



**Developmental English
Southwest College**

ENGL 0300 - Fundamentals of Grammar and Composition I

CRN 79607 – Spring 2014

Stafford Learning Hub – Room 204 | 8:00 – 9:30 am | Tue/Th

3 hour lecture /1 hour lab course / 64 hours per semester/ 16 weeks/*Web enhanced-

This class will meet on-line one hour per week. Computer access is required.

Computer labs are available on campus.

Instructor: Cindy A. Renfro

Email: cindy.renfro@hccs.edu

Phone: 713-718-5520

Learning Web site: <http://learning.hccs.edu/faculty/cindy.renfro>

Office location and hours:

Office Hours: Tue/Th 7:30- 8:00 AM or by appointment

Room Number: SW Learning Hub:303.12

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

Course Description

ENGL 0300 is a refresher course devoted to improving basic English skills for native speakers.

(Note: Instead of English 0300, non-native speakers must refer to English 0320-0349 or ESOL 0341-0356). Emphasizing grammar, sentence structure, and paragraph development, the course

introduces the student to the writing process and the essay.

Course Prerequisites and Placement

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 Developmental English prepares students for the writing requirements of core academic English courses and any standard testing required by any state or other agency.

Student Learning Outcomes

By the time students have completed English 0300, they will be able to:

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

Learning objectives

Students will:

- 1-1 Demonstrate mastery of subjects, verbs and complete thoughts.
- 1-2 Apply correct use of punctuation in sentences.
- 2-1 Identify basic figures of speech such as metaphor, simile and personification in assigned readings.
- 2-2 Identify patterns of organization in assigned readings.
- 3-1 Write journals in response to assigned readings.
- 3-2 Demonstrate critical analysis skills in response to readings.
- 4-1 Identify and write thesis statements.
- 4-2 Identify and write appropriate support for thesis statements.
- 5-1 Write 4-5 essays per semesters.
- 5-2 Write final in class essay.

SCANS or Core Curriculum Statement and Other Standards

Developmental English 0300 Objectives include and incorporate SCANS SKILLS development (workplace skills) in curriculum, classroom instruction, and applications. SCANS SKILLS include skills development in listening, speaking, reading, writing, critical thinking skills, and computer literacy.

16 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 20 - Monday –Martin Luther King, Jr. Day Holiday

February 17 – Monday -Presidents’ Day Holiday

March 10 – 16 –Spring Break

March 31 - Monday- Last Day for Administrative/Student Withdrawals - 4:30 pm

April 18–20 – Spring Holiday

May 04 - Instruction Ends

May 05 - 11 - Final Examinations

Unit One – Welcome and Introduction to Course Weeks One and Two

Terms to know: Purpose, audience, the writing process, pre-writing, subject/topic, thesis, topic sentence, paragraph, essay, introduction, conclusion, unity, coherence, transition, and figurative language (metaphor, simile, personification, hyperbole)

Week One: 01/14-16

Diagnostic Essays; Introduction to course

Read Syllabus

Review Symbols List

Review Course Documents

Retention Form

Graded discussion –Introductions (**on line**)

Syllabus/course overview quiz (**on line**)

Week Two: 01/21-23:

Writing Process; reading and writing strategies and key terms; Purpose and audience; Methods of content development

Read **MHH (The Brief McGraw Hill Handbook)** Introduction, Chapters 1, 2, 3 and 4; Pages 410-411

Sign into Connect Writing 2.0 Lab and Ask On Line

Begin work in CWL (Connect Writing Lab): on assigned readings and exercises

Graded discussion –Illustrative discussion topic (**on line**)

Unit Two – Illustrative rhetorical mode
Parts of Speech including Pronoun Case, Agreement and Reference
Weeks Three, Four and Five

Terms to know: Illustrative (exemplification) pattern of development; Parts of speech; Pronoun Case (subjective, objective and possessive), Reference and Agreement, the rule for the use of who and whom

Week Three: 01/28-30:

Read – **75R (75 Readings Plus)** Example and Illustration Pattern of Development Chapter 7 Pages 230-231, 232-236(“A Few Kind Words for Superstition”), 241-245(“Clutter”), and 246-250(“Forbidden Things”)

Reading Quiz (**on line**)

Discuss Illustration essays;

Read -Parts of Speech: **MHH** Pages 573-586

Read - Pronoun Case, Antecedent Agreement, and Reference **MHH** Pages 470-480

CWL: Complete assigned readings in CWL on Parts of Speech, Pronoun Case, Pronoun Reference and Pronoun Agreement/work on Unit Two exercises assigned in CWL

Week Four: 02/04-06:

Begin Reading journal (Illustration) in class

Begin Essay One with essay assignment, topic (See essay topics list posted in Unit Two or topic approved by instructor) and inventions

Topic and pre-writing and partial rough draft due for Essay One

Discuss Parts of Speech, Pronoun Case, Reference, and Agreement

Reading journal (Illustration) due

Practice Exercises: Parts of Speech; Pronoun Case, Reference and Agreement

Graded Exercises: Parts of Speech; Pronoun Case, Reference and Agreement

Week Five: 02/11-13:

Rough Draft Essay One due

Essay One Due

Grammar Quiz – Parts of Speech; Pronoun Case, Reference and Agreement (**on line**)

Graded discussion –Narrative/Descriptive discussion topic (**on line**)

Unit Three- Narrative/Descriptive Rhetorical Mode
Sentence Types
Weeks Six, Seven and Eight

Terms to know: Narrative/descriptive rhetorical mode; The four grammatical sentence types, phrase and clause

Week Six: 02/18-20:

Read - **75R** Narration/description essays Chapter 1 Pages 1-2, 10-14(“Salvation”), and 14-21(“Grandmother’s Victory”) and Chapter 2 Pages 47-49, 54-60(“Once More to the Lake”) , and 80-83(“Beneath My House”)

Reading quiz (**on line**)

Read – **MHH** Sentence Types Pages 592-599

Discuss narrative/descriptive essays

CWL: Complete assigned readings in CWL on sentence types/work on Unit Three exercises assigned in CWL

Week Seven: 02/25-27:

Begin Reading journal (Narrative/descriptive) in class

Begin Essay two with essay assignment, topic (See essay topics list posted in Unit Three or topic approved by instructor) and inventions (In class)

Topic and pre-writing and partial rough draft due for Essay Two

Reading Journal (Narrative/descriptive) due

Discuss Sentence Types

Practice Exercise: Sentence Types

Graded Exercise: Sentence Types

Week Eight: 03/04-06:

Rough Draft Essay Two Due

Essay Two Due

Grammar Quiz –Sentence Types (**on line**)

Graded discussion –Comparison/contrast topic (**on line**)

Unit Four – Comparison/contrast Rhetorical mode
Major Sentence Errors
Weeks Nine, Ten, and Eleven

Terms to know: Comparison/contrast rhetorical mode; The three major sentence errors- fragment, comma splice, run-on (fused)

Week Nine: 03/18-20:

Read - Comparison/contrast essays **75R** Chapter 6 Pages 193-194, 194-199(“Grant and Lee: A Study in Contrasts”), 208-212(“Neat People vs. Sloppy People”), and 223-229(“Like Mexicans”)

Reading Quiz (**on line**);

Read – **MHH** Major Sentence Errors Pages 427-442

Discuss Comparison/Contrast essays

CWL: Complete assigned readings in CWL on major sentence errors/work on Unit Four exercises assigned in CWL

Week Ten: 03/25-27:

Begin Reading journal (comparison/contrast) in class

Begin Essay Three with assignment, topic (See essay topics list posted in Unit Four or topic approved by instructor) and inventions

Topic and pre-writing and partial rough draft due for Essay Three

Discuss Major Sentence Errors

Reading journal (comparison/contrast) due

Practice Exercises: Major Sentence Errors

Graded Exercises: Major Sentence Errors

Week Eleven: 04/01-03:

Rough Draft for Essay Three Due

Essay Three Due

Grammar Quiz – Major Sentence Errors (**on line**)

Argumentative/Persuasive Discussion Topic (**on line**)

Unit Five – Argumentative/Persuasive Essay
Subject Verb Agreement and Verb Tense
Weeks Twelve, Thirteen, and Fourteen

Terms to know: The argument essay; Subject verb agreement, third person, and subject verb agreement rules; Irregular verb and participle verb form, irregular verbs in past tense, present participle, and past participle form

Week Twelve: 04/08-10:

Read – **75R** Chapter 10 Argument and Persuasion Pages 363-364, 364-368(“Tapping into Text Messaging”), 369-373(“Texting in Class Is Rampant”), 407-412(“I Have a Dream”) and 419-422(“Why I Want a Wife”)

Argument and Persuasion Reading Quiz (**on line**)

Read - Subject Verb Agreement **MHH** Pages 442-451

Read - Verb Tense: **MHH** Pages 452-464

Read MLA In-Text Citations **MHH:** Pages 267-275

Discuss Argument Essays

CWL: Complete assigned readings in CWL on subject verb agreement and verb tense/work on Unit Five exercises assigned in CWL

Week Thirteen: 04/15-17:

Begin Argument/Persuasion reading journal

Begin Essay Four with assignment, topic (See essay topics list posted in Unit Five or topic approved by instructor) and inventions (Note: the argumentative/persuasive essay requires that you use quotes from the primary source.)

Topic and pre-writing and partial rough draft due for Essay Four

Discuss Subject Verb Agreement and Verb Tense

Argumentative/Persuasive Reading Journal **due**

Practice Exercises: Subject Verb Agreement and Verb Tense

Graded Exercises: Subject Verb Agreement and Verb Tense

Week Fourteen: 04/22-24:

Rough Draft for Essay Four Due

Essay Four Due

Discuss final in class essay

Grammar Quiz – Subject Verb Agreement and Verb Tense (**on line**)

Unit Six - Prepare for finals

Final In class Essay

Final Objective Exam

Week Fifteen: 04/29-05/01:

Optional Journal (class) due

Final Exam study guide/ optional quiz due

Review for Final Objective Exam

Begin Final In Class Essay

Assigned Exercises in Connect Writing Lab Due

Final In Class Essay

Week Sixteen: 05/06-08:

Final Exam Objective – Day: Thursday - 05/08 - 8-10 a.m.

Bring Green Scantron and pencil

Instructional Methodology

As the instructor, I want you to be successful; therefore I use a variety of instructional approaches such as 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, and the online tutoring services.

Student Assignments/ Assessments

4 Essays (10% each)	40%
Quizzes	05%
Lab (Connect Writing Lab –CWL)	10%
Graded Assignments	05%
Reading Journals	05%
Class Participation	05%
Final Essay (In class)	20%
Final Exam (Objective)	10%

Instructor Requirements

As your instructor, I am responsible for:

- Providing you with a syllabus and calendar which details course information and policies of the classroom and college
- Providing instructional support in class and out of class
- Providing feedback on assignments and special projects
- Assuring a positive learning environment
- Respecting and being fair to each student
- Being available for office hours to meet with students on an individual basis

As your instructor, I expect you:

- To attend class and participate in discussions and activities
- To arrive to class on time and remain for the duration of the class
- To complete all assignments and submit by the deadline
- To respect each person's opinion
- To ask instructor for assistance when needed
- To follow the rules of the class and the institution
- To keep copies syllabus, calendar, handouts, and all graded assignments

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 for Developmental courses

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 points per semester hour
IP (In Progress)	0 points per semester hour
W(Withdrawn)	0 points per semester hour

IP (In Progress) is given only in developmental courses. The student must re-enroll to receive credit. If you are repeating this course and your overall average at the end of the semester is less than 70, the F or FX grade is assigned.

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.

Instructor Grading Criteria

90-100 = A
80-89 = B
70-79 = C
60-69 = D
0-59 = F

Instructional Materials

TEXTBOOKS: *75 Readings plus (75R)* 10th ed. Santi V. Buscemi and Charlotte Smith

The Brief McGraw-Hill Handbook (MHH) 2nd ed. Maimon, Peritz, and Yancey

Software: Connect Writing Lab **CWL** -(packaged with *75 Readings plus (75R)* 2nd. or can be purchased separately online.)

1-Bluebook

1 Green Scantron sheet

Flash drive

Computer access (This is a web enhanced course. Discussions, quizzes and/or homework will be posted weekly on line. These assignments will be graded.)

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 are 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 this happens too many times, you may suddenly find that you have “lost” 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, you will receive the grade that you are making in the class as your final grade.

The Department of Education now requires that we make a distinction between an “earned” grade of “F” (i.e. for poor performance and a grade of “F” due to a lack of attendance. To make that distinction, we have created a new grade, “FX” for failure due to lack of attendance.

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 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.

EGLS₃ -- Evaluation for Greater learning Student Survey System

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the EGLS₃ as part of the Houston Community College Student System online near the end of the term.

New Meningitis Vaccination Requirement

Texas Senate Bill 1107 passed in May 2011, requires that new HCC students and former HCC students returning after an absence of at least one fall or spring semester who are under the age of 30 are required to present a physician-signed certificate showing they have been vaccinated against bacterial meningitis. The immunization must be administered at least 10 calendar days before the start date of your classes and must have been received within the last five years.

- 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. A student may be withdrawn from the class with less than three instances of disruptive behavior based on the severity of the incident(s).
- 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.

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