COURSE TITLE: Developmental Writing I  
COURSE NUMBER: ENC 0015  

COURSE DESCRIPTION (with prerequisites):  
This course is designed to remediate severe problems in writing skills. Students must make a grade of “C” or higher in this course before advancing to ENC 0025. Prerequisite: PERT scores between 50-89. 3 semester hours non-college credit. [P]  

NAME(S) OF INSTRUCTORS:  
Margaret Scheffer  

EFFECTIVE ACADEMIC YEAR:  
2012-13  

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:  


GRADING POLICY:  
The standing of a student in each course is expressed by one of the following letters and corresponding grading system:  
A – 90 – 100  
B – 80 – 89  
C – 70 – 79  
D – 60 – 69  
F – 59 or less  
The Chipola Catalog provides policies and procedures regarding the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.  

ATTENDANCE AND WITHDRAWAL POLICIES:  
Chipola College expects regular attendance of all students. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.
A student is allowed to repeat a course a maximum of three (3) times. On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.

**MAKE-UP POLICY:**
Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

**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.

**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. On-line catalogs, e-books and electronic databases can be accessed by using the LINCCWeb icon on the Chipola Library website at www.chipola.edu/library. If you have questions about database usage consult the “How to Use the Chipola Databases” on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor 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 and on the Library website. The ACE Lab, located in Building L, is available for tutoring and is equipped with computer workstations. Lab hours are posted each semester at the room entrance. The college’s learning management system is Desire 2 Learn (d2l). Classes become available on d2l on the first day of the semester. It is the student’s responsibility to log onto the d2l system the first day of class to establish the first day of attendance and to check announcements. For further information, contact your instructor or the Director of Online Learning.
ELECTRONIC DEVICE USAGE:
All electronic devices such as cell phones, beepers, pagers, and related devices are to be silenced prior to entering classrooms and/or laboratories to avoid disruption. Should it become necessary for a student to leave his/her “device” on to send or receive an emergency call and/or text message, the student must inform the instructor prior to class. If the student finds it necessary to send and/or receive an emergency call and/or text message during class/lab time, he/she is instructed to take all books and belongings and step outside the classroom to deal with the situation. To minimize classroom disruption and the distraction to classmates, the student will not be permitted to reenter the classroom during that class period. Any time a test is being administered, all such devices must be turned off and put away. If a device is seen or heard during an exam, a score of zero will be given for that exam. Initial and repeated infractions may result in disciplinary action.

DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:
The purpose of the communications area in the core curriculum is to enable the student to read critically and communicate effectively in clear and correct English.

C-1 Demonstrate the writing process through various formats using the conventions of Standard American English.
C-2 Use rhetorical modes effectively in written and oral communication.
C-3 Illustrate critical thinking in writing or oral communication.
C-4 Construct a documented essay using research and technology skills.
C-5 Analyze universal human experiences when reading and writing.

LINKING COURSE-LEVEL STUDENT LEARNING OUTCOMES WITH DISCIPLINE-SPECIFIC COMPETENCIES, ASSESSMENT METHODS, AND ARTIFACTS

<table>
<thead>
<tr>
<th>COURSE-LEVEL STUDENT LEARNING OUTCOMES FOR ENC 0015</th>
<th>DISCIPLINE-SPECIFIC GENERAL EDUCATION COMPETENCIES</th>
<th>ASSESSMENT METHODS FOR COURSE LEVEL STUDENT LEARNING OUTCOMES</th>
<th>LEARNING ARTIFACTS FOR AA PROGRAM ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use prewriting, drafting, revision, and editing techniques</td>
<td>C-1</td>
<td>H, SE, W,E</td>
<td></td>
</tr>
<tr>
<td>• Select and narrow a topic that addresses the specific task</td>
<td>C-1</td>
<td>H, SE, W,E</td>
<td></td>
</tr>
<tr>
<td>• Demonstrate a basic awareness of purpose and audience</td>
<td>C-1</td>
<td>H, SE, W,E</td>
<td></td>
</tr>
<tr>
<td>• Sustain focus on a specific main idea for a single paragraph</td>
<td>C-1</td>
<td>H, SE, W,E</td>
<td></td>
</tr>
<tr>
<td>• Maintain coherence through the use of transitional devices within a paragraph.</td>
<td>C-1</td>
<td>H, SE, W,E</td>
<td></td>
</tr>
<tr>
<td>• Provide supporting details for main idea with relevant</td>
<td>C-1</td>
<td>H, SE, W,E</td>
<td></td>
</tr>
</tbody>
</table>
explanations and examples, in a single paragraph
- Create a logical progression of ideas or events
- Choose appropriate words and phrases
- Express ideas effectively
- Use varied sentence structures
- Use syntax appropriate to standard written English
- Demonstrate a basic command of the conventions of standard written English, including grammar, usage, and mechanics.
- When writing, use complete sentences
- Use coordination effectively
- Use subordination effectively
- Recognize fragments
- Recognize comma splices
- Recognize fused sentences
- Use standard verb forms
- Maintain agreement between subjects and verbs
- Use standard capitalization
- Use correct pronouns
- Recognize commonly confused words
- Use end punctuation correctly
- Use standard spelling
- Use adjectives and adverbs correctly
- Use appropriate degree forms

**Assessment Codes**


**Means of accomplishing student learning 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.

ASSIGNMENT AND/OR COURSE OUTLINE

FIRST WEEK
- Class introductions. Discuss goals, objectives, and syllabus.
- Diagnostic writing assignment.
- Along These Lines (ATL): Chapter 1: Writing a Paragraph
- Reading Selection: “Getting Carded”
- MyWritingLab: Assignment: Diagnostic test in grammar

SECOND WEEK
- ATL: Grammar Section: Chapters 15 & 16: The Simple Sentence and Coordination
  - Chapter 2: Illustration
  - Reading Selection: “A Life Full of Riches”
- English Mercury Reader (EMR): Appendix, pages 433-439
  - Verbs and subjects
- MyWritingLab: Assignment: Finish diagnostic test

THIRD WEEK
- ATL: Grammar Section: Chapters 17 and 18: Avoiding Run-On Sentences and Comma Splices, and Subordination
  - Chapter 3: Description
  - Reading Section: “The Colors”
- EMR: pp. 221-237, work diagnostic and exercises
- MyWritingLab: Assignment: Run-ons; fragments; commas

FOURTH WEEK
- Description paragraph due
- Test on Grammar Chapters 15-18
ATL: Chapter 4: Narration
Reading Selection: “The Good Father”
EMR: Section 2, pp. 228-237; diagnostic and exercises
MyWritingLab: Assignment: Run-ons; commas; paragraph development - describing

FIFTH WEEK
Narration paragraph due
ATL: Grammar Section: Chapter 19: Avoiding Sentence Fragments
    Chapter 5: Process
    Reading Selection: “Breath of Life”
EMR: Reread Section 2, “The Skills,” pp. 228-229
MyWritingLab: Assignment: Paragraph development narrating Fragments

SIXTH WEEK
Process paragraph due
ATL: Grammar section: Chapter 20 and 21: Parallelism and Using Adjective and Adverbs
    Chapter 6: Comparison and Contrast
    Reading Selection: “Honesty and Dishonesty”
EMR: Section 1, Parallel Structure, pp. 289-294
MyWritingLab: Assignment: Paragraph Development - Process

SEVENTH WEEK
Comparison and Contrast paragraph due
ATL: Grammar section: Chapter 22: Correcting Problems with Modifiers
    Chapter 7: Classification
    Reading Selection: “The Dog Ate My Disk, and Other Tales of Woe”
EMR: Section 9, pp. 273-277

EIGHTH WEEK
Test: Chapters 20-22
ATL: Grammar Section: Chapters 23 and 24: Verbs
    Chapter 31: Sentence Variety
EMR: Section 8, “Shifts in Verb Tense,” pp. 269-273
MyWritingLab: Assignment: Continue to work on your study plan

NINTH WEEK
ATL: Grammar Section: Chapters 25 and 26: Pronouns
    Chapter 8: Definition
    Reading Selection: “Terrorism”
EMR: Section 4, pp. 246-257
MyWritingLab: Pronoun, Antecedent-Agreement; Pronoun Reference

TENTH WEEK
Grammar Test: Chapters 23—26
ATL: Chapter 9: Cause and Effect
    Reading Selection: “Say Something”
EMR: Finish Pronouns; Section 6, pp. 252-263; Section 7, pp. 263-268
MyWritingLab: Paragraph development – Definition
Pronoun, case

ELEVENTH WEEK
Cause and Effect paragraph due
ATL: Grammar Section: Chapters 28 and 29: Spelling and Words that Look Alike/Sound Alike
Chapter 10: Argument
Reading Selections: “The Case for a Tax on Sodas”
EMR: Section 4, “Spelling,” pp. 327-333; Section 2, “Confused Words,” 294-299
MyWritingLab: Paragraph Development – Cause and Effect; Spelling; Easily Confused Words

TWELFTH WEEK
Argument paragraph due
ATL: Grammar Section: Chapter 30: Word Choice
Chapters 11 – 13; Writing an Essay and Different Essay Patterns
MyWritingLab Assignment: Agreement of subject and verb

THIRTEENTH WEEK
Essay due
ATL: Chapters 11-13: continue with “Writing an Essay”
Grammar Section: Chapter 31: Sentence Variety
Test over Chapter 25
MyWritingLab: Varying sentence structure under Additional Topics
Essay Development: Illustrating; Describing

FOURTEENTH WEEK
Review

FIFTEENTH WEEK
Review
FINAL EXAM

See your Instructor First Day Handout for individual instructor assignment schedule.