



COURSE OUTLINE

Instructor: Fred Jordan

Semester/Session: Spring 2015

Course Number: ENG-100-WH32

Course Title: Basic Writing Techniques

Course Credits: 3

Lecture hours: 3 **Lab hours:** none **Other hours:** none

Pre-requisite(s): Passing score on the English Placement Test or successful completion of ENGo89.

Co-requisite(s): None

Course Description: This is a writing course in planning, drafting, revising, and proofreading the short expository essay in preparation for college-level writing. Special attention is given to skills necessary for developing paragraphs that clarify and support a point of view. This course may serve as a general elective but not as an English or Humanities elective.

Students must earn a "C" grade or better to register for the next course in this discipline or to use this course as a prerequisite for a course in another discipline.

Learning Outcomes: Upon successful completion of the course, the student will:
A. Write effective paragraphs and short expository essays that employ unity, coherence, completeness, and order.
B. Apply editing skills (English grammar, diction, punctuation, and spelling).
C. Shape writing by an awareness of audience, purpose, and tone.
D. Use and credit sources responsibly and appropriately.
E. Produce 5-7 multi-paragraph essays, some of which include reading-based writing, 14-18 pages of writing for the semester.

Class Section(s) Time & Location:	Section	Dates	Days	Time	Room
	32	1/27-04/30	TR	10:10-11:40	S1307

Instructor:	Fred Jordan	Office Hours:	Tuesdays, Thursdays 7:30-8:15AM
Telephone:		Office Location:	
E-Mail Address:	fjordan@ccac.edu		

Required Text(s):	Adams, W. Royce. <i>Viewpoints</i> . Boston: Wadsworth, 2013. Beason, Larry and Lester, Mark. <i>A Commonsense Guide to Grammar and Usage</i> . Boston: Bedford.
Required Materials:	None
Recommended Text(s):	
Audio-Visual Materials:	
Directed Study:	
Open Lab, Tutoring, etc.	

Materials and Resources:

Teaching Methods:

Lecture will be used primarily for background information. I encourage individual and group discussion. In addition to lectures, essays and discussions, the course will include in-class exercises, quizzes and tests.

Evaluation Plan:

There will be 6 major assignments for the class: 5 short essays and a final portfolio. There will be quizzes and tests as applicable.

Essays 1-4 should be at least 800 words in length, double-spaced (approximately 2.5-3 pages).

The final 2 essays are to be 3 to 4 pages in length, double-spaced.

The final portfolio will consist of the edited versions of essays 1-4 and must include the original graded drafts.

Grading Scale:

90-100	A
80-89	B
70-79	C
65-69	D

Weight:

Description	15%
Compare and Contrast	15%
Cause and Effect	15%
Book Banning Essay	15%
Argument	20%
Participation/Quizzes	10%
Final Exam	10%

Essay Rubric

Performance Criteria	Exceeds Expectation	Meets Expectation	Does Not Meet Expectation
Organization Criteria	Written work has <i>clear and appropriate</i> beginning, development and conclusion. Paragraphing and transitions are also <i>clear and appropriate</i> .	Written work has <i>adequate</i> beginning, development and conclusion. Paragraphing and transitions are also <i>adequate</i> .	Organizational structure and paragraphing have <i>serious and persistent errors</i> .
Development of ideas	The length of the written work provides <i>in-depth coverage</i> of the topic, and assertions are <i>clearly supported</i> by evidence.	The length of the written work is <i>sufficient to cover</i> the topic, and assertions are <i>supported</i> by evidence.	Written work <i>does not cover</i> the assigned topic, and assertions are <i>weakly supported or not supported</i> by evidence.
Mechanics	Written work has <i>no more than one major error and few minor errors</i> in word selection and use, sentence structure, spelling, punctuation, and capitalization.	Written work is <i>relatively free of errors</i> in word selection and use, sentence structure, spelling, punctuation, and capitalization.	Written work has <i>major and persistent errors</i> in word selection and use, sentence structure, spelling, punctuation, and capitalization.

Other Policies and Procedures:

Attendance:

As attendance and participation is essential, you should plan on attending every class. You are limited to 3 absences, after which you will lose a full letter grade for every additional class missed. If you have a medical, family or other emergency let me know, particularly if there is an assignment due that day. I discourage electronic submission of the three primary essays but you may turn them in via email, fjordan@ccac.edu, in case of emergency.

Academic Integrity

CCAC's policies regarding Academic Integrity are described in your student handbook.

I will not tolerate acts of plagiarism, collusion or cheating. Such offenses are corrosive to the ideals of academic inquiry and will result in a failing grade for the assignment. A second offense will result in a failing grade in the course. I will also refer any instances of academic dishonesty to the administration. Plagiarism is the deliberate marketing of another's ideas as your own; collusion involves unauthorized collaboration with others resulting in plagiarism. Examples include the following:

Buying a paper from an online site, having another student write the assignment (collusion), copying substantial portions of the essay from the internet, databases, books, etc.

Failing to place quotation marks around quoted material and/or attributing quotes in your essay. Be sure to include quotation marks, and indent long quotes (over 4 lines).

Failing to include parenthetical citations for any borrowed ideas, including direct quotes, summaries and paraphrases—in other words, don't take credit for other people's ideas.

As the assignments in this course are based on your responses to the works in the main text, there is little reason to consult outside sources. If you have any questions regarding citation, paraphrasing or academic integrity, please feel free to contact me.

Scholarly Integrity

As nascent scholars, you also have an obligation to carefully weigh the facts and evidence, and to present them in an honest and ethical fashion. This means that we cannot afford to allow the fallacy that all opinions are inherently equal to take root. We will have a number of discussions throughout the course of the semester, and I encourage you to explore each issue with an open and critical mind.

Classroom Behavior

I encourage you to participate in our open discussions, and to ask questions. However, some forms of behavior are clearly unacceptable. I ask that you behave in a courteous and respectful fashion, as is appropriate in a college environment. ***Do not use cell phones, send text messages, use electronic devices or disrupt the class in any inappropriate fashion.*** As adult learners, you should show up to class on time and prepared for class discussions. You should show a degree of enthusiasm, arrive on time and take notes during lectures. Conversely, you should not disrupt appropriate conversations, sleep in class, arrive late or leave early (unless you have a valid reason to do so), pass notes, do work for other classes or behave in a generally inappropriate fashion. I will ask a student to cease any behavior that disrupts the class. If the student persists, I reserve the right to ask them to leave. Removal counts as an absence. If the disruptive behavior persists, I may ask you to leave the class until the situation is resolved with me, the department head and the Dean of Student Development. Behavioral conduct is discussed in the *Student Handbook* on page 26.

My policies on Academic Integrity and Behavioral Conduct are based on CCAC's official policies.

Essay Format

All essays are to follow MLA formatting and citation guidelines. Papers must be typed and double-spaced. Use a legible 10 or 12 point-size font. I have included a sample from Diana Hacker's website at the end of the syllabus. I discourage electronic submissions, however if you cannot submit a hard format of your essay to me, you may send the file as a rich text format (.rtf) or Microsoft Word format (.doc, docx).

Late Policy

There will be no way to make up pop quizzes. All assignments are due at the beginning of classes on dates specified on the course plan. Late assignments will lose a full letter grade for every class missed. If there is a legitimate reason you cannot submit an assignment on time it is essential for you to contact me before the start of class. Computer problems or work for other classes do not constitute legitimate excuses for late submissions.

Useful Links

- <http://owl.english.purdue.edu/>

- <http://www.unc.edu/depts/wcweb/handouts/>
- <http://bcs.bedfordstmartins.com/resdoc5e/>

Students with Disabilities:

The Community College of Allegheny County makes every effort to provide reasonable accommodations for students with disabilities. Questions about services and procedures for students with disabilities should be directed to the Office of Supportive Services at your campus.

Course Outline Corrections:

During the semester/session, reasonable changes to the course outline may be academically appropriate. Students will be notified of these adjustments by the instructor in a timely manner.

Additional Dates:

3/30-4/06	Spring Break
4/30	Classes end
5/5-5/11	Final Exams

wjp10/24/06

Approved by Academic Deans 10/24/2006

Course Plan:

Class Week/Date	Lesson or Topic	Learning Activities	Assignments	Evaluation
1	Introductions, Course Outline, Critical Thinking, Fragments and run-ons.	Lecture, discussion	Day 2: <i>Commonsense</i> , Unit 1: 18	Discussion
2	Critical reading, verb tense	Lecture, discussion	Day 1: <i>Viewpoints</i> , Chapter 1: 1-17, <i>Commonsense</i> , 391-397 Day 2: <i>Viewpoints</i> , Chapter 1: 17-34 <i>Commonsense</i> , 68-86	Discussion
3	Writing Thesis Statements, Format, Structure, Description, Subjects and Verbs	Lecture, discussion	Day 1: <i>Viewpoints</i> , Chapter 2: 35-43 <i>Commonsense</i> , Unit 2 43-67 Day 2: <i>Viewpoints</i> , Chapter 2: 44-75	Discussion
4	Description, Commas	Lecture, discussion	Day 1: Seymour, 129; Dalton, 141; Goodman, 320; <i>Commonsense</i> , 135-156 Day 2: Sullivan, 370; Johnson, 232; Allen, 200; <i>Commonsense</i> , 156-201	Discussion
5	Comparing and Contrasting, Pronouns	Lecture, discussion	Day 1: Zongren, 219; Shellenbarger, 289; Sherry, 94; <i>Commonsense</i> , 87-106; Peer editing Day 2: Reading: ISU, 205; Atkins, 236; Rothkopf, 415; <i>Commonsense</i> , 107-134; Definition due	Essay 1 due , Discussion
6	Comparing and Contrasting	Lecture, discussion	Day 1: Zakaria, 324; Foreman, 240; Romano, 112 Day 2: Bennett, 293; Lancaster, 328; Myers, 256	Discussion
7	Cause and Effect	Lecture, discussion	Day 1: Benne, 300; Cohen, 375; Bender, 146; Peer editing Day 2: Alexander, 422; Kucinich, 436; Bova, 409; Compare and Contrast due	Essay 2 due , Discussion
8	Cause and Effect	Lecture, discussion	Day 1: Oech, 87; Friedman, 314; Elliot, 250 Day 2: Handout (Barber).	Discussion
9	Research	Lecture, discussion	Day 1: <i>Commonsense</i> , 359-371; Peer editing Day 2: <i>Commonsense</i> , 372-386; Cause and Effect due	Essay 3 due , Discussion
10	Discussing censorship	Lecture, discussion	Day 1: Watkins, 117; Fishkin, 122 Day 2: Reading: Handout	Discussion
11	Discussing censorship	Lecture, discussion	Day 1: Reading: Handout; Peer editing Day 2: Whiel, 246; Andre, 260; Hari, 402; Censorship essay due	Essay 4 due , Discussion

12	Problem Solution	Editing	Day 1: Lovenheim, 152; Flaherty, 163; peer editing Day 2: Zongren, 219; Benefits, 340	Discussion
13	Argument	Lecture, discussion	Day 1: Reading: Handout, peer editing Day 2: Reading: Handout, peer editing	
14	Final Exam		Day 1: <i>Argument due</i>	<i>Essay 5 due</i> <i>Final Exam</i>