

## Course Syllabus



**Columbia College**  
Fort Worth Campus  
1564 Headquarters Ave.  
NAS Fort Worth JRB  
Fort Worth, TX 76127

**Course Syllabus**  
13 / 12 - Late Fall Session  
October - December 2013

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**Course Prefix and Number:** ENGL 107 A  
**Course Title:** Developmental English Composition  
**Semester Credit Hours:** 3  
**Class Day and Time:** Wed  
5:15 PM-10:15 PM

*Additional Notes:*  
*Developmental English is designed to prepare the student for the Composition sequence. The emphasis is on correctness and clarity in word choice, sentence structure, paragraph construction, and paper organization. The overall goal is to obtain the skills necessary to write a college-level paper with a controlling main idea and well-developed paragraphs.*

**Instructor:**

**Laura Knudson**  
Faculty Member

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*Best way to reach me*

### Catalog Description

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Comprehensive review of basic English grammar and writing skills as preparation for ENGL 111. Grade of C or higher is required. Prerequisite: Placement by ACT English Score or by SAT Writing Score: students whose ACT English Score is from 1 to 17 (or whose SAT Writing Score is from 300-420) shall be placed in ENGL 107.

### Prerequisites/Corequisites

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Placement by ACT English Score or by SAT Writing Score: students whose ACT English Score is from 1 to 17 (or whose SAT Writing Score is from 300-420) shall be placed in ENGL 107.

### Text

*The Little, Brown Handbook 8th edition*

Author: Aaron, Jane E. (Longman)

ISBN: 978-0-205-23660-2

*The Writer's Workplace with Readings: Building College Writing Skills*

Author: Scarry, Sandra, and Scarry, John (Wadsworth)

ISBN: 978-1-4390-8210-2

*These editions please, and always bring them to class.*

### Course Objectives

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·To comprehend correct writing conventions and correct grammar.

### Measurable Learning Outcomes

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- Use standard English in essays and on short texts.
  - Organize an essay with a thesis statement in an effective introduction, topic sentences in body paragraphs with adequate support and appropriate transitions, and a conclusion that mirrors the thesis and makes a final statement.
  - Recognize and practice effective sentence structures, such as subordination, coordination, parallelism and active voice.
  - Recognize and avoid incorrect and ineffective usage and construction, such as fragments, run-on sentences, comma splices, dangling modifiers, errors in agreement, reference, point-of-view, tense, case and spelling.



- Revise effectively.

## Special Course Requirements

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**Technology:** Be prepared to word-process all of the writing you submit in this course and to use a thumb-drive to save and transport your files. In addition, because I rely on email to communicate with you, and at times you will submit assignments via email, **you must activate your Cougar email account and check it a minimum of once a day.**

**Attendance:** The highly interactive learning you will do in this course requires your presence in the classroom. In addition, consider that, because of the eight-week schedule, one class session equals a substantial percentage (12.5) of the total classroom hours. So, not only should you plan to attend every session, **you also cannot miss more than one class in order to successfully complete this course.**

 **Completion of All Graded Activities:** You must complete all of the Graded Activities below to pass the course. 

**Ongoing Calendar and Syllabus Use:** You are responsible for all of the information provided in this syllabus as well as the information on the class website. Be sure to print a copy of both this syllabus as well as the class calendar so you have access to them both in case Internet access fails. In particular, our class calendar is your primary resource (along with assignment sheets given in class) for planning and achieving all of your assigned work each week, so plan to consult it closely and often.

Our class website is located at: <http://engl107columbia.weebly.com/>

I will make a more detailed schedule of readings and assignments available during our first class meeting, and at that time, it will supersede the calendar that follows in this syllabus. Once you receive that calendar, you should no longer consult the calendar in this syllabus.

**Ongoing Textbook Use:** All course instruction centers heavily on the required textbooks, so plan to use them continually and to bring them to every course session.

## Instructional Methods

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- writing exercises in and out of class
- reading
- brief lectures
- graded writing assignments, including one college-level paper
- discussion
- workshops (in which you'll exchange feedback on each other's individual work, ranging from sentence-level exercises to the paper, with others in the class)

## Out of Class Activities

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- reading assigned chapters or sections chapters in your textbooks
- completing the assigned exercises
- producing written assignments

## Graded Activities

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### Attendance/Participation Description -

80 Points

16% of grade

You must attend each class for the entire session and participate fully to receive the full 10 points available each session. An absence equals 0 points. Because participation in writing exercises, discussion, and workshops is

essential, if you attend but participate not at all or only minimally, you will receive only three points. Because being in class the entire scheduled time is essential, if you arrive late or leave early, you cannot receive more than three points for the day.

**Method of Evaluation -**

I will take attendance at the beginning of class, will record any departures, and will note lack of, or minimal, participation.

**Out-of-class Writing Exercises**

125 Points

25% of grade

**Description -**

For five class sessions at 25 points per week, you will be assigned exercises that appear in your weekly reading.

**Method of Evaluation -**

You will show me your textbook each week, and I will evaluate your exercises on their full completion. We will review the answers together in class.

**Writing Assignments**

150 Points

30% of grade

**Description -**

You will complete five writing assignments (WA) at 30 points each. You will receive separate assignment sheets for each one. Writing assignments will range from 150 to 250 words and will exercise you in big-picture and sentence-level skills covered in the preceding week's class. These assignments will pose questions for you to answer with your own existing knowledge; you will not need to consult outside sources. Writing assignments should represent your best effort and be carefully constructed and edited to produce a polished piece of writing.

**Method of Evaluation -**

I will evaluate each writing assignment based on your achievement of the assigned length requirement; your use of the specific concepts assigned (usually one big-picture and one sentence-level issue, e.g., topic sentences and use of subordination, or paragraph development and subject-verb agreement); and your care in formatting, editing, and proofreading.

**Definition and Analysis Paper**

75 Points

15% of grade

**Description -**

You will write a 750-word paper defining and analyzing a concept, incorporating your accumulated knowledge about big-picture concerns (organization, paragraph construction and development, thesis statement, topic sentences, transitions, etc.) and sentence-level clarity and correctness. You will receive a separate assignment sheet for this paper and will produce it in four graded stages, all of which you must complete in order to receive an overall grade on the paper: prewriting (15 points), first draft (15 points), revised draft (15 points), and final version (30 points).

**Method of Evaluation -**

You will receive a separate evaluation rubric for each stage. Evaluation criteria will range from meeting assigned length requirements, to demonstrating substantive revision, to producing a final product characterized by your use of definition and analysis as assigned; your use of well-organized paragraphs; your use of specific and concrete detail in developing your paragraphs; and your care in formatting, editing, and proofreading.

**Final Exam**

70 Points

14% of grade

**Description -**

For the first portion of the final exam, you will provide short answers, write sentences illustrating a particular concept or construction, and diagram or edit sentences to correct and strengthen them (35 points). For a second portion of the final exam, you will select one question from multiple options to answer with an organized, edited, 200-word response (35 points).

**Method of Evaluation -**

I will evaluate your answers on the first portion for correctness, accuracy, and completeness. I will evaluate your writing on the second portion based on its achievement of the length requirement, coherent organization, paragraph construction and development, use of concrete detail, and sentence-level clarity and correctness.

**Grading Scale**

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90 - 100	<b>A</b>
80 - 89	<b>B</b>
70 - 79	<b>C</b>
60 - 69	<b>D</b>

## Additional Information / Instructions

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### ASSIGNMENTS

- Assignments may be subject to change based on your individual instructional needs and the needs of the class as a whole.
- To know what your assigned homework is each week, you will consult two sources. Updated Calendar which is provided at the start of the semester to complete your reading and exercise assignments and to see an overview of your writing assignments. Follow the assignment sheets you will receive in class to complete your writing assignments.
- Each chapter of assigned reading contains several exercises. While you may do as many as you find helpful, you are required to do only the exercises specifically noted below in the "Schedule of Activities and Assignments."

### RESOURCES

- Very few writers know all the rules of punctuation, spelling, and grammar by heart, but all good writers do know where to find the answers and are prepared to use those resources at all times.
- Your writing resources for this class include the following: your textbooks; handouts, PowerPoints, and notes given in class; a college-level dictionary and thesaurus, either print or online (see <http://dictionary.reference.com> or <http://merriam-webster.com>); me (in person and on email); and credible online writing sites, such as Literacy Education Online <http://leo.stcloudstate.edu> and The Online Writing Lab <http://owl.english.purdue.edu>.
- Both textbooks include information beyond what we can cover in one course. In fact, together they provide a complete education in correct and powerful writing for college and beyond. Get familiar with the table of contents and indexes in each book and push yourself to investigate topics not covered in class.

### WRITING AS A CRAFT

- In this class, we will approach writing as a craft: that is, as a set of specialized skills and recurring activities used to create a product that is not only meaningful and graceful, but useful and effective as well.
- Learning a craft happens over time: it requires patience and persistence. It involves trying, making mistakes, learning how to improve, and applying new knowledge.
- More than anything, learning a craft requires significant amounts of practice. So, you will write a lot in this course, in and out of class, in graded and ungraded situations, sometimes producing whole documents and at other times single paragraphs or sentences.
- Learning a craft also involves learning how you do your best work, so you will frequently write and talk about your writing process in order to keep strengthening it.

### THE 3Ds OF WRITING

- Throughout this class, we will work on three dimensions of writing.
- **Context** includes what it means to write in an academic setting as well as your identity and process as a writer.
- **The big picture** refers to the overall purpose of a piece of writing and the way it is arranged and organized--its parts and what goes where. It involves looking at your writing at the level of the whole piece and at the paragraph level.
- **The sentence level** refers to looking at such things as grammar, punctuation, clarity, style, and word choice.
- We will continually zoom in and out among these three dimensions, so get familiar with these labels.

## Schedule of Activities and Assignments

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## **Week 1 - 10/23/13**

### **course overview, academic context, invention, person, paragraphing**

Activities:

- Introductions
- Course overview: lecture and activity in writing in the academic context
- Syllabus review
- In-class writing
- Discussion and exercises in invention, using *The Writer's Workplace* (WW) Ch. 1 "Gathering Ideas for Writing" and *The Little, Brown Handbook* (LB) Part 1, "The Writing Process"
- Discussion and exercises in first, second, and third person, using WW Ch. 2 "Recognizing the Elements of Good Writing"
- Discussion and exercises in topic sentences and paragraph unity and coherence, using WW Ch. 2 "Recognizing the Elements of Good Writing"
- Receive assignment for WA 1

## **Week 2 - 10/30/13**

### **capitalization, punctuation, description, subject-verb agreement, success in writing**

Activities:

- Review exercises from WW Chs. 13 and 20
- Discussion: winning attitudes and strategies of successful writers
- Discussion and exercises in finding subjects and verbs in sentences and making them agree, using WW Ch. 3 "Finding Subjects and Verbs in Simple Sentences" and Ch. 4 "Making Subjects and Verbs Agree"
- In-class writing: using descriptive detail
- Receive assignment for WA 2

Reading:

Complete reading and exercises before class:

- WW Ch. 13 "Using Correct Capitalization and Punctuation"; do exercises 3, 4, and 8
- WW Ch. 20 "Developing Paragraphs: Description"; do exercises 1, 3, 4, 7, 9, and 12
- LB pp. 3-9 "The Writing Situation"
- LB pp. 73-78 "Joining the Academic Community"
- LB pp. 93 Bottom (B)-96 Middle (M) and 98M-101B "Academic Writing"

Assignments:

Due at the beginning of class

- WA 1 (see assignment sheet given Week 1)

## **Week 3 - 11/6/13**

### **fragments, coordination, paragraphing, selecting a topic**

Activities:

- Review exercises from WW Chs. 5 and 16
- Discussion and exercises in combining sentences, using WW Ch. 6 "Combining Sentences Using Three Options for Coordination"
- Discussion and exercises in developing paragraphs, using WW ch. 17 "Working with Paragraphs: Supporting Details"
- Receive assignment for WA 3
- Receive assignment for Definition and Analysis Paper
- Workshop in selecting and narrowing a topic for Paper

Reading:

Complete reading and exercises before class:

- WW Ch. 5 "Understanding Fragments and Phrases"; do exercises 2, 12, and 13
- WW Ch. 16 "Working with Paragraphs: Topic Sentences and Controlling Ideas"; do exercises 3, 4, 5, 9, 12, and Test 3
- LB 38M-35M, "Paragraphs"

Assignments:

Due at the beginning of class

- WA 2 (see assignment sheet given Week 2)

**Week 4 - 11/13/13**

**illustration, definition, subordination, planning a paper's organization, tips for drafting**

Activities:

- Review exercises WW Chs. 18 and 24
- In-class writing Assignment 3 Ch. 24
- Discussion and exercises in combining sentences using WW Ch. 7 "Combining Sentences Using Subordination"
- Discussion and work in planning and organizing your Definition and Analysis Paper, using WW ch. 26 "Moving from the Paragraph to the Essay"

Reading:

Complete reading and exercises before class:

- WW Ch. 18 "Developing Paragraphs: Illustration"; do exercises 2 and 7
- WW Ch. 24 "Developing Paragraphs: Definition and Analysis"; do exercises 1 and 3
- LB pp. 14M-23B "Drafting"

Assignments:

Due at the beginning of class

- WA 3 (see assignment sheet given Week 3)
- Stage 1 of Definition and Analysis Paper: Prewriting (see assignment sheet given Week 3)

**Week 5 - 11/20/13**

**word choice, connotation, appropriate language, conciseness, peer review and revision**

Activities:

- Review exercises WW Ch. 14
- Lecture and in-class writing: word choice, connotation, appropriate language
- Workshop: peer and guided self-review of First Draft of Definition and Analysis Paper
- Receive asst WA 4

Reading:

Complete reading and exercises before class:

- WW Ch. 14 "Choosing Words That Work"; do exercises 1, 3, 6, and 8

Assignments:

Due at the beginning of class

- Stage 2 of Definition and Analysis Paper: First Draft (see assignment sheet given Week 3)

**Week 6 - 11/20/13**

**adjectives, adverbs, modifiers, parallelism, peer review and revision**

Activities:

- Review exercises WW Ch. 10
- In-class writing Test 3 Ch. 10
- Workshop: extended peer and guided self-reviews of Revised Draft of Definition and Analysis Paper
- Receive individualized reading assignments for next week

Reading:

Complete reading and exercises before class:

- WW Ch. 10 "Working with Adjectives, Adverbs, and Parallel Structure"; do

exercises 3, 4, 6, 8

Assignments:

Due at the beginning of class

- WA 4 (see assignment sheet given Week 5)
- Stage 3 of Definition and Analysis Paper: Revised Draft (see assignment sheet given Week 3)

**Week 7 - 11/27/13**

**TBD, editing and proofreading, preparation for Final Exam**

Activities:

- TBD based on your needs
- Workshop: guided self-review to edit and proofread Final Version of Definition and Analysis Paper
- Prepare for Final Exam
- Receive assignment WA 5

Reading:

Complete reading and exercises before class:

- TBD based on your needs (see individualized assignments given Week 6)

Assignments:

Due at the beginning of class

- Stage 4 of Definition and Analysis Paper: Final Version (see assignment sheet given Week 3)

**Week 8 - 12/4/13**

**Final Exam**

Activities:

You will take the Final Exam.

Assignments:

Due at beginning of class

- WA 5 (see assignment sheet given Week 7)

Examinations:

Final Exam. See description above in "Graded Activities," and refer to the preparation done in class in Week 7.

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## Library Resources

**Columbia College Resources** - Online databases are available at <http://www.ccis.edu/offices/library/index.asp>. You may access them from off-campus using your CougarTrack login and password when prompted.

**Campus Resources** - Additional library resources are available at the Base Library in Building 1802.

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## Course Policies and Procedures

### Attendance

**Columbia College Policy** - Columbia College students are expected to attend all classes and laboratory periods for which they are enrolled. Students are directly responsible to instructors for class attendance and work missed during an absence for any cause. If absences jeopardize progress in a course, an instructor may withdraw a student from the course with a grade of "F" or "W" at the discretion of the instructor.

### Academic Integrity

**Columbia College Policy** - Columbia College students must fulfill their academic obligations through honest, independent effort. Dishonesty is considered a serious offense subject to strong disciplinary actions. Activities which constitute academic dishonesty include plagiarism, unauthorized joint effort on exams or assignments, falsification of forms or records, providing false or misleading information, or aiding another in an act of academic dishonesty. Possible penalties for these activities are discussed in detail in the AHE Degree Completion Catalog.

## **Class Conduct and Personal Conduct**

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**Columbia College Policy** - Students must conduct themselves so others will not be distracted from the pursuit of learning. Students may be disciplined for any conduct which constitutes a hazard to the health, safety, or well-being of members of the college community or which is deemed detrimental to the college's interests. Discourteous or unseemly conduct may result in a student being asked to leave the classroom. Examples of misconduct and possible disciplinary actions are described in the AHE Degree Completion Catalog.

**Campus Policy** - Classroom Performance and Dress Code: Columbia College students in the class should dress and act in a professional manner. Students should be conscious of the image that is being projected. Be polite, enthusiastic, and exhibit professionalism in comments and class discussions.

## **Cancelled Class Make-Up**

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**Columbia College Policy** - Classes cancelled because of inclement weather or other reasons must be rescheduled.

**Campus Policy** - Classes will only be cancelled for inclement weather if the Base closes.

Base closures/delayed openings will be broadcast from:

Television: Channels 4, 5, 8, & 11.

Radio: WBAP - 820 AM or KRLD - 1080 AM

## **Make-Up Examinations**

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**Columbia College Policy** - Make-up examinations may be authorized for students who miss regularly scheduled examinations due to circumstances beyond their control. Make-up examinations must be administered as soon as possible after the regularly scheduled examination period and must be administered in a controlled environment.

**Campus Policy** - Make-up examinations must be scheduled in advance by contacting the instructor and campus office to set up a time for the exam to be administered. Make-up examinations will only be scheduled at 9:00 am or 1:00 pm.

## **Adding, Dropping or Withdrawing from a Course**

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**Columbia College Policy** - Students may add a course during the first week of the session and drop a course without academic or financial liability through close of business on Monday of the second week of the session. Once enrolled, a student is considered a member of that class until he or she officially drops or withdraws in accordance with College policy. An official drop/withdrawal takes place only when a student has submitted a Drop/Add/Withdrawal form. A failure to attend class, or advising a fellow student, staff or adjunct faculty member of an intent to withdraw from a class does not constitute official drop/withdrawal. The drop/add/withdrawal periods begin the same day/date the session starts, not the first day a particular class begins. If a student stops attending a class but does not submit the required Drop/Withdrawal form a grade of "F" will be awarded. The AHE Degree Completion Catalog contains details concerning drop/withdrawal and financial liability.

## **Withdrawal Excused**

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**Columbia College Policy** - A student may request an excused withdrawal (WE) under extraordinary circumstances by submitting a Drop/Withdrawal form accompanied by a complete explanation of the circumstances and supporting documentation to the campus director. The WE request must include all classes in which the student is currently enrolled. The Vice President for Adult Higher Education is the approving authority for all WE requests. A student who receives approval of their WE request may still be required to return some or all of the federal financial assistance received for the session. See the AHE Degree Completion Catalog for details.

## **Incomplete**

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**Columbia College Policy** - A student may request that the instructor award a grade of "I" due to extraordinary circumstances (unforeseen or unexpected circumstances beyond the student's control) that prevent a student from completing the requirements of a course by the end of a session. An "I" will not be given because a student is failing, negligent or not meeting requirements. If the instructor believes an "I" is appropriate, the instructor will specify the work needed to complete the course and the time allowed to complete the work. Work missed must be made up within two subsequent sessions unless the instructor specifies an earlier date. Extensions beyond two sessions must be approved by the Vice President for Adult Higher Education. If the work is completed during the specified time period, the instructor will change the "I" to the grade earned. If the work is not completed during the specified time, the instructor may allow the incomplete to remain on the student's permanent record or change it to any other letter grade.

## **Grade Appeal**

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**Columbia College Policy** - A student may appeal any grade given if it is believed to be in error or in conflict with Columbia College policy and procedures. The student must state in writing to the Campus Director why the grade awarded is believed to be in error and request a desired remedy. The faculty member who awarded the grade will be given the opportunity to comment on all student allegations. If the issue cannot be resolved at the campus the appeal will be transmitted through the Director to the Vice President for Adult Higher Education. A grade appeal must be received for review by the Vice President for Adult Higher Education prior to the end of 60 days from the date the grade was awarded.

## **Prerequisites**

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**Columbia College Policy** - Course prerequisites are established to ensure that a student has adequate academic preparation to succeed in a particular course. Staff members will attempt to ensure that students meet prerequisite



requirements. However, it is the student's responsibility to closely examine the AHE Degree Completion Catalog course descriptions to determine if prerequisites exist and to enroll in courses in the proper sequence. In some exceptional cases it may be apparent that the student possesses the required skills and knowledge to succeed in a particular course, even though they have not taken the prerequisite course. In this case the prerequisite course may be waived by the Campus Director. Waiver of a course as a prerequisite does not remove the requirement to complete the course if it is a requirement for the student's degree program.

## **CougarTrack**

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**Columbia College Policy** - The college provides all students access to CougarMail (the official means of e-mail communication for the College), online resources from the Stafford Library, and their Columbia College records (transcripts, grades, student schedules, etc.) through CougarTrack.

## **Use of Cougarmail**

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**Columbia College Policy** - The official student email address (also known as CougarMail) will be used for all official correspondence from faculty and staff. Students are responsible for the information received and are required to monitor their email account on a regular basis. Students may forward their CougarMail to another email account but will be held responsible for the information sent over CougarMail, even if there is a problem with the alternate mail service.

## **Cell Phones**

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**Columbia College Policy** - Cell phones can be a distraction to the learning process. Campus directors or course instructors may require that cell phones be turned off or set to vibrate during class periods. Students requiring special arrangements to receive a cell phone call during class should make prior arrangements with their director or course instructor.

## **Course Textbooks**

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**Columbia College Policy** - The textbooks listed on this syllabus are required for this course. They are guaranteed to be available through the authorized textbook suppliers designated by Columbia College. The college is not responsible for the academic or financial consequences of late textbook orders or incorrect editions not purchased from a college-authorized vendor.

**Campus Policy** - The college-authorized vendor for the Fort Worth Campus is MBS Books.  
<http://direct.mbsbooks.com/columbia.htm>

## **FERPA**

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**Columbia College Policy** - The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights are described in detail in the AHE Degree Completion Catalog.

## **Disability Services**

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**Columbia College Policy** - Students with documented disabilities who may need academic services for this course are required to register with the Coordinator for Disability Services at (573) 875-7626. Until the student has been cleared through the disability services office, accommodations do not have to be granted. If you are a student who has a documented disability, it is important for you to read the entire syllabus before enrolling in the course. The structure or the content of the course may make an accommodation not feasible.

## **Alcohol and Other Drugs: Columbia College Policies & Resources**

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**Columbia College Policy** - The complete policy is available at <http://www.ccis.edu/offices/studentaffairs/policies.asp#alc>.