

# El Paso Community College

## Syllabus

### Part II

## Official Course Description

<b>SUBJECT AREA</b>	<u>English</u>
<b>COURSE RUBRIC AND NUMBER</b>	<u>ENGL 0309</u>
<b>COURSE TITLE</b>	<u>College Prep Writing</u>
<b>COURSE CREDIT HOURS</b>	<u>3                    3    :    0</u> Credits                    Lec            Lab

### I. Catalog Description

Provides intensive development in basic writing skills, including work in sentence structure, vocabulary, punctuation, and paragraph development. May not be counted towards graduation requirements. A grade of a “C” or better is required in this course. **(3:0)**,

### II. Course Objectives

Upon satisfactory completion of the course, the student will be able to:

- A. Write sentences that are structurally, grammatically, and mechanically correct and that are appropriate for situation, purpose, and audience.
- B. Write a variety of sentence types by appropriately using different means of subordination and coordination.
- C. Identify and correct sentence errors such as fragments, run-ons, and comma splices.
- D. Develop an understanding of and be able to apply basic rules of grammar and mechanics appropriate to this level of writing.
- E. Use the dictionary as an aid in improving vocabulary and word choice.
- F. Follow an effective writing process to complete paragraph-length compositions.
- G. Exhibit different types of paragraph structure.
- H. Write paragraphs that meet acceptable grammatical and mechanical standards and that are unified, well organized, coherent, and adequately developed.
- I. Recognize how essays are structured and how paragraphs relate to essays.
- J. Analyze readings for structure and meaning and use them as models for writing.

### III. Evaluation

- A. Placement:
  1. Incoming students are placed based on institutionally determined criteria.
- B. 0310 Option
- C. Remediation

Students who need special assistance with writing problems or other problems related to the course should consult the instructor. Rewrites, make-up work, and retakes will be provided at the discretion of the instructor. In order to master basic writing skills, students are urged to use a computer-assisted instruction program, such as PLATO, one (1) hour per week or twelve (12) hours over the course of the semester. They may also seek tutoring assistance available through the Writing Centers, located at

most campuses. However, the instructor *may require* students to use PLATO or to get other types of tutoring assistance. If students use PLATO or get tutoring, such work will normally be done independently rather than as a class activity, and students will be expected to schedule these activities on their own. Specific policies are listed in each instructor's syllabus.

#### D. Course Requirements

1. Students will be expected to write a minimum of eight paragraph-length compositions of approximately 150-200 words each. All eight paragraphs should count at least 50% of a student's grade. A minimum of three of these compositions will be administered as in-class exams to prepare the students to write the final-exam paragraph. The grades on the in-class compositions should be progressively weighted to give more importance to each successive paragraph. Students will not be allowed to rewrite the last of these "practice" in-class compositions for purposes of achieving a higher grade.
2. The instructor may also require a journal, quizzes, grammar exercises, and/or completion of twelve hours of computer-assisted instruction (e.g. PLATO).
3. Over the course of the semester, the student will study basic rules of grammar and mechanics appropriate to this level of writing. By the end of the semester, the student must take two in-class grammar skills test, the higher grade of which will count 10% of the student's overall grade.
4. Upon completion of all the above coursework, students will write a final-exam paragraph. Only students who have a "C" or better average are eligible to take the final. The student's final-exam paragraph will count 20% of his or her total grade. This paragraph will be written in fifty minutes during the last class period of the semester and should be graded in consultation with other instructors of developmental writing. The paper will be scored in increments of five (e.g., 45, 50, 55 ... 80, 85, 90) as based on a rubric developed in conjunction with the Developmental English Committee, with passing papers assigned a 70 or above and non-passing papers a 65 or below. Retake exams are not allowed. The instructor is required to schedule an appropriate activity for the final exam period.
5. Grading Scale

**Note: This course must be passed with the grade of "C" or better before it can be used as a prerequisite for English 0310 (beginning Fall 2006).**

A	=	90 – 100	I	=	Incomplete
B	=	80 - 89	W	=	Withdrew or Withdrawn
C	=	70 - 79			
F	=	below 70			

#### IV. Disability Statement (American with/Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

#### V. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.