COURSE TITLE: Developmental Writing (Modularized)  
COURSE NUMBER: ENC 0056

COURSE DESCRIPTION (with prerequisites):  
This course is designed to remediate deficiencies in writing skills. Prerequisite: Placement scores on ACT 0-16; PERT 0-102; SAT 200-430. 2 semester hours non-college credit. [P]

NAME(S) OF INSTRUCTORS:  
Dr. Rachel West

EFFECTIVE ACADEMIC YEAR:  
2014-15

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 college’s learning management system is Canvas. Classes become available on Canvas on the first day of the semester. It is the student’s responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues in accessing or utilizing Canvas. 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.

**TUTORING RESOURCES:**
Chipola College has contracted Smarthinking, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. It can be accessed through Canvas. Additionally, the Academic Center for Excellence (ACE) Lab, located in
Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. Lab hours are posted each semester at the room entrance.

**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 0056</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>• Sustain focus on a specific topic or argument</td>
<td>C-1, C-2, C-3</td>
<td>CF, W, E, H</td>
<td>CF, W, E, H</td>
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<tr>
<td>• Demonstrate command of the conventions of standard written English, including grammar, usage, and mechanics</td>
<td>C-1</td>
<td>CF, W, E, H</td>
<td>CF, W, E, H</td>
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<tr>
<td>• Support and illustrate arguments and explanations with relevant details, and examples</td>
<td>C-1, C-2, C-3</td>
<td>CF, W, E, H</td>
<td>CF, W, E, H</td>
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<tr>
<td>• Create a logical progression of</td>
<td>C-1, C-2, C-3</td>
<td>CF, W, E, H</td>
<td>CF, W, E, H</td>
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<tr>
<td>Ideas or events, and convey the relationships among them</td>
<td>C-1, C-2, C-3</td>
<td>CF, W, E, H</td>
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<td>Establish a thesis that addresses the specific task and audience</td>
<td>C-1, C-2, C-3</td>
<td>CF, W, E, H</td>
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<tr>
<td>Develop and maintain a style and tone appropriate to the task, purpose, and audience</td>
<td>C-1, C-3</td>
<td>CF, W, E, H</td>
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<tr>
<td>Choose words and phrases to express ideas precisely and concisely</td>
<td>C-1, C-2, C-3</td>
<td>CF, W, E, H</td>
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<tr>
<td>Assess the quality of one's own writing, and, when necessary, strengthen it through revision</td>
<td>C-1, C-3</td>
<td>CF, W, E, H, T</td>
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<tr>
<td>Use varied sentence structures to achieve cohesion between sentences</td>
<td>C-1, C-2, C-3</td>
<td>CF, W, E, H</td>
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<tr>
<td>When writing to inform or explain, students must convey information clearly and coherently</td>
<td>C-1, C-2, C-3</td>
<td>CF, W, E, H</td>
<td></td>
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<tr>
<td>When writing to inform or explain, students must demonstrate understanding of content by reporting facts accurately</td>
<td>C-1, C-2</td>
<td>CF, W, H, E</td>
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<tr>
<td>Recognize effective transitional devices within the context of a passage</td>
<td>C-1</td>
<td>T, CF, W, E, H</td>
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<tr>
<td>Recognizes commonly confused or misused words or phrases</td>
<td>C-1</td>
<td>T, CF, W, E, H</td>
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<tr>
<td>Places modifiers correctly</td>
<td>C-1</td>
<td>T, CF, W, E, H</td>
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<tr>
<td>Uses coordination and subordination effectively</td>
<td>C-1</td>
<td>T, CF, W, E, H</td>
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<tr>
<td>Recognizes parallel structure</td>
<td>C-1</td>
<td>T, CF, W, E, H</td>
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<td>Avoids inappropriate shifts in verb tense</td>
<td>C-1</td>
<td>T, CF, W, E, H</td>
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<td>Maintains agreement between pronoun and antecedent</td>
<td>C-1</td>
<td>T, CF, W, E, H</td>
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<tr>
<td>Avoids inappropriate pronoun shifts</td>
<td>C-1</td>
<td>T, CF, W, E, H</td>
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<tr>
<td>Maintains clear pronoun references</td>
<td>C-1</td>
<td>T, CF, W, E, H</td>
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<tr>
<td>Uses proper case forms</td>
<td>C-1</td>
<td>T, CF, W, E, H</td>
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<tr>
<td>Uses adjectives and adverbs correctly</td>
<td>C-1</td>
<td>T, CF, W, E, H</td>
<td></td>
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<tr>
<td>Uses appropriate degree forms</td>
<td>C-1</td>
<td>T, CF, W, E, H</td>
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<tr>
<td>Avoids fragments, comma</td>
<td>C-1</td>
<td>T, CF, W, E, H</td>
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</table>
- Uses standard verb forms
- Maintains agreement between subject and verb
- Uses standard spelling
- Uses standard punctuation
- Uses standard capitalization
- Use technology as a tool to produce, edit, and distribute writing

<table>
<thead>
<tr>
<th>C-1</th>
<th>T, CF, W, E, H</th>
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<td>C-1</td>
<td>T, CF, W, E, H</td>
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<td>C-1, T-1, T-2</td>
<td>W, E, H</td>
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**Assessment Codes**

- T = Tests
- Pre/Post = Pre- and Post-Tests
- OT = Objective Tests
- UT = Unit Tests
- Q = Quizzes
- F = Final Examination
- CF = Cumulative Final
- EX = Departmental Exam
- SE = Nat’l or State Standardized Exam
- RPT = Report/Presentation
- SP = Skills Performance
- SD = Skills Demonstration
- W = Writing Assignments
- E = Essays
- DE = Documented Essays
- RP = Research papers
- J = Jury
- R = Recital
- Proj. = Projects
- Exp. = Experiments
- Cap. Proj. = Capstone Project
- Cap. Course = Capstone Course
- Intern. = Internship
- H = Homework
- PS = Problem Solving
- DB = Discussion Board
- BO = Behavioral Observation
- Clin. = Clinicals
- CS = Case Study
- CP = Case Plan
- Port. = Portfolio
- Obs. = Teacher Observation
- Sk. Check = Skills Check-off
- Curriculum Frameworks
- JP = Judged
- Performance/Exhibition
MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:

The student will
1. complete classwork with consistency (See attendance policy).
2. learn the material presented and assigned.
3. contact your instructor about making up any work missed during an excused absence.
4. complete all assignments with promptness and accuracy.
5. obtain a passing score on quizzes, chapter tests, and major exams.
6. participate in online activities.
7. complete all writing assignments.
8. obtain a passing score on each exam.
9. treat classmates and instructor with respect.

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

ASSIGNMENT AND/OR COURSE OUTLINE

Weeks One and Two
Course introduction
Complete Path Builder/Diagnostic Grammar Test

Weeks Three and Four
Complete Module: The Craft of Writing
Learning Path Module: Basic Grammar
Writing Assignment: Paragraph #1

Weeks Five and Six
Complete Module: Paragraph Development
Learning Path Module: Basic Grammar
Sentence Skills
Writing Assignment: Paragraph #2

Weeks Seven and Eight
Complete Module: Essay Development
Learning Path Module: Sentence Skills
Punctuation, Mechanics, and Spelling
Writing Assignment: Essay #1
**Weeks Nine and Ten**  
Learning Path Module: Punctuation, Mechanics, and Spelling  
Language Usage and Style  
Writing Assignment: Essay #2

**Weeks Eleven and Twelve**  
Learning Path Module: Language Usage and Style  
Writing Assignment: Essay #3

**Weeks Thirteen, Fourteen, and Fifteen**  
Grammar Mastery Final Exam

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