

Coffeyville Community College

PREP-009

COURSE SYLLABUS

FOR

WRITTEN COMMUNICATIONS

Ryan Butcher
Instructor

COURSE NUMBER: PREP-009

COURSE TITLE: Written Communications

CREDIT HOURS: 3

INSTRUCTOR: Mr. Ryan Butcher

OFFICE LOCATION: Humanities A121

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OFFICE HOURS: 8:40 – 10:20
12:30 – 2:10
3:10 – 4:20

CLASS MEETINGS: MW1 11:30-12:30 Room 130 Weinberg Hall
TR2 10:20-11:20 Room 130 Weinberg Hall
TR2 2:10-3:10 Room 130 Weinberg Hall

PREREQUISITES: A minimum score of 24 on the Writing section of the COMPASS, or fully complete Developmental English with a grade of C or above.

INSTRUCTIONAL MATERIALS: Fawcett, Susan – *Evergreen*
A dictionary
*Students are required to have the materials for this course.
Students must bring the required textbook, a notebook, paper, and a pencil/pen to class every day.

COURSE DESCRIPTION: This course is designed to prepare the student for basic competency in written communication skills and to aid in preparation for academic success in English Composition I. Sentence structure, usage, punctuation, and basic English composition skills are examined. Practice will be given in writing different types of paragraphs, and short theme writing will be introduced.

The course has been designed to assist students who might feel weak in some area(s) of writing or who have been away from situations which required them to use any writing skills. The

student will be instructed in all aspects of written communication and English usage. Students will begin by learning to develop well-written sentences and will end the course by learning to write well-developed paragraphs. By the end of the course, students should be introduced to how to develop an essay. **Organization, pre-planning, and editing will be emphasized. Thus, the purpose is to insure that at the conclusion of the course, the students are confident and effective writers.**

**EXPECTED LEARNER
OUTCOMES:**

Upon successful completion of the course, the student will:

1. Write a topic sentence with a clear, precise controlling idea to be developed.
2. Relate all sentences in a paragraph, supporting the topic sentence.
3. Develop a controlling idea into a 75 to 100-word paragraph.
4. Use revision to improve a paragraph.
5. Use proofreading and editing skills to prepare final draft of a paragraph.
6. Understand various methods of developing paragraphs.
7. Improve knowledge of grammar and mechanics.

GRADING POLICY:

Grades will be given as follows:

A	100-90%
B	89-80%
C	79-70%
D	69-60%
F	59-0%

A grade of A, B, C, D, F, or I will be given to the student at the conclusion of the course in keeping with the policies established by this college. The incomplete grade (I) will be given only under special circumstances upon consultation with, and the consent of, the instructor. The length of time for completing the "I" grade is six (6) weeks from the end of the semester in which the "I" grade was earned. Failure to complete the course within the six weeks time period will result in the "I" grade being converted to an "F".

Each assignment will receive a subjective number of points. This will include **all** assignments. The grade will be based on accumulated points from the points possible at the point the grade is averaged.

Final Examination:

All Written Communications students must take the final. Any student who does not take the final will receive a failing grade for the class.

I will administer your final in our classroom during the designated time on the finals schedule; this is a period of 1 hour and 40 minutes.

Students will not be allowed to take the final early. The times of the finals are listed in the schedule of classes. Students will also be informed periodically when the final will be.

Instructional Procedures:

Becoming proficient with written English is largely a matter of practice. With this in mind, class time will be heavily focused on activities, both in groups and as a class, that provide this necessary practice. Students will also frequently be given activities to complete outside of class as well as assigned papers.

Student Performance Activities: (attendance/punctuality)

Consistent and punctual attendance is mandatory for successful completion of the course. With this in mind, no student is allowed to miss more than **SIX class meetings**. Upon the seventh absence, the student will be dropped from the course.

Students are expected to be on time and to remain for the entire class period. **Attendance for only part of the period will be counted as an unexcused absence.**

Exception: School-Sponsored Activities

If you need to miss for a school-sponsored activity, you **MUST** notify the instructor beforehand. Otherwise you will be counted absent.

Assignment Due Dates:

Assignments are due at the beginning of the class period on the date indicated when the assignment is given and/or reflected on the class schedule. No late work will be accepted without discussion with and approval of the instructor. The student is responsible for all material assigned even if it is not discussed in class. Quizzes over assignments may be given without prior announcement. If

you are absent, you are responsible for finding out the assignments that you missed and/or turning in due work.

Student Evaluation:

Grades will be based upon formal written examinations, periodic quizzes, written assignments, and daily class discussion and participation.

Class participation means interaction with other students and the instructor—not simple presence. Class comments will reflect reading and honest consideration of the viewpoints of the other students. Students are expected to deal with one another and the instructor in a professional, courteous manner.

Grade Weighting:

Assignments/Daily Work	35%
Papers	30%
Homework	20%
Exams	10%
Quizzes	5%

Respect to Your Fellow Classmates:

Students will be expected to act at all times in a manner that is respectful to the instructor and other students. This includes refraining from interrupting, not being disruptive during class, and behaving in a manner that befits an adult. The instructor reserves the right to expel any student who refuses to abide by this simple rule.

Corollary to the Previous:

This means, perhaps most importantly, **NO CELLULAR PHONES**. Students will be required to **TURN OFF AND PUT AWAY** any cell phones by the time class begins (putting it on “vibrate” is unacceptable). If a cell phone is so much as seen during a class period, its owner will be counted absent for the class. This includes other personal technology devices such as MP3 players.

Withdrawal from Course:

If you plan to stop attending class, be sure to officially withdraw through the registrar's office. If you do not, the instructor is required to issue an F for the course.

Plagiarism:

Passing off the words of someone else as your own without giving them credit is a form of academic dishonesty known as **plagiarism**. It is a serious offense, and punishment will include at the LEAST a zero for the given assignment. Depending on the severity of the plagiarism, the student may receive an F for the entire class. To be safe, ALWAYS cite your sources.

ADA Compliance:

If any student feels that he/she has a disability and needs special accommodations of any nature, the instructor will work with you and the college to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this class. Please advise the instructor of the disability and the desired accommodations at the first class attended.

Inclement Weather/Disaster Policy:

In the highly likely event of inclement weather, please do **not** come to campus if doing so entails a high risk of injury or death. Contact the instructor beforehand so necessary arrangements can be made for handing in due assignments and receiving class work.

Changes to the Syllabus:

This document may be amended as the semester progresses in order to take into account the direction of the class. For instance, if little to no work has been done on assigned papers, it would be unfair to the students not to reduce the weight of that grade on the total. The instructor reserves the right to make changes as necessary and will inform the students if such a change takes place.

WRITTEN COMMUNICATIONS COMPETENCIES

WRITE A TOPIC SENTENCE WITH A CLEAR, PRECISE CONTROLLING IDEA TO BE DEVELOPED.

1. Find topic sentences or main idea sentences in paragraphs. (knowledge)
2. Rewrite fragments into possible topic sentences. (synthesis)
3. Eliminate, from a list, those topic sentences that are too broad or general. (comprehension)
4. Choose a topic from a list of broad topics, narrow the chosen topic, and write a complete, limited topic sentence. (synthesis)

RELATE ALL SENTENCES IN A PARAGRAPH, SUPPORTING THE TOPIC SENTENCE.

1. Gather ideas for a paragraph, by brainstorming, free writing, or generating questions. (knowledge)
2. Select ideas only that provide specific information about the topic question. (evaluation)
3. Locate key words to aid in selection of ideas that support a topic sentence. (analysis)

DEVELOP A CONTROLLING IDEA INTO A 75 TO 100 WORD PARAGRAPH

1. Choose an order and arrange ideas logically in a plan. (application)
2. Write topic sentence and supporting sentences, including all ideas from plan. (synthesis)
3. Write a concluding sentence. (synthesis)

USE REVISION TO IMPROVE A PARAGRAPH

1. Identify specific facts, details, and examples in the paragraph that truly support the topic sentence. (knowledge)
2. Check the paragraph for unity by indicating which sentences belong. (knowledge)

USE PROOFREADING AND EDITING SKILLS TO PREPARE FINAL DRAFT OF A PARAGRAPH

1. Rewrite confusing and awkward sentences. (evaluation)
2. Drop unnecessary words from sentences. (evaluation)
3. Add details to paragraph. (evaluation)
4. Arrange events in the paragraph in a logical order. (analysis)
5. Identify and correct grammatical and mechanical errors in sentences. (knowledge)

UNDERSTAND VARIOUS METHODS OF DEVELOPING PARAGRAPHS

1. Use words that appeal to a reader's senses to describe a person, place, or object. (knowledge)
2. Compose a topic sentence that can be supported by examples. (synthesis)
3. Compose a topic sentence for a process essay and arrange the steps of the process in proper sequence. (synthesis)
4. Specify whether a paragraph compares or contrasts two persons or things. (knowledge)

APPLY TECHNIQUES OF PARAGRAPH WRITING TO THE PROCESS OF WRITING OF WRITING ESSAYS
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1. Summarize and quote from sources.
2. Strengthen an essay with research.

IMPROVE KNOWLEDGE OF GRAMMAR AND MECHANICS

1. Review basic grammar by defining and identifying subjects and verbs. (knowledge)
2. Locate prepositional phrases. (knowledge)
3. Combine independent clauses, using coordinating conjunctions, subordinating conjunctions, semicolons, and conjunctive adverbs. (synthesis)
4. Correct run-ons and comma splices. (application)
5. Identify subjects and verbs, checking for present tense agreement. (knowledge)
6. Identify and correct fragments. (knowledge and application)
7. Proofread a paragraph for past tense errors, making corrections. (knowledge and application)
8. Practice writing past participles of regular and irregular verbs. (knowledge)
9. Make a list of singular nouns, plural. (knowledge)
10. List signal words that indicate singular or plural nouns. (knowledge)
11. Underline pronouns and their antecedents. (knowledge)
12. Proofread a paragraph containing pronoun errors and make corrections. (knowledge and application)
13. Define adjectives and adverbs. (knowledge)
14. Select correct comparative and superlative forms of adjectives and adverbs. (knowledge)
15. Proofread a paragraph, adding apostrophes where needed and removing unnecessary apostrophes. (knowledge)
16. Write sentences, demonstrating correct comma usage for the following: commas for items in a series, commas with introductory phrases and transitional expressions, commas for appositives, commas with restrictive and nonrestrictive clauses, and commas in dates and addresses. (synthesis)
17. Correct sentences, using capitalization where necessary. (knowledge)
18. Select correct spelling of troublesome words in sentences. (knowledge)

Tentative Class Schedule

Week 1:	Class Introductions Chapter 1: The Writing Process
Week 2:	Chapter 1: Subject, Audience, and Purpose Chapter 2: Pre-writing
Week 3:	Chapter 3: Paragraphs Chapter 3: Narrowing a topic Chapter 3: Revising, Editing, and Proofreading
Week 4:	Chapter 4: Unity and Coherence Chapter 4: Time, Space, and Order of Importance Chapter 4: Relating Sentences and Ideas to Each Other
Week 5:	First Paper (Important: Use Transitions, Related Sentences, and Logical Order) Peer Reviews – Edit, Proofread, and Revise
Week 6:	Chapter 5: Illustration Chapter 5: Using Specific to Support General
Week 7:	Chapter 6: The Narrative Chapter 7: The Descriptive Essay
Week 8:	Chapter 8: Process Essay Chapter 9: Definition Paper
Week 9:	Chapters 6-9: Second Paper Narrative, Description, Process, or Definition Peer Reviews – Edit, Proofread, and Revise
Week 10:	Chapter 10: Comparison Chapter 10: Contrast
Week 11:	Chapter 11: Classifying Chapters 10-11: Third paper: Political Beliefs Compare or Contrast Views, Classify Own
Week 12:	Peer Reviews – Edit, Proofread, and Revise Chapter 12: Cause and Effect
Week 13:	Chapter 13: Persuading an Audience Chapter 13: Responding to Arguments Chapter 13: Fallacies

- Week 14: Chapters 12-13: Fourth Paper
Consider Audience, Use Facts, Avoid Fallacies
Peer Reviews – Edit, Proofread, and Revise
- Week 15: Chapter 20: Revising for Consistency
Chapter 20: Parallelism
Chapter 25: Coordination and Subordination
- Week 16: Final Paper
Narrow the Former, Choose Style – Simplify Latter
Peer Reviews – Edit, Proofread, and Revise