COURSE TITLE: College Preparatory Writing I  
COURSE NUMBER: ENC 0004

COURSE DESCRIPTION:  
This course is designed to remediate severe problems in writing skills. Students score between 9-17 on the Enhanced ACT or score between 47-82 on the CPT must take this course. Students must make a grade of “C” or higher in this course and pass an exit exam before registering for ENC 1101. 4 semester hours non-college credit [P]

PREREQUISITES:  
None required

NAMES OF INSTRUCTORS:  
Amie Myers  
Carol Saunders  
Sharon Smart  
Rachel West

DATE OF LATEST REVISION:  
2006-2007

REQUIRED TEXTBOOKS:  


GRADING POLICIES:  
The standing of a student in each course is expressed by one of the following letters and corresponding grading system:  
A – 100 – 93  
B – 92 – 83  
C – 82 – 70  
D – 69 – 60  
F – 59 or less

See your first day course handout for individual instructor practices.

The Chipola Catalog provides specific information regarding other outcomes from the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.
EXIT TEST POLICY

Through HB 1545, the 1997 Florida Legislature made passing an exit test a condition for meeting basic college communication skills requirements. As a result of this legislation, all students enrolled in college preparatory classes beginning with the fall semester of 1999 must successfully complete the Exit Test in addition to the coursework in the college preparatory classes. **These students may not enroll in college credit English courses until they meet the Exit Test and college preparatory class requirements within the same grading period.**

The grammar and writing portions of the Exit Test will be administered during a regular class period prior to the end of the semester. A grade of at least **60** is required for successful completion of the grammar portion, and a **“4” (C)*** is required on the writing portion of the Exit Test. Only those students who fail the Exit Test will be allowed to retake it. If students need to retake the Writing Exit Test, they will be allowed to retake only the portion/s of the test that they have failed (writing sample and/or grammar portion). Students who fail the grammar or writing portions of the Exit Test will be notified to retake that portion of the Exit Test.

A grade of at least 60 is required for successful completion of both Reading and Writing Exit Tests. The Exit Test will be counted as the final exam for ENC 0004 and will be averaged into the overall grade as such. **Note: Remember that in addition to making at least a 60 on the Exit Test, a student must also have at least a 70/C average for the coursework in all college prep communications classes to be allowed to enroll in college credit communications courses.**

**Makeup policy:** Students who miss the first testing session with the permission of your instructor may take the Exit Test during the retake session scheduled during Final Exams Week.

**DISCIPLINE SPECIFIC COMMUNICATIONS COMPETENCIES / LEARNING OUTCOMES:** For college credit courses

**STUDENT LEARNING OUTCOMES/OBJECTIVES FOR ENC 0004:**

See chart, last page

**MEANS OF ACCOMPLISHING OUTCOMES:**

The student will

1. attend class with consistency (See attendance policy).
2. learn the material presented and assigned.
3. make up any work missed during an excused absence within one week after returning to school.
4. complete all assignments with promptness and accuracy.
5. obtain a passing score on quizzes, chapter tests, and major exams.
6. participate in classroom activities.
7. complete all writing assignments.
8. obtain a passing score on the Exit Exam.
9. treat classmates and instructor with respect.

The instructor will
1. explain clearly all material to be covered.
2. make assignments.
3. administer, score, and correct quizzes and tests and return to students within a reasonable time frame.
4. maintain a pleasant and respectful environment.

LIBRARY AND ON-LINE REFERENCE MATERIALS:

The library is a comprehensive, learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. In addition to print media, online catalogs and resources can be accessed through www.lincweb.org and www.netlibrary.com. Library hours are posted each semester at the building entrance.

Chipola’s website is located at www.chipola.edu

For additional developmental English assistance, students can access an online English source, found on the English/Letters Department webpage.

See your first day handout for individual instructor recommendations and resources.

TECHNOLOGY RESOURCES:

The Information Technology Center, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance.

ASSIGNMENT SCHEDULE:

FIRST WEEK
Diagnostic writing
Orientation and course introduction
HERE’S HOW -- Chapter 1: Learn to Recognize Verbs

SECOND WEEK
HERE’S HOW -- Chapter 2: Know Subjects

THIRD WEEK
Test over Chapters 1 & 2
HERE’S HOW -- Chapter 10: Build Better Paragraphs, pp. 160-184
Writing Assignment
FOURTH WEEK
HERE’S HOW -- Chapter 7: Employ Simple Sentences
Writing Assignment
Begin Chapter 8: Create Compound Sentences

FIFTH WEEK
HERE’S HOW – Complete Chapter 8: Create Compound Sentences
Writing Assignment
Test over Chapters 7 & 8

SIXTH WEEK
Exit Exam Pre-Test
HERE’S HOW -- Chapter 9: Develop Complex Sentences
Writing Assignment

SEVENTH WEEK
HERE’S HOW – Complete Chapter 9: Develop Complex Sentences
Writing Assignment
Test over Chapter 9

EIGHTH WEEK
Exit Exam Reading Skills
FPTM—Identifying Thesis Statements and Topic Sentences
   Identifying Adequate and Relevant Support
   Arranging Ideas in a Logical Pattern
   Using Effective Transitional Devices
HERE’S HOW—Chapter 11: Write Themes Right
Writing Assignment

NINTH WEEK
HERE’S HOW—Chapter 3: Understanding Tense
Test on Chapter 3
Writing Assignment

TENTH WEEK
HERE’S HOW -- Chapter 4: Use Nouns and Pronouns Correctly
Test on Chapter 4
Writing Assignment

ELEVENTH WEEK
Exit Exam Grammar Skills
FPTM—Language Use
   Sentence Structure
   Grammar, Spelling, Punctuation, and Capitalization
HERE’S HOW—Chapter 12: Spell Accurately
   Chapter 13: Punctuate and Capitalize Properly

TWELFTH WEEK
THIRTEENTH WEEK
HERE’S HOW—Chapter 5: Make Subjects and Verbs Agree
Writing Assignment
Test over Chapter 5

FOURTEENTH WEEK
HERE’S HOW – Chapter 6: Appreciate Adjectives and Adverbs
Test over Chapter 6
Exit Exam Post-Test

FIFTEENTH WEEK
Post-Test Results
Exit Exam Review
EXIT EXAM WRITING
EXIT EXAM GRAMMAR

SIXTEENTH WEEK
Exit Exam Results
Review
EXIT EXAM RE-TAKES

See your First Day Handout for individual instructor assignment schedule.

ATTENDANCE AND WITHDRAWAL POLICIES:

Regular attendance is expected of all students. Each student is accountable to the instructor for all class absences. There are three acceptable excuses for absences: (1) severe illness, (2) death in the immediate family, and (3) official college activity (approved by Student Services). Any questionable excuse shall be verified by the office of Student Services when requested by the instructor.

When any absence occurs, it is the responsibility of the student to contact the instructor as soon as possible and make arrangements about making up work. Work must be made up within one week following the absence or within the time specified by the instructor in case of extended absence. A ten-point penalty is assessed for late work. Except as noted above, make-up work will not be permitted after the one-week deadline, and the instructor will record a grade of "0" for each assignment not submitted.

Tardiness to class is disruptive to learning and is unacceptable. If the student is tardy, the student shall see his/her instructor at the end of the class period, and the instructor will determine if the tardiness is excusable. Excessive tardiness may be counted as absences at the discretion of the instructor.

WITHDRAWAL POLICY

A student may withdraw from a course prior to the deadline for withdrawing which is listed in the college catalog and the college class schedule. A student who has missed too many classes or who is making unsatisfactory progress in the course can withdraw and receive a "W" mark for the course. It is the student’s responsibility to obtain the necessary request form from the Registrar’s Office for
withdrawing from a class, to obtain signatures for completing it, and to turn it in to the Registrar’s Office before the deadline. It is advisable to check later to ensure that the withdrawal has been processed.

NOTE: In 1997, the Florida Legislature passed House Bill 1545 which requires that students who have enrolled more than two times in the same college preparatory (non-credit) course must pay tuition fees at 100% of the full cost of instruction. The full cost of instruction is the same as the non-resident tuition fee. All Florida community colleges and state universities are required to begin “counting” attempts beginning in the Fall term 1997. An “attempt” is any course which remains on the student’s class schedule past the published drop/add date for any academic term. When a student withdraws from a course, the withdrawal counts as an attempt; therefore, if a student enrolls in the same college preparatory course for the third time, he will pay the non-resident tuition fee. A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt, a student cannot withdraw; he must receive a grade.** After the third attempt at college preparatory classes, a student cannot continue in college-credit courses.

**MAKE-UP POLICY:**
See Attendance Policy (above)

**ACADEMIC HONOR CODE POLICY:**

Students are expected to uphold the Academic Honor Code. Chipola College’s Honor Code is based on the premise that each student has the responsibility to
1) uphold the highest standards of academic honesty in his/her own work;
2) refuse to tolerate academic dishonesty in the college community; and
3) foster a high sense of honor and social responsibility on the part of students.

Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

**STUDENTS WITH DISABILITIES POLICY:**

Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola’s goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment.

Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

**LINKING COURSE, DISCIPLINE, AND GENERAL EDUCATION COMPETENCIES**

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES – ENC 0004 (Course Objectives)</th>
<th>DISCIPLINE-SPECIFIC GENERAL EDUCATION COMPETENCIES</th>
<th>GENERAL EDUCATION CORE COMPETENCIES</th>
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<tr>
<td><strong>The student will learn the following:</strong></td>
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<tr>
<td>Recognize and write the common sentence patterns of simple,</td>
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<td>compound, and complex sentences.</td>
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<td>Recognize the function of words in sentences.</td>
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<td>Recognize and correct most writing errors, such as verb tense, subject-verb agreement, pronoun usage, correct modifiers, and basic punctuation.</td>
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<td>Construct and revise well-organized paragraphs and short essays.</td>
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<td>Formulate a statement of main idea or thesis that focuses the paragraph or essay.</td>
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<td>Recognize main idea and supporting details within a paragraph or essay.</td>
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<td>Employ technology to create essays.</td>
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