

**South Texas Community College
Division of Developmental Studies
Developmental English Syllabus
English 81/ 91 Course Outline
Spring 2004**

Instructor Information:

1. **Instructor:** MRS. ALELI SAN PEDRO- CABRERA
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6. **Office Hours:** MTWR 9-10 AM MT 5:30-6 PM

Course Information:

1. **Course Name:** Writing Skills II, III
2. **Course #/Section:** English 81, 91
3. **Classroom Loc:** STRC C-315
4. **Class Days/Times:** TR 6-7:50 PM

5. **Catalog Course Description:** This English course is designed to advance the students' writing skills. The aim of this course is to prepare the students for TASP and college writing. The students will study professional and peer writing samples, the composing techniques of different modes of writing, and grammar, usage, and mechanics. Special emphasis is placed on paragraph construction in the context of essay writing. This course has a required one-hour lab.

Prerequisite: Placement based on THEA, SAT, ACT, or TAKS scores, or passing English 71 (for ENGL 81) and English 81 (for ENGL 91) with a "C" or better.

6. **Departmental Course Goals:**

- ? Students will learn how to write Narration, Description, Process Analysis and Persuasion essays;
- ? Students will learn writing as a process;
- ? Students will learn revising skills with emphasis on different composing elements;
- ? Students will learn editing skills with focus on sentence skills, mechanics and grammar.

7. **Departmental Course Competencies/Learning Objectives:** Course Learning Objectives with the SCANS Competencies: In this course, you will do the following:

- ✍ understand that writing is a creative process and will use the steps of the writing process --- prewriting, writing, and revision --- in your own writing (1B - see below)
- ✍ understand how a paragraph functions and how each sentence in the paragraph is important (1A, 1B, 2)
- ✍ write paragraphs with clear topic sentences and relevant supporting sentences and concluding sentences (1A, 1B, 1F, 2)
- ✍ write paragraphs demonstrating coherence and unity (1A, 1B, 1F, 2)
- ✍ learn to recognize and write coherent sentences and learn to analyze sentences to correct any sentence structure, grammar, or punctuation errors (1A, 1B, 1F, 2)
- ✍ create a portfolio to represent the mastery of the above knowledge and skill (1A, 1B, 1E, 2)
- ✍ make an oral presentation to the class (1F, 2)
- ✍ perform daily oral interaction with the instructor and other classmates involving such activities as answering questions, reading aloud writing samples, offering peer-editing feedback, and participating in other peer or group discussion. (1F,2)

8. Course Requirements

This course requires you to complete the following:

- 1). 6 essays
- 2). Grammar Quizzes or other assignments given by the instructor
- 3). Journals as assigned by the instructor
- 4). Oral presentation
- 5). Write Placer
- 6). Pre-test and Post-test on Accuplacer
- 7). Lab Exercises
- 8). Portfolio of all essays written

Evaluation Methods and Grading Criteria:

Your final grade will be determined by the following methods:

Essays and Portfolio	50%
Journals	10%
Oral Presentation	10%
Lab Grammar assignments/ Quizzes	10%
Write Placer	20%
<hr/> Total	<hr/> 100%

Grading Policy: English 81 is a non-credit course: the grades assigned for this course are A, B, C, D, or F. (A=100-90, B=89-80, C=79-70, D=69-60, F=59 and below). If a student passes the TASP while enrolled in a developmental English course, he or she does NOT automatically pass the course. After passing the TASP, the student must then meet with Retention Specialists in the Student Success Center before dropping the course. No student will be assigned an automatic Pass for passing the writing section of the TASP.

9. Required Textbook & Resources:

**Dev. English, STCC. *Writing Made Easy*. 1st Edition. Kendall-Hunt, 2001.
National Issues Forums (Form B). Packaged with *Writing Made Easy*.**

Langan, John. *Sentence Skills*. Form B. Customized 7th Edition. McGraw-Hill, 2003.

SCANS Information:

1. Departmental Foundation Skills: Foundation Skills:

Basic Skills: To write an effective paragraph or essay, the student must demonstrate competence in the basic skills of reading and writing. The student must read a rough draft critically for errors in order to make adequate revisions in his or her writing. In addition, listening skills are inherent in any number of everyday in-class activities: taking notes, revising peer writing, following oral directions, etc. Furthermore, the writing samples in each class serve as a gauge of whether or not the student has listened in class and internalized any formal instruction. Likewise, speaking is also implicit in any number of in-class activities, such as class participation, peer revision, individual/group oral presentations, etc..

Foundation Skills:

Basic Skills: A. Reading B. Writing C. Arithmetic D. Mathematics E. Listening F. Speaking

Thinking Skills: Thinking skills are an essential component of the writing process: in order to produce a coherent, unified piece of writing, the student must demonstrate competence in one or more of the following skills: evaluating, analyzing, generalizing, organizing, thinking logically, and synthesizing.

Thinking Skills: Creative Thinking, Decision Making, Critical Thinking

Personal Qualities: Responsibility, Self Esteem, Integrity and Honesty

Workplace Competencies: 4. Resources 5. Interpersonal Skills 6. Systems 7. Technology
8. Information

Personal Qualities: Responsibility, Self-esteem, Integrity and Honesty

2. Departmental Workplace Competencies:

Resources: Use of library. Use of internet. Use of writing lab.

Interpersonal: Classroom presentations. Group activities

Systems: Using college resources to advance academically.

Technology: Utilizing lab computers for writing activities. Getting e-mail accounts. Using Plato software.

Information: Using college resources such as counseling and advising services.

10. Policies and Procedures:

DEVELOPMENTAL STUDIES POLICY STATEMENT:

- ? ?? Failure to remain in at least one Developmental Studies course for students who have not met the passing standard on an approved assessment instrument in reading, writing, and/or mathematics may result in the student's withdrawal from ALL college courses.
- 2) All developmental courses including the College Success course will be included in the Semester Grade Point Average (GPA) for all students at STCC.
- ? ?? Students in Developmental Studies will be limited to a maximum of 13 credit hours of course work per semester and 7 credit hours per summer session.
- ???? Students taking 12 or more credit hours per semester who have not met the passing standard on an approved assessment instrument will be required to take two or more developmental courses every semester if they are deficient in more than one academic skill (reading, writing, and mathematics).

ADA Students with Disabilities Statement: Reasonable accommodations may be made that allow disabled students to be successful at STCC. Accommodations may be provided for those students who submit the appropriate documentation by an outside/independent professional evaluator or agency. Contact an STCC ADA/DSS Counselor in the Annex (Pecan) or call (956) 688-2006. Students may volunteer to inform the Instructor about their disability and associated classroom limitations, if applicable.

Attendance: Students in all developmental classes may be absent:

Fall & Spring 6 classes - 3-day/week courses

Summer I & II - 3 classes

3 classes - 2-day/week courses

Summer III- 6 classes

2 classes - 1-day/week courses

Once a student misses this many classes, he or she will be dropped from the course at the instructor's discretion. Once the student has missed approximately half the allowed times, he/she will receive a warning.

Financial Aid Info---Withdrawal from the College

Students who receive financial aid and withdraw from the College during the semester may owe large amounts of money to the U.S. Department of Education and South Texas Community College. These debts will need to be satisfied before students will be allowed to continue their education. Before making a decision students MUST go the Office of Financial Aid to determine the financial consequences of withdrawing from school.

**Tentative Weekly Coverage
(Engl 81/ 91)**

Week	Grammar/ Mechanics (Langan)	Reading and Writing Learning Activities	Reading and Writing Assignments (NIF/Dev. Engl STCC)
1	Commonly Confused Words P353-371	Introduction to the Course Introduction to the Essay	Ch. 1 Introduction to the Essay Page#1-6
2	Subject and Verb P89-98 Simple Sentences P137-138	Introduction to Writing Process: Purpose and Audience/ Prewriting Skills	Ch. 2 Introduction to the Writing Process Page #7-21 TASP Official Guide Ch. 22 P. 473-484 Pre-Test: Accuplacer
3	Compound Sentences P138-139 Complex Sentences P140-143	Essay #1 (Narration) Reading Prewriting ----- Drafting *Introduction: Lead-in	Ch. 4 Essay Modes Page #53-58 Ch.3 Essay Components Page #23-24
4	Review of *Coordination& *Subordination P145-151 *Six Ways of Punctuating Sentences (Handouts)	Essay #1 Peer Editing Revising *Introduction: Thesis statement ----- *Body: Topic Sentences	Ch.3 Essay Components Page #24-29 Page #29-32 Essay #1 Due
5	Fragments P99-118	Essay # 1 Reflection Rewriting Essay # 2 (Persuasion) Reading Prewriting ----- Drafting Specific Details	Ch.4 Essay Modes Page #102-106 Sample Essay #3&4 P110-113 Ch.3 Essay Components Page #32-37 Essay #1 Rewritten Due

6	Run-ons P119-136	Essay #2 Peer Editing Revising Relevant Details ----- Coherent Details	Ch.3 Essay Components Page #37-41 Page #41-46 TASP Official Guide Ch.23 P. 485-496 Essay #2 Due
7	Review of Fragments P389-392 Review of Run-ons P393-396	Essay #2 Reflection Rewriting Essay #3 (Persuasion) Reading Prewriting ----- Drafting Conclusion	Readings from National Issues Forums (NIF) Ch.3 Essay Components Page #48-51 Essay #2 <i>Rewritten</i> Due
8	Test on Types of Sentences, Fragments and Run-ons (Handouts) Parallelism P237-244 P425-426	Essay #3 Peer Editing Revising -----	Essay #3 Due TASP Official Guide Ch. 22 P. 473-484
9	Subject-Verb Agreement P182-185 P407-410	Essay #3 Reflection Rewriting Essay #4 (Persuasion) Reading Prewriting -----	Readings from NIF TASP Official Guide Ch.23 P. 485-496 Essay # 3 <i>Rewritten</i> Due
10	Consistent Verb Tense P182-185 P411-412 Irregular Verbs P161-171 P403-406	Essay #4 Peer Editing Revising ----- Multiple-Choice TASP: Effective Organization	TASP Official Guide Ch. 24 P. 497-510 Essay #4 Due

11	Pronoun Types P205-217 Pronoun Agreement PP197-198	Essay #4 Reflection Rewriting Essay #5 (Persuasion) Reading Prewriting <hr/> Drafting Multiple-Choice TASP: Effective Sentences	TASP Writing Prompts TASP Official Guide Ch. 25 P. 511-532 Essay #4 <i>Rewritten</i> Due
12	Pronoun Reference P195-197 Pronoun Point of View P201-204	Essay #5 Peer Editing Revising Multiple-Choice TASP: Edited American English <hr/> Review for Write Placer	TASP Official Guide Ch. 26. P. 533-554 Essay #5 Due
13	Misplaced Modifiers Dangling Modifiers P225-236	Essay #5 1. Reflection 2. Rewriting Essay #6 (Description or Process Analysis) Reading Prewriting <hr/> Drafting	Ch. 4 Essay Modes P#71-77 or 59-65 Essay #5 <i>Rewritten</i> Due
14	Test on Agreement Problems (Handout)	Write Placer (Nov. 24&25) TASP Workshop (Nov. 26)	
15	Double Negatives (Handout)	Essay #6 Peer Editing Revising	Essay #6 Due Post-Test: Accuplacer
16	Review for Final	Revise Essay #6 Work on Portfolio	Essay #6 Rewritten Due Portfolio Due
17		College Final Exam	

**Journals and oral presentations must be incorporated into course calendar. When and where is at the discretion of the instructor.

Lab Rules

When using the lab, please abide by the following rules:

1. No drinks or food or water are allowed in the lab;
2. Be on task at all times; no surfing on the internet, or downloading the music or other programs;
3. Don't play with or remove the labels or tags on the computers;
4. Take care of the headphones; don't bend them or stretch them out on the CPUs;
5. Take care of all property in the lab, especially the computers. (If they are damaged, there is no replacement.)
6. It is the instructors' responsibility to take care of the lab classes, and it is students' responsibility to follow rules.