CHIPOLA COLLEGE
COURSE SYLLABUS
Chipola's website: www.chipola.edu

COURSE TITLE: **COURSE NUMBER:**
Developmental Writing (Combined)   ENC 0022

COURSE DESCRIPTION (with prerequisites):
This course is designed to augment writing skills by concentrating on writing sentences, paragraphs, and short themes. This course is designed for those exempt, non-exempt, or opt-in students whose placement scores indicate remediation. Prerequisite: Placement scores on ACT 0-16; PERT 0-102; SAT 200-430. A grade of "C" or higher in this course is required before advancing to ENC 1101. 3 semester hours non-college credit. [P]

NAME(S) OF INSTRUCTORS:
Carol Saunders

EFFECTIVE ACADEMIC YEAR:
2023-2024

REQUIRED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:
The Perfect English Grammar Workbook: Simple Rules and Quizzes to Master Today's English, 2017, Zephyros Press. ISBN: 9781623157968.

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, and all instructors record attendance daily. 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.

NOTICE OF EQUAL ACCESS/EQUAL OPPORTUNITY AND NONDISCRIMINATION:
Chipola College does not discriminate against any persons, employees, students, applicants or others affiliated with the college with regard to race, color, religion, ethnicity, national origin, age, veteran's status, disability, gender, genetic information, marital status, pregnancy or any other protected class under applicable federal and state laws, in any college program, activity or employment.

Wendy Pippen, Associate Vice President of Human Resources, Equity Officer and Title IX Coordinator, 3094 Indian Circle, Marianna, FL 32446, Building A, Room 183C, 850-718-2269, pippenw@chipola.edu.

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 **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.

FREE TUTORING RESOURCES:

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. ACE lab hours are posted each semester at the room entrance and on the website. Additionally, live online tutoring conferences and individual tutoring sessions are available for a variety of courses through ACE@Home. For a conference schedule or to schedule an individual appointment, visit "ACE Tutoring" in the left navigation from any course in Canvas.

ELECTRONIC DEVICE USAGE STATEMENT:

Classrooms should be free of all unnecessary distractions from the task of learning. Therefore, as a general rule, students should silence and avoid use of all electronic devices (laptops, phones, tablets, etc.) not being used for coursework. Consult first-day handouts for any specific policies related to the use of electronic devices in the classroom, as they may vary depending upon the nature of the course or the guidelines of the instructor. Faculty reserve the right to regulate the use of electronic devices and their accessories in class.

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 in essays and literature.

LINKING COURSE-LEVEL STUDENT LEARNING OUTCOMES WITH DISCIPLINE-SPECIFIC COMPETENCIES, ASSESSMENT METHODS, AND ARTIFACTS			
COURSE-LEVEL STUDENT LEARNING OUTCOMES FOR ENC 0022	**DISCIPLINE-SPECIFIC GENERAL EDUCATION COMPETENCIES**	**ASSESSMENT METHODS FOR COURSE LEVEL STUDENT LEARNING OUTCOMES**	**LEARNING ARTIFACTS FOR AA PROGRAM ASSESSMENT**
• Sustain focus on a specific topic or argument	C-1, C-2, C-3	CF, W, E, H	
• Demonstrate command of the conventions of standard written English, including grammar, usage, and mechanics	C-1	CF, W, E, H	
• Support and illustrate arguments and explanations with relevant details, and examples	C-1, C-2, C-3	CF, W, E, H	
• Create a logical progression of ideas or events, and convey the relationships among them	C-1, C-2, C-3	CF, W, E, H	
• Establish a thesis that addresses the specific task and audience	C-1, C-2, C-3	CF, W, E, H	
• Develop and maintain a style and tone appropriate to the task, purpose, and audience	C-1, C-2, C-3	CF, W, E, H	
• Choose words and phrases to express ideas precisely and concisely	C-1, C-3	CF, W, E, H	
• Assess the quality of one's own writing, and, when necessary, strengthen it through revision	C-1, C-2, C-3	CF, W, E, H	
• Use varied sentence structures to achieve cohesion between sentences	C-1, C-3	CF, W, E, H, T	
• When writing to inform or explain, students must convey information clearly and coherently	C-1, C-2, C-3	CF, W, E, H	
• When writing to inform or explain, students must demonstrate understanding of content by reporting facts accurately	C-1, C-2, C-3	CF, W, E, H	
• Accurately incorporate source material into one's own work while avoiding plagiarism	C-1, C-2, C-3, C-4	W, H, E	
• When writing arguments, students must establish a	C-1, C-2, C-3,	W, H, E	

substantive claim			
• When writing arguments, students must link claims and evidence with clear reasons, and ensure that the evidence is relevant and sufficient to support the claims	C-1, C-2, C-3	W, H, E	
• When writing arguments, students must acknowledge competing arguments or information, defending or qualifying the initial claim as appropriate	C-1, C-2, C-3	W, H, E	
• Gather the information needed to build an argument, provide an explanation, or address a research question	C-1, C-2, C-3	W, H, E	
• Recognize effective transitional devices within the context of a passage	C-1, C-2	CF, W, H, E	
• Recognizes commonly confused or misused words or phrases	C-1	T, CF, W, E, H	
• Places modifiers correctly	C-1	T, CF, W, E, H	
• Uses coordination and subordination effectively	C-1	T, CF, W, E, H	
• Recognizes parallel structure	C-1	T, CF, W, E, H	
• Avoids inappropriate shifts in verb tense	C-1	T, CF, W, E, H	
• Maintains agreement between pronoun and antecedent	C-1	T, CF, W, E, H	
• Avoids inappropriate pronoun shifts	C-1	T, CF, W, E, H	
• Maintains clear pronoun references	C-1	T, CF, W, E, H	
• Uses proper case forms	C-1	T, CF, W, E, H	
• Uses adjectives and adverbs correctly	C-1	T, CF, W, E, H	
• Uses appropriate degree forms	C-1	T, CF, W, E, H	
• Avoids fragments, comma splices, and fused sentences	C-1	T, CF, W, E, H	
• Uses standard verb forms	C-1	T, CF, W, E, H	
• Maintains agreement between subject and verb	C-1	T, CF, W, E, H	
• Uses standard spelling	C-1	T, CF, W, E, H	
• Uses standard punctuation	C-1	T, CF, W, E, H	

• Uses standard capitalization	C-1	T, CF, W, E, H	
• Use technology as a tool to produce, edit, and distribute writing	C-1, T-1, T-2	W, E, H	

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

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