PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

Introduction to College Writing
DSPW 0800

Class Hours: 3.0  Credit Hours: 3.0
Laboratory Hours: 0.0  Revised: Spring 09

Catalog Course Description:
Development of process-based writing strategies in preparation for college level courses across the curriculum as well as the workplace. Emphasizes writing effective paragraphs and essays in various modes of delivery and rhetorical contexts.

Entry Level Standards:
Placement Test Score or completion of DSPW 0725

Prerequisites:
Exemption from DSPW0725

Textbook(s) and Other Course Materials:

The Writer’s Workout (via D2L)

--A Twin Pocket Folder of any color labeled with your name on the front. This will be your PORTFOLIO, an important element featuring your progress in the course. Students will save ALL assignments (including all drafts of major assignments) in this portfolio. Paper drafts will be marked with instructor comments and symbols from the Prentice Hall Guide, 7th edition. Students will turn in their portfolio at the end of the semester.

--Pencils & Pens (always have these on hand)
Note: NO gel-pens, magic markers or any paper smaller than standard 8 ½” x 11”

I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Course Familiarization, Writing Sample, How to…</td>
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<tr>
<td>2</td>
<td>Module 1: Writing Process, Narration, Description writing, grammar</td>
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<td>3</td>
<td>Module 1</td>
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<td>4</td>
<td>Module 1</td>
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<tr>
<td>5</td>
<td>Module 2: Classification/Division, Definition and/or Process, grammar</td>
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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 TBR’s general education goals.

III. Instructional Processes*:

Students will:

1. Read assigned essays and participate in class discussion. Communication Goal, Transitional Strategy, Active Learning Strategy
2. Write organized analytical and expository essays using word processing software. Communication Goal, Technological Literacy Goal, 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 Goal, Transitional Strategy, Active Learning Strategy
4. Development skills in recognizing the rules of English grammar and punctuation and applying them in both oral and written work. Communication Goal, 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 Literary Goal, Transitional Strategy, Active Learning Strategy*

6. Develop skills in quoting, paraphrasing, and documenting source material responsibly and effectively in analytical and expository writing. *Communication Goal, Transitional Strategy, Active Learning Strategy*

7. Develop oral presentation skills to present individual and group information from discussion activities and research. *Communication Goal, Transitional Strategy, Active Learning Strategy*

8. 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 Goal, Transitional Strategy, Active Learning Strategy*

9. Internalize the work ethic by regularly attending class, being punctual, being dependable, cooperating with the teacher and other classmates, contributing to class discussion and projects and acting in a professional manner while in class. *Transitional Strategy*

*Strategies and outcomes listed after instructional processes reference TBR's goals for strengthening general education knowledge and skills, connecting course work 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 use and summarize the information 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 a 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 language, gather meaning from their context and carry connotations. F

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

V. Evaluation:

A. Testing Procedures:

Points:
Composition:
* Short Writing Assignments (e.g., writing sample; paragraphs; blogs; end of course reflection) = 260 points or 26%
* Essays (e.g. exemplification; comparison & contrast; cause & effect; argumentation) = 500 points or 50%

Grammar:
* Grammar worksheets; Writer’s Workout completion; editing quizzes) = 190 points or 19%
* Other (Oral Presentation) = 50 points or 5%

B. Laboratory Expectations:

None

C. Field Work:

None
D. Other Evaluation Methods:

None

E. Grading Scale:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94 – 100</td>
<td>A</td>
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<tr>
<td>87 – 93</td>
<td>B</td>
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<tr>
<td>86 – 80</td>
<td>C</td>
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<tr>
<td>Below 80</td>
<td>F+</td>
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VI. Policies:

A. Attendance Policy:

Regular attendance in college is a key to success. 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.

**Attending class is the student’s responsibility.** Professors will take attendance at the beginning of class meetings. Students must be present for at least 75% of scheduled class meetings in order to receive credit for the course; thus a student who misses 25 percent or more of scheduled class meetings will fail the course.

MWF classes: The **11th absence** fails the student for the course.
T/R classes: The **8th absence** fails the student for the course.
1 X week p.m. classes: The **4th absence** fails the student for the course.

Tardiness: Students will be penalized for tardies. Every **three tardies** (that is, after roll is called) **result in 1 absence.**

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 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.

C. Accommodations for disabilities:
If you need accommodations 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. Please see the instructor privately after class or in his/her office. Students must present a current accommodation plan from a staff member in Services with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may contact by going to Goins 127 or 131 or by phone 694-6751(Voice/TTY) or 539-7153.

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.

Personal Electronic Devices: Cellular telephones, pagers, and music devices are to be silenced and stowed out of sight for the duration of the class meeting. Making/receiving calls or text messages while in class is prohibited. Instructor has discretion as to penalty. If you are expecting an emergency call, notify the instructor beforehand.

Etiquette and Behavior:

The professor:
* expects students to show courtesy and attentiveness to any person speaking and to conduct themselves in a manner respectful to others.
* expects students to bring required texts to class and to have open only those texts/assignments relevant to class.
* expects students to refrain from using the Internet in class at unauthorized times. They will NOT answer emails, Facebook or MySpace in this class.
* expects students to read assigned readings before class and to be ready to discuss the ideas and modes they introduce.
* expects students to put forth their best academic effort and “can-do” attitude in class.

In return for fulfilling these expectations, students will receive the professor’s undivided attention to help them write better and grow in understanding.

Cell Phones: Cell phones and/or paging devices are not allowed in view/within earshot in this classroom after the class begins for the day. Students are asked to turn off these devices so that they will not ring in class.

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<thead>
<tr>
<th>Weekly Course Offerings</th>
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<tbody>
<tr>
<td><strong>Course Familiarization (1 week)</strong></td>
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<tr>
<td><strong>Readings:</strong> Intro text readings on The Writing Process</td>
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<tr>
<td><strong>Composition:</strong> In-class Writing Sample Essay, “General Format for Assignments,” “Composition and Grammar Resources,” “Blogging Etiquette,”</td>
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<tr>
<td><strong>Grammar:</strong> “How to Use Writer’s Workout,” Writer’s Workout General Assessment (Grammar Pre-Test)</td>
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<tr>
<td><strong>Other:</strong> First day(s) activities, course introduction (syllabus/texts/”Progress Report”), first student/teacher conference, “How to Use D2L”, “How to Use Webmail,” “Campus Resources Overview”</td>
</tr>
<tr>
<td><strong>Module #1: “Looking Inward” (3 weeks)</strong></td>
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**Readings:** Selected text readings in The Writing Process and pieces in the modes of Narration, Description, and Exemplification  
**Composition:** The Writing Process, Narration and Description paragraph writing, Practice/blog, steps of essay writing (w/ focus on introductions, conclusions, and titles), Exemplification essays, preparation for and drafts of Essay #1, proofreading  
**Grammar:** Sentence Boundaries (w/ Grammar Worksheet #1), Writing Complete Sentences (w/ Grammar Worksheet #2 on eliminating fragments, comma splices, and fused sentences), Editing Quiz #1, self-paced Writer’s Workout locker exercises

### Module #2 “Observing Others” (3 weeks)

**Readings:** Selected text readings in Classification/Division, Definition, and/or Process  
**Composition:** The Writing Process, Classification/Division, Definition, and/or Process paragraph writing, Practice/blog, steps of essay writing (w/ focus on audience, purpose, and tone), preparation for and drafts of Essay #2  
**Grammar:** Consistency (w/ Grammar Worksheet #3 on pronouns, number, voice, tense), Parallel Structure (w/ Grammar Worksheet #4), Editing Quiz #2, self-paced Writer’s Workout locker exercises

### Module #3 “Confronting Problems” (3 weeks)

**Readings:** Selected text readings in Comparison/Contrast and Cause/Effect  
**Composition:** Academic research, MLA formatting, PSTCC library use, academic honesty, The Writing Process, instruction in Comparison/Contrast & Cause/Effect modes of essay writing, Practice paragraphs and exercises/blog, drafts of Essay #3,  
**Grammar:** Punctuating and wording quotations (w/ Grammar Worksheet #5), Comma Rules (w/ Grammar Worksheet #6), Apostrophes (w/ Grammar Worksheet #7), Editing Quiz #3, self-paced Writer’s Workout locker exercises  
**Other:** Brief mid-term meeting

### Module #4 “Taking a Stand” (3 weeks)

**Readings:** Selected text readings in Argumentation  
**Composition:** Academic research continued, The Writing Process, instruction in Argumentation mode of essay writing, Practice/blog, drafts and presentation of Essay #4  
**Grammar:** Grammar Skills Overview (w/ Grammar Worksheet #8), Commonly Confused Words (w/ Grammar Worksheet #9), Editing Quiz #4, self-paced Writer’s Workout locker exercises  
**Other:** “Instructions for Final Portfolio”

### Course Wrap-Up: “What Have I Learned?”

**Readings:** Selected readings  
**Composition:** “Writing Under Pressure,” End of Course Reflection, preparation for Essay #5 (Final)  
**Grammar:** Finish Writer’s Workout lessons and retake General Assessment (Grammar Post-Test), Grammar Skills Overview (w/ Grammar Worksheet #10)  
**Other:** Student/teacher conferences