
**Developmental English
Southwest College**

**ENGL 0310 - Fundamentals of Grammar and Composition II**

CRN 80175 Spring 2014

Stafford 3 Room 204 | 5:30-7:30 pm | Tues/Thurs

3 hour lecture /1 hour lab course / 64 hours per semester/ 16 weeks/

**Instructor: Rossana Farris
Email:** rossana.farris@hccs.edu Ph**one:** 713-718-6366 (leave a message)

**Learning Web site:** **http://learning.hccs.edu/faculty/rossana.farris**

**Office Hours**: MW 4:20-4:50 and by appointment

**Room Number:** 303.1 Stafford- Learning Hub Adjunct 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.

**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.

**ENGL 0310-316 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**

**May05-11-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: Jan 13-16:**

 Introductions and course overview

Read and discuss syllabus and course documents

Complete Retention Form

Write diagnostic essay

Read **MHH(The Brief McGraw Hill Handbook)** Introduction, Chapter 1

 Sign into Connect Writing 2.0 Lab, turnitin.com, and Ask on Line

**CWL(Connect Writing Lab) : Complete Diagnostic Modules (Writing Clear Sentences, Fixing Common Problems, Punctuating Correctly, Addressing Mechanics and Using Words Effectively- word choice)**

**Week Two: Jan 22:**

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

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

**Begin work in CWL on Personal Learning Plan (PLP)**

**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: Jan 27-30:**

Read **75R(75 Readings Plus)**: Narrative/descriptive essays – Chapters 1 and 2

### Reading Workshop

Discuss Narrative/descriptive essays

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

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

**CWL:** Complete assigned exercises/continue to work on Personal Learning Plan(PLP)

**Week 4 Feb. 3-6**

Begin Essay One with essay assignment, topic, and inventions

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

Discuss Parts of Speech, Pronoun Case, Reference and Agreement

**Practice Exercises**-TBA

**Essay # 1 (Date changed due to school closure)**

**Week Five: Feb. 10-12: Continue Pronouns; Begin sentence types**

Discuss Comparison and Contrast paragraphs

**Grammar Workshop**

**Essay #1 Due Feb. 11, 2014 @ 11:59 PM**

**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: February 19-22:**

Read **75R** Comparison/Contrast essays – Chapter 6

Reading Workshop

Discuss comparison/contrast essays

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

**CWL:** Complete exercises and continue work on PLP

**Week Seven: February 24-27:**

Begin Essay two with essay assignment, topic, and inventions

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

Discuss Sentence Types

**Practice Exercises** TBA

**Week Eight: March 3-6:**

**Final Draft Essay Two Due: March 8, 2014 @11:59 pm**

**Grammar Workshop**

SPRING BREAK: MARCH 11-15

**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)sentence, subject-verb agreement, research process

**Week Nine: March 17-20**

Read **75R:** Definition essays - Chapter 4

### Reading Workshop

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

Discuss definition essays

**CWL:** Complete assigned exercises and continue work on PLP

**Week Ten: March 24-27:**

Begin Essay Three with assignment, topic, and inventions

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

Introduction to the research process

Discuss subject-verb agreement MHH 442-451

**Practice Exercises:** TBA

**Week Eleven: March 31-April 2:**

Rough Draft for Essay Three Due

Revise, edit and proofread essay three

Introduce persuasive writing; choose topic; Library research day

**Essay Three Due: \_\_\_\_\_\_\_\_\_\_\_\_**

**Grammar Workshop**

**Unit Five – Argumentative/ Persuasive Essay/**

**Subject Verb Agreement**

**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: April 7-10:**

Read **75R** – Chapter 10 – Argument and Persuasion

Argument and Persuasion Workshop

Read Subject Verb Agreement **MHH:** Pages 442-451 Begin Essay Four with assignment, topic, and inventions; work with sources

Pre-write and Outline argument essay;

**CWL:** Complete exercises/ Continue to work on PLP

**Week Thirteen: April 14-16:**

Draft Essay four; revise essay four

Type Works Consulted

Discuss final in-class essay

Grammar Workshop

**Practice Exercises**-TBA

**Week Fourteen: April 21-24:**

Complete tutorial session; revise, edit, and proofread essay four

**Essay Four Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit Six - Finals**

**Prepare for Finals**

**Final In Class Essay and Final Objective Exam**

**Weeks Fifteen and Sixteen**

**Week Fifteen: April 28-May 1:**

**Write Final Essay in class: April 29**

Review for Final Objective Exam

 **PLP (Personal Study Plan) Connect Writing Lab Due**

**Complete review for objective final exam**

**CWL: Diagnostic Post Tests**

**Week Sixteen: May 5-8:**

**Final Exam Objective – Per HCC Fall 2013 Exam Schedule: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**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 and Graded Assignments 10%

 Lab (Connect Writing Lab –**CWL**) 15%

 Class Participation/Attendance 05%

 Final Essay (In-class; timed) 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 ARE REQUIRED.**

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.)

Flash drive (optional)

1-Bluebook

Scantron

Computer access

**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.

**Instructor Notes**

**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.

**Bonus Points - compositions:** Rough Draft **with** tutor signature or Ask on Line documentation attached to final draft +5

**Negative Points – compositions:** Final draft of Essay not submitted to Turnitin -5

**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 (Essay) Policy**: 1-2 days = -10 5-6 days = -30

 3-4 days = -20 7+ days = not accepted

If you email your essay to me on the due date, five (-5) points will be taken off the grade. The essay is due at the beginning of class on the due date. 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. (Late journals are not accepted.)

 **Format of compositions:** Typed, Times New Roman (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…*N*o 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:** <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. 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.