

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
ACADEMIC AFFAIRS

Course Number: DWRT-099 Class Hours: 3 Lab Hours: 0 Lecture Hours: 3 Dept.: Developmental English
 Course Title: Review for College Writing Semester: Spring Year: 2013

Course Description, Prerequisite, Corequisite:

This course provides a review of basic English skills in grammar, sentence structure, paragraphing, and essay development to prepare students for college-level writing. The course, intended for students who have had difficulty with written English, provides preparation for ENGL-100, but it cannot be counted for graduation credit. A grade of “C-” or better in DWRT-099 is required for admission to ENGL-100.

Course Objectives	Competencies
<p>1. To provide students with opportunities to review and practice principles of grammar and mechanics and to apply them to writing clear, error-free sentences, paragraphs, and essays. The review will include:</p> <p style="margin-left: 20px;">a. Basic Grammar</p> <p style="margin-left: 20px;">b. Parts of Speech: Verbs, Nouns, Pronouns, Adjectives, Adverbs, Prepositions, Conjunctions, Interjections.</p>	<p>1. The students demonstrate a command of the grammar principles by completing workbook exercises, quizzes, and paragraph and essay assignments.</p> <p style="margin-left: 20px;">a. Exercises in the basic grammar of sentences.</p> <p style="margin-left: 20px;">b. The students accurately identify subjects and predicates.</p> <p style="margin-left: 20px;">c. Exercises in the Parts of Speech.</p> <p style="margin-left: 20px;">a. Verbs: The students accurately incorporate verb forms into effective sentences while demonstrating command of Person, Number, Tense, Voice, and Mood.</p> <p style="margin-left: 20px;">b. Nouns: The students accurately incorporate common, proper, and collective nouns into effective sentences. Students demonstrate understanding of singular and plural nouns; possessive forms of nouns; and the appropriate application of articles with nouns.</p> <p style="margin-left: 20px;">c. Pronouns: The students incorporate pronouns into effective sentences while demonstrating mastery of antecedents, personal and possessive</p>

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<p>c. Mechanics</p> <p>d. Punctuation: Periods, Commas, Semi-colons, Colons, Question Marks, Exclamation Points, Apostrophes, Dashes, Hyphens, Quotation Marks.</p> <p>e. Spelling: Basic rules of spelling, commonly misspelled words, homonyms.</p>	<p>pronouns, indefinite pronouns and relative pronouns.</p> <p>d. Adjectives: Students accurately incorporate adjectives into effective sentences and show mastery of the three adjective functions: describing, identifying, and quantifying nouns and pronouns.</p> <p>e. Adverbs: The students accurately incorporate adverbs into effective sentences while demonstrating mastery of adverb forms and their functions of modifying verbs, adjectives, and other adverbs.</p> <p>f. Prepositions: Students incorporate prepositions into effective sentences to convey relationships between nouns, pronouns, or other words in a sentence based on space, time, or compound prepositions.</p> <p>g. Conjunctions: The students accurately incorporate conjunctions into effective sentences to demonstrate mastery of coordination, correlation, and subordination.</p> <p>h. Interjections: The students accurately incorporate interjections into sentences to convey emotions.</p> <p>a. Exercises in the proper punctuation of sentences and in correct spelling.</p> <p>a. Students will write sentences that display mastery of the appropriate application of these punctuation devices.</p> <p>a. Students will write sentences that show their mastery of spelling by avoiding frequent spelling errors.</p> <p>a. The students will write effective sentences that demonstrate mastery of the grammar required for simple, compound, complex, or compound-complex development.</p> <p>b. Students will be able to identify and avoid sentence fragments, fused sentences, and comma splices.</p> <p>2. Students will be able to apply the appropriate strategies throughout the various stages of the writing process.</p>

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<p>f. Sentence Structure</p> <p>2. To provide students with opportunities for learning the steps in the writing process and for applying that knowledge to paragraph and essay composition.</p> <p>a. To have students generate raw material for writing on a chosen or established topic.</p> <p>b. To have students focus on selected material for development of paragraphs and essays.</p> <p>c. To have students learn the function of topic sentences in paragraphs.</p> <p>d. To have students understand the function of a thesis statement for an entire essay.</p> <p>e. To have students learn to use a scratch outline to reflect the organization of paragraphs and essays.</p> <p>f. To have students learn to write a rough draft based on a scratch outline.</p>	<p>a. Students will brainstorm by writing down thoughts and associations in a list, or in cluster form, or in free writing form.</p> <p>a. Students will group related items/details from the brainstormed material.</p> <p>b. Students will select and label groups.</p> <p>a. Students will formulate generalizations to fit groups of items/details.</p> <p>a. Students will formulate "umbrella" assertions to generalize for groups of ideas.</p> <p>a. Students will outline with theses statements, topic sentences, and supporting details.</p> <p>a. Students will write rough drafts for paragraphs and essays.</p> <p>a. Students will meet with an instructor to review drafts of papers and to discuss appropriate improvements in organization, development, and articulation of ideas.</p> <p>a. Students will edit their own writing to assure good thought structure, appropriate style, and proper format, grammar, and usage.</p> <p>3. Students will write paragraphs for such purposes as description, comparison or contrast, persuasion, and division/classification.</p> <p>a. Students will know that paragraphs are constructed with topic sentences, sentences of supporting details, and concluding sentences.</p> <p>a. Students will know how to write clear topic sentences that present the</p>

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<p>g. To have students confer with an instructor and/or peer about a draft with a view to revision.</p> <p>h. To have students learn to revise their own writing.</p> <p>3. To provide students with opportunities for learning how to write complete and well-developed paragraphs.</p> <p>a. To have students learn the logical structure of a paragraph.</p> <p>b. To have students learn the function of a topic sentence for focusing and limiting thought in a paragraph.</p> <p>c. To have students learn the importance of supporting ideas and specific details for developing paragraphs from their topic sentence.</p> <p>d. To have students learn the role of a concluding sentence.</p> <p>e. To have students learn the necessity of writing paragraphs that are coherent and clear.</p> <p>f. To have students learn the importance of correct grammar,</p>	<p>central idea of a paragraph.</p> <p>a. Students will know to build upon a topic sentence’s assertion with additional sentences of explanation and concrete, specific details.</p> <p>a. Students will know how to write concluding sentences that summarize and restate the idea contained in the topic sentence.</p> <p>a. Students will be able to write paragraphs that employ the appropriate logical and formal transitional devices.</p> <p>b. Students will know to express their thought in clear sentences.</p> <p>a. Students will write paragraphs that avoid errors in grammar, sentence structure, punctuation and spelling.</p> <p>4. Students will write essays for such purposes as description, comparison and contrast, persuasion, and division/classification.</p> <p>a. Students will know how essays are constructed with an introductory paragraph, supporting body paragraphs, and a conclusion.</p> <p>a. Students will write introductory paragraphs that present the general subject, attract the readers’ attention, state the thesis, and may sketch the major points of the essay.</p> <p>a. Students will know how to write essays founded on clearly stated theses.</p> <p>a. Students will write essays with body paragraphs whose focus comes from a clear topic sentence and whose development supports the generalization of the topic sentence.</p> <p>a. Students will write body paragraphs that include concrete and specific details, examples, and clear precise language for explanation.</p>

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<p>punctuation and spelling.</p> <p>4. To provide students with opportunities for learning how to write complete and well-developed essays in the basic four or five paragraph structure.</p> <p>a. To have students learn the logical structure of an essay.</p> <p>b. To have students learn the purposes of introductory paragraphs.</p> <p>c. To have students learn the function of a thesis statement for presenting the controlling idea of an essay.</p> <p>d. To have students learn to write clear, distinct and well organized supporting paragraphs.</p> <p>e. To have students learn to write with adequate support and specific details.</p> <p>f. To have students learn to write concluding paragraphs.</p> <p>g. To have the students learn to write essays correct in grammar, sentence structure, punctuation, spelling, and format.</p>	<p>a. Students will write essays with brief concluding paragraphs to summarize and restate the essay’s logic and to make a final statement.</p> <p>a. Students will edit and proofread essays to eliminate error and to insure the highest level of quality in the final draft.</p> <p>5. Students will use and document at least one source in Classdiscussions or in a writing assignment.</p> <p>6. Students will revise and/or edit drafts using The computer.</p>

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<p>5. To provide students with opportunities to respond to models of writing and to use these sources in their own work.</p> <p>A. To introduce students to the concepts of working with sources</p> <p>6. To provide students with opportunities to develop essays using the computer.</p> <p>A. To have students learn to revise and/or edit And format documents using the computer.</p>	