

PELLISSIPPI STATE COMMUNITY COLLEGE
MASTER SYLLABUS

INFORMATIVE ESSAYS
ENGL 0804

Class Hours: 4.0

Credit Hours: 1.0

Laboratory Hours: 2.0

Revised: Fall 2012

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 essays in various modes of delivery and rhetorical contexts.

Entry Level Standards:

Scores earned on the placement test and verified by scores on E-Write will be used to determine placement in the class.

Prerequisites:

Placement Test

Corequisite(s):

ENGL 0800 or 0810 or 0820

Textbook(s) and Other Course Materials:

Aaron, Jane E. *The Little, Brown Essential Handbook*. New York: Pearson/Longman, 2009.

Langan, John. *Exploring Writing: Paragraphs and Essays*. New York: McGraw-Hill, 2009.

Access to a word processor and high speed internet (on OR off campus)

I. Week/Unit/Topic Basis:

Week	Topic
1	Course Familiarization: Introductions, Policies, and Procedures
	ENGL 0804: <i>Confronting Problems: Informative Essay and MLA Light</i> (3 weeks)
2	Reading: Selected readings in Definition, Classification and Division, and Process Writing Workshop Essay #1 Assignment Grammar: Apostrophes
3	Writing Workshop

Essay #1
Researching/Gathering Sources
Library Research -- Library Scavenger Hunt
MLA Documentation/Noodle Tools

- 4 Reading: Selected text readings in Comparison/Contrast and Cause/Effect
Writing Workshop
Grammar: Punctuating and wording

II. Course Goals*:

The course will

- A. Stimulate students' curiosity about themselves, their world, and other people in it as a means of increasing critical thinking skills and idea generation for critical writing. (I. 1, 7)
- B. Introduce students to the writing process as a discipline by which to improve their ability to write focused, articulate paragraphs and essays. (I. 2, 3, 4, 5, 6)
- C. Reinforce good mechanics of writing a paragraph and/or an essay.(I. 2, 3, 4)
- D. Introduce students to patterns for writing, such as cause and effect and comparison and contrast. (I. 3, 4, 5)
- E. Introduce students to basic technology skills related to writing, saving, and sending files in e-mail and in the online course management system. (VII. 1, 2, 4)
- F. Encourage students to become independent learners in grammar study, so that they may be independent writers with college-level writing assignments. (I. 4, 5)
- G. Introduce students to a variety of resources for idea generation, research, and documentation. (VII. 5, 6)

*Roman numerals after course objectives reference TBRs general education goals.

III. Expected Student Learning Outcomes*:

Students will be able to:

- 1. Generate ideas appropriate to the assignment. (A, B, C, D, G)
- 2. Research their ideas. (A, B, C, D, G)
- 3. Write informative essays in which they examine topics in the context of comparison and contrast or cause and effect. (A, B, C, D, E, F, G)
- 4. Document resources in MLA format. (G)

* Capital letters after Expected Student Learning Outcomes reference the course goals listed above.

IV. Evaluation:

Students receive in-progress points for all assignments that are submitted to the instructor on time. No late work will be accepted for points. Instructors will give thorough feedback for every written assignment and return those pieces to the students. Students will then resubmit in portfolios of selected assignments at the end of the semester for holistic assessment. The portfolio constitutes half of the course grade.

In Progress points:

<u>Course Orientation</u>	
Entering Sample	-- 15
<u>ENGL 0804</u>	
Informative Essay	-- 50
Library Scavenger Hunt	-- 20
<u>Course Wrap-Up</u>	
Exit Sample	-- 15
Total In-progress Points	-- 100
<u>Final Project</u>	
Portfolio	-- 100

Total points for the course -- 200

Grading Scale:

- A = 94% - 100%
- B = 87% – 93%
- C = 80% – 86%
- F = below 80%

V. 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 the Learning Division, 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 Academic Affairs.

B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. 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.

Individual instructors must distribute their policies on academic dishonesty during the first week of classes. In addition to other possible disciplinary sanctions that may be imposed as a result of academic misconduct, the instructor has the authority to assign either (1) an F or a zero for the assignment or (2) an F for the course.

C. Accommodations for disabilities:

Students who need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by going to Goins 127, 132, 134, 135, 131 or by phone: 539-7153 or TTY 694-6429. More information is available at <http://www.pstcc.edu/sswd/>.

D. Other Policies:

Cell Phones: Cellular telephones and other devices with photographic imaging capabilities must be turned off and cannot be visible during any Pellissippi State instructional or testing activity. Students who violate this policy during an instructional activity will be asked to leave the classroom or other instructional area; a violation of the policy during a test or other evaluation activity will be considered cheating and the student will be given a zero for that activity or an F for the course.

Withdrawal: Students placed and enrolled in a Learning Support course are not permitted to withdraw except for serious documented 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 or her to withdraw.