

COURSE INFORMATION SHEET

Course Number and Title:

WRIT 0200 Writing Skills II (3-1-3)

Course (Catalog) Description:

Development of fundamental writing skills such as idea generation, organization, style, utilization of standard English, and revision. Emphasis is placed on different methods of composition development with an advanced review of grammar, sentence structure, punctuation, and commonly-confused words. Individual and group tutoring, counseling, and computer-assisted learning are available. Prerequisite: Grade of C or better in WRIT 0100 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
- Jump Drive (Key)

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 20%
 2. Paragraphs/Essays 40%
 3. Computer Lab 10%
 4. Accuplacer 10%
 5. Departmental Final Exam 20%

Scale:

90-100 A 60-69 D NOT PASSING

80-89
70-79

B
C

0-59 F NOT PASSING

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 lab and receive a grade of "C."

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

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

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: Writing an Essay (SCANS 6B)

- F1. Students will differentiate between single paragraphs and essays.
- F2. Students will discover a topic for an essay through freewriting, brainstorming and clustering.
- F3. Students will narrow the topic so that it is suitable for coverage in a short essay.
- F4. Students will learn to write a suitable thesis statement for an essay.
- F5. Students will discover details and topic sentences for an essay's body paragraphs.
- F6. Students will create a formal outline for an essay.
- F7. Students will write an introduction using one of several strategies.
- F8. Students will write an effective conclusion for an essay.
- F9. Students will write and revise an initial draft of an essay.
- F10. Students will use transitions between, as well as within, paragraphs for better coherence.
- F11. Students will proofread and polish the essay before turning it in to the instructor.

7. Unit G: Illustration (SCANS 6B)

- G1. Students will describe and explain the stages of the writing process.
- G2. Students will brainstorm to discover ideas for writing.
- G3. Students will focus initial ideas to generate topics and details.
- G4. Students will write topic sentences suitable for development in a paragraph.
- G5. Students will turn the topic sentence and details they have generated into an outline and evaluate the outline for unity, support and coherence.
- G6. Students will write and revise an initial draft of a paragraph based on the outline.
- G7. Students will proofread and “polish” the final version of their paragraph by eliminating errors in spelling, punctuation and mechanics.

8. Unit H: Classification (SCANS 6B)

- H1. Students will choose a topic and divide it into categories or types.
- H2. Students will select a basis for classification and stick to.
- H3. Students will write a suitable topic sentence for the classification.
- H4. Students will discover details for the classification.
- H5. Students will write an initial draft of the classification.
- H6. Students will revise writing for variety and use appropriate transition to connect the details.
- H7. Students will proofread and polish the final version before turning it in to the instructor.

9. Unit I: Definition (SCANS 6B)

- I1. Students will select an essay-length definition of a word or phrase that has a personal meaning.
- I2. Students will decide on an appropriate class or category for the word chosen.
- I3. Students will express the attitude toward the word or phrase defined and make that attitude clear and specific in a suitable topic sentence.
- I4. Students will use specific and concrete examples to explain the definition.
- I5. Students will construct an outline for the definition essay.
- I6. Students will write a rough draft and revise for sharper details and appropriate transitions.
- I7. Students will proofread and polish the essay before turning it in to the instructor.