



**Developmental English  
Southwest College**

**ENGL 0310 - Fundamentals of Grammar and Composition II**  
CRN 81451 – Spring 2012

On line course/ 64 hours per semester/ 16 weeks/\*Distance Education/Eagle On Line  
January 17 to May 13, 2012

**Instructor: Cindy A. Renfro**

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**Phone:** 713-718-5520

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

**DE STUDENT SERVICES**

The Distance Education Student Handbook contains policies and procedures unique to the DE student. It is the student's responsibility to be familiar with the handbook's contents and part of the mandatory orientation. The handbook contains valuable information, answers, and resources, such as DE contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the DE Student Handbook by visiting this link: <http://de.hccs.edu/de/de-student-handbook>

**Important Notice:**

This course is an online course which means that we will be using Turnitin.com, My Writing Lab and the HCC Eagle Online function for all of our work and assignments. Students in this course must have access to a computer and the web to be successful, which can include working from one of the college computer labs. If you do not have this capability, advise me immediately, so that you can be enrolled in a course which will allow you to be successful.

**Office location and hours:**

**Office Hours:** By appointment

**Room Number:** 303.12 Stafford- Learning Hub Faculty Office Area

**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

A course 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).

## 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 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.
- 6.

## 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 collaborative 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 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:

**February 20 - Monday –Presidents’ Day Holiday**

**March 12-18 - Spring Break Holiday**

**March 29 - Thursday- Last Day for Administrative/Student Withdrawals - 4:30 pm**

**April 6-8 - Spring Holiday**

**May 6 - Instruction Ends**

**May 7-13 - Final Examinations**

### Unit One – Welcome and Introduction to the course Weeks One and Two

**Terms to know:** Purpose, audience, the writing process, pre-writing, subject/topic thesis, topic sentence, paragraph, essay, pattern of development (rhetorical mode), organization, unity, coherence, transitions, introduction, conclusion, figurative language (metaphor, simile, personification, hyperbole)

#### **Week One: 01/17-20:**

Diagnostic essays; Introduction to course

Read Syllabus

Review Symbols List

Review Course Documents

Complete Retention Form

Graded discussion –Introductions

Syllabus/course overview quiz

#### **Week Two: 01/21-27:**

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

Read **LBH:** Chapters 1, 2, 3 and 4; Pages 520-521 and 890

Sign into My Writing Lab, Turn It In and Ask on Line

**MWL: Diagnostic Pre-Tests (Sentence Grammar, Punctuation and Mechanics, Usage and Style and Basic Grammar) - required**

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) - **optional**

**Unit Two – Narrative/descriptive rhetorical mode**  
**Parts of Speech including Pronoun Case, Agreement and Reference**  
**Weeks Three, Four, and Five**

**Terms to know:** Narrative/descriptive pattern of development; parts of speech; Pronoun case (subjective, objective and possessive), Pronoun Reference and Pronoun Agreement, the rule for the use of who and whom

**Week Three: 01/28-02/03:**

Graded Discussion – Narrative/descriptive discussion topic  
Read **SPR:** Narrative/descriptive essays – Chapter 3; (See MWL for additional discussion)  
Reading Quiz  
Discuss Narrative/descriptive essays  
Read **LBH:** Parts of Speech – Pages 230-250, 315-326  
Read **LBH:** Pronoun Case, Antecedent Agreement, and Reference Pages 264-272, 309-315 and 345-351  
**MWL:** The Editing Handbook- Section 5: More Parts of Speech; The Editing Handbook- Section 6: Modifiers

**Week Four: 02/04-10:**

Begin Reading journal (narrative/descriptive)  
Begin Essay One with essay assignment, topic (**SPR:** Page 39 WSS, #1 or 2; P. 55 WSS; P.64 WSS or # 2; 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 (Narrative/descriptive) **Due**  
**Practice Exercises** Parts of Speech  
**Practice Exercises** Pronoun Case, Reference and Agreement  
**Graded Exercises** Parts of Speech  
**Graded Exercises** Pronoun Case, Reference and Agreement  
**Week Five: 02/11-17:**  
Rough Draft Essay One Due  
**Essay One Due**  
**Grammar Quiz** - Parts of Speech, Pronoun Case, Reference and Agreement

**Unit Three – Comparison/contrast rhetorical mode**  
**Sentence types**  
**Weeks Six, Seven, and Eight**

**Terms to know:** Comparison/contrast pattern of development; the four grammatical sentence types, phrase and clause

**Week Six: 02/18-24:**

Graded discussion – Comparison/contrast discussion topic  
Read **SPR** Comparison/Contrast essays – Chapter 7; (See MWL for additional discussion)  
Reading Quiz  
Read **LBH** Sentence Types: Pages 250-264  
Discuss comparison/contrast essays

**MWL:** The Editing Handbook-Section 1: Effective Sentences; Section 7 Word Use and Spelling

**Week Seven: 02/25-03/02:**

Begin Reading journal (Comparison/contrast)

Begin Essay two with essay assignment, topic (**SPR:** Page 192 #4; 200 #1 or #3; 207 WSS; P. 215 WSS; P. 216 #2 (or topic approved by instructor) and inventions

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

Reading Journal (Comparison/contrast) - due

Discuss Sentence Types

**Practice Exercises** Sentence Types

**Graded Exercises** Sentence Types

**Week Eight: 03/03-09:**

Rough Draft Essay Two Due

**Final Draft Essay Two Due**

**Grammar Quiz** - Sentence Types

### **Unit Four – Definition Rhetorical Mode**

#### **Major sentence Errors**

#### **Weeks Nine, Ten and Eleven**

**Terms to know:** Definition and explanation pattern of development; the three major sentence errors- fragment, comma splice, run-on (fused)

**Week Nine: 03/17-23:**

Graded discussion- Definition topic

Read **SPR:** Definition essays - Chapter 5; (See MWL for additional discussion)

Reading quiz

Read **LBH:** Major Sentence Errors Pages 330-345

Discuss definition essays

**MWL:** The Editing Handbook-Section 2: Common Sentence Errors

Section 8 Punctuation and Mechanics

**Week Ten: 03/24-30:**

Begin Definition Reading journal

Begin Essay Three with assignment, topic (**SPR:** Page 117 WSS; P. 125 WSS or #1; P.126 #4; P.132 #1 (choose one); P. 138 WSS or topic approved by instructor), and inventions

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

Discuss Major Sentence Errors

Definition Reading Journal Due

**Practice Exercises:** Major Sentence Errors

**Graded Exercises:** Major Sentence Errors

**Week Eleven: 03/31-04/06:**

Rough Draft for Essay Three Due

**Essay Three Due**

**Grammar Quiz** – Major Sentence Errors

**Unit Five – Argumentative Essay/ Collaborative Writing Project**  
**Subject Verb Agreement and Verb Tense**  
**Weeks Twelve, Thirteen and Fourteen**

**Terms to know:** Argument and persuasion; 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: 04/07-13:**

CWP (Collaborative Writing Project)/Argument Discussion Topic

Read **SPR** – Chapter 10 – Argument and Persuasion

Argument and Persuasion Quiz

Read Subject Verb Agreement **LBH:** Pages 301-309

Read Verb Tense **LBH:** Pages 272-282

Discuss Argument Essays

**MWL:** The Editing Handbook-Section 4: Verb Agreement and Consistency

Discuss Subject Verb Agreement; The Editing Handbook-Section 3: Problems with Verbs

**Week Thirteen: 04/14-20:**

Discuss CWP: Select topics and groups

Begin CWP Reading journal/Select CWP Article

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

Discuss Subject Verb Agreement and Verb Tense

CWP Reading Journal **due**

**Practice Exercises** Subject Verb Agreement

**Practice Exercises** Verb Tense

**Graded Exercises** Subject Verb Agreement

**Graded Exercises** Verb Tense

**Week Fourteen: 04/21-27:**

Group Rough Draft for CWP Due

Prepare for CWP Presentations

**CWP DUE/CWP Presentations**

Discuss Final In Class Essay

**Grammar Quiz** – Subject Verb Agreement and Verb Tense

**Unit Six - Finals**  
**Prepare for Finals**  
**Final In Class Essay**  
**Final Objective Exam**  
**Weeks Fifteen and Sixteen**

**Week Fifteen: 04/28-05/04:**

Optional journal (class) due

Final Exam Study Guide

Review for Final Objective Exam

**My Writing Lab Due**

**MWL: Post Diagnostic Tests due**

**Final In Class Essay – Times available to be announced**

**Week Sixteen: 05/07-13:**

**Final Exam Objective – Times available to be announced**



**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**

|                              |     |
|------------------------------|-----|
| Four Essays (10% each)       | 40% |
| Quizzes                      | 05% |
| Lab (My Writing Lab –MWL)    | 05% |
| Graded Assignments           | 05% |
| Reading Journals             | 10% |
| Class Participation          | 05% |
| Final Essay (Timed-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 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 | 60-69 = D |
| 80-89 = B  | 0-59 = F  |
| 70-79 = C  |           |

### **Instructional Materials**

TEXTBOOKS: *The Simon & Schuster Short Prose Reader (SPR)* 6<sup>th</sup> ed. Funk et al

*The Little Brown Handbook (LBH)* 11<sup>th</sup> ed. Fowler, Aaron and Okoomian

Software: My Writing Lab -(packaged with *The Simon & Schuster Short Prose Reader (SPR)* 6<sup>th</sup> ed. or can be purchased separately online.)

Flash drive

Computer access (This is a distance education course. All of the course work will be completed on line. Discussions, quizzes and/or homework will be posted **weekly** on line).

### **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** -You are expected to attend this online course by logging on two times a week minimum and staying current with all assignments on a timely basis. Class attendance is checked weekly. Although it is your responsibility to drop a course for nonattendance, the instructor has the authority to drop you for excessive absences.

Students will be dropped from a course after accumulating absences in excess of four missed logins and/or not submitting essays, taking quizzes or participating in chats or discussions on a timely basis.

This is not a course that you can work at your own pace. Such courses are called "self-paced" and do not require any interaction with a professor and/or other students. This is not that type of course. Research has demonstrated that online students that do not maintain a schedule for logging in and working will many times fail to complete the course. By logging into the course and participating weekly, students have a great degree of success and are able to move on to other courses in their degree plan.

Students attending HCC on a student visa or those students who must maintain a certain number of course hours to remain eligible for college funding/scholarships, will lose their visa or funding when a "W" is issued. In these situations, it is the students' responsibility to attend class and maintain their status for a visa or funding.

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.

### **EGLS<sub>3</sub> -- 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 EGLS<sub>3</sub> as part of the Houston Community College Student System online near the end of the term.



three instances) disruptive to class, 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).

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