Course Name:
Developmental English 0306

Course Number/Credits Awarded
English 0306/3.0 Institutional credits

Prerequisites:
Appropriate placement test score

Course Description: Developmental English II (3-3-1)
A course designed to improve basic English skills. Emphasis is on standard English usage and on sentence and paragraph development. Laboratory attendance is required as scheduled. Prerequisite: Appropriate placement test score. Laboratory fee $35.00. (3201085312)

Time Allotment:
Three (3) lecture hours and One (1) lab hour
This is a Fall and Spring class

Instructor:
R.T. Weidmer
Office: SS 207
Office Hours: (vary) I send them to student email each semester and post them on my office door.
Phone: (903)988-7578   E-mail: tweidmer@kilgore.edu

Rationale:
Effectively and successfully completing any course, application, or business transaction requires the ability to formally communicate with the written word. This course provides students instruction and practice with their basic writing skills in an effort to prepare them for the work force and for further development of written communication skills that will help them progress toward college-level writing.

Educational Materials:
Students must have a new, unused textbook by the second time the class meets.

Supplies:
- Long and short scantrons
- Yellow highlighter
- Standard notebook paper (no spirals)
- Folder with pockets and brads
- 2GB flash drive (memory stick)
- 2 Blue books

Evaluation Methods/ Grading Criteria:
Final Exam: 35%
Lab assignments: 10%
Writing assignments: 20%
Quizzes: 10%
Homework assignments: 5%
Unit Tests: 20%

Grading Scale: The program indicates grades by the following symbols.
A (90 – 100) excellent
B (80 – 89) above average
C (70 – 79) fair or average
D (60 – 69) skills need improvement
F (0 – 59) failing

Class requirements:
1. Students are required to bring the assigned text book to class.
2. Students are required to bring folder, paper, pen, yellow highlighter, and pencil to class.
3. Students are required to do the required reading and/or assignment before coming to class and be prepared to take a quiz at the start of class over the assignment.
4. Students are required to be present for all lecture and lab classes in order to make satisfactory progress.
5. Students are required to attend lab at the scheduled day and time for 50 minutes per week each week in the fall and spring semesters and 50 minutes per day in the summer sessions. While in attendance, students work on specific assignments given by the instructor. These hours of attendance are in addition to classroom attendance and are not optional.

General Procedures:
The student will progress through three units which include workbook chapters, individual lab assignments, daily exercises, writing assignments, and spelling exercises. During each unit, the student will write a paragraph to demonstrate mastery of the skill of the particular unit and will complete a unit test.

Classroom Policies:
Attendance policy:
1. Attendance is a MUST! Please make every effort to be in class.
2. In compliance with the Kilgore College attendance policy, an instructor may drop a student after he/she misses six hours of lecture, six hours of lab, or seven hours of class and lab combined with a W. Toward the end of the semester, if YOU decide to drop your English class, you need to call me or contact the registrar’s office BEFORE the drop date so that you can get a W instead of an F.
3. Excessive tardiness will not be tolerated. Late students are expected to enter the room quietly without disturbing classmates. When a student is tardy, it is his/her responsibility to inform me after class. An absence will not be changed to a tardy unless the tardy student informs me of his/her presence at the END of class. Any quiz taken or daily work taken up before a tardy student arrives may NOT be made up. After the third tardy, students will be counted absent if they are tardy.*
4. If a student is more than 15 minutes late, he/she will be counted absent.

*Any student who is habitually late will be asked not to enter the classroom.

Make-up assignment policy:
I do not give make-up assignments, and I do not accept late work. Assignments are due at the first of class on the due date. If a student is absent, he or she will receive a zero for any assignment due on the date of the absence unless he or she arranged to have the assignment turned in early or on time despite the absence.

**Academic honesty policy:**
Students are expected to turn in work that is their own, original work, done exclusively for this course. The Kilgore College Catalog states, —It is the responsibility of students and faculty to help maintain scholastic integrity at the college by refusing to participate in or tolerate scholastic dishonesty. Plagiarism and other forms of academic dishonesty undermine the very purpose of the college and diminish the value of an education‖ (36). Plagiarism is the act of using someone else’s ideas or writing as one’s own. Please note that plagiarism does not have to be word-for-word copying; it also refers to paraphrasing or putting someone else’s thoughts into one’s own words. The college maintains sanctions (legal ramifications) for scholastic dishonesty in the Kilgore College Student Handbook. The penalty could include withdrawal from the course, failing the course, reduction or changing of a grade in the course, a test, assignment, or in other academic work; denial of a degree and/or performing additional academic work not required of other students in the course (33).

**Classroom civility policy:**
The instructor will enforce the college’s civility statement found in the Kilgore College Student Handbook. —Students are expected to assist in maintaining a classroom environment that is conducive to learning. Inappropriate or distractive classroom behavior is prohibited in order to assure that everyone has the opportunity to gain from time spent in class. Should a disruptive classroom incident occur, the faculty member in charge may remove the student on either a temporary or a permanent basis‖ (5.)

**Student accountability**
Students will demonstrate an effort to learn the objectives of the course by

a. attending class regularly and on time
b. doing homework or in-class assignments on time (see instructor’s syllabus for his or her policy regarding homework)
c. following the directions of the instructor, and
d. maintaining classroom behavior conducive to learning.

Failure to demonstrate an effort in the course may result in the student’s being dismissed from the course with a grade of F.

**Additional Policies:**
1. The instructor requires that all electronic devices be out of sight and silent during class.
2. NO cell phones, digital music players, or other electronic devices are allowed to be visible to the owner of the device nor to anyone else during class.
3. Students are not allowed to wear earphones, hoods, or sunglasses during class.
4. Please do not bring children or guests to class.
5. Students who violate the above policies are subject to dismissal from class and to receiving an absence. Continued disruptive behavior can result in dismissal from the course.

**ADA Statement:** Kilgore College is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you choose to request accommodations for a documented disability which may impact your performance, attendance,
or grades in this course, you must first register with the Office of Disability Services. Please note that classroom accommodations cannot be provided prior to your instructor’s receipt of an accommodation letter from the Office of Disability Services. For more information about accommodations, please contact the Disability Services office on the second floor of the Devall Student Center: (903) 983-8206.

**Student Learning Outcomes/Course Objectives:**

Upon successful completion of this course, students will:

1. Compose a variety of texts that demonstrate clear focus, the logical development of ideas, and the use of appropriate language that advances the writer’s purpose.
   - **Strategies**
     - Lecture, Group discussion/peer review, modeling, outlining
   - **Procedures**
     - For each writing assignment, students will create an outline that includes a clear topic sentence, proper supporting points, and details.
     - The student will compose paragraphs throughout the semester using various patterns of development presented in model paragraphs and essays such as description, narration, example-illustration, comparison-contrast, cause-effect, and argumentation.
   - **Assessment**
     - Minimum of 4 major paragraphs, and a final exam paragraph

2. Determine and use effective approaches and rhetorical strategies for given writing situations.
   - **Strategies**
     - Lecture, group practice, and textbook activities
   - **Procedure**
     - Students will have multiple opportunities to choose the best rhetorical mode for various writing topics throughout the semester.
   - **Assessment**
     - In-class work in textbook and/or handouts, graded interactive CPS activities/lecture, essay final exam

3. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
   - **Strategies**
     - Lecture, modeling, group work, planning rubric
   - **Procedure**
     - Students will write a reader response paragraph in which they will be required to quote a passage from an assigned reading.
   - **Assessment**
     - Reader response paragraph typed in MLA format with a works cited page
4. Evaluate relevance and quality of ideas and information to formulate and develop a claim.
   
   Strategies
   Group activities, lecture, text book exercises
   
   Procedure
   Students will complete exercises in assessing and choosing appropriate information for given topics.
   
   Assessment
   Graded in-class assignment, Topic sentences quiz

5. Develop and use effective revision strategies to strengthen the writer’s ability to compose college-level writing assignments.
   
   Strategies
   Group activities, worksheets, writing assignment
   
   Procedure
   Students will apply guided revision activities in class to their own paragraphs and peer edit classmates’ writing based on specific editing forms.
   
   Assessment
   Participation in group revision activities, graded practice sheet, Instructor-graded paragraph

6. Edit writing to conform to the conventions of standard English.
   
   Strategies
   Group exercises, Lab assignments, Lecture
   
   Procedure
   Students will follow steps of the writing process to show editing.
   
   Assessment
   Automatically-generated grades from computerized lab assignments, textbook exercises, graded interactive Classroom Performance System activities.

Disclaimer:
Your instructor reserves the right to make modifications in content and schedule as necessary to promote the best education possible within prevailing conditions affecting this course.

Course Outline/Semester Calendar

Unit 1:
- Duration—First 1/3 of the semester (5 weeks in fall/spring; 5 days in summer)
- Topics (text book chapters)—Basic sentence structure (10); paragraph writing (1); success strategies (2); spelling (27); punctuation/capitalization (28, 32)
- Daily Grades / Homework
- Grammar Quizzes
- Major Paragraph—narration
- Unit Test
- Labs—5
Unit 2:
- Duration—Second 1/3 of the semester (5 weeks in fall/spring; 5 days in summer)
- Topics (text book chapters)—Writing process (4,6); CS/RO (12); Verbs (14,15)
- Daily Grades / Homework
- Grammar Quizzes
- Major Paragraphs—cause/effect, illustration
- Unit Test
- Labs—5

Unit 3:
- Duration—Last 1/3 of the semester (5 weeks in fall/spring; 5 days in summer)
- Topics (text book chapters)—Revision (7); Essays (9)
- Daily Grades / Homework
- Grammar Quizzes
- Major Paragraph—argument
- Major Essay—students will choose a previously-written paragraph to develop into a 3-paragraph essay
- Labs—4