PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE  
MASTER SYLLABUS  

ACCELERATED WRITING/ENGLISH COMPOSITION I  
DSPW 0801/ENGL1010

Class Hours: 5.0  
Credit Hours: 5.0  
Laboratory Hours: 0.0  
Revised: Spring 09

Catalog Course Description:

Review of process-based writing strategies in preparation for courses across the curriculum. Emphasis on critical reading, thinking, and writing, linked to ENGL1010. (0801)

Study and practice of expository and persuasive writing. Topics include essays, letters and reports, with emphasis on writing processes, effective formatting, and research. (1010)

Entry Level Standards:

ACT score of 18 or equivalent

Prerequisites:

Exemption from DSPW0725

Textbook(s) and Other Course Materials:


Common Academic Experience text:

I. Week/Unit/Topic Basis:

<table>
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<th>Week</th>
<th>Topic</th>
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| 1    | Navigating Desire to Learn  
Grammar Diagnostic Test (Writer's Workout)  
The Writing Process  
Paraphrasing and Summarizing (In Tandem 227-238)  
Introduction to Modes  
Writing: Six-Word Biographies  
Blog |
| 2    | MODULE 1: Word Games  
Description (In Tandem 87)  
Writing: a meaningful place; toy; photo (300 words; 5%) |
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

G.

*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:

Percentages:
5- Description
5- Example/Process/Definition
10- Comparison/Contrast
10- Cause-Effect
10- Analysis
15- Synthesis
15- Argument
10- Blog
5- Final
5- Writing Assignments
5- Grammar (Writer’s Workout)
5- Miscellaneous Exercises

80% = Essay Writing
10% = Individualized grammar exercises
10% = Miscellaneous Exercises
(Grades on all assignments are cumulative.)

B. Laboratory Expectations:

None

C. Field Work:

None

D. Other Evaluation Methods:

None

E. Grading Scale:

92 – 100  A
84 – 91   B
78 – 83   C
75 – 77   D
0 – 74    F

VI. Policies:
A. Attendance Policy:

Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75 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 Learning, may have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the head of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice president of Learning.

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.