CHATTANOOGA STATE TECHNICAL COMMUNITY COLLEGE
CHATTANOOGA, TENNESSEE
HUMANITIES AND FINE ARTS DIVISION

MASTER SYLLABUS
DSPW 0800 Developmental Writing

Instructor: Phone: E-mail:

Class Hours / Credits: Semester: Room:

Catalog Course Description

Continued study and application to achieve writing skills needed for college; student will write unified, coherent paragraphs and essays in acceptable, standard form; will also produce a research essay.

Pre-requisites:
DSPW 0700 or ACT or COMPASS placement

Co-requisites:
None.

Entry Level Standards:

ACT score of 13-18
SAT Verbal score of 390-450

Required Textbooks and Materials:


Chattanooga State theme folder for all paragraphs and essays—to be handed in at the end of the semester

Blue or black pens

Three ring binders for all class materials

College-ruled notebook paper

Useful websites:
http://www.powertyping.com to learn to keyboard efficiently
http://criterion.ets.org REQUIRED writing website
http://www.chattanoogastate.edu/Humanities/RWC Reading and Writing Center
http://grammar.ccc.commnet.edu/grammar/ grammar power points, reviews, and practice
http://www.chattanoogastate.edu/Humanities/RWC/bhale/ grammar games for review
The syllabus for the course is tentative and subject to change depending upon the emerging needs of the class.

**The Writing Center in the IMC-215** (staffed by professional English faculty) offers free tutoring services. If students have difficulty with their assignments, they can take their papers to the Center and consult with one of the tutors. These tutors will NOT write or edit the papers for the students.

**Required Student Learning Outcomes**

Program Student Learning Outcomes (PSLO) and Course Student Learning Outcomes (CSLO)

**PSLO #1:** The student will acquire competencies necessary to enter college level courses.

**CSLO #1:** The student will be able to conceive ideas about a topic for the purpose of writing.

**CSLO #2:** The student will be able to organize, select, and relate ideas, and outline and develop them into coherent paragraphs and essays.

**CSLO #3:** The student will be able to write Standard English sentences with correct sentence structure: verb forms; punctuation, capitalization, possessives, plural forms, and other matters of mechanics; word choice and spelling.

**CSLO #4:** The student will be able to vary his/her writing style, vocabulary, and sentence structure for different readers and purposes.

**CSLO #5:** The student will be able to improve his/her writing by restructuring, correcting errors, and rewriting.

**CSLO #6:** The student will be able to gather information from primary and secondary sources; write an essay using this research; quote, paraphrase, and summarize accurately; and cite sources properly.

**Required Assessments (A)**

**A #1. Grammar Pre-test and Post-Test**

The student shall generate sentences with particular words (especially conjunctions, irregular verbs, and comparative and superlative adjectives and adverbs); the student shall correct sentences for errors in grammar, mechanics, and spelling; and the student shall insert and / or delete punctuation in sentences where necessary. (CSLO 3)

**A #2. Summaries (5)**

The student shall summarize a reading selection, introducing the author, title, and main idea; paraphrasing the concepts while differentiating between major and minor ideas; maintaining with transition words and key words the logical coherence of the original, and concluding with the same strategy as the original. (CSLO 6)

**A #3. Paragraphs (2-5)**

The student shall write a 250 word paragraph on an assigned topic, demonstrating the parts of an paragraph (topic sentence, sub-topics, supporting details, concluding sentence) and focusing on at least one mode of development (CSLO 1, 2, 3, 5),
A #4. Personal Essays (2)
The student shall write a 500 word essay on an assigned topic, demonstrating the parts of an essay and focusing on at least one mode of development (CSLO 1, 2, 3, 4, 5)

A #5. Reading Response Essays (2)
The student shall write a 500-750 word essay on an assigned topic, demonstrating the parts of an essay, demonstrating the ability to summarize, paraphrase, and / or quote from a reading and respond to its major ideas, and focusing on at least one mode of development (CSLO 1, 2, 3, 4, 5)

A #6. Research Essay
The student shall write a 500-750 word essay on an assigned topic, using at least two readings as sources, demonstrating the parts of an essay, demonstrating the ability to summarize, paraphrase, and / or quote from a reading and respond to its major ideas, and focusing on at least one mode of development (CSLO 1, 2, 3, 4, 5, 6)

A #7. Grammar Quizzes (10)
The student shall name and define vocabulary or correct sentences concerning consistencies of person, number, gender, time, and case; paragraph structure; modes of development; parts of speech; sentences and sentence boundary problems; commas; essay structure; capitalization, quotation marks, and apostrophes; pronouns; verbs; modifiers. (CSLO 3)

CSLO / Assessment Alignment

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<th>CSLO:</th>
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Comprehensive Grammar Pre-Test and Post-Test: not graded, or equal to a quiz grade
Diagnostic Paragraph: not graded, or equal to a quiz grade

Paragraphs (2-4): 20% of grade
Grammar Quizzes (10): 10% of grade
Essays (4): 40% of grade
Research Essay: 10% of grade
Final Exam (including a grammar test and essay): 10% of grade
Attendance / Participation / Homework (Work Ethic) 10% of grade

A. Other evaluation factors

Elearn: All grades, with the possible exception of homework (instructor’s choice) will be posted on elearn on your class’s website. Students should become familiar with elearn, because instructors will also use the elearn site to communicate with students, and students can communicate with instructors through the site. In addition, instructors may post materials on the class site that students may be required to use, or there may be supplemental materials that will aid in studying.

The weekly assignment sheet (supplement to the general syllabus) is a guide. Changes will be announced in class and each student is responsible for the activities, announcements, and instructions of each class period. Due dates vary based on such factors as class progress. Please keep this record so that you will know what your grades are throughout the semester.

B. Special grade-related policies

Attendance: Attendance is a course requirement. Research shows that, if a student misses more than two weeks of class cumulatively, he or she fails the course. Therefore, if you miss one to six (1 to 6) class hours, no deduction will be taken from your final grade, though you may expect that your grade will suffer. After missing seven (7) or more class hours, you will have earned an “F” in this class. If you find yourself in this situation, your best option is to go to the Records Office and withdraw. Two tardies are equal to one absence, so it is important to be on time. Exceptions to this policy will be considered on an individual basis by your instructor. If you know that you will be required to miss class at some point in the semester, you should discuss your future absence immediately with your instructor. This is the policy in all developmental classes.

Late Assignments: Late writing assignments will be penalized 10% of the assignment’s value for each class day that they are late. Writing assignments turned in over one week late will not be accepted. Late homework assignments are not accepted, and classwork can not be made up. However, the total number of points for homework and daily work will be discounted by 10% at the end of the semester to allow for missed or incorrect homework or daily work.
Writing Assignment Format:
Papers must be submitted through Criterion. After the paper has been revised and edited, you may be required to submit a paper copy in Word.

Criterion places a heading on your paper if you choose to print from the site. If you prefer to copy to Word, or if you have other assignments that are not finished on Criterion, you should use the following heading. On the left hand upper corner of your paper, place your name, course and section number, teacher’s name, the assignment number, and the date. This is the heading that you will use on all papers through DSPW 0700. Example:

Ima Good Student
DSPW070003 Kuhn
Paragraph 4
Sept. 30, 2009

Course Delivery Format:
Faculty may require on-line activities and assignments, to include on-line tests and submission of all written and on-line communications. The extent of on-line activities/assignments may vary by course but will be specified on the syllabus.

➔ INSTRUCTORS: Please place the appropriate one of the following Format descriptions into your syllabus.

Standard Format – This format is the traditional in-class format and may use an on-line format to provide access to "static" materials which include the syllabus, course material, contact information, and Power Points and presentations. Faculty must make available when requested a copy of syllabus and any other instructor provided course materials, including their contact information. Faculty may require on-line activities and assignments to include on-line tests and submission of all written and on-line communications. The extent of on-line activities/assignments may vary by course but will be specified on the syllabus.

Hybrid Format – This format requires significant on-line activity. Students in hybrid classes must access course content and assessments using the internet in order to pass the class, whether it meets full-time or part-time in the classroom. Faculty need not hand out a copy of the syllabus and any other required course material, including their contact information.

On-line Format – This format requires that the entire class be conducted on-line. The syllabus, course material, contact information, and Power Points and presentations will be provided on-line through the course management system. Assessments may be conducted on-line or in a proctored environment.
College Policies:
This class is governed by the policies and procedures stated in the current Chattanooga State Student Handbook. Additional or more specific guidelines may apply.

ADA Statement
Students who have educational, psychological, and/or physical disabilities may be eligible for accommodations that provide equal access to educational programs and activities at Chattanooga State. These students should notify the instructor immediately and should contact Disabilities Support Services within the first two weeks of the semester in order to discuss individual needs. The student must provide documentation of the disability so that reasonable accommodations can be requested in a timely manner. All students are expected to fulfill essential course requirements in order to receive a passing grade in a class, with or without reasonable accommodations.

Disruptive Students
The term “classroom disruption” means student behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of a class. A student who persists in disrupting a class will be directed by the faculty member to leave the classroom for the remainder of the class period. The student will be told the reason(s) for such action and given an opportunity to discuss the matter with the faculty member as soon as practical. The faculty member will undertake prompt consultation with the division dean and the college judicial officer. If a disruption is serious and other reasonable measures have failed, the class may be adjourned, and the campus police summoned. Also, if a student is concerned about the conduct of another student, he or she should please see the teacher, department head, or division dean.

Affirmative Action
Any student who has any complaints or feels he or she has not received equal access to educational programming should please contact the college affirmative action officer.

The instructor reserves the right to modify this syllabus in writing during the course of the semester.

Other Classroom Policies:

A. Late Arrival / Early Departure Policy: Late arrivals and early departures are not acceptable except with the expressed consent of the instructor in advance.

B. Withdrawal Procedure: Students who wish to withdraw from a Transitional Studies class must get the approval of the Transitional Studies Program Coordinator, Ms. Saundra King, whose office is in IMC 220-221.

C. Classroom Disturbance Policy: Any behavior that shows a lack of respect for others and their learning cannot be allowed. All students are expected to act with fairness, honesty, responsibility, trustworthiness, and respect for others. Therefore, do not have private conversations with other members of the class, since such behavior shows disrespect for both the instructor and other students and interferes with learning. Students who behave in this manner repeatedly will be warned. If a warning is not sufficient, the students will be assigned seats. Students who continue to create this or any other kind of disturbance in the classroom that substantially or repeatedly interferes with the normal class routine will be asked to leave and may return to class only after discussing the situation with the instructor and seeing a counselor. The faculty will undertake prompt consultation with the Department Dean and the College Judicial Office.
If a disruption is serious, and other reasonable measures have failed, the class may be adjourned, and the campus police summoned.

D. **Cell Phones and Other Electronic Devices**: Please turn off your cell phones, ipods, or other electronic devices and put them away. Do not use them for text messaging while in class. They should not be visible at all. If a student does not follow this policy, I will give warning the first time. The second time, I will take the cell phone or device for the remainder of the class. If the problem recurs, I will keep the phone until the next class meeting. If there is some reason why you need to have access to your phone during class, such as you are part of an EMS crew, please speak to me about it.

E. **Computer Skills**: Students in writing courses should be proficient in writing and sending emails with attachments and in using a word processing program (preferably Word, the program on all campus computers) to write, format, save, and print essays. A free course with practice and tests is available at [http://www.powertyping.com](http://www.powertyping.com) as well as other sites. Students can get extra help with these computer skills in the College Reading and Writing Center. Also, students will be required to learn and use the website Criterion. Students should invest in an inexpensive flash drive, CD, or floppy disk to keep all electronic papers.

F. **Disability Policy**: If you have a documented learning, psychological, or physical disability, you **may** be eligible for academic accommodations in order for you to have equal access to educational programs and activities while you are at Chattanooga State. In order to receive these accommodations, you must contact Disabilities Support Service (DSS) and provide that office with appropriate documentation of your limitations. The DSS professional staff and you will develop an Accommodations Notice that you will deliver to your instructors. This notice alerts your instructors to your specific accommodation requests. All students are expected to fulfill essential course requirements in order to receive a passing grade in a class, with or without reasonable accommodations. Disabilities Support Services, Student Center, Room 113, Phone, (423) 697-4452.

G. **Children in the Classroom**: As stated in the Chattanooga State Student Handbook, “The college is concerned about the safety and well-being of children and therefore prohibits them from accompanying adults into classrooms, offices, or other workspaces as a baby-sitting function. Further, the college does not assume responsibility for unsupervised children. In the event an unsupervised child is discovered in a Chattanooga State facility, immediate contact will be made with the person responsible for the child’s presence.”

H. **Questions about instruction, grades and policies**: If you have a question about a grade or policy in this class, you should talk to your instructor as soon after the question arises. Discussing such matters with your instructor must be done BEFORE you take up the matter with any other member of the faculty and staff. If you still have a concern once you have discussed the matter with your instructor, you should speak to Dr. Joel Henderson, joel.henderson@chattanoogastate.edu, extension 4403.

See appropriate pages in the Student Handbook for additional information about Chattanooga State Regulations.
Course Schedule

WEEK 1
Introductions
Syllabus and Course Schedule
Grammar Pre-Test
Diagnostic Paragraph

WEEK 2
Consistencies (person, number, gender, time, case)

WEEK 3
Consistencies Test
Modes of Development
Paragraph Structure and Development
Paragraph 1 due

WEEK 4
Modes Test
Parts of Speech (definitions)
Identifying Parts of Speech
Paragraph 2 due

WEEK 5
Parts of Speech Test
Sentences and Sentence Boundary Problems
Paragraph 3 due

WEEK 6
Sentences Test
Commas
Paragraph 4 due

WEEK 7
Commas Test
Essay Structure and Format (Introduction, Body, Conclusion)
What Makes a Good Thesis Statement?
Introductions and Conclusions
Essay Process (Pre-Writing, Writing, Re-Writing)
Discussion and Pre-Writing for Essay 1

WEEK 8
Essay Structure Test
Pronouns (Person, Number, Gender, and Case – mostly focused on number)
Essay 1 due
WEEK 9
Pronouns (Vagueness and Ambiguity)
Discussion and Pre-Writing for Essay 2

WEEK 10
Pronouns Test
Outlining
Drafting
Essay 2 due

WEEK 11
Verb Tense
Irregular Verbs
Discussion and Pre-Writing for Essay 3

WEEK 12
Subject-Verb Agreement
Revising
Essay 3 due

WEEK 13
Verbs Test
Adjectives v. Adverbs
Dangling and Misplaced Modifiers
Discussion and Pre-Writing for Essay 4

WEEK 14
Modifiers Test
Review for Exam
Essay 4 due

EXAM WEEK
Grammar Post-Test
Exam Essay