CENTRAL TEXAS COLLEGE
SYLLABUS FOR DSWR 0304
FUNDAMENTALS OF WRITING II

Semester Hours Credit: 3

(This course is equivalent to DSWR 0302. This course is offered without the additional lab time)

PROFESSOR: __________________________ PHONE NUMBER: __________________

OFFICE HOURS: ______________________ EMAIL ADDRESS: ____________________

I. INTRODUCTION
Fundamentals of Writing II is a continuation of DSWR 0303 and emphasizes composition skills at
the paragraph and essay levels. The course includes a study of sentence-level grammar and
punctuation and emphasizes the organizational skills needed to write a basic essay. This is a
required course for students who have not achieved a passing score on the TSI Assessment or for
students who have successfully completed DSWR 0302. Successful completion of this course
allows the student to enroll in English Composition and Rhetoric, ENGL 1301.

II. STUDENT LEARNING OUTCOMES

Upon successful completion of this Fundamental Writing 0304 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 and use sentence basics: prepositional phrase, subjects, verbs, and clauses [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 misplaced and dangling modifiers [C] [Ap]
   • Recognize and effectively use coordinating, subordinating, and adverbial conjunctions [C]
     [Ap]
   • Differentiate and effectively use commonly confused words, look- and sound-alikes,
commonly misspelled words, contractions [C] [Ap]

B. Write well-constructed sentences that adequately communicate their thoughts.
   (SCANS—F1, F2, F5, F6, F11)
   • Identify and explain prepositional phrases, subjects and verbs, and clauses [K] [C]
   • Differentiate among run-on, comma splice, and fragment errors and rewrite errors into
effective sentences [A] [S]
   • Distinguish between regular and irregular verbs and effectively use them in sentences [A] [S]
   • Recognize and use subject-verb agreement, consistent verb tense, correct pronouns [A] [C]
   • Recognize and correctly use adjectives, adverbs, modifiers, parallelism, punctuation,
mechanics, commonly confused words, sensitive language, and homonyms [A] [C]

C. Organize well-constructed sentences into paragraphs that are concise, adequately
supporting a central idea. (SCANS—F2, F5, F6, F7, F8, F11, F12)
   • Identify and apply the writing process to construct an effective paragraph [A] [C]
   • Recognize and effectively use the components of a paragraph [A] [C]
   • Expand paragraph components into essays [C] [S]

D. Recognize and understand the components and various strategies and modes of
effective essays. (SCANS—F1, F2, F5, F6)
   • Differentiate among illustration, examples, cause-effect, and argumentation essay modes [A]
• Recognize and use the writing process [Ap] [S]

E. Organize well-written paragraphs into concise, credible, clear, and correct essays with adequate development and support. (SCANS--C5, C6, C7, F1, F2, F5, F6, F7, F8, F10)
  • Differentiate between a paragraph and an essay [A]
  • Deconstruct an issue into at least three components that support it [S]
  • Divide and arrange support components of an issue into related paragraphs [A] [S]
  • Recognize and use transitions for writing coherence [A] [C]
  • Recognize and arrange essay paragraphs using chronological or emphatic order [C] [Ap]

F. Demonstrate critical thinking through analysis and evaluation of student’s own and others’ essays. (SCANS--C9, C10, C12, C13, C14, F1, F2, F5, F6, F10, F12, F13, F14, F15)
  • Analyze and evaluate one’s own paragraphs and essays [A] [E]
  • Analyze and evaluate peer and model essays [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]
  • Rewrite corrected essays [S]

III. 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

IV. COURSE REQUIREMENTS

A. Assignments--Students will receive grammar and written (essays/ journals) assignments which must all be completed on time as instructed. Professors may collect these assignments at any time, and students may be required to keep a journal.

B. Final Exams--On the final examination, a student must demonstrate competence in the subject matter of the course. See Section VI, D, below.

C. Extra Help--Students who need extra help should make an appointment with their instructor/professor as soon as possible.

V. EXAMINATIONS AND ASSIGNMENTS

A. Graded essay, grammar, assignments and objective exams will be given throughout the semester. Students must complete ALL assignments and objective exams to be eligible to take the final exam and complete the course successfully.

B. Make-up work will be given only to students who have excused absences, and only the course professor may excuse absences. Make-up examinations or in-class essays will be given by appointment only.

C. Students who are absent from a class are responsible for contacting their classmates or professor to determine missed instruction. Each student must make appropriate arrangements to acquire assignments, announcements, lecture notes, and other pertinent
D. Students who do not take BOTH final examinations (essay and grammar) will receive a zero for any portion that was missed. Final examinations are given only during the scheduled times (See “CTC Schedule Bulletin”), and students may not take a final examination early.

VI. SEMESTER GRADE COMPUTATIONS

Grade designations for this course are listed below:

“A” – Weighted average of 90 – 100%
“B” - Weighted average of 80 – 90%
“C” - Weighted average of 70 – 79%
“D” – Weighted average of 60 – 69%
“F” – Weighted average of 0 – 59%
“W” - Withdrawal from course (initiated by student)

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

A. Complete all classroom assignments and scheduled examinations.

B. Achieve at least a 70% average on any departmental exams scheduled at various times throughout the semester. Achieve at least a combined score of 2/3 on the Final Essay Examination and at least 70% on the Final Grammar Exam at the end of the course.

The essay 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 essay must contain the following:

1. A clearly stated thesis that directly 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

E. Students’ actual grades will be based on the following point system:

**50% / 500pts Final Exam--Writing**

- 2/2 0 points
- 2/3 400 points
- 3/3 450 points
- 3/4 500 points
- 4/4 500 points

**20% / 200pts Final Exam--Grammar**

**20% / 200pts Semester Exams (Average)**

- below 70 50 points
- 70-79 100 points
- 80-89 150 points
- 90-100 200 points

**10% / 100pts**

- Class participation, Daily quizzes, Homework

Students with 900 - 1000 total points will receive an “A” for the course grade.
- Students with 800 - 890 total points will receive a “B” for the course grade.
- Students with 700 - 790 total points will receive a “C” for the course grade.
• Students with 600 - 690 total points will receive a “D” for the course grade.
• Students with 0 - 690 total points will receive a “F” for the course grade.
• Students must receive at least 700 total points to pass this course.

F. Students may obtain their final course grades through:

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 9th week
- 10 week session: Friday of the 7th week
- 8 week session: Friday of the 6th week
- 6 week session: Friday of the 4th week
- 5 week session: Friday of the 3rd 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 academic performance is satisfactory at the time of official withdrawal. Students must file a withdrawal application with the college before they may be considered for withdrawal.

Withdrawal from a developmental course (on which concurrent enrollment in a college-level course is dependent) may result in Administrative Withdrawal from the college-level course also.

**Students are advised to consult with their CTC counselors for additional Texas Success Initiative (TSI) rules.**

B. **Cellular Phones and Pagers:** Cellular phones and pagers must be turned off and put away while the student is in the classroom.

C. **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.

D. **Civility:** Individuals are expected to behave in the classroom with politeness, courtesy, and respect toward the professor and the other students in the room. Failure to act with civility
will result in disciplinary action up to and including expulsion from CTC. See the “Student Code of Conduct” in the Student Handbook at http://www.ctcd.edu/student_hdbk.pdf for further details.

E. Office Hours: Full-time professors post their office hours outside their office doors. Adjunct instructors are generally available for conference only by appointment. Please feel free to see your professor should you find yourself having difficulty with this course.

VIII. COURSE OUTLINE (Sample for 16 week course structure)

1. Course Introduction (Syllabus, Course Requirements)
   a. Syllabus
   b. Grammar Pre-test

2. Textbook Tutorial and Study Skills
   a. Expectations for College Writing
   b. Rhetorical Situations
   c. Proofreading and Editing
   d. Grammar Preview: Parts of Speech

WRITING ASSIGNMENT #1

3. Writing Essays
   a. Essay Paragraphs and the Thesis Statement
   b. Constructing an Argument
   c. Organizing and Linking Ideas
   d. Proper Format

4. Writing Correct Sentences
   a. Parts of Speech
   b. Prepositional Phrases
   c. Subjects and Verbs

WRITING ASSIGNMENT #2

5. Writing Correct Sentences
   a. Phrases and Clauses
   b. Types of Sentences
   c. Fragments
   d. Run-on Sentences

WRITING ASSIGNMENT #3

6. Writing Correct Sentences
   a. Regular Verbs and Irregular Verbs
   b. Subject-Verb Agreement
   c. Verb Tense and Verb Consistency

WRITING ASSIGNMENT #4

7. Writing Correct Sentences (Continued)
   a. Pronoun Types
   b. Pronoun Agreement
   c. References
   d. Adjectives and Adverbs
   e. Review for Exam #1
8.  
   a.  **GRAMMAR EXAM #1**  
   b.  **WRITING ASSIGNMENT #5**  

9.  **Writing Correct Sentences (Cont’d)**  
   a.  Misplaced Modifiers  
   b.  Dangling Modifiers  
   c.  Commas  
   d.  Semicolons and Colons  
   e.  Apostrophes  

**WRITING ASSIGNMENT #6**  

10.  **Writing Correct Sentences (Cont’d)**  
     a.  Quotation Marks  
     b.  Other Punctuation Marks  
     c.  Capitalization  
     d.  Abbreviations and Numbers  
     e.  **GRAMMAR EXAM #2**  

11.  **Word Choice and Style**  
     a.  Language that Builds Common Ground  
     b.  Homonyms and Usage  
     c.  Word Choice  

**WRITING ASSIGNMENT #7**  

12.  **Word Choice and Style (Cont’d)**  
     a.  Spelling  
     b.  Sentence Variety  
     c.  **GRAMMAR EXAM #3**  

13.  
     a.  **WRITING ASSIGNMENT #8**  
     b.  Peer Review  

14.  **Course Review**  

15.  **FINAL EXAM: Essay**  

16.  **FINAL EXAM: Objective**  
     
     Final Examinations:  Essay and Grammar (multiple choice) Exams.  For the Essay Exam, students  
     will write an impromptu essay from a departmentally assigned prompt.  See Section VI, Item D,  
     above, for essay exam scoring criteria.  Papers will be graded holistically by two readers (other than  
     your professor) assigned by the department.  For the Grammar Exam, students will take a 75-  
     question comprehensive objective exam covering grammar, punctuation, and usage issues discussed  
     throughout the course.