

CENTRAL OHIO TECHNICAL COLLEGE
General Education
Spring 2007
March 26 – June 10, 2007
Syllabus Part I

Course Title: Basic Writing Skills

Course Number – Sections: 1400 B

Course Credit: 4 Credit Hours
5 Contact Hours: 3 Hours of Classroom Activities
2 Hours of Lab

Instructor: Carol Copenhefer Bachelors of Science, English Education
Masters of Education, Curriculum and Instruction

Phone (740) 366-9467 **Office Location** H 177
Mailbox located in the Services Center on lower level of
Founders Hall (740) 366-9213

Office Hours: Monday and Wednesday (Pataskala) 11:30am – 1:00 pm
Monday (Pataskala) 3:30 – 4:30pm
Tuesday (Newark) 8:00 – 9:00am
Thursday (Newark) 4:30 – 5:30 pm

E-mail: ccopenhe@cotc.edu

Course Prerequisites: None

Course Description: This course provides students with the opportunity to strengthen written language skills with emphasis on the writing process, sentence structure, unified paragraphs, word usage, capitalization, punctuation, and spelling. This course will neither count for elective credit nor toward meeting minimum credit hour requirements for graduation. Course is not open to students with credit for 1110, 1500, 1501, or 1510. This course is required for all students scoring 41 or below on the ASSET writing skills test or below 75 on the COMPASS writing skills test.

Required Resources:

Reference Book: Fowler, H.R. & Aaron, J.E. (2007). *The little, brown handbook* (10th ed.) New York: Pearson Longman
Required Packet: 1400 Packet available in the Campus book store
Supplies: One 3-Ring Binder, USB Key (Flash Drive), and
1 pkg. 3 x 5 Index Cards

ITS Resources: Tech Connect

<http://www.newarkcampus.org/Department/TechConnectweb/default.htm>

Student Services: <http://www.cotc.edu/studentlife>

Library: <http://newarkcampus.org/library>

General Policies:

1. Students are responsible for all announcements made, information covered during class meetings and in related text pages. Important announcements (changes in test/quizz schedule, final exam date and time, class agendas, etc...) are often made at the beginning of class.
 2. Participation points will be awarded randomly. **These points may not be made up if you are absent.**
 3. For revision team activities, **penalty points** will be applied to team members who cause delays in assignment completion by due dates and who do not participate. Team members are responsible for providing assigned materials regardless of absence during class due dates.
 4. Late homework will receive a penalty of a grade lower for each day late after the due date, unless, because of extenuating circumstances, **prior arrangements** have been made (i. e., extenuating circumstances: death in family, extreme personal or family illness, etc.). **Assignment deadlines are firm even when you are absent.**
 5. Course work turned in at the Services Center (Founders Hall 156) needs the date stamped by Services Center personnel.
 6. No assignments will be accepted after **May 31, 2007.**
 7. Exams
 - a. May not be taken earlier than the scheduled dates.
 - b. Notification of absence on exam days must be received no later than the day of the exam. **Make-up exams will not be permitted unless prior arrangements have been made.**
 - c. Make-up exams will be taken in the Learning Assistance Center (LAC) H53.
 - d. Make-up exams must be taken no later than 7 days after the initial exam date (See Syllabus Tentative Course Schedule). Instructor reserves the right to adjust this policy under extenuating circumstances as defined in Policy #4.
 8. All course work must meet the following standards:
 - a. Clean (free of food, beverage, other stains)
 - b. Bound (stapled, clipped, other acceptable bound methods for multiple pages)
 - c. Organized (stages of homework submitted in logical sequence as assigned)
 - d. Typed (all drafts to be read by others, both rough drafts and revisions)
- *Any assignment which does not meet these standards may receive a grade of zero (0).**

9. Outside distractions (i.e., children, beepers, and phones) are not appropriate in 1400 classes and labs.
10. **Plagiarism** is the “Presentation of another person’s work without proper use of established or designated forms of acknowledgement such as footnotes, quotations,...” (#2 Academic Misconduct p.10, 2005-2006 COTC on-line Policies and Procedures). Students will receive a zero (0) for each plagiarized document submitted as their own course work.
11. **Only Campus e-mail addresses will be acknowledged. E-mail messages with addresses other than your Campus account will not be opened. Instructor reserves the right to disregard E-mails with incorrect and/or unclear wording.**

Course Evaluation:

Grade and Point Equivalents

A	92 - 100%	(920 – 1000)	C	72 - 77%	(720 – 779)
A-	90 - 91%	(900 – 919)	C -	70 - 71%	(700 – 719)
B+	88 -89%	(880 – 899)	D+	68 - 69%	
B	82 - 87%	(820 – 879)	D	62 - 67%	
B-	80 - 81%	(800 – 819)	D-	60 - 61%	
C+	78 - 79%	(780 – 799)	E	0 - 59%	

Note: Students anticipating the need for any course which requires Basic Writing Skills 1400 as a prerequisite should be aware that a C grade of 72% (2.00) or better is required to pass the 1400 course. Minimum points needed to pass are 720.

Grading Criterion

Class Participation	150
Three Exams	250
Writing Assignments	325
SkillsTutor	150
Spelling	100
Portfolio	<u>25</u>
	1000

Withdrawal Date Statement:

Students enrolled in regular quarter courses should check the Official College Calendar or the Quarter Important Dates listing on the COTC Web Page for the last date to withdraw from this class. Students enrolled in flexibly scheduled courses should check with the Office of Student Records for the last date to withdraw from the flexibly scheduled course.

Disability Clause

Any student with a documented disability, which may require special accommodations should self - identify to the instructor as early as possible in order to receive effective and timely accommodations.

Announcements:

1. Holiday: Monday, May 28. No classes. Campus is closed.
2. As part of COTC's campus-wide assessment initiatives (quality assurance program), samples of student performance such as test results, projects, papers, etc. may be used. The data gathered will not identify individual students and is not related to the student's grade for the course, but will be used to improve student learning at COTC.
3. Remember to check your COTC e-mail messages several time a day. Important information from the College may be sent anytime during business hours Monday through Friday.

Process Portfolio Evaluation Criteria and Score Sheet

3-Ring Binder: Graded for organization and completeness on Thursday, May 31.

25 points – Organization and Contents

Contents: Include all notes, handouts, graded papers and rough drafts, self- and peer evaluations, tests and quizzes, as well as lab sheets for Spell It Deluxe and SkillsTutor.

Organization Checklist – Use your binder dividers to help you organize as follows:

* _____ In-class Material		You earned:
_____ Notes	5	_____
_____ Handouts	5	_____
* _____ Tests	3	_____
* _____ Quizzes	3	_____
* _____ Papers	3	_____
* _____ SkillsTutor lab sheets	3	_____
* _____ Spell It Deluxe lab sheets	<u>3</u>	_____
	25	

You keep this process portfolio, which includes evidence of your writing ability and overall learning at the end of this course.

Spell It Deluxe Program Procedures

- * Five Levels of Difficulty: Grand Master (Most Difficult)
 Champion
 Advanced
 Intermediate
 Novice (Least Difficult)
- * Level Content:
- | | |
|----------------|---------------|
| Grand Master - | 13 word lists |
| Champion - | 13 word lists |
| Advanced - | 13 word lists |
| Intermediate - | 39 word lists |
| Novice - | 64 word lists |
- * Activities:
- Bayou Word Preview
 - Frog Crossing
 - Leap to Complete
 - Midnight Correction
 - Bullfrog Log Game

Grading Criterion:

- Beginning Level Determined by Spelling Pretest Score. **Self-Paced program.**
- Total Spell It Deluxe Points: 100
- Each word list is worth 2 points. You are credited with the points for any levels or word lists in which you test out.
- Achievements: You Must Complete 3 Activities Before Doing a Spelling Bee. You may choose which 3 activities you want to do. The following are acceptable scores for activities.
 - Novice - 10 Word Lists scoring 80% - 100%
 - Intermediate- 10 Word Lists scoring 80% - 100%
 - Advanced - 10 Word Lists scoring 80% - 100%
 - Champion - 10 Word Lists scoring 80% - 100%
 - Grand Master- 10 Word Lists scoring 80% - 100%

Once 3 activities have been achieved for each word list, take the Spelling Bee. You cannot move to another word list unless you have taken the Spelling Bee for your current word list.

90% - 100% is acceptable for Spelling Bee scores.

If you achieve 90% - 100% on the Spelling Bees for any 5 word lists in each of the levels, show your instructor who will sign you off to the next level. If your scores are lower than 90% on the Spelling Bees, you need to practice more word lists before moving to the next level.

TENTATIVE COURSE SCHEDULE

Changes may occur in this schedule because of unexpected events.

Topics	Text Pages Related to Topics	Assignment	Due Date	Week of...
-Introduction To Course -Placement test for spelling program -Writing Workshop I *Writing Process *Topic Sentences *Punctuation *Unity -SkillsTutor Program (lab)	4 – 68 73 – 74 430 – 451, 452 – 459, 461 - 467 72 - 75	Required Email Portfolio graded All lab sheets *Spelling *SkillsTutor	4/3 5/31 5/31	3/26
-Review -Writing Workshop II *Thesis Statements *Punctuation *Word Choices - Spell It Deluxe (lab)	28 - 31 477 – 479	First Paper Rough Draft Final Draft	4/10 4/12	4/2
-Syllabus Quiz (4/12) -Punctuation -Punctuation -Word Choice Agreement -Word Groups	468 – 474, 496 - 499 480 - 487 308, 314 244, 252 - 256			4/9
-Sentence Types -Sentence Errors -Exam I (in class 4/19)	265 334 - 346			4/16
Word Functions	232 – 246, 259, 268, 276 – 280, 292 – 291, 319	Second Paper Rough Draft Final draft	5/10 5/17	4/23
-MLA Documentation -Avoiding Plagiarism -Making Notes -Integrating Notes	648 -653, 659 – 686, 725 - 729 615 – 622 623 - 627			4/30
-Drafting Second Paper -Second Paper Conferences				5/7
-Exam II (in class 5/15)		Third Paper Rough draft Final draft	5/24 5/31	5/14
-Drafting Third Paper				5/21
-Complete lab programs				5/28
Final Exam Week		Final Exam	6/5	6/4

Additional assignments are likely.

CENTRAL OHIO TECHNICAL COLLEGE
General Education
Spring Quarter 2007

Syllabus Part II

Course Number: 1400

Course Title: Basic Writing Skills

Course Description: This course provides the opportunity to strengthen written language skills with emphasis on the writing process, sentence structure, unified paragraphs, word usage, capitalization, punctuation, and spelling. This course will count neither for elective credit nor toward meeting minimum credit hour requirements for graduation. Course is not open to students with credit for 1110, 1501, or 1510. This course is required for all students scoring in the designated range of the writing section of ASSET or COMPASS.

Credit Hours: 4

Contact Hours: 5 (3 hours lecture, 2 hours lab)

Prerequisites: None

COURSE GOALS:

- 1.00 Apply the writing process.
- 2.00 Demonstrate use of nouns, pronouns, verbs, adjectives, adverbs, prepositions, and conjunctions.
- 3.00 Compose simple, compound, and complex sentences.
- 4.00 Apply guidelines for period, question mark, exclamation point, comma, semicolon, colon, quotation marks, dash, and parenthesis usage.
- 5.00 Compose coherent, unified paragraphs.
- 6.00 Analyze organizational characteristics of essay samples.
- 7.00 Apply principles of spelling.
- 8.00 Apply guidelines for correct use of capitalization.

PERFORMANCE OBJECTIVES

Given presentations by the instructor, textbook references, handouts relative to the course (1400), essay samples and the opportunity to participate in class activities that include revision practice, the student will demonstrate knowledge and competency with models in class as outlined in the following performance objectives by scoring an average of 70% or better on all written work and graded classroom work.

- 1.00 Apply the writing process.
 - 1.01 Explain the writing process.
 - 1.02 Demonstrate methods to gather ideas.
 - 1.03 Utilize Paper Structure Charts and/or outlines as drafting guides.
 - 1.04 Self-evaluate essay drafts.
 - 1.05 Participate in peer revision teams.
 - 1.06 Critique essay and paragraph drafts.
 - 1.07 Provide evidence of the writing process.

- 2.00 Demonstrate use of nouns, pronouns, verbs, adjectives, adverbs, prepositions, and conjunctions.
 - 2.01 Define and recognize a noun.
 - 2.02 Demonstrate proper functions of nouns.
 - 2.03 Define and identify a pronoun.
 - 2.04 Define and list pronoun cases.
 - 2.05 Demonstrate appropriate functions of pronouns.
 - 2.06 Define and recognize action and state of being verbs.
 - 2.07 Demonstrate present, past, and future verb tense.
 - 2.08 Demonstrate proper functions of verbs.
 - 2.09 Define and demonstrate appropriate function of adjectives.
 - 2.10 Demonstrate use of phrases functioning as adjectives.
 - 2.11 Define and demonstrate proper functions of adverbs.
 - 2.12 Demonstrate use of phrases functioning as adverbs.
 - 2.13 Define and demonstrate appropriate functions of coordinating and subordinating conjunctions.

- 3.00 Compose simple, compound, and complex sentences.
 - 3.01 Define and write a simple sentence.
 - 3.02 Define and write a compound sentence.
 - 3.03 Define *and* write a complex sentence.
 - 3.04 Distinguish between restrictive and non-restrictive clauses.
 - 3.05 Demonstrate use of subordinating conjunctions in complex sentences.
 - 3.06 Demonstrate use of relative pronouns in complex sentences.
 - 3.07 Integrate simple, compound, and complex sentences in essays.

- 4.00 Apply guidelines for period, question mark, exclamation point, comma, semicolon, colon, quotation marks, dash, and parenthesis usage.
 - 4.01 Cite guideline usage for periods.
 - 4.02 Cite guideline usage for question marks.
 - 4.03 Cite guideline usage for exclamation point.
 - 4.04 Demonstrate correct usage for period, question mark, and exclamation point.

- 4.05 Use commas correctly in the following situations;
 - a. Parenthetical words, phrases, and clauses.
 - b. Compound sentences.
 - c. Non-restrictive clauses.
 - d. Series.
 - e. Introductory phrases and clauses.
 - f. Direct address.
 - g. Short quoted sentences.
 - h. Exclamatory words.
- 4.06 Cite guidelines for correct use of semicolons
- 4.07 Cite guidelines for appropriate use of colons.
- 4.08 Demonstrate correct usage of comma, semicolons, and colons.
- 4.09 Distinguish between direct and indirect quotations.
- 4.10 Demonstrate correct punctuation of sentences containing direct and indirect quotes.
- 4.11 Cite guidelines for correct use of the dash.
- 4.12 Cite guidelines for correct use of parenthesis.
- 4.13 Demonstrate correct usage of quotation marks, the dash, and parenthesis.

5.00 Compose coherent, unified paragraphs.

- 5.01 Define a paragraph.
- 5.02 Define a topic sentence.
- 5.03. Define unity.
- 5.04 Define coherence.
- 5.05 Compose a unified paragraph given a topic sentence.
- 5.06 Demonstrate transitional expressions as a strategy for coherence.
- 5.07 Self-evaluate paragraphs for coherence and unity.

6.00 Analyze organizational characteristics of essay samples.

- 6.01 Identify and apply introduction, body, and conclusion as the basic organization for essays.
- 6.02 Examine characteristics of effective thesis statements.
- 6.03 Compose effective thesis statements.
- 6.04 Analyze body paragraphs for appropriate development of essay topic.

7.00 Apply principles of spelling.

- 7.01 Practice basic guidelines for correct spelling.
- 7.02 Cite two ways to locate and correct spelling errors.

8.00 Apply guidelines for correct use of capitalization.

8.01 Capitalize proper nouns.

8.02 Capitalize appropriate words in a title.

8.03 Capitalize proper adjectives.

8.04 Capitalize the first letter of the first word in a sentence.

8.05 Apply capitalization guidelines to directions.

8.06 Apply capitalization guidelines to seasons.