

COURSE INFORMATION SHEET

Course Number and Title:

WRIT 0100 Writing Skills I (3-1-3)

Course (Catalog) Description:

Development of fundamental writing skills such as idea generation, organization, style, utilization of standard English, and revision. This course provides instruction in fundamental writing skills. Emphasis is placed on writing and revising paragraphs and essays using standard English. Individual and group tutoring, counseling, and computer-assisted learning are available. Prerequisite: Grade of C or better WRIT 0050 or departmental placement test equivalent.

Instructor:	Class Meeting Location:
Instructor e-mail:	Instructor Office:
Office Hours:	Office Telephone:

Required Text and Materials:

- Scarry, Sandra & Scarry John, The Writer's Workplace: (6th Ed.). Thomson, Wadsworth
- Scantron answer sheets (Form 882-E)
- Loose-leaf notebook paper
- Blue or black pen
- #2 pencils
- USB Flash Drive

Grading:**Criteria**

- In order to pass to the next level, a grade of "C" or better is required.
- The final grade will be determined as follows:
 1. Daily Work/Quizzes/Tests 10%
 2. Paragraphs/Essays 60%
 3. Computer Lab 10%
 4. Departmental Final Exam 20%
(critical thinking element)
- Students who pass the THEA or Accuplacer writing test will not be required to take WRIT 0200.

Scale

90-100	A	60-69 D NOT PASSING
80-89	B	0-59 F NOT PASSING
70-79	C	

Testing Exit Procedure:

After the official record date, a test-out option is available. If you take the writing portion of the Accuplacer test and score

- 6 on the essay with 80+ on the Sentence Skills, **or**
- 7 or 8 on the essay with any score on the Sentence Skills,

show your test scores to your instructor. Then you may choose to stop attending class and receive a grade of “C.”

To earn an “A” or “B” in this course, you must

- Continue attending class, and
- Complete all course work necessary for the higher grade, and
- Complete the work with an “A” or “B” average.

Students who decide to continue the coursework to earn the “A” or “B” are exempt from lab and the final exam.

After the official record date, a Developmental Writing student may not change to a higher level Developmental Writing class based on Accuplacer scores.

Mandatory Participation:

You must attend and participate in each scheduled class and lab. If your participation is lower than 85%, you may be asked to withdraw from the course. If you do not drop, the instructor may issue you a grade of “F” at the end of the semester. You should be aware that if this is the only TSI- required developmental course for which you are registered, you may not drop this course. You are required to continue taking at least one developmental course until you complete all requirements of your TSI plan.

General Education Program Assessment:

Assignments from this course are subject to being archived for general education assessment. Procedures will follow protocols as prescribed by the research guidelines of the Association for Institutional Research.

Accommodations:

If you have a documented disability which will make it difficult for you to carry out the work as the instructor has outlined and/or if you need special accommodations due to a disability, please contact (956) 364-4520 or visit Support Services Office located in the Auxiliary Building as soon as possible to make appropriate arrangements.

STUDENT LEARNING OUTCOMES

1. Unit A: Purpose and Audience (SCANS 6B)

- A1. Students will recognize the appropriate purpose, audience, or occasion for a piece of writing, and recognize writing that is appropriate for various purposes, audiences, or occasions.
- A2. Students will incorporate principles of purpose and of audience in their writing.

2. Unit B: Unit, Focus, and Development (SCANS 6B)

- B1. Students will recognize unnecessary shifts in point of view or distracting details that impair the development of the main idea in a piece of writing.
- B2. Students will incorporate principles of unity, focus, and development in their writing.

3. Unit C: Effective Organization (SCANS 6B)

- C1. Students will recognize methods of paragraph organization and the appropriate use of transitional words or phrases to convey text structure, and recognize sentences to improve cohesion and the effective sequence of ideas.
- C2. Students will incorporate effective organization in their writing.

4. Unit D: Effective Sentences (SCANS 6B)

- D1. Students will recognize ineffective repetition and inefficiency in sentence construction, identify sentence fragments and run-ons, identify standard subject-verb agreement, identify standard placement of modifiers, parallel structure, and use of negatives in sentence formation, and recognize imprecise and inappropriate word choice.
- D2. Students will incorporate effective sentences in their writing.

5. Unit E: Edited American English Usage (SCANS 6B)

- E1. Students will recognize the standard use of verb forms and pronouns, the standard formation and use of adverbs, adjectives, comparatives, superlatives, and plural and possessive forms of nouns, and recognize standard punctuation
- E2. Students will incorporate correct edited American English in their writing.

6. Unit F: Illustration (SCANS 6B)

- F1. Students will describe and explain the stages of the writing process.
- F2. Students will use brainstorming to discover ideas for writing.
- F3. Students will focus initial ideas to generate topics and details.
- F4. Students will write topic sentences suitable for development in a paragraph.
- F5. Students will turn the topic sentence and details they have generated into an outline and evaluate the outline for unity, support and coherence.
- F6. Students will write and revise an initial draft of a paragraph based on the outline.

F7. Students will proofread and “polish” the final version of their paragraph by eliminating errors in spelling, punctuation and mechanics.

7. Unit G: Description (SCANS 6B)

- G1. Students will select a topic for a description paragraph.
- G2. Students will focus the description around a dominant impression.
- G3. Students will write a suitable topic sentence for the description, one that indicates a dominant impression.
- G4. Students will use words and phrases that are specific and precise rather than vague or general.
- G5. Students will use sensory details in the descriptions to appeal to the reader’s sense of sight, hearing, smell, taste, and touch.
- G6. Students will outline a description paragraph using time sequence, spatial position or similar types.
- G7. Students will write an initial draft of a descriptive paragraph and revise for more specific details and effective transitions.
- G8. Students will proofread and polish the description paragraph before turning it in to the instructor.

8. Unit H: Narration (SCANS 6B)

- H1. Students will distinguish between narration and description.
- H2. Students will gather topics for a narrative paragraph by freewriting, brainstorming and using a narrative questionnaire.
- H3. Students will narrow and select a suitable narrative topic—a story that has a point.
- H4. Students will write a topic sentence for a narrative paragraph.
- H5. Students will use a speaker’s exact words in a paragraph.
- H6. Students will construct an outline for a narrative using time order.
- H7. Students will write an initial draft of a narrative paragraph and revise for sharper details and effective transitions.
- H8. Students will proofread and polish the narrative before turning it in to the instructor.

9. Unit I: Process (SCANS 6B)

- I1. Students will distinguish between a directional and an informational process.
- I2. Students will choose an appropriate topic for a process paragraph, one that is fairly narrow and involves steps that must be done in a specific time sequence.
- I3. Students will write a suitable topic sentence for a process paragraph.
- I4. Students will outline the paragraph, making sure the details are in the correct order.
- I5. Students will use the same grammatical point of view as drafted in the process paragraph and correct shifts in point of view as necessary.
- I6. Students will revise the paragraph to include sharper details and appropriate transitions.
- I7. Students will proofread and polish the process paragraph before turning it in to the instructor.

10. Unit J: Comparison and Contrast (SCANS 6B)

- J1. Students will choose a topic for a comparison and contrast paragraph, avoiding obvious comparisons and contrasts.
- J2. Students will identify and write a suitable topic sentence for a comparison or contrast paragraph.
- J3. Students will construct and revise an outline for a paragraph using either the subject-by-subject or point-by-point pattern of organization.
- J4. Students will write an initial draft based on an outline.
- J5. Students will revise the draft for sharper details and appropriate transitions.
- J6. Students will proofread and polish the comparison/contrast paragraph before turning it in to the instructor.

11. Unit K: Writing an Essay (SCANS 6B)

- K1. Students will differentiate between single paragraphs and essays.
- K2. Students will discover a topic for an essay through freewriting, brainstorming and clustering.
- K3. Students will narrow the topic so that it is suitable for coverage in a short essay.
- K4. Students will learn to write a suitable thesis statement for an essay.
- K5. Students will discover details and topic sentences for an essay's body paragraphs.
- K6. Students will create a formal outline for an essay.
- K7. Students will write an introduction using one of several strategies.
- K8. Students will write an effective conclusion for an essay.
- K9. Students will write and revise an initial draft of an essay.
- K10. Students will use transitions between, as well as within, paragraphs for better coherence.
- K11. Students will proofread and polish the essay before turning it in to the instructor.

12. Unit L: Argument (SCANS 6B)

- L1. Students will pick a topic for the argument essay without doing research.
- L2. Students will write a suitable topic sentence for the argument essay.
- L3. Students will consider the audience for the essay and understand and respond to objections they might raise.
- L4. Students will develop at least three clear, logical reasons for the position, along with adequate supporting details.
- L5. Students will create and revise an outline for the argument essay.
- L6. Students will write an initial draft of an argument essay based on the outline.
- L7. Students will revise the draft to sharpen, add or eliminate details, include appropriate transitions, and combine sentences.
- L8. Students will use transitions to emphasize the most important point.
- L9. Students will proofread and polish the argument essay before turning it in to the instructor.

Building as soon as possible to make appropriate arrangements.