

ENG 099 BASIC WRITING

Syllabus

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COURSE CREDIT:

Three Semester Hours

PREREQUISITES:

None

COURSE MATERIALS:

Required Textbook:

Anker, Susan. *Real Writing: Paragraphs and Essays for College, Work and Everyday Life*. 3rd ed. New York: Bedford / St. Martin's, 2004. ISBN: 0-312-40522-7

Troyka, Lynn Quitman, and Douglas Hesse. *QA Compact*. Upper Saddle River, New Jersey: Pearson Education, Inc., 2007. ISBN: 0-13-188956-7

Optional Textbook:

A good, collegiate, up-to-date dictionary. A thesaurus. A computer disk.

COURSE DESCRIPTION:

This reading and writing course is the first in a two part sequence designed to assist students in strengthening reading, writing, and critical thinking skills. Reading strategies and the role they play in college writing are emphasized. Standard Written English, vocabulary, grammar, mechanics, sentence construction, and paragraph development are the focus. This course is required for students whose scores on the English Placement Examination (EPE) indicate a need for more basic instruction. The course is graded Satisfactory / Unsatisfactory and does not provide degree credit. Students whose ACT score is at or below 18, or whose EPE or Accuplacer results indicate a need for developmental writing skills sufficient to be successful in an English 101 course will be either required or advised to take this course. The instructor's evaluation, in accordance the ASC English program's placement policy, will determine your eligibility to enroll in English 101.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES:

The student will:

- Demonstrate an understanding of sentence boundaries and standard English syntax
- Write simple and compound sentences with accuracy
- Recognize vocabulary at the high school level or above
- Demonstrate an understanding of topic sentences and supporting sentences after reading college-level texts
- Develop a thesis statement
- Demonstrate facility in writing topic sentences and in supporting those with relevant supporting detail creating paragraphs of several sentences
- Exhibit an awareness of the writing process (pre-writing, drafting, revising, editing) and the ability to apply that knowledge to a variety of composition projects
- Demonstrate the ability to appraise subject, audience, and purpose (rhetorical situation) after reading college-level texts
- Apply that awareness of rhetorical situation to a variety of their own composition projects, at a level appropriate for a student entering ENG 101
- Employ a variety of active reading strategies

COURSE REQUIREMENTS:

The focus of ENG 099 is to develop reading, writing, and thinking skills that are critical for success at the college level. The instructor will assign exercises that explore a variety of reading samples, that require a variety of writing tasks, at the sentence, paragraph, and essay level, and that require critical thinking skills.

Reading, writing (some of which will be responses to readings), writing exercises, and grammar exercises, form much of the procedure for this course. There are twenty-one assignments, each carefully guided by the textbook, and three exams.

All course assignments are listed and explained in the study guide. Read each carefully, and follow the directions provided.

Part I Exam, Part II Exam, and the Final Exam will each be a proctored 3-hour exam. The student will be allowed to use a dictionary on the entire exam, and notes and textbooks on parts of the exam, as noted. The study guide discusses what to study for each exam in more detail.

GRADE DISTRIBUTION AND SCALE:

In alignment with ASC academic policies, no D may apply to a major or minor field.

Grade Distribution:

The final grade will result from instructor evaluation as follows:

3 Examinations	100 points each	300 points
<u>Part I</u>		
10 Assignments	50 to 100 points each	700 points
<u>Part II</u>		
9 Practice sets	50 points each	450 points
9 Paragraphs	50 points each	450 points
1 Essay draft		100 points
1 Essay revision		<u>100 points</u>
Total Points		2,000

Scale:

The student must earn a 70% or better to pass the course with a grade of **Satisfactory**. The instructor's evaluation, in accordance the ASC English program's placement policy, will determine your eligibility to enroll in English 101.

<u>Satisfactory</u>	
90-100%	A
80-89%	B
70-79%	C
<u>Unsatisfactory</u>	
60-69%	D
59% and below	F

Computing your English 099 grade:

- ★ Divide the score you earned by the points possible to figure the score for one assignment.

For example: $42/50 = 84\% = B-$

- ★ To compute your score in the overall course, add all the points you've earned. Divide that by the total of all the points possible for the essays you've attempted.

For example:

$$40 + 45 + 85 + 75 = 245 \text{ (points earned)}$$

$$50 + 50 + 100 + 100 = 300 \text{ (points attempted)}$$

$$245 / 300 = 82\% = B$$

Part I

Assignment 1: "About Me" write 1-2 paragraphs telling me a little bit about yourself.

____/ 50

Assignment 2: "Active Reading" process on a newspaper or magazine article.

____/ 50

Assignment 3: "Goals" page. Type your real-world goals and course goals.

____/ 50

Assignment 4: Chapter 2: "Finding, Narrowing, and Exploring A Topic" practices 1-9.

____/100

Assignment 5: "Writing Your Topic Sentence or Thesis Statement" practices 1-8.

p. 43 "Writing Assignment" (Select any 10 ideas; write a topic sentence and a thesis sentence for each)

____/100

Assignment 6: Chapter 4: "Supporting Your Point" practices 1-4.

p. 53 "Writing Assignment" (Select 5 topic / thesis sentences; write support points and details for each)

____/ 50

Assignment 7: Chapter 5: "Making a Plan" practices 1 and 2.

p. 62 "Writing Assignment" Write a plan for a paragraph.

____/ 50

Assignment 8: Chapter 6: "Drafting" practices 1-3.

p. 68 "Writing Assignment: Paragraph"

____/ 50

Assignment 9: Chapter 7: "Revising" practices 1-3.

p. 90 "Writing Assignment: Paragraph"

____/ 50

Assignment 10: Chapter 17 practices 1-3.

Write a summary paragraph of one local, front-page news story.

____/ 50

Part I Exam

____/100

My
points / Possible
points

Part II

Chapter 8 “Narration: Writing That Tells Stories”

Practice 1, 2, 3, Read and Analyze

Write Your Own – paragraph

____/ 50

____/ 50

Chapter 9 “Illustration: Writing That Gives Examples”

Practice 1, 2, 3, Read and Analyze

Write Your Own – paragraph

____/ 50

____/ 50

Chapter 10 “Description: Writing That Creates Pictures in Words”

Practice 1, 2, 3, Read and Analyze

Write Your Own – paragraph

____/ 50

____/ 50

Chapter 11 “Process Analysis: Writing That Explains How Things Happen”

Practice 1, 2, 3, 4, Read and Analyze

Write Your Own – paragraph

____/ 50

____/ 50

Chapter 12 “Classification: Writing That Sorts Things Into Groups”

Practice 1, 2, 3, Read and Analyze

Write Your Own – paragraph

____/ 50

____/ 50

Chapter 13 “Definition: Writing That Tells What Something Means”

Practice 1, 2, 3, Read and Analyze

Write Your Own – paragraph

____/ 50

____/ 50

Chapter 14 “Comparison and Contrast: Writing That Shows Similarities and Differences”

Practice 1, 2, 3, Read and Analyze

Write Your Own – paragraph

____/ 50

____/ 50

Chapter 15 “Cause and Effect: Writing That Explains Reasons or Results”

Practice 1, 2, 3, Read and Analyze

Write Your Own – paragraph

____/ 50

____/ 50

Chapter 16 “Argumentation: Writing That Persuades”

Practice 1, 2, 3, 4, Read and Analyze

Write Your Own – paragraph

____/ 50

____/ 50

Part II Exam

____/100

Chapter 6 “Drafting” an Essay. Assignment on pp. 76-78

____/100

Chapter 7 “Revising” an Essay. Assignment on p. 93

____/100

FINAL Exam

____/100

COURSE INSTRUCTIONS

Read one section. Complete the writing. Send assignment to the instructor. Begin reading another section.

No outside research is necessary. Our textbooks provide plenty of resource material.

Students will be encouraged to revise and rewrite any particularly weak assignments throughout the course to improve overall writing skills and learning, with instructor approval.

Plagiarism:

All work submitted must be your own. Plagiarism and any violations of academic integrity will result in failing the course. Always give credit when using words or ideas written by someone else. Discuss with me any concerns you may have.

Assignment Procedures:

Complete the topic reading, as necessary, to gain knowledge and review the writing skill being taught. Carefully read the assignment. Then write the assignment to practice the writing skill. After you've completed an assignment, send it to the instructor via postal mail, as an attachment (Microsoft® Word .doc file) in e-mail, or by fax. The instructor will acknowledge receipt of the assignment as soon as possible. The instructor will score and comment upon the writing assignment within 10 days; then, return the comments to you.

- ★ The fastest way to return comments is using a fax machine to send the comments back into your e-mail. You need Adobe Reader® to open an e-fax. A free download is available online.
- ★ The next fastest way is using a regular fax machine, if you provide a number.
- ★ The slower, but equally dependable method is to return written comments via postal mail.
- ★ Please keep in mind, that this entire process **takes time**. Plan accordingly.

Format Expectations:

All assignments and essays should adhere to Modern Language Association (MLA) guidelines as listed in Quick Access: Reference for Writers – MLA section. Use Times, Courier, Arial, or similar 12-point font, double-spaced with traditional 1-inch margins. A full page of double-spaced text generally produces 250 words. Be sure to include the appropriate labels on page one and a running header on all pages after page one. (Refer to example format following and the sample paper in the MLA section of your handbook.)

<p><u>Creating the label for the first page:</u> (All double-spaced) Student Name</p> <p>ASC English 099</p> <p>Day Month Year</p> <p>Instructor Novotny</p> <p>Assignment 4, p. 90</p> <p><u>Creating the running head in Microsoft® Word:</u> After typing your document, Select/click Insert Page Numbers Position: Top of Page Alignment: Right Click OFF the default “Show header on first page” option Click OK and Close. (Returns you to your document)</p> <p>On your document, Double-click the faint number “2” (page number on page 2) Type your last name in front of the page number</p>	Novotny 2
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Write all assignments in formal, Standard English. Although our first drafts may often be written “as we speak,” final drafts should not reflect our daily slang. Be aware of cliché and colloquialism, and revise by writing more formally.

ADA Statement:

Students who need special accommodation to complete this class should contact the instructor and the Office of Student Affairs, 719-587-7221 as soon as possible.

Rubric For Basic Writing Skills:

Developmental Writing Criteria: I will closely evaluate student work for the characteristics of good discourse: authenticity of voice, upper-level rhetorical soundness, and sentence-level accuracy. However, since each text is idiosyncratic, no clear numerical value can be placed on each of these elements. Instead, I observe the following guidelines when evaluating your portfolios and presentations:

An **"A" writing** demonstrates a confident synthesis of the author's own ideas, based on a thorough understanding of the required readings and the assignment. It is characterized by a genuine voice, making clearly stated claims that are supported by concrete, specific details. Analysis is as thorough as the constraints of the assignment allow, with careful attention paid to reflecting accurately the ideas of others and to responding to those ideas. The organization of the text is appropriate to the topic and to supporting details. The text indicates that the author has a specific audience in mind and is aware of a specific purpose for the text. Any sentence-level inaccuracies do not interfere with communication, nor do they distract from the author's credibility.

A **"B" writing** demonstrates a strong response to the required readings and the assignment. It is characterized by a developing voice, making clearly stated claims that are supported by appropriate details. Analysis is thorough, but may rely on restatement of the ideas of others, rather than a reflective synthesis. Organization of the text is appropriate and indicates careful planning and awareness of audience and purpose. Sentence-level inaccuracies do not interfere with communication, nor do they distract from the author's credibility.

A **"C" writing** demonstrates a response to the required readings and the assignment, but may indicate a superficial understanding of either. It may be characterized by a vague voice, making claims that are typically not well supported by concrete details. Analysis tends to be superficial or incomplete—somehow ignoring contradictory evidence. The ideas of others may be oversimplified or inaccurately reflected. Organization of the text may or may not be clear, but indicates a limited awareness of audience and purpose. Sentence-level inaccuracies may or may not interfere with communication or the author's credibility.

A **"D" writing** is an incomplete response to the required readings or the assignment. It demonstrates superficial or poor understanding of the required readings. It may reflect serious problems with voice, organization, support or sentence-level inaccuracies.

An **"F" writing** ignores or seriously misrepresents the required readings or assignment. It demonstrates major problems with multiple elements of good writing. Anyone who completes the daily work, attends class regularly and seeks appropriate assistance should not worry about failing the course.