

## **Basic Writing Skills II**

**ENG 099**

**Department of English and Mass Communications**

**Semester:**

**Sample Syllabus**

### **Instructor:**

Office:

Phone:

E-mail:

Office Hours:

**Prerequisites:** Students must have been placed into 099 or have passed 098, if initially placed in 098.

### **Required Texts:**

Hacker, Diana. *A Pocket Style Manual*. Latest Edition. Bedford. Print.

*Lincoln University Mercury Reader for 099 and 101*. Latest Edition. Pearson. Print.

Moody, Anne. *Coming of Age in Mississippi*. Any Edition. Print.

### **1. Learner Outcomes:**

*The major course Learner Outcome is the following:*

- Given a prompt, students will be able to develop and revise well-organized paragraphs that create competent essays, using effective academic English, in a timely manner.

*Secondary Learner Outcomes for English 099 include:*

- Comprehend a variety of essays, suitable for college, and explain their content, audience, and purpose.
- Students will also be able to differentiate between narrative prose and expository prose and create and revise narrative and expository drafts in class and independently.

### **2. Learning Opportunities/Activities Designed to Meet the Learner Outcomes:**

**Writing.** A minimum of six graded compositions, three composed in class, must constitute the primary factor in determining a student's final grade for the course. Faculty members are encouraged to assign quizzes and exams that test students' knowledge of mechanics, grammar, and usage. Faculty members are encouraged to assign additional essays, graded or ungraded. The traditional five paragraph essay structure, with thesis statement, topic sentences, introductions and conclusions, should be emphasized. The final drafts of essays should grow out of sentence outlines and then multiple-revision drafts; these aspects should be treated as discrete, sequential parts of essay assignments. Faculty members are encouraged to allow students to revise at least some of their essays; revision grades may be incorporated into the grading system according to the faculty member's judgment. The following rhetorical modes will be emphasized in English 099:

- Narrative,
- Description (objective and subjective),

- Process Analysis, and
- Exemplification.

**Active participation in class activities.** Students should be prepared for all classes. Faculty members are encouraged to devise collaborative activities, such as group exercises and peer evaluation.

**Reading of all assigned texts.** Readings should include essays from *The Mercury Reader*.

**Writing Lab.** As of Spring 1999, all faculty members should include on their ENG 099 syllabus the Department requirement of 14 hours that all ENG 099 students must put in at the Writing Lab in Dickey Hall.

Other Activities:

**Rubric: Evaluation Criteria for all Course Writing:**

- The use of standard Academic English,
- The rhetorical organization of the essay, and
- The depth and content of ideas.

Serious deficiencies in any one area can cause overall failure.

**Final Grades:**

A student's final grade will be based on the following scale:

Narrative: 20% (Blue book 10% and typed draft 10%)

Process: 20% (Blue book 10% and typed draft 10%)

Description: 20% (Objective 10%; Subjective 10%)

Example: 20% (Blue book 10% and typed draft with MLA WC page 10%)

Homework/Quiz/Participation:

(7, 6, 7 points) 20%

Extra credit essay/resume:

5 points

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Final grade = Possible 105%

Deduct 1/3 of a grade for each absence over 3: final grade =

**Attendance/Absences/Lateness:** You may miss three classes. These are usually sufficient for a semester's worth of "excused" and "unexcused" absences. Normally, each absence over three causes a deduction for the final course grade. Oftentimes, this happens like this: each excess absence is treated as a one third of a final grade deduction: for instance, six absences on a final grade of a B would cause that grade to drop from a B-, to a B, to a B-, and land at a C. Normally, each late entry to class (defined as ten minutes or after a daily exercise) amounts to one third of an absence. Fifteen minutes is when lateness turns into an absence. Lab attendance will be counted as classroom attendance.

**Plagiarism:** This class will follow the definitions found at

<http://www.lincoln.edu/registrar/AcademicIntegrity.pdf>

Incidents of plagiarism will result in no credit for the project with a resubmission for no credit mandatory for consideration of course success.

## ENG 099 Fall 2011 Course Schedule

**Week One: 8/24 – 8/26**

**Week Two: 8/29-9/2**  
Writing Lab – Orientation

**Week Three: 9/5 – 9/9**  
**Mon. 9/5 No Class: Labor Day**  
Writing Lab – Pretest

**Week Four: - 9/12 – 9/16**  
Writing Lab – Thesis Statement & Topic Sentence

**Week Five: 9/19 – 9/23**  
Writing Lab – Parts of Speech

**Week Six: 9/26 –9/30**  
Writing Lab – Identifying Subject & Verbs, Fragments

**Week Seven: 10/3 – 10/7**  
Writing Lab – Run-ons, comma Splices, Semi-colons

**Week Eight: 10/10 – 10/14**  
**Mid-Term Exams (During Normal Class Times)**  
Writing Lab –Subject/Verb Agreement

**Week Nine: 10/17 – 10/21**  
Writing Lab – Verb tenses, Regular and Irregular Verbs

**Week Ten: 10/24 – 10/28**  
Writing Lab – Consistent Verb Tense

**Week Eleven: 10/31 – 11/4**  
Writing Lab – POV – Avoiding Indefinite Second Person (You)

**Week Twelve: 11/7 – 11/11**  
Writing Lab – Punctuation – Commas and Apostrophes

**Week Thirteen: 11/14 – 11/18**  
Writing Lab – Pronoun-antecedent Agreement

**Week Fourteen: 11/21 – 11/25**  
11/23 – 11/27      **No Class: Thanksgiving Recess**

**Week Fifteen: 11/28 – 12/02**  
Writing Lab – Post Test

**12/5 – 12/9**  
Mon. 12/5      **Reading Day (All Students)**  
**FINAL EXAMS – DATE AND TIME TO BE ANNOUNCED**

**English 099 Consent Form**

Must be signed and returned by everyone

**(Please print, sign and return to instructor.)**

I understand the attendance policy. Writing Lab hours will count as class attendance with a scale of one hour equaling one class. I must schedule and complete 14 hours in the Lab by the end of the semester. I know that any absences more than three will cause my final course grade to fall by one third of a grade. I further realize that absences in excess of eight will probably cause course failure.

I understand that attendance will be taken each class with a written roster. Failure to get my name on the roster is my fault and constitutes an absence.

I understand that I may be late up to ten minutes without a lateness (however I may miss a class activity, which cannot be made up, and suffer the consequence of that); however, after ten minutes, I will be late (and three late arrivals equal one absence). I will not enter class after fifteen minutes late. If the instructor is not in class by fifteen minutes after the start of class, I may leave without penalty.

I understand that I must do all the work or that I will fail the course.

I understand that cell phones should be turned off prior to the start of class, and that while they may ring during the class, they are never to be answered. If I answer a cell phone, I understand that I have just received an absence.

I understand that my behavior must conform to the standards as articulated in the University Code of Conduct. Any disruptions, disrespect, or obscenity will cause an absence and may require a written explanation for my actions submitted to my instructor, Dr. Button (Department of English Chair), and Dr. Willis (Dean of School of Humanities) before I may return to class.

I understand how the grades will be calculated for all my assignments and I understand how my final grade will be computed.

I understand and will abide by the syllabus.

Signature and date: \_\_\_\_\_

### English Composition Rubric

Student's Name: \_\_\_\_\_

Professor's Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Organization</b>	Major Errors/Unfinished/ Unacceptable for assignment	Serious errors/ Inadequate Work	Moderately acceptable/ Some problems & errors	Good Work/ Effective	Excellent Work
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Notes: \_\_\_\_\_

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<b>Content</b>	Major Errors/Unfinished/ Unacceptable for assignment	Serious errors/ Inadequate Work	Moderately acceptable/ Some problems & errors	Good Work/ Effective	Excellent Work
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Notes: \_\_\_\_\_

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<b>Grammar</b>	Major Errors/Unfinished/ Unacceptable for assignment	Serious errors/ Inadequate Work	Moderately acceptable/ Some problems & errors	Good Work/ Effective	Excellent Work
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Notes: \_\_\_\_\_

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**Return to Dr. Hoogeveen.**

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