

**CENTRAL TEXAS COLLEGE  
SYLLABUS FOR DSWR 0303  
FUNDAMENTALS OF WRITING I**

**Semester Hours Credit: 3**

**(This course is equivalent to DSWR 0301. The difference being that this course is offered only on those campuses that do not have lab facilities.)**

**INSTRUCTOR:** \_\_\_\_\_

**OFFICE HOURS:** \_\_\_\_\_

## **I. INTRODUCTION**

Fundamentals of Writing I is a course in basic writing skills at the sentence and paragraph levels. This course includes instruction in basic grammar, sentence structure, punctuation, and other necessary skills leading to the proper construction of a paragraph. This is a required course for students who have not achieved a passing score on the TSI Assessment. Successful completion of this course is a prerequisite for DSWR 0304.

## **II. LEARNING OUTCOMES**

Upon successful completion of this Fundamental Writing 0303 course, students will be able to:

[Key: K=Knowledge; C=Comprehension; Ap=Application; A=Analysis; S=Synthesis; E=Evaluation]  
*Critical Thinking/Higher Order Thinking Skills = Ap, A, S, E*

- A. Recognize and effectively use the components of well-constructed sentences, the basis of all good writing. (SCANS--F1, F2, F5, F6, F11)
- Recognize, define, and effectively use the 8 parts of speech [K] [Ap]
  - Differentiate among a complete sentence, fragment, run-on, and comma splice [C]
  - Recognize and effectively use commas, semi-colons, apostrophes, colons, quotation marks, capital letters, numbers, and underlining in paragraph writing [C] [Ap]
  - Recognize and effectively use subjects and verbs in paragraph writing [C] [Ap]
  - Recognize and effectively use coordinating, subordinating, and adverbial conjunctions [C] [Ap]
  - Differentiate among and effectively use commonly confused words, look- and sound-alikes, commonly misspelled words, and contractions [C] [Ap]
- B. Write well-constructed sentences that adequately communicate their thoughts. (SCANS--F2, F5, F6, F7, F8, F11, F12)
- Identify, differentiate among, and construct simple, compound, and complex sentences [K] [Ap] [S]
  - Recognize, differentiate among, and effectively use dependent and independent clauses [K] [Ap]
  - Recognize and construct complete, effective sentences using standard English [C] [A] [S]
  - Identify and construct well-supported sentences [C] [A] [S]
- C. Recognize and understand the components and various strategies and modes of effective paragraphs. (SCANS--F1, F2, F5, F6)
- Recognize, distinguish components of, and construct effective descriptive, example, cause-effect, and persuasive paragraphs [C] [A] [S]

- D. Organize well-written sentences into paragraphs that adequately support a central idea. (SCANS--C5, C6, C7, F1, F2, F5, F6, F8, F10)
- Recognize and use parallelism [C]
  - Identify and construct an effective topic sentence [C] [S]
  - Identify and effectively use transitions [C] [Ap]
  - Identify and construct an effective conclusion [C] [S]
  - Identify, differentiate between, and effectively use general and specific support details [K] [C] [S]
  - Identify and construct well-supported and developed paragraphs [C] [S]
- E. Demonstrate critical thinking through analysis and evaluation of student's own and others' paragraphs (SCANS--C9, C10, C12, C13, C14, F1, F2, F5, F6, F10, F12, F13, F14, F15)
- Analyze and evaluate one's own paragraphs [A] [E]
  - Analyze and evaluate peer and model paragraphs [A] [E]
  - Identify, review, and synthesize one's own pattern of errors [K] [C] [E]
  - Apply corrective changes based on evaluations and error patterns [Ap] [E]
  - Rewrite corrected paragraphs [S]

### III. REQUIRED INSTRUCTIONAL MATERIALS/RESOURCES

To assist in this course, a variety of materials both in and out of the classroom will be required and used. The instructional materials identified for this course are viewable through:

[www.ctcd.edu/books](http://www.ctcd.edu/books)

### IV. COURSE REQUIREMENTS

- A. Prompt and regular attendance is required in the classroom. Students entering the classroom after class begins or leaving before class ends disrupt the educational process. For this reason, instructors may choose to lower a student's grade for an excessive number of tardies or instances of leaving early. A student may be dropped from class for excessive absences. Further information regarding the attendance policy is available in the current college catalog.
- B. Students will receive grammar and writing (paragraphs and/or journal) assignments which must all be completed on time as instructed. Instructors may collect these assignments at any time.
- C. On the final examination a student must demonstrate competence in the subject matter of the course. See Section VI, D., below.
- D. Students who need extra help should make an appointment with their instructor/professor as soon as possible.

## V. EXAMINATIONS AND ASSIGNMENTS

- A. Graded paragraph, grammar, and journal assignments will be given throughout the semester. Students must complete ALL of these assignments to make themselves eligible to take the final examination (paragraph and grammar) and complete the course successfully.
- B. Make-up work will be given only to students who have excused absences. Only the course instructor may excuse absences. Make-up examinations or in-class papers are given by appointment only.
- C. Students who are absent from a class are responsible for contacting their classmates or instructor to determine missed instruction. Each student must make appropriate arrangements to acquire assignments, announcements, lecture notes, and other pertinent information missed.
- D. Students who do not take BOTH final examinations will be given an X(N) for the course. Final examinations are given only during the scheduled times, and students may not take a final examination early.

## VI. SEMESTER GRADE COMPUTATIONS

Grade designations for this course are listed below:

- “A” - Performance at an excellent level
- “B” - Performance at a clearly adequate level
- “C” - Performance at a borderline level but passing
- “N” - Performance below course standards; needs improvement
- “X(N)” - Performance unacceptable due to poor attendance or failure to complete the final examination
- “W” - Withdrawal from course (initiated by student)

To receive a passing grade in this course, a student must do the following:

- A. Complete all assignments and scheduled examinations.
- B. Attend class regularly. **FOUR (4) ABSENCES IN A SIXTEEN WEEK COURSE WILL RESULT IN A GRADE OF “X(N)” FOR THIS COURSE. THREE (3) absences for a shorter semester will result in a grade of “X(N)” for any reason.**
- C. To achieve a passing score for the course a student must achieve a score of 70 points out of a possible 100 points (70/100 or 70%). In addition a student must receive a passing score on the final paragraph exam.

Grading distribution is as follows:

- 20pts/20%: Participation, Daily Assignments, Homework
- 20pts/20%: Exams/Quizzes
- 10pts/10%: Final Objective Exam
- 50pts/50%: Final Paragraph

In order to pass the course, students must make a score of 5 or better on the Final Paragraph. Final Paragraphs are graded on the following points:

- 8 – 50pts
- 7 – 50pts
- 6 – 45pts
- 5 – 40pts
- 4 through 1 – 0pts

To achieve a passing score on the Departmental Paragraph Examination at the end of the course, the paragraph examination requires the student to demonstrate the ability to communicate effectively in writing on a given topic within a specified time limit (one hour and twenty minutes). Specifically, the student's paragraph must contain the following:

1. A clearly stated topic sentence that addresses the prompt question
2. Clear organization and smooth transitions
3. Adequate development and support with specific details and examples
4. Sustained unity and focus
5. Use of clear and standard English with demonstrated control of sentence structure

Final grades will follow the grade designation for developmental courses below:

“A” – Weighted average of 90%

“B” – Weighted average of 80%

“C” – Weighted average of 70%

“N” – Below 70% - Needs to raise performance to an acceptable level

“X(N)” – Performance unacceptable due to poor attendance or no final examination

“W” – Withdrawal from course (initiated by student)

**\*Students missing any part of the Final Exam (Paragraph or Grammar) will receive a final course grade of X(N), regardless of number of points.**

End of semester grades:

The CTC WebAdvisor (Online) System allows students to obtain their grades online. Instructions for using the WebAdvisor (Online) Registration and Grades by computer are listed in the schedule bulletin.

*Grades will not be posted.*

## VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR

- A. Withdrawal from Course: It is the student's responsibility to officially withdraw from a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file an Application for Withdrawal or Application for Refund. The withdrawal form must be signed by the student.

An application for Withdrawal will be accepted at any time prior to Friday of the 12th week of classes during the 16 week fall and spring semesters. The deadline for sessions of other lengths is as follows:

12 week session	Friday of the 9 <sup>th</sup> week
10 week session	Friday of the 7 <sup>th</sup> week
8 week session	Friday of the 6 <sup>th</sup> week
6 week session	Friday of the 4 <sup>th</sup> week

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

Students who officially withdraw will be awarded the grade of "W" provided their attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the college before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of "XN" for non-attendance.

Before withdrawing from any developmental course, the student should seek the advice of Guidance and Counseling so that the student does not initiate an action that would inadvertently have negative repercussions on his/her enrollment or Financial Aid.

- B. Administrative Withdrawal from Course: An administrative withdrawal may be initiated when the student fails to meet college attendance requirements by accumulating more than four absences (16-week course) or more than two absences (summer course). The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.
- C. Cellular Phones and Pagers: Cellular phones and pagers must be turned off and put away while the student is in the classroom.
- D. American With Disabilities Act (ADA): Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Review the website at [www.ctcd.edu/disability-support](http://www.ctcd.edu/disability-support) for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.
- E. Civility: Individuals are expected to behave in the classroom with politeness, courtesy, and respect toward the instructor and the other students in the room. Failure to act with civility can result in disciplinary action up to and including expulsion from CTC.
- F. Office Hours: Full-time instructors post their office hours outside their office doors. Adjunct instructors are generally available for conference only by appointment. Please feel free to see your instructor should you find yourself having difficulty with this course.

**VIII. COURSE OUTLINE (for a 16 Week course) WEEK**

- A. Introduction (Syllabus, Course Requirements) 1**

## Grammar Pretest

### Writing Assignment #1

- A. **Getting Ready to Write, Writing Paragraphs** 2
1. Preparing to Learn about Writing (p2-17)
  2. Thinking through the Writing Process (p18-51)
  3. Understanding the Paragraph (p52-71)
- B. **The Basic Sentence** 3, 4, 5, 6
1. Nouns and Pronouns (p110-131)
    - a. Nouns
      - i. Types and Uses
      - ii. Count and Noncount
      - iii. Articles and Nouns
    - b. Pronouns
      - i. Pronoun-Antecedent Agreement
      - ii. Clear Pronoun Case
      - iii. Clear Pronoun Reference

### Writing Assignment #2

2. Adjectives and Adverbs (p132-149)
  - a. Distinguish between Adjectives and Adverbs
  - b. Participles as Adjectives
  - c. Nouns and Verbs Formed as Adjectives
  - d. Proper Placement of Adjectives
  - e. Logical Order of Adjectives
  - f. Use Adverbs with Purpose
3. Verbs (p150-173)
  - a. Correct Present Tense
  - b. Correct Past Tense of Regular and Irregular Verbs
  - c. Helping Verbs
  - d. Past Participle of Regular and Irregular Verbs
  - e. Present Perfect Tense
  - f. Past Perfect Tense
  - g. Passive Voice
  - h. Past Participle as an Adjective

### Writing Assignment #3

4. Subjects, Verbs, and Simple Sentences (p174-189)
  - a. Recognize Subjects
  - b. Recognize Verbs
  - c. Compose the Simple Sentence
  - d. Locate Subjects and Verbs to Identify Complete Thoughts
5. Compound and Complex Sentences (p190-209)

- a. Types of Clauses
  - b. Compose Compound Sentences
  - c. Compose Complex Sentences
  - d. Compose Compound-Complex Sentences
- C. **Editing the Basic Sentence** 6, 7, 8
- 1. Run-Ons: Comma Splices and Fused Sentences (p210-225)
    - a. Recognize Comma Splices and Fused Sentences
    - b. Correct Comma Splices and Fused Sentences Five Ways
  - 2. Fragments (p226-247)
    - a. Identify Fragments
    - b. Recognize and Revise Seven Types of Fragments
- Writing Assignment #4**
- 3. Misplaced and Dangling Modifiers (p248-257)
    - a. Revise Misplaced Modifiers
    - b. Revise Dangling Modifiers
  - 4. Subject-Verb Agreement: Present Tense (p258-279)
    - a. Apply Basic Subject-Verb Agreement Rules
    - b. Create Subject-Verb Agreement with Key Verbs in the Present Tense
    - c. Create Subject-Verb Agreement with Subjects Separated from Verbs
    - d. Create Subject-Verb Agreement with Singular or Plural Verbs
- Midterm Exam**
- D. **Punctuation and Mechanics** 9, 10, 11, 12
- 1. The Comma (p280-293)
    - a. With Items in a Series
    - b. With Introductory Elements
    - c. Join Independent Clauses
    - d. With Parenthetical Ideas
    - e. With Dates and Addresses
    - f. Other Uses
  - 2. The Apostrophe (p294-301)
    - a. For Ownership
    - b. For Contractions
    - c. Recognize and Correct Common Misuses of the Apostrophe
- Writing Assignment #5**
- 3. Quotation Marks (p302-315)
    - a. General Guidelines
    - b. Correct Format and Punctuation for Direct Quotations
    - c. Correct Format and Punctuation for Dialogue

	d.	Direct and Indirect Quotations	
	e.	Quotation Marks for Certain Types of Titles	
4.		End Punctuation: Period, Question Mark, and Exclamation Point(p316-323)	
	a.	Period	
	b.	Question Mark	
	c.	Exclamation Point	
5.		Capitalization (p324-335)	
	a.	Seven Rules of Capitalization	
6.		Improving Your Spelling (p336-353)	
	a.	Five Steps to Improve Your Spelling	
	b.	Eight Rules to Improve Your Spelling	
7.		Mastering Often-Confused Words (p354-375)	
	a.	Three Reasons for Word Confusion	
	b.	30 Commonly Confused Words	
<b>E.</b>		<b>Revising to Improve Expression</b>	<b>12, 13, 14</b>
	1.	Sentence Variety (p376-391)	
		a. Vary Sentence Purpose	
		b. Vary Sentence Types	
		c. Vary Sentence Openings	
	2.	Sentence Clarity: Person, Point of View, Number, and Tense (p392-403)	
		a. Consistent Person and Point of View	
		b. Consistent Number	
		c. Consistent Tense	
		<b>Writing Assignment #6</b>	
	3.	Dialects and Standard English (p404-423)	
		a. General Guidelines for the Use of Articles and Nouns	
		b. Logical Sequence of Verb Tenses	
		c. Prepositions to Express Relationships among Ideas	
		d. Revise Idioms into Standard English	
	4.	Revising for Effective Expression (p424-441)	
		a. Concise Language	
		b. Active and Positive Language	
		c. Concrete Language	
		d. Fresh Language	
<b>F.</b>		<b>Final Review/ Grammar Posttest</b>	<b>15</b>
<b>H.</b>		<b>FINAL EXAMINATIONS</b>	<b>16</b>
		<u>Final Examinations:</u> <i>One Paragraph and One Objective (multiple choice) Exam.</i>	

On the last regularly-scheduled class day, Students will write a paragraph from a departmentally assigned prompt. See Section VI, Item D, for the written exam scoring criteria. Papers will be graded holistically by two readers (other than your



regular instructor) assigned by the department. Both readers will rate the paragraph on a 1-4 scale. A combined score of 6, 7, or 8 indicates mastery. A combined score of 2, 3, or 4 indicates non-mastery.

On the regularly scheduled final exam day (see Final Exam Schedule in *Courses Schedule Bulletin*), students will take an objective (multiple choice) grammar exam. See Section VI, above, for specific grade computations.