PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

DEVELOPMENTAL WRITING
DSPW 0800

Class Hours: 3.0 
Credit Hours: 3.0
Laboratory Hours: 0.0
Revised: Spring 05

Catalog Course Description:

By developing basic writing skills, this course prepares the student for college-level writing tasks. Students are introduced to multi-paragraph compositions, summary writing, and documentation methods.

Entry Level Standards:

ACT score of 15-18 or passing grade in DSPW 0700.

Prerequisites:

Completion of or exemption from Basic Reading (DSPR 0700)

Textbook(s) and Other Course Materials:


I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>The Writing Process (Prewriting, Organizing, Drafting, Revising, Proofreading)</td>
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<tr>
<td>2</td>
<td>Paragraph Structure/Essay Structure (Thesis Statement, Topic Sentences)</td>
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<td>3</td>
<td>Introductions and Conclusions/Subjects and Verbs/Compound Sentences</td>
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<tr>
<td>4</td>
<td>Introductions and Conclusions/Subjects and Verbs/Compound Sentences</td>
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<tr>
<td>5</td>
<td>Large Scale essay Revision/Fragments, Comma Splices, Fused Sentences</td>
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<td>6</td>
<td>Writing under Pressure/Subordination and Coordination</td>
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<td>7</td>
<td>Essay Writing/Corrections/Commas, Semicolons, and Colons</td>
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<td>8</td>
<td>Summary Writing//Quotation Marks</td>
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<td>9</td>
<td>Essay Writing/ Documentation</td>
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<tr>
<td>10</td>
<td>Essay Writing/Subject-Verb Agreement/Verb Forms</td>
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<tr>
<td>11</td>
<td>Essay Writing/Apostrophes</td>
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<td>12</td>
<td>Essay Writing/Pronoun Agreement, Case, and Reference</td>
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<td>13</td>
<td>Essay Writing, Revision, and Correction</td>
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<td>14</td>
<td>Grammar Review/Writing Under Pressure</td>
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Final Exam

II. Course Objectives*:

A. Use effective strategies for writing a variety of multi-paragraph compositions and reports. I
B. Employ standard mechanical and grammatical conventions in written composition at the essay level. I.5
C. Proofread carefully and accurately. I.4
D. Use logic in developing topics for written composition. I.2
E. Demonstrate effective oral communication skills in both formal and informal situations. I.3, I.5
F. Understand principles of the development and use of the English language. I.5

*Roman numerals after course objectives reference goals of the university parallel program.

III. Instructional Processes*:

Students will:

1. Read assigned essays and participate in class discussion. Communication Outcome, Transitional Strategy, Active Learning Strategy
2. Write organized analytical and expository essays using word processing software. Communication Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy
3. Collaborate in teams for peer review of drafts to analyze audience and message, to organize ideas, and to evaluate drafts as to effectiveness and clarity. Communication Outcome, Transitional Strategy, Active Learning Strategy
4. Develop skills in recognizing the rules of English grammar and punctuation and applying them in both oral and written work. Communication Outcome, Transitional Strategy, Active Learning Strategy
5. Develop research skills using traditional library sources, literary databases, the Internet to find information pertinent to writing topics. Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy
6. Develop skills in quoting, paraphrasing, and documenting source material responsibly and effectively in analytical and expository writing. Communication Outcome, Transitional Strategy, Active Learning Strategy
7. View films, conduct interviews, and/or listen to guest speakers when possible to discover the importance of effective written and oral communication in the professional world. Communication Outcome, Transitional Strategy, Active Learning Strategy

*Strategies and outcomes listed after instructional processes reference TBR’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Conceive ideas about a topic for the purpose of writing. A
2. Organize, select, and relate ideas to develop them into coherent paragraphs. A
3. Vary writing style, including vocabulary and sentence structure, for different readers and purposes.  A

4. Gather information from primary and secondary sources and to write a report using this research and to summarize accurately; and to cite sources properly.  A

5. Recognize that writing is a process involving a number of elements, including collecting information and formulating ideas, determining their relationships, drafting, arranging paragraphs in an appropriate order and building transitions between them, and revising what has been written.  A

6. Write as way of discovering and clarifying ideas.  A

7. Write appropriately for different occasions, audiences, and purposes (persuading, explaining, describing, telling a story.   A

8. Write standard English sentences with correct sentence structure; verb forms; punctuation, capitalization, possessives, plural forms, and other matters of mechanics, word choice, and spelling.  B

9. Improve one’s own writing by restructuring, correcting errors, and rewriting.  C

10. Demonstrate skill and assurance in using the conventions of standard written English.  B

11. Organize, select, and relate ideas and to outline and develop them in coherent paragraphs. D

12. Identify and formulate problems, as well as propose and evaluate ways to solve them.  D

13. Comprehend, develop, and use concepts and generalizations.  D

14. Vary one’s use of spoken language to suit different situations.  E

15. Engage in discussion as both speaker and listener—interpreting, analyzing, and summarizing.  E

16. Contribute to classroom discussions in a way that is readily understood by listeners—that is, succinct and to the point.  E

17. Present an opinion persuasively.  E

18. Recognize the intention of a speaker and to be aware of the techniques a speaker is using to affect an audience.  E

19. Recognize and take notes on important points in lectures and discussions. E

20. Question inconsistency in logic and to separate fact from opinion.  E

21. Recognize the fact that English, like every other language, operates according to grammatical systems and patterns of usage.  F

22. Recognize the fact that English is influenced by other languages, both ancient and modern.  F

23. Recognize the fact that English has several levels of usage, and consequently, the language appropriate in some situations may not be appropriate in others.  F

24. Recognize the fact that English words, like those of other languages, gather meaning from their context and carry connotation.  F

*Letters after performance expectations reference the course objectives listed above.
V. Evaluation:

A. Testing Procedures:

75% = Essay Writing
25% = Grammar Tests

(Grades on all assignments are cumulative.)

B. Laboratory Expectations:

None

C. Field Work:

None

D. Other Evaluation Methods:

None

E. Grading Scale:

A = 940-1000
B = 870-939
C = 800-869
F = below 800

VI. Policies:

A. Attendance Policy:

Students whose cumulative absences, regardless of the reason, total more than ten percent of the regular class meetings will be penalized for each absence above ten percent as follows:

5 day/week classes=10 points per absence deducted from the final grade
4 day/week classes=12.5 points per absence deducted from the final grade
2 day/week classes=25 points per absence deducted from the final grade

Students attending linked DSPW0700-0800 courses will follow attendance requirements based on the above cumulative absence design but customized to the linked course format by their individual linked-course professor.

Additionally, the PSTCC Catalog indicates that students must be present for at least seventy-five percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of Academic and Student Affairs, may have requirements that are more stringent. Absences are counted from the first day of class, not the day a student enters class.

B. Academic Dishonesty:

Any student found engaged in an act of academic dishonesty will be promptly dismissed from the course with a grade of F. According to the PSTCC 2004-2006 Catalogue & Handbook, prohibited activities include but are not limited to the following practices:

- Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz or examination; writing papers or reports; solving problems; or completing academic assignments.
- Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.
- Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by
another person or agency that sells term papers or other academic materials to be presented as
one’s own work.
• Taking an exam for another student.
• Providing others with information and/or answers regarding exams, quizzes, homework or
other classroom assignments unless explicitly authorized by the instructor.
• Any of the above occurring within the Web or distance-learning environment. (62-63)

C. Accommodations for disabilities:

If you need accommodation because of a disability, if you have emergency medical information
to share, or if you need special arrangements in case the building must be evacuated, please
inform the instructor immediately. Privately after class or in the instructor's office.
To request accommodations students must register with Services for Students with Disabilities:
Goins 127 or 131, Phone: (865) 539-7153 or (865) 694-6751 Voice/TDD.

D. Other Policies:

Withdrawal: Students placed and enrolled in a DSP course are not permitted to withdraw except
for serious circumstances. Students wishing to withdraw should discuss this matter first with their
instructor and then must confer with a student development counselor. The counselor will notify
the student of the decision to allow him/her to withdraw.

Tardies: Students in all classes will be permitted three unpenalized tardies. However, beginning
with the fourth tardy, five points will be deducted from the final grade for each time the student is
late to class. Students who leave class early will also be counted tardy.

Cell phones: Cellular telephones and paging devices are to be turned off or put on vibration mode
while in class. Instructor has discretion as to penalty.