**Developmental Writing I**

Fall 2013

Instructor: Stacy Liebman

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Office Hours: email and before or after class by appointment

Class Time: TR5:30-6:45 or TR 7-8:15

Classroom: Bldg. 4 Room 235

**Course Objectives**

Developmental Writing I is designed to provide students with the opportunity to develop the skills necessary to succeed in college-level writing courses. These skills will include choosing suitable topics for paragraphs; gathering and organizing ideas; and composing, revising, and editing sentences which conform to the rules of standard written English.

**Core Competencies**

The specific competencies that students are expected to develop in this course are directly related to Valencia’s core competencies. Refer to the Valencia Community College catalog for a complete explanation of the core competencies, which are Think, Value, Communicate, and Act.

**Required Textbooks**

Focus on Writing by Laurie G Kirszner and Stephen R. Mandell

**Required Materials**

* 1” three-ring binder with divider tabs to be used for preparing a writing portfolio
* 7 divider tabs
* Standard loose-leaf paper for all assignments not prepared on a word processor
* Blue or black ink for all in-class writing
* Reliable electronic storage for all writing assignments—a USB drive is required for saving documents which are word-processed in our labs
* All weekly assignments and handouts printed and brought to class.
* 2 scantrons for exams

**Course Requirements and Grades**

Each student will also be required to maintain a portfolio of all writing assignments. The portfolio will allow us to assess your progress. A portfolio system allows the instructor to use exit standards to evaluate work in progress, but the final grade on your writing portfolio can be based on the level of competence which you have achieved at the end of the course. Revision is the key to success and good grades with this system.

Your course grade will be calculated as follows:

Quizzes (10 @ 10 points each) 100 points

Portfolio Paragraphs (6 @ 25 points) 150 points

In Class Writing (5 @ 25 points) 125 points

Attendance 50 points

Final Portfolio 250 points

Semester Exam 100 points

Final Exam 100 points

**Total 875 points**

**Attendance Policy**

Regular, on-time attendance is required of all students at Valencia Community College; therefore, students who are not able to attend class or be on time will be officially withdrawn from the course. **If you are more than 10 minutes late for class you will be marked absent**. An excessive absence notification, the first step in the withdrawal process, will be filed for students who have missed three classes. A student will be withdrawn on his or

her fourth absence. In addition, students will begin the semester with 50 points for attendance. For every class missed, the points will be deducted by ten.

Absence and/or tardiness will most directly affect a student’s grade with the short quizzes given at the beginning of class, and other quick assessments and class activities which earn points. **Students who are late or absent cannot make-up these short quizzes or in class assignments.** In acknowledgement that a very occasional absence or tardiness may be beyond the student’s control, the lowest score on one assignment done in class will be dropped. Tests may be made up by making arrangements to go to the Testing Center.

**Classroom Protocol**

A classroom is a space in which the distracting behaviors of one or two students can have a negative impact on the entire learning environment; therefore, distractions cannot be permitted. Valencia’s student handbook provides very specific guidelines for the student code of conduct which all students are required to follow. **TURN OFF ALL ELECTRONIC DEVICES BEFORE CLASS BEGINS.** You are not to text at all in class. There is to be no use of cell phones before, during or after quizzes or tests. Any such use will cause your quiz or test to be scored a zero.

**Assignments**

*Quizzes*—10 point quizzes will be given over the reading assigned for the week. Quizzes will begin promptly when class begins and 15 minutes will be allotted for these quizzes. If you come late, you will not be able to have more time.

*Journal Entries*—You will be required to keep a journal throughout the semester. Some journal topics will be provided and some will be free choice. All journal entries must be at least 150 words. Please refer to the Journal Entries handout for further instructions. All journal entries will become part of your final portfolio.

*Attendance*—50 points will be awarded for on-time regular attendance. For each class you miss, your attendance grade will be reduced by 10.

*Portfolio*—Throughout the semester, you will be assigned six Portfolio Assignments. The assignment sheet with directions and checklists for each of the Portfolio Assignments 1-6 can be downloaded and printed off of the course website by selecting the files tab on the left side of the homepage. Paragraphs must be typed and submitted on time. You will also need to complete pre-writing, rough draft(s), and peer review in addition to a final draft for all assignments. All assignments may be revised and resubmitted to earn a higher score. The new draft must be submitted with the original draft. Portfolio Assignments are due at the beginning of class on the due date. If you are not in class, you must submit your assignment by email by the end of class on the due date, and you must turn in your hard copy at the next class meeting. I will not print assignments from e-mail. Failure to bring a printed copy of your assignment to the next class will result in zero credit for the assignment. At the end of the semester a final portfolio will be submitted. Specific instructions for submitting your final portfolio will be provided at a later date. Be sure to keep all your assignments to place in your final portfolio.

*Exams*—A midterm will be given on week 8. It will be similar to the pre-test given at the beginning of the semester. In addition to the multiple choice portion, there will be a writing component. A final exam will be given on the last class meeting. It will be similar to the pre-test given at the beginning of the semester. In addition to the multiple choice portion, there will be a writing component.

**Course Website**

You are responsible for printing all required assignments. You can find all handouts, PowerPoints, and assignments on the course website. To get the information you need, login to your Atlas Account; click on My Courses; click on Developmental Writing I. On the left you will see a files link. Click on this link to find all course documents. Printer or computer failure is not an excuse for not being prepared for class. Throughout campus you have access to printing materials for a fee. I highly recommend that you print all PowerPoints in handout form so that you can take notes during lecture or bring a laptop or device to take notes.

**Format of Writing Assignments**

All assignments written out of class must be typed. This includes rough and final drafts. Computers are available for all students in the MAC lab on the first floor of the library. You will be given a specific format to follow for all writing assignments. It is a standard form which is required in most college-level writing courses. Any assignment not following this format will be returned. Any writing assignment that is submitted on time may be resubmitted if you are not happy with your grade. All resubmissions must be turned in with the original essay and score. All versions of the assignment should be saved for your final portfolio.

**Deadlines**

All assignments are due at the **beginning** of the class period on the specified date. Absence is not an excuse for late assignments. **Assignments submitted late will not be accepted.**

**Plagiarism**

Academic honesty requires that all written work submitted by the student must actually be the student’s own work. No credit ( a zero, not an F) will be given for any written assignment which is found to have been authored by anyone other than the student whose name appears at the top of the paper.

**E-Mail**

It is your responsibility to check your e-mail each week before class for important handouts and information. I will rarely e-mail any handouts or information later than 10 pm on the evening before class. **You must come to each class prepared with any attachments sent to you by e-mail or posted to the class website.**

If you need to contact me by e-mail, please format the **subject line** of you e-mail as follows:

Last name—Class Meeting Time—Contents of Message

Example: Hernandez—5:30-6:45—Assignment 1

If e-mails are not formatted correctly, you may not get a response. Please allow 24 hours for a response before re-sending any e-mails. I respond to every e-mail I receive. If you did not get a response within 24 hours, I did not get your e-mail. Consider the following when e-mailing a professor:

* Write from your atlas account.
* Include your last name and course meeting time in your subject line
* Think about what you are saying.
* Choose an appropriate greeting.
* Ask questions politely.
* Proofread what you’ve written.
* Sign with your full name

Example:

Hi Professor Liebman,  
  
I'm working on my essay on William Carlos Williams, and I'm not sure what to make of the last stanza of "Spring and All." I'm stuck trying to figure out what "It" is. Do you have a suggestion? Thanks!  
  
Maggie Simpson

Tuesday Class

**BayCare Behavioral Health Student Assistance Program**

Valencia College is interested in making sure all our students have a rewarding and successful college experience. To that purpose, Valencia students can get immediate help with issues dealing with stress, anxiety, depression, adjustment difficulties, substance abuse, time management as well as relationship problems dealing with school, home, or work. BayCare Behavioral Health Student Assistance Program (SAP) services are free to all Valencia students and available 24 hours a day by calling (800)878-5470. Free face-to-face counseling is also available.

**Course Schedule**

**Developmental Writing I—Fall 2013**

The course schedule which accompanies this document is meant to give students the overall plan for course content and a basic schedule for out-of-class assignments. More specific directions for assignments will be part of the classroom instruction and getting that information is the student’s responsibility. **The course outline may be changed at the instructor’s discretion at any time during the semester.** Note: On this outline/schedule, for each day that our class meets, the assignments that are due that night are listed first. The next column is what we will be working on in class. The last column is what is to be completed for the next week. The assignments are tasks you should begin as soon as possible after the class meeting.

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| --- | --- | --- | --- | --- | --- |
| **Week/**  **Date** | **Assignments To Be Turned In/Handouts to Be Brought to Class** | **In Class Work** | | **Assignments Due Next Week** | |
| **Week** 1  8/27 | n/a | * Introductions * Course Overview * Introduction to the text * Overview of the writing process | | * Reading: “A Note to Students” ; Chapter 1 (Understanding the Writing Process) * Writing: Journal entries week 1 | |
| 8/29 | n/a | * Writing and grammar diagnostic | |
| **Week 2**  9/3 | * Week 1 Journal Entries * Topic Sentence Handout | * **Quiz 1—Chapter 1** * Drafting a paragraph * Topic sentences * Paragraph unity | | * Reading: Chapter 3 (Using Exemplification) ; Chapter 15 (Writing Simple Sentences) * Writing : Exemplification paragraph draft 1; continue journal | |
| 9/5 | * Exemplification Paragraph Handout | * Identifying subjects and verbs * Explain Exemplification Writing * Begin drafting Exemplification Paragraph | |
| **Week 3**  9/10 | * Week 2 Journal Entries * Exemplification paragraph draft 1 * Exemplification Peer Review Handout | * **Quiz 2—Chapters 3 and 15** * Peer Review for paragraph development, coherence, and grammar * Revise exemplification paragraph | | * Reading: Chapter 2 (TESTing Your Paragraphs) ; Chapter 22 (Sentence Fragments) * Writing: Final Draft of Exemplification Paragraph; continue journal | |
| 9/12 | * Basic Sentence Patter Handout | * Basic sentence patterns * **In-class writing #1** | |
| **Week 4**  9/17 | * Week 3 Journal Entries * Exemplification paragraph final draft * Sentence Fragment Part 1 Handout | * **Quiz 3—Chapters 2 and 22** * Identifying and correcting sentence fragments | | * Reading: Chapter 4 (Using Narration) ; Chapter 16 (Writing Compound Sentences) * Writing: Write a first draft of Narrative paragraph; continue journal | |
| 9/19 | * Narration Paragraph Handout * Sentence Fragments Part 2 Handout | * Identifying and correcting sentence fragments * Explain Narration Writing | |
| **Week 5**  9/24 | * Week 4 Journal Entries * Narrative paragraph draft 1 * Narration Peer Review Handout | * **Quiz 4—Chapters 4 and 16** * Peer review narrative paragraph for development and coherence * Revise narration paragraph | | * Reading: Chapter 5 (Using Description) ; Chapter 17 (Writing Complex Sentences) * Writing: Narrative paragraph final draft; continue journal | |
| 9/26 | * Combining Sentence Handout | * Telling a story * Paragraph organization * Outlining * Combining sentences * **In class writing #2** | |
| **Week 6**  10/1 | * Journal Entries Week 5 * Narrative paragraph final draft * Cause and Effect Paragraph Handout | * **Quiz 5—Chapters 5 and 17** * Recognizing and creating complex sentences * Explain Cause and Effect Writing * Structuring a cause and effect paragraph | | * Reading: Chapter 7 (Using Cause and Effect) ; Chapter 21 (Run-Ons) * Writing: Cause and effect paragraph draft 1; continue journal entries | |
| 10/3 |  | * Cause and Effect Planning and first draft | |
| **Week 7**  10/8 | * Journal Entries Week 6 * Cause and effect paragraph draft 1 * Cause and Effect Peer Review Handout | * **Quiz 6—Chapters 7 and 21** * Peer review cause and effect paragraph for coherence and development | | * Reading: Appendix A, section 7 (Exam Taking Strategies) ; Chapter 18 (Writing Varied Sentences) * Writing: Cause and effect paragraph final draft; continue journal entries * Study for Midterm | |
| 10/10 |  | * Identifying and eliminating run-ons * Review for midterm | |
| **Week 8**  10/15 | * Journal Entries Week 7 * Cause and effect paragraph final draft | * **In-Class Midterm** | | * Reading: Chapter 26 (Verbs: Past Tense) ; Chapter 27 (Verbs: Past Participles) * Writing: continue journal entries | |
| 10/17 | **NO CLASS TODAY** | | |
| **Week 9**  10/22 | * Journal Entries Week 8 * Verb Handout * Compare and Contrast Paragraph Handout | | * **Quiz 7—Chapters 26 and 27** * Verb tense * Verb formation * Structuring compare and contrast paragraphs * Explain Compare/Contrast Paragraph * Time to plan and draft 1st draft must get approval before leaving | | * Reading: Chapter 8 (Using Comparison and Contrast) ; Chapter 28 (Nouns and Pronouns) * Writing: Compare and Contrast paragraphs draft 1; continue journal entries |
| 10/24 |  | | * **In Class Writing #3** | |
| **Week 10**  10/29 | * Journal Entries Week 9 * Compare and contrast paragraph draft 1 * Compare and Contrast Peer Review Handout | | * **Quiz 8—Chapters 8 and 28** * Peer review compare and contrast paragraphs for coherence and development | | * Reading: Chapter 31 (Using Commas) * Writing: Compare and contrast paragraphs final draft; continue journal entries |
| 10/31 | * Noun and Pronoun Handout | | * Noun and pronoun use | |
| **Week 11**  11/5 | * Journal Entries Week 10 * Compare and contrast paragraph final draft * Comma Use Handout * Classification/   Definition Paragraph Handout | | * **Quiz 9—Chapter 31** * Comma use and misuse * Explain Classification/Definition Paragraph writing * Structuring Classification Paragraphs | | * Reading: Chapter 9 (Using Classification) ; Chapter 10 (Using Definition) ; Chapter 34 (Understanding Mechanics) * Writing: Classification/ definition paragraph draft 1; continue journal entries |
| 11/7 |  | | * **In-class Writing #3** | |
| **Week 12**  11/12 | * Journal Entries Week 11 * Classification/definition paragraph draft 1 * Classification/ definition Peer Review Handout | | * **Quiz 10—Chapters 9, 10, 34** * Peer review classification/definition paragraph for coherence, development, and sentence structure | | * Chapter 35 section E (Commonly Confused Words) ; Chapter 24 (Illogical Shifts) * Writing: Final draft classification/definition paragraph; continue journal entries * Reading: Chapter 25 (Dangling and Misplaced Modifiers); Chapter 11 (Using Argument) * Writing: Argument paragraph draft 1; continue journal |
| 11/14 | * Proofreading Handout * Argument Paragraph Handout | | * Proofreading exercises * Explain Argument Paragraph | |
| **Week 13**  11/19 | * Journal Entries weeks 12 and 13 * Classification/definition paragraph final draft * Argument paragraph draft 1 * Argument Peer Review Handout | | * **Quiz 11—Chapters 11, 24, 25, 35 section E** * Peer review argument paragraphs for development, coherence, and sentence structure | | * Reading: Review for exam from handout in class   Writing: Argument paragraph final draft; organize final portfolio to hand in next week; continue journal |
| 11/21 |  | | * **In Class Writing #4** * Peer review argument paragraphs for development, coherence, and sentence structure | |
| **Week 14**  11/26 |  | | * Portfolio Work day | | Work on final portfolio and revising any work. |
| 11/28 | **NO CLASS TODAY** | | | |
| **Week 15**  12/3 | Final Portfolio Due | | * **In Class Writing #5** | | Review for Exam |
| 12/5 |  | | * Return Portfolios * Review for Exam | |
| Exam Week  5:30-6:45 Class |  | | **Final Exam will be held on December 12, 2012 from 5pm to 7:30pm** | |  |
| Exam Week  7:00-8:15 Class |  | | **Final Exam will be held on December 10, 2012 from 7:45-10:15** | |  |

**Grades for Portfolio Paragraph**

Essays will be graded only if they have been completed according to the instructions. Evaluations are based on standard criteria for judging college essays. Grades will be determined according to the scale below, using a standard 100-point system to arrive at a rating of A to F. If you are not satisfied with your grade, you may revise your paper and include the new final draft in you final portfolio. You grade will be adjusted accordingly.

The description below begins with a C paper because a grade of C indicates an essay which is satisfactory, meeting all of the basic requirements for an essay. The minimum passing grade in this course is a C because a student must also be able to write a satisfactory essay in order to be admitted to the next level of course work in college composition.

**The C-D paragraph**

1. has an introductory paragraph which sets up the thesis of the essay, 3 pts.

2. is actually about what the thesis statement says it is about, 3 pts.

3. has details that support the thesis 3 pts.

4. is organized into paragraphs which are based on a division of the central idea 3 pts.

into supporting ideas an a connection between details and main ideas,

5. may have the occasional sentence-level errors, but does not have errors that indicate

a failure to proofread or an inability to control the basic grammar of standard 3 pts.

written English. **Total 15 pts**.

**The B paragraph**

1. has an introductory thesis which sets up the thesis and leads into the body 4 pts.

Paragraphs, giving the reader a clear reason for continuing to read

2. is a very unified piece of writing in which all parts are related to the thesis, 4 pts.

3. has very specific and concrete details (major and minor details), 4 pts.

4. has a clear organizational pattern and appropriate transitions, 4 pts.

5. has sentences which are varied and relatively free of sentence errors. 4 pts.

**Total 20 pts.**

**The A paragraph**

1. has a well-developed introductory paragraph with a strong hook, which

gets the reader’s attention and draws the reader into the essay, 5 pts.

2. is very tightly controlled by the thesis without being formulaic, 5 pts.

3. has fully-developed body paragraphs with major and minor details that

are very informative and/or give strong sensory images, 5 pts.

4. has an effective organizational pattern and smooth transition 5 pts.

5. has sentences that are varied in structure and free of errors. 5 pts.

**Total 25 pts**