

**SAMPLE SYLLABUS
ENG 096 INTERMEDIATE WRITING
SEMESTER
SECTION NUMBER**

Name
Contact information
Email:

Course description

This course helps students develop writing competence by practicing writing paragraphs and essays. Students learn to write unified, supported, coherent essays using grammatically sound sentences. Assignments focus on writing a variety of paragraphs and essays in order to prepare for college-level writing courses. **Taking the departmental final examination is a requirement of the course.** The minimal passing grade for developmental courses is a “C”.

Prerequisite: A grade of “C” or better in ENG 095 or 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 College Writing* by Pamela Arlov. edition. . ISBN. Published by Pearson Publishing, Boston, MA.

Instructional objectives/course goals:

Goal: Introduce and/or review the prewriting process

Outcome: student examines different audiences and purposes for writing

Outcome: student practices idea generation strategies

Outcome: student prepares a writing plan or outline

Goal: Improve and refine sentence structure and language usage

Outcome: student correctly uses subject and verb forms

Outcome: student recognizes and writes complete sentences, avoiding fragments and run-ons.

Outcome: student effectively uses punctuation as needed.

Goal: Write five-paragraph essays displaying unity, support, coherence and sentence structure with Introduction, 3 body paragraphs and a conclusion.

Outcome: student creates unity by developing a main point or thesis

Outcome: student writes sentences and paragraphs that support the thesis with facts, details and/or examples

Outcome: student develops appropriate order to connect ideas

Outcome: student links sentences and paragraphs using transitions

Goal: Identify patterns of development in essays

Outcome: student produces at least two different types of essays (narrative, illustration, description)

Goal: Improve the ability to revise one's own work

Outcome: student recognizes and creates unified paragraphs and essays

Outcome: student recognizes and provides adequate support in essays

Outcome: student recognizes and produces coherence in essays

Outcome: student identifies individual writing challenges and develops strategies to address those challenges (lab work, tutor, revision checklist, etc)

Goal: Write a minimum of four graded essays

Outcome: student writes a minimum of four 5-paragraph essays.

Goal: Maintain effective system of record keeping/academic organizational strategies

Outcome: student organizes class materials

Outcome: student tracks own progress

Goal: Student becomes familiar with library resources and a documented essay.

Course topics

- Paragraph structure
- Audience and purpose
- Idea generation
- Topic sentence/thesis statements
- Essay structure
- Types of essays
- Revision guidelines and grammar

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. No final drafts of essays will be accepted without first drafts having been submitted and approved.

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.

Accommodations

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.

Essays, 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: