

**CENTRAL TEXAS COLLEGE  
SYLLABUS FOR DSLA 0314  
WRITING I (ESL)**

**Semester Hours Credit: 3  
(Not Transferable)**

**INSTRUCTOR:** \_\_\_\_\_

**OFFICE HOURS:** \_\_\_\_\_

**I. INTRODUCTION**

- A. The purpose of this course is to enable you to write sentences that are logical, clear and effective and to develop writing skills which reflect the organization of ideas and application of grammar necessary to form well-developed expository and process essays.
- B. This English-as-a-Second-Language (ESL) course is required for all speakers of languages other than English who have not had formal education in the United States and who have a TOEFL score below 400 (paper-based) or 68 (Internet-based). It is designed for academic purposes. It is recommended that this course be taken immediately after Grammar I.
- C. Prerequisite(s): You must have the prerequisite course, DSLA 0315, Grammar I, or a score above 80% on the Grammar Pretest to take Writing I.

**II. COURSE LEARNING OUTCOMES**

Upon successful completion of Writing I, the student will be able to write simple, coherent expository and process essays that clearly communicate the main idea to the reader.

**III. INSTRUCTIONAL MATERIALS FOR STUDENTS**

The instructional materials identified for this course are viewable through [www.ctcd.edu/books](http://www.ctcd.edu/books)

\*\*\*Required: Set of earphones for personal use in lab.\*\*\*

#### IV. COURSE REQUIREMENTS

- A. Classes are 16 weeks during the fall and spring semesters and 10 weeks for the summer.
- B. Assignments are given to students by instructor daily. Hand in all assignments on time. Your teacher may reduce late assignments by one (1) letter grade for each late day.
- C. Try not to speak in your native language. Speak English as much as possible within the classroom.
- D. If the student is absent from class, it is his or her responsibility to contact his or her classmate/instructor to determine missed instruction. Each student must make appropriate arrangements to acquire assignments, announcements, lecture notes, and other pertinent information missed.
- E. If you are late for a major exam, announced quiz, or a major presentation, you will lose 10 pts. for that grade. If you are more than 15 minutes late for a test, you will not be allowed to take the exam and a make-up exam will be scheduled for you.
- F. Every student must complete a minimum of 16 hours in the Developmental Studies computer lab before the final deadline. Students will be given three deadlines throughout the term to monitor progression of the lab hour requirement.

All 16 hours MUST BE COMPLETED by the final deadline. If a student fails to complete all 16 hours by the final deadline, he or she will receive a grade of zero (0) on the final examination.

#### EXAMINATIONS

- A. Periodic examinations will be given during the course in order to evaluate a student's progress. There will be two major exams given: a midterm and a final (which includes an objective test and writing portion).

Failure to take the final examination for the course will result in a grade of zero (0) to be posted for that examination. Students may not "retake" any exam. No "early" finals, take-home or open-book examinations will be administered. No examination grades will be dropped.

- B. **If you miss an exam, and have an excused absence, your instructor will arrange a make-up at his/her discretion. Said make-up may involve counting the next exam as a 200 point exam.**

**If you miss an exam, and do not have an excused absence then a make-up exam will be granted only at the discretion of the instructor. The make-up exam, if granted, will be given by appointment only.**

- C. Cheating or any form of dishonesty will result in a zero on the exam and possible dismissal from school. Any incidents of cheating will go on your permanent school record. **All electronic devices such as cell phones and iPads must be turned off and put away out of sight while student is taking a test.**
- D. Class exams will be returned to students within three class periods after the exam is administered.
- E. The instructor may require students to use a Bluebook/Scantron for each examination. Bluebooks/Scantrons are available in the Campus Bookstore.
- F. The final exam will be given on **the last day of class.** You are required to be here at that time.

## **VI. SEMESTER GRADE COMPUTATIONS**

To receive a passing grade of “A,” “B,” or “C” in this course, each student must complete all requirements and assignments, and earn a weighted average of 70% or above derived from the periodic/unit examinations, homework, assessments and the comprehensive final examination. The My Labs assignments will determine 15%, in class writing assignments will determine 20%, homework and quizzes will combine to determine 15%, the midterm examination will determine 20%, and the final examination will determine 30% of the final average.

Final grades will follow the grade designation for developmental courses 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)

Students may receive their grades through:

The CTC WebAdvisor (Online) System allows students to obtain their grades online. Instructions for using the WebAdvisor (online) Registration/Grades by computer are listed in the schedule bulletin.

*Grades will not be posted.*

## **VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR**

- A. Course Withdrawal: It is the student’s responsibility to officially withdraw from a course if circumstances prevent attendance. Any student who must or desires to

officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form 59). The withdrawal form must be signed by the student.

CTC Form 59 will be accepted at any time prior to Friday for the 12<sup>th</sup> week of classes during the 16-week fall and spring semesters. The deadline for a 10 week session is Friday of 7<sup>th</sup> week.

A student who officially withdraws will be awarded the grade of “W” provided the student’s 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.

If you have been placed in a DSLA course due to the CELT, TSIA, TOEFL, or other college placement tests, and you are taking other college-level courses, you will not be allowed to withdraw from the developmental course. Also, even though you may pass the TSIA or TOEFL during the semester, you must remain in the developmental course for the remaining semester. If you withdraw under these conditions, the college may totally withdraw you from the program.

- B. Cellular Phones, Beepers, and Children: Cellular phones and beepers will be turned off while the student is in the classroom or laboratory. Children are not allowed to sit in class due to the liability issue.
- C. Americans With Disabilities Act (ADA): The Disability Support Services Program 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 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 instructor and other students in the room. Failure to act with civility can result in disciplinary action up to and including expulsion from CTC.
- E. Office Hours: Full-time instructors post their office hours outside their office doors. Part-time instructors may be available by appointment. Please feel free to see your instructor should you find yourself having difficulty with this course.

## VIII. COURSE OUTLINE

### A. Unit One: Introduction to Writing and General Grammar Review

#### 1. Learning Outcomes:

- Given 5 written sentences, you will be able to clearly identify the subjects, verbs, direct objects, indirect objects, predicate nouns, predicate adjectives, prepositional phrases by underlining them in less than 1 hour with 70% accuracy. (Knowledge, Comprehension)
- Given a simple sentence pattern, you will be able to write 5 simple, compound, and complex sentences in that pattern using correct internal and end punctuation with 70 % accuracy. (Synthesis)

#### 2. Learning Activities

- a. Write simple sentences with subjects, verbs, and simple modifiers (adjectives, adverbs, and prepositional phrases). (F2, F7, F10-12)
- b. Write simple sentences using simple present, past, and future tenses. (F2, F7, F10-12)

#### 3. Equipment and Materials

- a. Instructor prepared PPTs
- b. Instructor prepared handouts
- c. Computer lab (C19)

#### 5. Lesson Outline

- a. Chapter 1: *Why Write?*
- b. Chapter 2: *The Writing Process: Laying the Foundation*
- c. Chapter 4: *Writing an effective Essay: Building a Larger Structure*
- d. Chapter 10: *Making Subjects and Verbs Agree*

### B. Unit Two: Using Independent and Dependent Clauses and Modifiers

#### 1. Learning Outcomes:

- Given 5 written sentences, you will be able to clearly mark independent and dependent clauses and their function in the sentence with 70% accuracy. (Knowledge, Comprehension)
- Given 5 sentence patterns, you will be able to write 2 simple, compound or complex sentences in each pattern with 70 % accuracy. (Synthesis)

#### 2. Learning Activities

- a. Write sentences using independent clauses. (F2, F7, F10-12)
  - b. Write sentences using dependent clauses. (F2, F7, F12)
  - c. Write sentences using modifiers. (F2, F7, F10-12)
  - d. Combine simple sentences to make compound or complex sentences. (F12)
  - e. Edit sentences to identify and correct errors. (F12)
3. Equipment and Materials
- a. Computer Lab
  - b. Instructor prepared PPTs
  - c. Instructor prepared handouts
4. Lesson Outline
- a. Chapter 5: *Recognizing Sentences and Fixing Fragments*
  - b. Chapter 7: *Joining Sentences through Subordination*
  - c. Chapter 8: *Joining Sentences with Pronouns*
  - d. Chapter 3: *Mastering Little Words/Articles/Prepositions*
- C. Unit Three: Creating Expository and Process Paragraphs and Essays  
 (\* This unit runs concurrently with the previous units so that students are writing for the length of the course while they are working with grammar skills.)
1. Learning Outcomes:
- Given a writing prompt, you will write either a paragraph or an essay which must rate a 3 or better on a holistic scale.
  - Given a topic, you will create a topic sentence and expand the topic with a minimum of three major points in the expository three-paragraph pattern that, when rated on a holistic scale of 1-4, rates a 3 or better. (Synthesis, Evaluation)
  - Given a topic you have never worked with, you will be able to organize the topic and details into a process three-paragraph pattern that, when rated on a holistic scale of 1-4, rates a 3 or better. (Synthesis, Evaluation)
  - Given other student writing, you will edit and revise these as well as your own. (F2, C4, C9, C10, C12, C14)
  - Apply spelling, punctuation, and capitalization rules. (C5-C7)
  - Improve your individual vocabulary level and sentence level errors by your own progress. (F13, F14, F16, F7-F12)
  - Use electronic and other media, such as YouTube, to reinforce and supplement the learning process. (C18-C20)

2. Learning Activities
  - a. Brainstorm and negotiate ideas alone or with group (C9-14, F13-17)
  - b. Compose topic sentences (F2, F7-12)
  - c. Create outlines and supporting details about topics (C5-8, F2, F7-12)
  - d. Compose concluding statements (F12)
  - e. Combine all elements to make a cohesive process paragraph (C1, C5-8, F2, F7-12)
  
3. Equipment and Materials
  - a. Computer lab (C19)
  - b. Instructor prepared PPTs
  - c. Instructor prepared handouts
  
4. Lesson Outline
  - a. Chapter 3: *Writing Powerful Paragraphs*
  - b. Chapter 21: *Describing a Process*
  - c. Chapter 26: *Summarizing and Responding*

\*More in the text may be covered if there is time left over in the semester.

Students will be encouraged to write at least one essay each week during the fall and spring semesters and two essays each week during the summer session.

**DSLA 0314 Suggested Schedule of Instruction for Fall and Spring**  
(Instructors must adapt this to 10-week schedule in Summer)

Week #	Grammar Skills	Paragraph Form
1	Challenge Test/Grammar Review/Chpt. 1/Brainstorm	----
2	Gram Rev/Begin Writing/Simp Sent/Lab Intro Chpt. 2	Process Parag
3 *	Dep/Indep Clauses/Subj-Verb Agree/Lab Intro Chpt. 3	Process Parag
4	Punctuation/ Chpt. 4/Editing	Process Parag
5	Clauses/Punctuation/Articles/Chpt. 5	Process Parag
6	Review/Practice test/Chpt. 7	----
7	Midterm Exam	Expository Parag
8	Editing exercises/Chpt. 8	Expository Parag
9	Prepositions/Chpt. 10	Expository 3-paragraph
10	Chpt. 13	Expository 3-paragraph
11	Chpt. 13/Chpt. 16/Editing	Expository 3-paragraph
12	Chpt. 21/Chpt. 26	Expository 3-paragraph
13	Cover anything you didn't finish or is needed	Process Parag
14	“ “ “	Process Parag
15	Review/Final Essay	----
16	Objective Final	----

This is only a suggested schedule. You may switch things around to better meet your needs after you have taught the course once or twice, but it is advised that you follow this schedule if it is the first time you have taught Writing I.

\* Try to schedule a library visit to encourage research for the topics assigned.