rhetorical modes per semester.
4.2 Write in one rhetorical mode or use a combination to demonstrate proficiency on final exam in class essay.
5.1 Effectively use outside sources in assigned writing project.
5.2 Analyze and synthesize material from readings.

SCANS or Core Curriculum Statement and Other Standards

Developmental English 0310 Objectives include and incorporate federally mandated SCANS SKILLS (workplace skills) in both curriculum and classroom instruction and applications. SCANS SKILLS include skills development in listening, speaking, reading, writing, critical thinking skills, and computer literacy.

SIXTEEN WEEK CALENDAR

COURSE CONTENT: The instructor will make specific page assignments and dates for assignments. ***The instructor may make additional assignments and/or changes in assignments during the semester.***

Important Dates:

January 17 Monday	**Offices Closed- Martin Luther King, Jr. Observance**
January 18 Tuesday	**Classes Begin**
February 21 Monday	**Office Closed- Presidents Day Holiday**
March 14-20 Mon- Sun	**Office Closed- Spring Break**
April 14 Thursday	**Last Day for Administrative/ Student Withdrawals- 4:30pm**
April 22-24 Fri- Sun	**Office Closed- Easter Holiday**
May 8 Sunday	**Instruction Ends**
May 9-15 Mon- Sun	**Final Examinations**

Instructional Materials

Textbooks: *The Simon & Schuster Short Prose Reader* (**SPR**) 5th ed. Funk et al
The Little Brown Handbook (**LBH**) 11th ed. Fowler, Aaron and Okoomian

Software: *My Writing Lab* - must use text access code or purchase code online.

2-Bluebooks, 1 green Scantron Sheet.

COURSE SCHEDULE:

Week 1: Diagnostic essays; Introduction to Course;
LBH: Chapters 1 and 2

Week 2: Writing Process; reading and writing strategies and key terms; Purpose and audience; Methods of content development
LBH: Chapters 3 and 4; **SPR**: Narrative/descriptive essays – Chapter 3
Terms to know: Purpose, audience, the writing process, pre-writing, thesis, topic sentence, paragraph, essay, pattern of development (rhetorical mode), transitions, introduction, conclusion, narration and description
MWL: Diagnostic Pre-Tests (Sentence Grammar, Punctuation and Mechanics, Usage and Style and Basic Grammar); The Writing Process; The Essay (Writing the Essay, Essay Patterns (The Narrative, Descriptive, Comparison and Contrast, Definition and Argument Essay) and Paragraph Patterns (Narration, Description, Comparison and Contrast, Definition and Argument)

Week 3: Discuss Narrative/descriptive essays; Reading Quiz
Reading journal (Narrative/descriptive) in class
Begin Essay One with essay assignment, topic (**SPR:** Page 38 WSS, #1 or 2)
P. 55 WSS, #1; P.62 WSS, #1 or 2; or topic approved by instructor and inventions)
Topic and pre-writing due for Essay One
LBH: Parts of Speech – Pages 230-236, 315-326
Terms to know: Parts of speech
MWL: The Editing Handbook- Section 5: More Parts of Speech; The Editing Handbook-Section 6: Modifiers

Week 4: Discuss Parts of Speech: Parts of Speech Practice Exercises
Reading Journal (Narrative/descriptive)
Rough Draft Essay One Due
SPR Comparison/Contrast essays – Chapter 7

Week 5: Discuss comparison/contrast essays; Reading journal (Comparison/contrast); Reading Quiz; Parts of Speech Graded Exercises: Sentence Types
LBH: Pages 242, 250-264
Terms to know: The four grammatical sentence types, phrase and clause
MWL: The Editing Handbook-Section 1: Effective Sentences; Section 7 Word Use and Spelling
Essay One Due

Week 6: Discuss Sentence Types; Reading Journal (Comparison/contrast)
Sentence Types Practice Exercises
Begin Essay two with essay assignment, topic (**SPR:** Page 192 WSS or #4; 202 #3, 209 WSS, #1 or 2; P. 217 WSS, #2 or 3 or topic approved by instructor) and inventions

Week 7: Sentence Types Graded Exercises: Grammar Quiz - Parts of Speech and Sentence Types
Rough Draft Essay Two Due

Week 8: **Final Draft Essay Two In Class Due; SPR:** Definition essays - Chapter 5

Terms to know: The three major sentence errors
LBH: Major Sentence Errors; Pages 330-345
MWL: The Editing Handbook-Section 2: Common Sentence Errors;
Section 8 Punctuation and Mechanics

Week 9: Discuss definition essays; Reading journal
Discuss Major Sentence Errors: Major Sentence Errors Practice Exercises
Major Sentence Errors Graded Exercises: Grammar Quiz – Major Sentence Errors
LBH: Subject Verb Agreement ; Pages 301-309
Terms to know: Subject verb agreement, third person, and subject verb agreement rules
MWL: The Editing Handbook-Section 4: Verb Agreement and Consistency

Week 10: Discuss Subject Verb Agreement; Subject Verb Agreement Practice Exercises
Begin Essay Three with assignment, topic (**SPR:** Page 117 WSS; P. 125 #1; P.126 #4; P.132 WSS; P. 139 WSS or topic approved by instructor), and inventions
LBH: Verb Tense; Pages 272-282
Terms to know: Irregular verb and participle verb form, irregular verbs in past tense, present participle and past participle form.
MWL: The Editing Handbook-Section 3: Problems with Verbs

Week 11: Subject Verb Agreement Graded Exercises
Rough Draft for Essay Three Due; Discuss Verb Tense; Verb Tense Practice Exercises
LBH: Pronoun Case, Antecedent Agreement, and Reference; Pages 264-272, 309-315, and 345-351
Terms to know: Pronoun case (subjective, objective and possessive), pronoun agreement and pronoun reference, and the rule for the use of who and whom
MWL: The Editing Handbook- Section 5: More Parts of Speech (Pronouns, Pronoun-Antecedent Agreement, Pronouns- Vague Pronouns)
SPR – Chapter 10 – Argument and Persuasion

Week 12: Verb Tense Graded Exercises; Grammar Quiz – Subject Verb Agreement and Verb Tense
Discuss Pronoun Case, Antecedent Agreement, and Reference; Pronoun Practice Exercises
Discuss CWP: Select topics and groups; Topic and pre-writing due for CWP Due
Essay Three Due

Week 13: Pronoun Graded Exercises: Grammar Quiz - Pronoun Case, Agreement and Reference
Rough Draft for CWP Due; Prepare for CWP Presentations
MWL: Post Diagnostic Post Tests
My Writing Lab Due

Week 14: **CWP DUE/CWP Presentations:** Final Exam Study Guide: Discuss Final In Class Essay

Week 15: **Final In Class Essay**
Review for Final Objective Exam

Week 16: **Final Exam Objective – Day: TBA Date: TBA Time: TBA**

Instructional Methods
As an instructor, I use a variety of instructional approaches that are appropriate to the subject matter and the students: lecture, group learning, online lab work, guided practice, assignments using technology such as power point, oral presentations, library orientations/research, online assignments using discipline -related software, online tutoring services, and many others.

Student Assignments/Assessments

3 Essays (10% each)	30%
Collaborative Writing Project	10%
Class Participation	5%
Quizzes	05%
Lab (My Writing Lab –**MWL**)	10%
Journals	10%
Final Essay (In Class)	20%
Final Exam (Objective)	10%

Instructor's Requirements
Extra credit work: As the course assignments are given for the semester and there are no unreasonable demands requested of students beyond minimum course requirements, no extra credit work will be given.

Dictionary Policy: Use of a dictionary for translation, spell check, definition, etc. is encouraged for out of class assignments; however, no dictionaries are allowed for in class writings.

Punctuality Policy: Punctuality is expected of all students. Three tardies of 15+ minutes will be recorded as one absence. If you are more than half an hour late, you will be marked absent. If you leave early, you will also be marked either absent or tardy, depending on when you leave.

Late Paper Policy: 1-2 days = -10 5-6 days = -30
3-4 days = -20 7+ days = not accepted
If you email your essay and I do not receive the email, the late paper policy will apply based on the day that I receive the essay.
Format of compositions: Typed (12 pt. Font), double spaced, front side only

Classroom Conduct:
"According to its policy on student conduct the Houston Community college views college-level students as adults who subscribe to a basic standard of conduct…*No* student may disrupt or otherwise interfere with any educational activity being performed by a member of the College System. In addition , no student may interfere with his/her fellow students' right to pursue their academic goals to the fullest in an atmosphere appropriate to a community of scholars" (HCC Student Handbook, p. 34). http://www.hccs.edu/hccs/current-students/student-handbook

- This is an adult learning environment and you are expected to be able to conduct yourself in an adult manner. If you are unable to monitor your actions and you are repeatedly(more than three instances) disruptive to class instruction (talking to classmates during lectures, shouting

out to others during lectures, repeatedly walking in and out of class, interrupting the instructor to ask questions, etc.), you will be withdrawn from the class.

- If you arrive to class late and a scheduled assignment is being or has been graded in class, your work will not be accepted for a grade.
- Do not work on materials for other classes during this class.
- Get handouts and returned work before class begins or after the class ends. DO NOT walk up to the instructor's desk during the class.
- Turn off IPODs and cell phones prior to entering class. No calls, text messages, photographs, or any other electronic communication should be sent or received during class. If your phone rings, you make calls in class or you send text messages, I will note it in a special "Classroom Interruption" log. You will get a verbal warning. If it happens again, you will be dismissed from the class for the rest of the day. If it happens a third time, you will be dropped from the class.
- If you sleep in class, on the first occurrence you will receive a verbal warning. If it happens again, you will be dismissed from the class for the rest of the day. If it happens a third time, you will be dropped from the class.

Program/Discipline Requirements

Completion of course: Students must write a minimum of five essays (two in class) and must earn a minimum of 70 on: 1) the final in class essay and 2) an overall course average of 70 to successfully complete this course.

HCC Grading Scale/Criteria

A = 100 – 90;……4 points per semester hour
B = 89 – 80: ……3 points per semester hour
C = 79 – 70: ……2 points per semester hour
IP/F= 0 – 69 ……0 point per semester hour

IP (In Progress), W (Withdrawn) receive 0 or no grade points.

In Progress Grade – IP: Students taking developmental courses may only receive an In Progress or IP grade one time for each course. The student must receive a letter grade in the second attempt (A, B, C, or F).

NOTE: A "D" is not a passing grade in a developmental course.

GPA: To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA.

HCC Policy Statement - ADA

Services to Students with Disabilities

Students who require reasonable accommodations for disabilities are encouraged to report to Dr. Becky Hauri at 713-718-7910 to make necessary arrangements. Faculty is only authorized to provide accommodations by the Disability Support Service Office

HCC Policy Statement: Academic Honesty

A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is

responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcement roles. You are expected to be familiar with the University's Policy on Academic Honesty, found in the catalog. What that means is: If you are charged with an offense, pleading ignorance of the rules will not help you. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty. "Scholastic dishonesty": includes, but is not limited to, cheating on a test, plagiarism, and collusion.

Cheating on a test includes

- Copying from another students' test paper;
- Using materials not authorized by the person giving the test;
- Collaborating with another student during a test without authorization;
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;
- Bribing another person to obtain a test that is to be administered.

Plagiarism means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit.

Collusion mean the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of 0 or F in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. (See the Student Handbook)

HCC Policy Statements

Class Attendance - It is important that you come to class! Attending class regularly is the best way to succeed in this class. Research has shown that the single most important factor in student success is attendance. Simply put, going to class greatly increases your ability to succeed. You are expected to attend all lecture and labs regularly. You are responsible for materials covered during your absences. Class attendance is checked daily. Although it is your responsibility to drop a course for nonattendance, the instructor has the authority to drop you for excessive absences.

If you are not attending class, you are not learning the information. As the information that is discussed in class is important for your career, students may be dropped from a course after accumulating absences in excess of 12.5% hours of instruction. The eight hours of class time would include any total classes missed or for excessive tardiness or leaving class early.

You may decide NOT to come to class for whatever reason. As an adult making the decision not to attend, you do not have to notify the instructor prior to missing a class. However, if you exceed five absences you will be dropped from the class.

Poor attendance records tend to correlate with poor grades. If you miss any class, including the first week, you are responsible for all material missed. It is a good idea to find a friend or a buddy in class who would be willing to share class notes or discussion or be able to hand in paper if you unavoidably miss a class. Class attendance equals class success.

HCC Course Withdrawal Policy

If you feel that you cannot complete this course, you will need to withdraw from the course prior to the final date of withdrawal. Before, you withdraw from your course; please take the time to meet with the instructor to discuss why you feel it is necessary to do so. The instructor may be able to provide you with suggestions that would enable you to complete the course. Your success is very important. Beginning in fall 2007, the Texas Legislature passed a law limiting first time entering freshmen to no more than **SIX** total course withdrawals **throughout** their educational career in obtaining a certificate and/or degree.

To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your professor *may* "alert" you and HCC counselors that you might fail a class because of excessive absences and/or poor academic performance. It is your responsibility to visit with your professor or a counselor to learn about what, if any, HCC interventions might be available to assist you – online tutoring, child care, financial aid, job placement, etc. – to stay in class and improve your academic performance.

If you plan on withdrawing from your class, you **MUST** contact a HCC counselor or your professor prior to withdrawing (dropping) the class for approval and this must be done **PRIOR** to the withdrawal deadline to receive a "W" on your transcript. **Final withdrawal deadlines vary each semester and/or depending on class length, please visit the online registration calendars, HCC schedule of classes and catalog, any HCC Registration Office, or any HCC counselor to determine class withdrawal deadlines. ***Remember to allow a 24-hour response time when communicating via email and/or telephone with a professor and/or counselor. Do not submit a request to discuss withdrawal options less than a day before the deadline.*** If you do not withdraw before the deadline (**November 18, Thursday by 4:30pm**), you will receive the grade that you are making in the class as your final grade.

Repeat Course Fee

The State of Texas encourages students to complete college without having to repeat failed classes. To increase student success, students who repeat the same course more than twice, are required to pay extra tuition. The purpose of this extra tuition fee is to encourage students to pass their courses and to graduate. Effective fall 2006, HCC will charge a higher tuition rate to students registering the third or subsequent time for a course. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/counselor as early as possible about your study habits, reading and writing homework, test taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.