

Coffeyville Community College

PREP-009

COURSE SYLLABUS

FOR

WRITTEN COMMUNICATIONS

Johnie Greenfield

Instructor

COURSE NUMBER: PREP-009 **COURSE TITLE:** Written Communications

CREDIT HOURS: 3 Credit Hours

INSTRUCTOR: Johnie Greenfield

OFFICE LOCATION: Arts Sciences 216

OFFICE HOURS: As Posted

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PREREQUISITE(S): A minimum score of 24 on the Writing section of COMPASS , or fully complete Developmental English with a grade of C or above.

REQUIRED TEXT: *Evergreen* by Fawcett/Sandberg

**COURSE
DESCRIPTION:**

This course is designed to prepare the student for basic competency in written communication skills and to aid in preparation for academic success in English Composition I. Sentence structure, usage, punctuation, and basic English composition skills are examined. Practice will be given in writing different types of paragraphs, and short theme writing will be introduced.

The course has been designed to assist students who might feel weak in some area(s) of writing or who have been away from situations which required them to use any writing skills. The student will be instructed in all aspects of written communication and English usage. Students will begin by learning to develop well-written sentences and will end the course by learning to write well-developed paragraphs. By the end of the course, students should be introduced to how to develop an essay. **Organization, pre-planning, and editing will be emphasized. Thus, the purpose is to insure that at the conclusion of the course, the students are confident and effective writers.**

**EXPECTED LEARNER
OUTCOMES:**

By the completion of the course, the student will:

1. Write a topic sentence with a clear, precise controlling idea to be developed.
2. Relate all sentences in a paragraph, supporting the topic sentence.

3. Develop a controlling idea into a 75 to 100 word paragraph.
4. Use revision to improve a paragraph.
5. Use proofreading and editing skills to prepare final draft of a paragraph.
6. Understand various methods of developing paragraphs.
7. Improve knowledge of grammar and mechanics.

**LEARNING TASKS
& ACTIVITIES:**

WRITTEN COMMUNICATIONS COMPETENCIES

WRITE A TOPIC SENTENCE WITH A CLEAR, PRECISE CONTROLLING IDEA TO BE DEVELOPED.

1. Find topic sentences or main idea sentences in paragraphs. (knowledge)
2. Rewrite fragments into possible topic sentences. (synthesis)
3. Eliminate, from a list, those topic sentences that are too broad or general. (comprehension)
4. Choose a topic from a list of broad topics, narrow the chosen topic, and write a complete, limited topic sentence. (synthesis)

RELATE ALL SENTENCES IN A PARAGRAPH, SUPPORTING THE TOPIC SENTENCE.

1. Gather ideas for a paragraph, by brainstorming, free writing, or generating questions. (knowledge)
2. Select ideas only that provide specific information about the topic question. (evaluation)
3. Locate key words to aid in selection of ideas that support a topic sentence. (analysis)

DEVELOP A CONTROLLING IDEA INTO A 75 TO 100 WORD PARAGRAPH

1. Choose an order and arrange ideas logically in a plan. (application)
2. Write topic sentence and supporting sentences, including all ideas from plan. (synthesis)
3. Write a concluding sentence. (synthesis)

USE REVISION TO IMPROVE A PARAGRAPH

1. Identify specific facts, details, and examples in the paragraph that truly support the topic sentence. (knowledge)
2. Check the paragraph for unity by indicating which sentences belong. (knowledge)

USE PROOFREADING AND EDITING SKILLS TO PREPARE FINAL DRAFT OF A PARAGRAPH

1. Rewrite confusing and awkward sentences. (evaluation)
2. Drop unnecessary words from sentences. (evaluation)
3. Add details to paragraph. (evaluation)
4. Arrange events in the paragraph in a logical order. (analysis)
5. Identify and correct grammatical and mechanical errors in sentences. (knowledge)

UNDERSTAND VARIOUS METHODS OF DEVELOPING PARAGRAPHS

1. Use words that appeal to a reader's senses to describe a person, place, or object. (knowledge)
2. Compose a topic sentence that can be supported by examples. (synthesis)
3. Compose a topic sentence for a process essay and arrange the steps of the process in proper sequence. (synthesis)
4. Specify whether a paragraph compares or contrasts two persons or things. (knowledge)

APPLY TECHNIQUES OF PARAGRAPH WRITING TO THE PROCESS OF WRITING ESSAYS

1. Summarize and quote from sources.
2. Strengthen an essay with research.

IMPROVE KNOWLEDGE OF GRAMMAR AND MECHANICS

1. Review basic grammar by defining and identifying subjects and verbs. (knowledge)
2. Locate prepositional phrases. (knowledge)
3. Combine independent clauses, using coordinating conjunctions, subordinating conjunctions, semicolons, and conjunctive adverbs. (synthesis)
4. Correct run-ons and comma splices. (application)
5. Identify subjects and verbs, checking for present tense agreement. (knowledge)
6. Identify and correct fragments. (knowledge and application)
7. Proofread a paragraph for past tense errors, making corrections. (knowledge and application)
8. Practice writing past participles of regular and irregular verbs. (knowledge)
9. Make a list of singular nouns, plural. (knowledge)
10. List signal words that indicate singular or plural nouns. (knowledge)
11. Underline pronouns and their antecedents. (knowledge)
12. Proofread a paragraph containing pronoun errors and make corrections. (knowledge and application)
13. Define adjectives and adverbs. (knowledge)
14. Select correct comparative and superlative forms of adjectives and adverbs. (knowledge)
15. Proofread a paragraph, adding apostrophes where needed and removing unnecessary apostrophes. (knowledge)
16. Write sentences, demonstrating correct comma usage for the following: commas for items in a series, commas with introductory phrases and transitional expressions, commas for appositives, commas with restrictive and nonrestrictive clauses, and commas in dates and addresses. (synthesis)
17. Correct sentences, using capitalization where necessary. (knowledge)
18. Select correct spelling of troublesome words in sentences. (knowledge)

GRADING POLICY:

Grades will be given as follows:

A	100-90%
B	89-80%
C	79-70%
D	69-60%
F	59-0%

A grade of A, B, C, D, F, or I will be given to the student at the conclusion of the course in keeping with the policies established by this college. The incomplete grade (I) will be given only under special circumstances upon consultation with, and the consent of, the instructor. The length of time for completing the "I" grade is six (6) weeks from the end of the semester in which the "I" grade was earned. Failure to complete the course within the six weeks time period will result in the "I" grade being converted to an "F".

Each assignment will receive a subjective number of points. This will include **all** assignments. The grade will be based on accumulated points from the points possible at the point the grade is averaged.

**FINAL
EXAMINATION:**

All Written Communications students must take the final. Any student who does not take the final will receive a failing grade for the class.

I will administer to you your final in our classroom during the designated time on the finals schedule; this is a period of 1 hour and 40 minutes.

Students will not be allowed to take the final early. The times of the finals are listed in the schedule of classes. Students will also be informed periodically when the final will be.

**ATTENDANCE
POLICY:**

Students are expected to attend all classes. My philosophy is that there is much to be learned each day in the classroom as well as specific directions on assignments that will be given. It is imperative that the students attend class. Therefore, figured in the total class points will be an attendance/class participation grade worth 100 points. No excused or unexcused absences exist in this course. Students who are absent from the college on an approved college activity will not be counted absent. Students are given two absences to be used for emergencies. Use these very wisely. Each additional absence will result in the reduction of the attendance

grade. Two (2) tardies will be considered the equivalent of one absence. The following is a table of the amount of attendance points students will receive at the end of the semester according to the number of absences: 3 = 85, 4 = 65, 5 = 35, 6 = 0. I reserve the right at my sole discretion to adjust this policy in the case of extreme mitigating circumstances. I also reserve the right to give any student who misses class more than six (6) times no credit in the class.

Students are expected to be on time and to remain for the entire class period. Students arriving 15 minutes or later after the class has begun or having to leave 15 minutes or more before the end of the class period will be marked absent.

I realize that at times a student must leave the class because of an emergency and he or she may do so quietly and without distraction without my permission. This is no problem if the student promptly returns. Any student who leaves the class without returning before being dismissed or before the end of the class period will be given an absence. Any student who is asked to leave the class for misbehavior will also receive an absence.

**STUDENT
PLAGIARISM:**

To copy a few words without giving proper credit to the sources, to copy parts of another person's paper, or to in any other way rely on the work of another student or author is to plagiarize material.

All written work is to be the student's original composition from the basic development of the idea to the final copy. If the assignment is such that it requires material from another source to help support the student's ideas, then that material must be given proper credit and the student must document its use in the essay. A student may seek assistance from another person to look over the student's original work to help him or her improve the essay. However, any student who solicits another person to write part or all of his or her composition or who borrows the ideas of another author without giving proper credit will receive no credit for the assignment and may face other disciplinary action. One consequence other than receiving a zero for the assignment may be dismissal from the class with no credit for the course. I reserve the right at my sole discretion to adjust this policy in the case of extreme mitigating circumstances.

**READ PAGES ON PLAGIARISM IN YOUR Textbook.
REMEMBER: PLAGIARISM IS A SERIOUS OFFENSE.**

TECHNOLOGY POLICY

Personal technology devices such as cell phones and entertainment listening devices are strictly prohibited from being used in my classes. If a student is seen using these without permission, he or she will be subject to an unexcused absence with or without notification.

WITHDRAWING FROM A CLASS:

If you drop a class, you must follow the official withdrawal procedure established by the college. Before dropping a class, discuss your decision with your teacher and coach/advisor. Obtain a drop slip from registrar's office, the advising/recruiting center or your advisor, have your instructor initial the drop slip, and take the drop slip to the registrar's office to have the withdrawal from the class finalized. **If you just quit attending a class and never formally drop, your instructor has to give you an F at the end of the semester.**