PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

Intermediate Writing
DSPW 0870

Class Hours: 5.0  Credit Hours: 5.0
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. The course emphasizes writing effective sentences, paragraphs and essays in various modes of delivery and rhetorical contexts.

Entry Level Standards:

ACT score of 12-14 or Equivalent entrance essay score

Prerequisites:

Exemption from DSPW0725

Textbook(s) and Other Course Materials:

The Writer’s Workout (via D2L)
Pencils & Pens (always have these on hand)
Technology: Access to a reliable computer and high speed internet service.

I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction: Course Familiarization (1 week)</td>
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<tr>
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<td>Reading: (See Course Content: Introductions, Policies, and Procedures)</td>
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<td>Course Syllabus</td>
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<td>General Format for Assignments</td>
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<td>Composition and Grammar Resources</td>
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<td>Blogging Etiquette</td>
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<td>Course Policies</td>
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<td>Grammar: Writer’s Workout General Skills Assessment</td>
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<td>Composition:</td>
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<td>Pre-writing: Introduction to Inspiration</td>
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<td>Writing: In-class Writing Sample Essay</td>
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<td></td>
<td>Other: First day(s) activities, course introduction (syllabus/texts/&quot;Progress Report&quot;), first student/teacher conference, “Student Contract,” “How to Use D2L”, “How to Use Webmail,” “Campus Resources Overview”</td>
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</tbody>
</table>
Module I: Writing Process – How We Write (2 weeks)
Reading:
  - Textbook: Introductory text readings on The Writing Process (Langan, Chapters 1-5)
Notes: Why We Write
  - Writing Process
Grammar: Subjects and Verbs, Nouns and Pronouns, 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
  - Additional Textbook Exercises (Langan, Chapters 21, 22, 23, 24, 28)
Composition:
  - Pre-writing: Idea Generation Exercises in Inspiration
  - Writing: What Do I Write? Sentences (4+ sentence exercises selected from the Langan textbook, Part 5)
Blog (optional)

Module 3: Observing Others: Definition, Classification and Division, and Process (3 weeks)
Reading:
  - Textbook: Selected readings in Definition, Classification and Division, and Process (Langan, Chapters 10, 11, 7)
Grammar: Parallelism, Prepositional phrases, Transitions, Comma Rules (w/ Grammar Worksheet #6), Apostrophes (w/ Grammar Worksheet #7), Editing Quiz #3, self-paced Writer’s Workout locker exercises
  - Additional textbook exercises (Langan, Chapters 22, 31, 35, 37)
Composition:
  - Pre-writing: Idea Generation Exercises in Inspiration
  - Writing: Process essay for 2 audiences (2 essays, in formats appropriate to the approach – telling or teaching)
    - Nacirema Report
Blog (optional)

Module 4: Confronting Problems: Annotated Bibliography/Essay (3 weeks)
Reading:
  - Textbook: Selected text readings in Comparison/Contrast and Cause/Effect (Langan, Chapters 9 and 8, and Chapters 15, 16, and 17)
Notes: Comparison and Contrast
Grammar: Punctuating and wording quotations (w/ Grammar Worksheet #5), self-paced Writer’s Workout locker exercises
  - Additional textbook exercises (Langan, Chapters 36 and 38)
Vocabulary: (Mother Goose PhD or online dictionary exercises)
Composition:
  - Pre-writing: Idea Generation Exercises in Inspiration
  - Library Research – Library Scavenger Hunt
  - Essay 3 – Environmental paper/comparison contrast or cause & effect with annotated bibliography
My Space profile on a specific student-generated topic (collaborative project, whole class or small groups) (This assignment carries over into Module 5 and should be completed by Week 14. Students should include the My Space profile in conjunction with the research paper.)
Blog (optional)

Module 5: Taking a Stand: Research and Argumentation (3 weeks)
Reading:
Textbook: Selected text readings in Argumentation (Langan, Chapter 14, and Chapters 18, 19, and 20)
Notes: Instructions for the Final Portfolio
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
Additional textbook exercise (Langan, Chapters 40, 41
Composition:
Pre-writing: Idea Generation Exercises in Inspiration
Writing: Practice/blogging, drafts and presentation of Essay 4

Course Wrap-Up: What Have I Learned? (1 week)
Grammar:
Writer’s Workout General Skills Assessment
Composition:
Pre-writing: Peer Review of selections for the portfolio, polishing and publishing Preparation for Essay #5 (Final)
Writing: Portfolio (optional)
End of Course Reflection

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 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. Recognize the rules of English grammar and punctuation and applying them in both oral and written work. Communication Outcome, Transitional Strategy, Active Learning
Strategy.

5. Use traditional library resources, literary databases, the Internet to find information pertinent to writing topics. Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy

6. Quote, paraphrase, and document 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 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. Use the writing process as a means to generate ideas and follow through with the production of a well-written paragraph or essay. 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. Engage in discussion as both speaker and listener—interpreting, analyzing, and summarizing. E

15. Present an opinion persuasively. E

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

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

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

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

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

21. 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

22. 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:

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<tr>
<th>Module</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Module 1</td>
<td>Daily Writing Paragraph (25)</td>
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<td>Grammar Worksheets 1 &amp; 2 (20)</td>
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<td></td>
<td>Writing Process Quiz (50)</td>
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<td>Module 2</td>
<td>3 Paragraphs (75)</td>
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<td>Grammar Worksheets 3 &amp; 4 (20)</td>
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<td>Module 3</td>
<td>Essay #1 (Process) (100)</td>
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<td>Essay #2 (Report) (100)</td>
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<td>Grammar Worksheets 6, &amp; 7 (20)</td>
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<tr>
<td>Module 4</td>
<td>Essay #3 (Research Essay) (100)</td>
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<td>Library Scavenger Hunt (50)</td>
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<td>Grammar Worksheet 5 (10)</td>
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<td>Module 5</td>
<td>Essay #4 (Argument and Persuasion) (100)</td>
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<td>Grammar Worksheets 8, 9, &amp; 10 (30)</td>
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<td>End of Course</td>
<td>Portfolio (200)</td>
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<td>WWorkout Grammar Assessment (100)</td>
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<td>Total Points = 1000</td>
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B. Laboratory Expectations:

None

C. Field Work:

None

D. Other Evaluation Methods:
E. Grading Scale:

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

VI. Policies:

A. Attendance Policy:

Attendance, promptness, and participation are essential to academic success. **Attending class is the student’s responsibility.** The instructor will take attendance at the beginning of class meetings. The student must be present for at least 80 percent of scheduled class meetings in order to receive credit for the course; thus a student who misses more than 20 percent of scheduled class meetings will fail the course. **TARDINESS BEYOND THREE TIMES WILL RESULT IN POINT DEDUCTIONS.**

B. Academic Dishonesty:

Here’s a brief version of the official policy: any student found engaging in an act of academic dishonesty will be promptly dismissed from the course with a grade of F. Academic dishonesty includes the following: **Plagiarism**—presenting someone else’s words or ideas as one’s own; **Collusion**—allowing other people to write, to revise, or to alter significantly the text of a paper that is supposed to be one’s own work. If you have any questions about this policy, please ask me. **IF YOU CHEAT, YOU MISS THE POINT OF WHY YOU ARE IN THIS COURSE AND WILL, THEREFORE, FAIL THE COURSE.**

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.

**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. Please turn these devices off so that they will not ring in class.