

COURSE PREFIX/NO: ENG 031
COURSE TITLE: Developmental English Basics
LEC HRS/WEEK: 3.0
LAB HRS/WEEK: 0.0
CREDIT HRS/SEMESTER: 0.0

[Distance Learning Attendance/VA Statement](#)
[Textbook Information](#)

COURSE DESCRIPTION

Developmental English Basics is intended for students who need assistance with basic writing skills. Based on assessment of students' needs, instruction includes basic grammar and usage, mechanics, sentence structure, and basic writing. Assignments will include the writing of a variety of unified and coherent compositions with evidence of a controlling idea, introduction, body, and conclusion.

COURSE COMPETENCIES

To complete this course successfully, a student must be able to

1. use standard written English.
2. distinguish and correctly use various sentence structures.
3. demonstrate ability to read, discuss, summarize, and respond to writing.
4. restrict and maintain unity and focus in writing paragraphs and essays.
5. recognize and use appropriate point of view, style, and diction.
6. revise, edit, and proofread to eliminate errors.

Module 1 -- Writing Process and Grammar Basics

1. Identify writing as a process of planning, drafting, revising
 - Consider audience, purpose, and tone of academic writing, workplace writing, and personal writing
 - Identify the structure of a paragraph
 - Write effective topic sentences
2. Construct grammatically correct sentences.
 - Analyze and identify the function of the parts of speech in sentences
 - Identify the parts of a sentence
 - Identify basic sentence patterns
 - Correct run-ons, fragments, comma splices

Module 2 – Paragraph Writing and Sentence Development

1. Construct a minimum of three effective paragraphs (progressing from 150 to 225 words) using the writing process of planning, drafting, and revising:
 - Restrict topics and maintain focus, unity, and coherence within paragraphs
 - Use relevant and sufficient details to develop topic sentences
 - Use transitional words for developing a logical flow of ideas

- Evaluate writing for effective language
 - Edit writing for correct use of standard written English
2. Identify various methods of development and introduce different rhetorical strategies in writings.
 3. Apply rules of mechanics to develop grammatically correct sentences
 - Identify and correct errors in subject/verb agreement, pronoun/antecedent agreement, adjective/adverb use
 - Use correct punctuation, particularly commas, semicolons, apostrophes, quotation marks
 - Identify and use rules for capitalization and spelling

Module 3 – Essay Development and Sentence Combining

1. Construct a minimum of one essay (at least 300 words) with an introduction, at least two body paragraphs, and conclusion by utilizing basic essay organization:
 - Use pre-writing strategies to restrict essay topic
 - Identify and write effective thesis statements
 - Develop body paragraphs with relevant and sufficient details utilizing transitions to connect ideas
 - Identify and apply techniques for introductions and conclusions
2. Develop essay paragraphs with concise, clear ideas
 - Write sentences in a variety of structures using coordination and subordination
 - Identify and correct shifts in person, number, and verb tense
 - Correct errors in redundancy and wordiness

MINIMAL STANDARDS

A grade average of 70 percent (average of tests, midterm exam, and writing portfolio) is required to complete satisfactorily.

COURSE REQUIREMENTS

In addition to the following requirements, each instructor may provide specific guidelines concerning his/her expectations.

ATTENDANCE REQUIREMENTS

York Technical College students are responsible for completing all material covered and all assignments made in all classes. Students are expected to attend all class sessions. At the discretion of the instructor, three times being tardy counts as one absence.

Minimum: Students are required to attend 80 percent of the class hours assigned for the semester. Students whose absences exceed 20 percent of the hours assigned will be withdrawn from the class.

Withdrawals: Withdrawal before mid-term = grade of "W"
 Withdrawal after mid-term because of attendance violations or grades = grade of "U."
 (A student who withdraws after mid-term with a valid reason may receive a "W" at the discretion of the instructor.)

ACADEMIC HONESTY

Academic dishonesty includes using another's work without giving credit to the source and cheating of any type. "Any student caught cheating or involved in any other academic dishonesty will be given a grade of zero and will be subject to further disciplinary action" (*York Technical College Handbook and Catalog*).

GRADES EXPLAINED

- SC - Satisfactory Completion – does not affect GPR calculations; earns credit hours or CEU's; generates no points. Indicates satisfactory completion and a grade average of 70 or better.
- S - Satisfactory – does not affect GPR calculations; earns credit hours or CEU's; generates no grade points. Indicates satisfactory progress and a grade average of 61-69.
- U - Unsatisfactory – does not affect GPR calculations; earns no credit hours or CEU's; generates no grade points. Indicates unsatisfactory grades on assignments and evaluations in class and a score of 60 or below in the course.

EVALUATION STRATEGIES/GRADING

Module grades consist of chapter quizzes, writings, daily work, etc.

- Module 1 - 10%
- Module 2 - 20%
- Module 3 - 20%

*After each module, a test is given which counts 10% of the course grade.

Final Exam – 20%

ENTRY-LEVEL REQUIREMENTS

Appropriate placement test score

PREREQUISITES

None

CO-REQUISITES

None

ENG 031 Writing Rubric

Level	Description
5	The paragraph has a strong topic sentence and a strong pattern of organization. The structure of the paragraph is highly effective in fully developing the main idea. Development is enhanced with transitions, specific details, facts, and/or examples. Sentence structure is varied and creates a flow that enhances readability. There are no major mechanical errors and few to none minor errors. The paragraph meets the required word count of 150 – 175 words.
4	The paragraph has a complete topic sentence and a clear pattern of organization. The structure of the paragraph is effective in developing the main idea. Development makes use of appropriate transitions, specific details, facts and/or examples. Sentence structure is good and has adequate variety to prevent the reader from stumbling. There is no more than one major mechanical error and only a few minor errors. The paragraph meets the required word count of 150 – 175 words.
3	The paragraph has a basic topic sentence and demonstrates basic organization. The structure of the paragraph follows a logical pattern of development, and the main idea is adequately developed using some transitions, details, facts, and/or examples. Sentence structure is free of any major structural problems, and there is some variety in sentence patterns. There are no more than two major mechanical errors and few minor errors. This paragraph meets the word count requirement of 150 – 175 words.
2	The paragraph has a weak or vague topic sentence and is weakly organized. The paragraph does not maintain a clear pattern of development, and the main idea is not easy to follow. The paragraph lacks sufficient use of transitions, details, facts, or examples. There are problems with sentence structure and mechanics. The paragraph may not meet the word count requirement of 150 – 175 words.
1	The paragraph lacks a topic sentence, and there is no logical organization or clear pattern of development. Details, facts and examples are weak or lacking. There are major problems with sentence structure and many mechanical errors. This paragraph may fall short of the required word count of 150 – 175 words.

ENG 031 Essay Rubric

A Essay = Superior

- Ideas are highly developed and clearly supported and reflect a mature level of thought required of academic writing.
- The essay exhibits strong organization that develops a limited and complete thesis statement in proper essay format – introduction, body, and conclusion.
- The prose is fluid, and ideas flow logically and are linked with effective transitional words and phrases incorporated into a variety of sentence patterns.
- There are no major problems with word choice, grammar, mechanics, or formatting.
- **There are no major errors and no spelling errors.**

B Essay = Good

- Ideas are fully developed and supported and reflect a mature level of thought required of academic writing.
- The essay exhibits clear organization that develops a limited and complete thesis statement in proper essay format – introduction, body, and conclusion.
- The prose is fluid, and ideas flow logically and are linked with effective transitional words and phrases.
- Sentence patterns offer some variety.
- There are very few problems with word choice, grammar, mechanics, or formatting.
- **There are no more than three major errors.**

C Essay = Satisfactory

- Ideas are adequately developed and supported and reflect an appropriate level of thought for academic writing.
- The essay exhibits basic organization that develops a limited and complete thesis statement in proper essay format – introduction, body, and conclusion.
- There is a controlling idea, but the logical development is weak due to a lack of use of transitional words and phrases.
- The prose is usually fluid, and the sentence patterns are grammatically correct but offer little variety.
- There are some problems with word choice, grammar, mechanics, or formatting.
- **There are no more than four major errors.**

D Essay = Unsatisfactory

- Ideas are not clearly developed and lack support and reflect a level of thought that is inappropriate for academic writing.
- The essay's organization is weak, and the thesis statement is either missing or fails to restrict the essay's controlling idea. There may be problems with proper essay format.
- Ideas are not logically developed, and there are few, if any, transitional words or phrases.
- The prose is awkward, and there may be problems in sentence structure.
- There are several serious problems with word choice, grammar, mechanics, or formatting.
- **There are no more than five major errors.**

F Essay = Failing

- The support and development of ideas are consistently unclear and reflect a level of thought that is below academic standards.
- The essay's organization is flawed, and the thesis is missing or not sustained.
- The prose is awkward, and there is no logical development due to a weak or missing controlling idea.
- There are numerous problems with sentence structure, word choice, grammar, mechanics, or formatting.
- **There are six or more major errors.**