

Developmental Writing (BWRT 0372)



Credit: 3 semester credit hours (3 hours lecture)

Course Description

Development of fundamental writing skills such as idea generation, organization, style, utilization of standard English, and revision. *This course is time-bound, structured, and completed totally online.*

Required Textbook and Materials

1. *Writing for Life: Paragraphs and Essays* by D.J. Henry, 2nd edition, Pearson.
2. VP ISBN: **1256706396**
3. A computer with internet connection

Course Objectives

Upon completion of this course, the student will be able to:

1. Demonstrate effective use of basic grammar skills. (SCANS: F2, F3, F6, F9, F13)
2. Write complete, coherent sentences and paragraphs. (SCANS: F3, F7, F8, F11, F12, C9, C14)
3. Recognize well-organized, sufficiently developed paragraphs and essays. (SCANS: F1, F8, F9, F12)
4. Write essays that exhibit these characteristics of an effective writing sample:
 - a. Appropriateness for audience and purpose
 - b. Maintenance of unity and focus
 - c. Sufficient development
 - d. Logical organization
 - e. Correct sentence structure
 - f. Appropriate word usage
 - g. Proper use of capitalization and punctuation(SCANS: F3, F7, F8, F11, F12, C9, C14)

SCANS Skills and Competencies

Beginning in the late 1980's, the U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS) conducted extensive research and interviews with business owners, union leaders, supervisors, and laborers in a wide variety of work settings to determine what knowledge workers needed in order to perform well on a job. In 1991 the Commission announced its findings in *What Work Requires in Schools*. In its research, the Commission determined that "workplace know-how" consists of two elements: foundation skills and workplace competencies.

Course Outline

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|---------------------------|---|
| A. Diagnostic test | 1. Preparing to Learn About Writing |
| B. Diagnostic essay | 2. Thinking Through the Writing Process |
| C. Getting Ready to Write | |

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Course Syllabus

- a. Point of the Writing Process
 - b. Point about the Writing Process: One Student Writer's Response
 - c. Understanding the Point: Assessing the Writing Situation
 - i. The Topic
 - ii. The Purpose
 - iii. The Audience
 - d. Understanding the Point: Using the Writing Process
 - i. Prewriting
 - ii. Drafting
 - iii. Revising
 - iv. Proofreading
- D. Using Patterns of Organization to Develop Paragraphs
- 1. Understanding the Paragraph
 - a. Point of a Paragraph
 - b. Three Parts of a Paragraph
 - c. Developing Your Point Using a Paragraph
 - i. The Point: The Main Idea
 - ii. Logical Order
 - iii. Relevant and adequate Details
 - iv. Effective Expression
 - d. Workshop
 - 2. The Descriptive Paragraph
 - a. Point of Description
 - b. Point Using Description: One Student Writer's Response
 - c. Writer's Journal
 - d. Developing Your Point Using Description
 - i. The Point: The Main Idea
 - ii. Logical Order
 - iii. Relevant Details
 - iv. Effective Expression: Concrete Word Choice
 - e. Using Description in Your Academic Courses
 - 3. The Narrative Paragraph
 - a. Point of Narration
 - b. Point Using Narration: One Student Writer's Response
 - c. Writer's Journal
 - d. Developing Your Point Using Narration
 - i. The Point: The Main Idea
 - ii. Logical Order
 - iii. Relevant Details
 - iv. Effective Expression: Vivid Verbs
 - e. Using Narration in Your Academic Workshop
4. The Process Paragraph
- a. Point of Process
 - b. Point Using Process: One Student Writer's Response
 - c. The Writer's Journal
 - d. Developing Your Point Using Process
 - i. The Point: The Main Idea
 - ii. Logical Order
 - iii. Relevant Details
 - iv. Effective Expression: Vivid Images
 - e. Using Process in Your Academic Courses
5. The Definition Paragraph
- a. Point of a Definition
 - b. Making a Point Using Definition: One Student Writer's Response
 - c. Developing Your Point Using Definition
 - d. Using Definition in Your Academic Courses
6. The Persuasive Paragraph
- a. Point of Persuasion
 - b. Making a Point Using Persuasion: One Student Writer's Response
 - c. The Writer's Journal
 - d. Developing Your Point Using Persuasion
 - i. The Point: The Main Idea

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- ii. Logical Order
 - iii. Relevant Details
 - iv. Effective Expression: Use of Subjective Words to Persuade
- E. How to Write an Essay
- 1. Understanding the Essay
 - a. The Five Parts of an Essay
 - b. Making a Point Using an Essay: One Writer's Response
 - c. Developing Your Point: Writing and Essay
 - d. The Traits of an Effective Essay
 - 2. Effective Titles, Introductions, and Conclusions
 - a. Making a Point Using Effective Titles, Introductions, and Conclusion: One Student Writer's Response
 - b. Developing Your Point Using Effective Titles, Introductions, and Conclusions
- F. The Basic Sentence
- 1. Subjects, Verbs, and Simple Sentences
 - a. Point of Subjects, Verbs, and Simple Sentences
 - b. Understanding the Point of Subjects, Verbs, and Simple Sentences: One Student Writer's Response
 - c. Applying the Point: Subjects, Verbs, and Simple Sentences
 - d. Writing Assignments
 - 2. Compound and Complex Sentences
 - a. Point of Compound and Complex Sentences
 - b. Understanding the Point of Compound and Complex Sentences: One Student Writer's Response
 - c. Applying the Point: Compound and Complex Sentences
 - i. A Compound Sentence
 - ii. A Complex Sentence
 - d. Writing Assignments
- G. Writing Clear Sentences
- 1. Sentence Variety
 - a. Point of Sentence Variety
 - b. Understanding the Point of Sentence Variety: One Student Writer's Response
 - c. Applying the Point: Sentence Variety
 - i. Vary Sentence Purpose
 - ii. Vary Sentence Types
 - iii. Vary Sentence Openings
 - iv. Vary Sentence Length
 - d. Writing Assignments
 - 2. Sentence Clarity: Person, Point of View, Number, and Tense
 - a. Point of Sentence Clarity
 - b. Understanding the Point of Sentence Clarity: One Student Writer's Response
 - c. Applying the Point: Sentence Clarity
 - i. Use Consistent Person and Point of View
 - ii. Use Consistent Number
 - iii. Use Consistent Tense
 - d. Writing Assignments
- H. Recognizing and Avoiding Errors
- 1. Run-ons: Comma Splices and Fused Sentences
 - e. Point of Correcting Comma Splices and Fused Sentences
 - f. Understanding the Point of Fused Sentences: One Student Writer's Response
 - g. Applying the Point: Correcting Comma Splices and Fused Sentences
 - h. Writing Assignments
 - 2. Fragments
 - a. Point of Correcting Fragments
 - b. Understanding the Point of Correcting Fragments: One Student Writer's Response
 - c. Applying the Point: Correcting Fragments
 - d. Writing Assignments
 - 3. Subject-Verb Agreement: Present Tense
 - a. Point of Subject-Verb Agreement

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- b. Understanding the Point of Subject-Verb Agreement: One Student Writer's Response
 - c. Applying the Point: Subject-Verb Agreement
 - d. Writing Assignments
 - 4. The Past Tense of Verbs
 - a. Point of the Past Tense of Verbs
 - b. Understanding the Point of the Past Tense of Verbs: One Student Writer's Response
 - c. Applying the Point: The Past Tense of Verbs
 - d. Writing Assignments
 - 5. Nouns and Pronouns
 - a. Point of Learning About Nouns and Pronouns
 - b. Understanding the Point of Learning About Nouns and Pronouns: One Student Writer's Response
 - c. Applying the Point: Nouns
 - d. Applying the Point: Pronouns
 - e. Writing Assignments
 - 6. Adjectives and Adverbs
 - a. Point of Learning About Adjectives and Adverbs
 - b. Understanding the Point of Learning About Adjectives and Adverbs: One Student Writer's Response
 - c. Applying the Point: Adjectives and Adverbs
 - d. Writing Assignments
- I. Punctuation and Mechanics
 - 1. The Comma
 - a. Point of Commas
 - b. Understanding the Point of Commas: One Student Writer's Response
 - c. Applying the Point: Commas
 - d. Writing Assignments
 - 2. The Apostrophe
 - a. Point of the Apostrophe
 - b. Understanding the Point of the Apostrophe: One Student Writer's Response
 - c. Applying the Point: The Apostrophe
 - i. The Apostrophe for Ownership
 - ii. The Apostrophe for Contractions
 - iii. Common Misuses of the Apostrophe
 - d. Writing Assignments
- 3. Quotation Marks
 - a. Point of Quotation Marks
 - b. Understanding the Point of Quotation Marks: One Student Writer's Response
 - c. Applying the Point: Quotation Marks
 - d. Writing Assignments
- 4. End Punctuation: Period, Question Mark, and Exclamation Point
 - a. Point of End Punctuation
 - b. Understanding the Point of End Punctuation: One Student Writer's Response
 - c. Applying the Point: End Punctuation
 - d. Writing Assignments
- 5. Capitalization
 - a. Point of Capitalization
 - b. Understanding the Point of Capitalization: One Student Writer's Response
 - c. Applying the Point: Capitalization
 - d. Writing Assignments
- 6. Revising for Effective Expression
 - a. Point of Effective Expression
 - b. Understanding the Point of Effective Expression: One Student Writer's Response
 - c. Applying the Point: Effective Expression
 - d. Writing Assignments
- 7. Improving Your Spelling
 - a. Point of Improving Your Spelling
 - b. Understanding the Point of Improving Your Spelling: One Student Writer's Response
 - c. Applying the Point: Improving Your Spelling
 - d. Writing Assignments

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Course Syllabi

Grade Scale

90 – 100	A
80 – 89	B
70 – 79	C
69 – 0	F

Course Evaluation

Final grades will be calculated according to the following criteria:

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| 1. Daily grades and MyWritingLab assignments | 25% |
| 2. Unit tests | 25% |
| 3. Essays | 25% |
| 4. Final exam | 25% |

Course Requirements

1. Diagnostic test
2. Daily grades: class and homework grammar exercises, quizzes
3. 4-5 grammar unit tests
4. Individualized MYWRITINGLAB assignment based on diagnostic test results
5. 5 graded essays

Course Policies

1. Mandatory log in at least three days a week
2. Submit assignments a day or two before the deadline so you can catch technical glitches
3. **Additional class policies as defined by the individual course instructor.**

Technical Requirements

The latest technical requirements, including hardware, compatible browsers, operating systems, software, Java, etc. can be found online at:

<http://kb.blackboard.com/pages/viewpage.action?pageId=71860304>

A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of the online technology and resources.

Disabilities Statement

The Americans with Disabilities Act of 1992 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. Among other things, these statutes require that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodations for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409) 880-1737 or visit the office in Student Services, Cecil Beeson Building.

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Course Syllabus

Course Schedule

Week	Topic	Reference
1 & 2	Introduction to course and policies Introduction to MyWritingLab Introduction to Blackboard	Online: Blackboard (Bb) Online: MyWritingLab
3	Chapter 1: Preparing to Learn about Writing Chapter 2: Thinking Through the Writing Process Chapter 3: Understanding the Paragraph	pp. 2 – 17 pp. 18 – 51 pp. 52 – 71 Online: MyWritingLab
4	Chapter 13: Understanding the Essay Chapter 14: Effective Titles, Introductions, and Conclusions Chapter 4: The Descriptive Paragraph Begin Essay 1	pp. 222 – 247 pp. 248 – 257 pp. 72 – 89 Online: MyWritingLab
5	Chapter 28: Adjectives and Adverbs Unit 1 Test Peer Editing Revise Rough Draft	pp. 502 – 517 Online: MyWritingLab
6	Submit Essay 1 Chapter 18: Sentence Variety Chapter 22: Fragments Chapter 21: Comma Splices and Fused Sentences	pp. 340 – 359 pp. 402 – 421 pp. 386 – 401 Online: MyWritingLab
7	Unit 2 Test Chapter 24: Subject-Verb Agreement: Present Tense Chapter 6: The Process Paragraph Begin Essay 2	pp. 432 – 451 pp. 106 – 121 Online: MyWritingLab
8	Chapter 25: The Past Tense of Verbs Peer Editing Revise Rough Draft	pp. 452 – 463 Online: MyWritingLab
9	Submit Essay 2 Chapter 27: Nouns and Pronouns	pp. 480 – 501 Online: MyWritingLab
10	Chapter 11: The Cause and Effect Paragraph Begin Essay 3	pp. 190 – 205 Online: MyWritingLab

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Week	Topic	Reference
11	Unit 3 Test Peer Review Revise Rough Draft	Online: MyWritingLab
12	Submit Essay 3 Chapter 29: The Comma Chapter 30: The Apostrophe	pp. 518 – 537 pp. 538 – 549 Online: MyWritingLab
13	Chapter 31: Quotation Marks Chapter 33: Capitalization	pp. 550 – 563 pp. 576 – 589 Online: MyWritingLab
14	Chapter 12: The Persuasive Paragraph Begin Essay 4 Chapter 32: End Punctuation: Period, Question Mark, and Exclamation Point Unit 4 Test	pp. 206 – 221 pp. 564 – 575 Online: MyWritingLab
15	Peer Review Revise Rough Draft	
16 Finals	Submit Essay 4 <i>Given on the date and time specified by the official exam schedule.</i>	

Contact information varies by instructor.