

COURSE SYLLABUS
SPRING 2019

COURSE TITLE: Basic Developmental English

ENGL 0301.006

INSTRUCTOR: Randy Wall

DEPARTMENT: English

OFFICE: Reese Campus, Bldg. 3, #313A

PHONE: (806) 885-3048, x. 4633

LC: 125I

OFFICE HOURS: MW 8:30 – 9:30 (LC 125I) 12:15-1:00 (LC 125I)

TR 8:30 - 9:30 (RC313A); TR 12:15 – 1:00 (RC 313A)

FR 12:30-2:00 (LC125 and RC 113A- alternating)

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GENERAL COURSE INFORMATION:

ENGL 0301 Basic Developmental English

Purpose:

This is a course in fundamental English for students as a result of the score on the writing section of the TSI Assessment test or on another writing placement test. ENGL 0301 is designed to help students begin to develop college-writing skills and focuses on idea generation, organization, drafting, revision, and utilization of Standard English. The course provides a basic review of English grammar, focusing on spelling, punctuation, correct word choice, and various types of sentence construction, and covers major errors, such as fragments, run-on sentences, subject-verb agreement, and pronoun errors. It also provides practice in writing and revising various types of paragraphs.

Learning Outcomes: Upon the successful completion of this course, students will:

1. Compose a variety of texts that demonstrate clear focus, the logical development of ideas, and the use of appropriate language that advances the writer's purpose.
2. Determine and use effective approaches and rhetorical strategies for given writing situations.
3. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
4. Evaluate relevance and quality of ideas and information to formulate and develop a claim.
5. Develop and use effective revision strategies to strengthen the writer's ability to compose college-level writing assignments.
6. Edit writing to conform to the conventions of Standard English.

SPECIFIC COURSE/INSTRUCTOR REQUIREMENTS:

TEXTS: *Grassroots* 11th ed., Susan Fawcett, Houghton and Mifflin, Boston 2011
Supplemental workbook packet (available at Reese Bookstore)

OTHER: 4 Scantron cards (#19641)
Notebook paper

COURSE ATTENDANCE: The educational process includes development of positive habits for the workplace. The policies of the current SPC catalog will be followed for attendance requirements and withdrawal procedures. Class attendance may be taken at any time during the class period. Tardies may be counted as absences if they are prolonged or excessive. Any student whose absences total two weeks of class may be dropped from the course.

ACADEMIC INTEGRITY: The guidelines for academic integrity set forth in the current South Plains College catalogue will be followed, but perhaps one specific category should be addressed here: plagiarism and cheating. According to the SPC catalog, complete honesty is required of the student in the presentation of any and all phases of course work. This applies to quizzes of whatever length as well as to final examinations, to daily reports and to term papers. Failure to comply with this policy will result in an “F” for the assignment and can result in an “F” for the course if circumstances warrant.

ASSESSMENT OF THE GRADING CRITERIA: Essays may earn grades ranging from A to F based on the grading scale. Depending on the assignment, certain criteria may be weighed more than others, and the assignment may establish additional, more specific criteria. The quality of each of the criteria determines the letter grade. Not every essay will fit a single grade’s description completely.

GRADING PERCENTAGES: Final course grades will be calculated using the following percentages :

Exams	50%
Writing Assignments	35%
Final Exam	15%

GRADING SCALE:	100-90= A	Superior
	89-80= B	Good
	79-70= C	Average
	69-60= D	Poor
	below 60 = F	Unacceptable

ASSIGNMENTS/MAKE-UP TEST POLICY: Any out-of-class writing assignments must be completed and turned in on the date due. All such **papers must be typed and double-spaced, or they will receive a ten-point deduction. Papers up to one class late will be accepted but will receive a ten-point deduction. No papers will be accepted after that.** All missed exams must be made up within one week, during an arranged time.

ADA STATEMENT: Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish special accommodations should notify the Disability Services Office early in the semester so that appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his or her disability to the Disability Services Office. For more information, call or visit the Disability Services Office through the Guidance and Counseling Centers at Reese Center (Building 8) 806-716-4606, or Levelland (Student Services Building) 806-716-2577.

TEXAS LICENSE-TO-CARRY POLICY AT SOUTH PLAINS COLLEGE

Individuals possessing a valid Texas License to Carry weapons permit (LTC) will be permitted by state law to carry a concealed handgun into campus buildings. Please be aware of the following information:

- You must possess a License to Carry or the former Concealed Handgun License to lawfully carry on campus.
- Only handguns are permitted.
- You must conceal the firearm. It is still an offense to carry a firearm that is openly displayed on college property.
- The firearm must be on or about your person at all times (concealment in bags and purses is permitted if within your reach) or it must be locked in an approved safe or locked in your vehicle.

- Individuals are not required to disclose if they possess a firearm or an LTC to any person other than a commissioned peace officer. It is **not** recommended that faculty/staff request students disclose information as it pertains to LTC status.
- Accidental display of an appropriately carried firearm, such as the movement of clothing during natural activity, does not warrant panic, but Campus Police may be contacted if there is concern.

Firearms will not be permitted in certain areas, known as exclusionary zones, even with the proper license. Those zones are listed below:

- The Natatorium - This is the only permanent exclusionary zone.
- Certain facilities become exclusionary zones during certain events including:
 - Facilities in which an NCAA or NJCAA sanctioned college or UIL sanctioned high school sporting event is taking place. This does not include facilities in which an intermural sport is taking place.
 - Facilities in which a UIL sanctioned event, including an academic event, is currently taking place.
 - Offices in which a disciplinary hearing is being conducted.
 - Facilities currently utilized as a polling place.
 - Rooms in which a government meeting, or Board of Regents meeting is being conducted.

COURSE OBJECTIVES

A. This English class typically consists of two areas of focus: (1) writing, which also consists of grammatical and stylistic study, and (2) reading. These sections are listed below, along with their corresponding objectives. In the study of the written word, rarely is writing isolated from reading since these are mirror processes. At the successful completion of this course, the student will be able to perform these skills:

Writing and Grammatical/Stylistic Study

1. Communicate thoughts, ideas, information, and messages in writing.
2. Show a 70% mastery of the grammatical principals of English as demonstrated by class work, out-of-class assignments, and examinations.
3. Identify and correctly use parts of speech in sentences.
4. Write and edit specified sentences, paragraphs, and essays.
5. Correctly spell and use words in sentences and paragraphs.
6. Proofread and correct grammatical, spelling, and structural errors in writing.
7. Have an increased awareness of the connection between language and thought.
8. Receive, attend to, interpret, and respond to written instructions and verbal messages.

Reading

1. Show a 70% mastery of the grammatical principals of English as demonstrated by class work, out-of-class assignments, and examinations.
2. Identify and correctly use parts of speech in sentences.
3. Write and edit specified sentences, paragraphs, and essays.
4. Have an increased awareness of the connection between language and thought.
5. Receive, attend to, interpret, and respond to written instructions and verbal messages.

Critical Thinking and Problem Solving

1. Use of proper audience, purpose and tone for a writing assignment
2. Choice of an appropriate topic, tone, and style
3. Development of essays that are appropriate in logic, structure, focus,
4. Application of logic to create strong, concrete, and developed

arguments and coherence

5. Analysis of essays and application of constructive suggestions as a result of peer editing or instructor comments
6. Revision of structural, developmental, grammatical, and mechanical problems within an essay

Creativity

1. Topic choice; diction, tone, and style; analysis and paper development
2. Group work and class discussions
3. Communication/Collaboration
4. The writing assignments themselves, as the ultimate goal of the course is to teach students to communicate effectively through writing
5. Teacher/student interaction, both in class discussions and in one-on-one help with papers
6. Interaction with other students in class discussions, group work, and peer editing

Leadership, Personal Responsibility, Honesty, and Integrity

1. Regular and on-time class attendance
2. Responsibility for the learning process, including preparation for class assignments, such as reading and homework; participation in class discussions, including asking relevant questions; getting assignments and/or notes if absent; and accepting responsibility for not understanding an assignment or failing an assignment
3. Submission of all assignments in accordance with due dates
4. Avoidance of all forms of cheating and plagiarism on all assignments, including improper collaboration
5. Respectful behavior toward instructor and classmates in order to contribute to the atmosphere necessary for learning.

SPRING 2019 DAILY SCHEDULE – ENGL0301.006 MW 9:30-10:45 LC 115

01/14 M – Overview of syllabus
01/16 W - English Skills Assessment
01/21 M - MLK Day
01/23 W – Freewriting and clustering -- one quality
01/28 M – Ch. 3 “Developing Effective Paragraphs” (must have supplement); Sentence joining overview
01/30 W - Ch. 5 "Description" p.61; Descriptive exercise
02/04 M – **In-class descriptive paragraph**
02/06 W – Ch. 9 “Subjects and Verbs”; Ch. 10 “Avoiding Sentence Fragments”
02/11 M – Ch. 11 “Present Tense”; Ch. 12 “Past Tense”; Ch.13 "Past Participle"
02/13 W – Review Ch.9, 10, 11, 12,13
02/18 M – **Exam – Ch. 9,10,11,12,13 (Scantron #19641 required)**
02/20 W - Overview of sentence joining; Ch. 16 – “Coordination”; Ch. 17 – “Subordination”; Ch. 19 "Semicolons and Conjunctive Adverbs"
02/25 M – Ch. 18 "Avoiding run-ons and Splices"; Sentence joining exercises
02/27 W - Review Ch. 16,17,18,19
03/04 M - Discussion of one quality writing topic; **Exam - Ch 16,17,18,19**
03/06 W - **In-class "one quality" paragraph**
03/11 - 03/15 -- **SPRING BREAK**
03/18 M– Ch. 22 “Nouns”; Ch. 23 – “Pronouns”
03/20 W – Complete Ch. 23
03/25 M - Ch. 24 – “Adjectives and Adverbs”
03/27 W – Review Ch. 22, 23, 24
04/01 M – **EXAM 22, 23, 24 (Scantron required)**; process paragraph discussed
04/03 W - **In-class process paragraph**
04/08 M - English Skills Assessment
04/10 W – Ch. 29 – “Capitalization”; Ch. 30 – “Commas”
04/15 M – Ch. 31 “Apostrophes”; Ch. 32 “Direct and Indirect Quotations”
04/17 W – Review CH. 29, 30, 31, 32
04/22 M - Easter Holiday
04/24 W - **Exam - Ch 29, 30, 31, 32**
04/29 M – Prepare for final
05/01 W - Final in-class essay