

**SAMPLE SYLLABUS
ENG 095 BASIC WRITING
SEMESTER
SECTION NUMBER**

Name
Contact information
Email:

Course description

This course helps students develop competence in written communication by practicing writing clear sentences and paragraphs. Students learn how to recognize and use basic sentence patterns and to write coherent paragraphs containing a topic sentence, idea development, and a strong conclusion. Students complete a variety of writing assignments and develop the skills needed for ENG 096, Intermediate Writing. **Taking the departmental final examination is a requirement of the course.** The minimum passing grade for developmental courses is a "C".

Prerequisite: Appropriate placement score. This developmental English course cannot be used to satisfy degree or certificate requirements. F/S/SU

Required Text

Suggested text OR instructor's choice: *Wordsmith: A Guide to Paragraphs and Short Essays* by Pamela Arlov. edition. . ISBN. Published by Pearson Publishing, Boston, MA.

Instructional objectives/course goals:

ENG 095 Goals and Outcomes

Goal: Introduce the pre-writing process

Outcome: student will be able to examine different audiences and purposes for writing

Outcome: student will be able to identify and practice idea generation strategies

Outcome: student will be able to develop effective, focused topic sentences

Goal: Develop effective sentences

Outcome: student will be able to identify and correctly use subjects and verbs

Outcome: student will be able to recognize and write a complete sentence, avoiding fragments and run-ons

Outcome: student will be able to effectively use capital letters

Outcome: student will be able to effectively use quotation marks

Outcome: student will be able to effectively use end punctuation

Goal: Write a paragraph

Outcome: student will be able to stay on point with the topic sentence (unity)

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Outcome: student will be able to generate sentences that support the topic sentence with facts, details and examples (support)

Outcome: student will be able to link support sentences using appropriate order (time, space and importance) (unity and support)

Outcome: student will be able to link support sentences together using transitions (coherence)

Goal: Identify patterns of development in paragraphs

Outcome: student will produce at least two different types of paragraphs (narration, description, illustration)

Goal: Begin to develop the ability to revise one's own work

Outcome: student will be able to recognize unified paragraphs

Outcome: student will be able to recognize paragraphs with adequate support

Outcome: student will be able to recognize coherence in paragraphs

Outcome: student will be able to identify one's writing challenges and develop strategies to address those challenges (lab with tutor, grammar log, revision checklist, etc)

Goal: Write a minimum of four paragraphs

Goal: Develop an effective system of record keeping and academic organizational strategies

Outcome: organize class materials (syllabus, handouts, notes, written work)

Outcome: track one's own progress (grade log, etc)

Course requirements

The student will

- ❑ Meet weekly at designated class times to learn and practice strategies for improving writing skills
- ❑ Use a variety of sentence structures in comprehensive essays
- ❑ Develop writing plans for each assignment
- ❑ Show evidence of audience awareness in assignments
- ❑ Demonstrate a clear purpose for assignments
- ❑ Write an appropriate introduction, thesis, development and conclusion in an essay
- ❑ Collaborate with other students as directed by the instructor
- ❑ Display willingness to work cooperatively with other students. *All members of the college community have the right to be treated with courtesy and respect in class. No student has the right to prevent others from being able to listen, understand or concentrate in class. Any student who fails to treat others with courtesy and respect may be asked to leave the class and/or be referred to the Vice President of Students.*
- ❑ Exhibit a high level of responsibility and punctuality
- ❑ Discuss any concerns, problems, questions that pertain to your progress in the course immediately with the instructor
- ❑ Complete assignments on time. **Please note that students will receive a zero for any class work or homework not completed. Students with a**

chronic pattern of missing or late homework may not pass the course. Points will be taken off for late writing assignments.

Teaching Procedures

At the beginning of the course, students' skills are ascertained by the CPT and a writing sample. Each student will participate in a program to strengthen his/her skills through individual and classroom instruction.

Classroom procedures include mini-lectures and demonstrations, assessments through regular quizzes and writing exercises, and cooperative learning activities.

Accomodations

Every effort will be made to meet the individual needs and various learning styles of the students. It is of utmost importance that you inform me at the beginning of the semester of your particular needs. If you have concerns about this course, please make an appointment with me. If your concerns are about a learning disability or another specific need, please make an appointment with a learning specialist at Disability Services, Room 246A. All information is strictly confidential.

Please refer to the Student Handbook for the College's policy on plagiarism.

Basis for student grading/attendance policy

This course will function like a real job. Work quality is important, and attendance and participation are reflected in your grade. Attendance will be taken at all classes. You are responsible for the material covered in class. You are expected to attend all classes. There are always circumstances beyond your control, so be sure to discuss your absences with me, but in general, there are no excused absences. Please note that if you miss a class, it is your responsibility to check for any homework assignments and come to the next class prepared. Make ups for tests and quizzes may be allowed with my approval. They must, however, be made up within one week of the original date of the assignment.

Paragraphs, tests, quizzes, attendance average = 70%

Departmental exam grade = 30%

Total = final course grade

Procedure for evaluation of student performance

Student performance is evaluated through written assignments, quizzes, tests, individual and group work as well as the departmental final exam. Writing assignments will be evaluated on the basis of unity, coherence, support and sentence structure.

Cell phone use: All electronic devices must be turned off or in silent mode at all classes. Text messaging during class will result in a zero for the day's attendance.

Course Topics with assignments-tentative

Week 1

Week 2

Week 3

Week 4:

Week 5:

Week 6:

Week 7:

Week 8:

Week 9:

Week 10:

Week 11:

Week 12:

Week 13:

Week 14:

Week 15: