Moberly Area Community College
Common Syllabus
LAL022 Fundamentals of Writing

Instructor: [Instructor Name]
Office number: [Office Number]
Office hours: [Office Hours]
Contact information: [Contact Information]
Classroom number: [Classroom Number]
Class days and time: [Class Days and Time]

Catalog Description: LAL022 Fundamentals of Writing (3-0-3)
Fundamentals of Writing is designed as a preparation for Composition I, the college-level English course. It will serve as a review of the basic skills necessary in composition, usage, spelling, and writing mechanics necessary for entry into Composition I. (FA, SP, SU)

Prerequisite/Co-requisite: None

Text: For in-seat sections only:
Text: Real Essays with Readings
Author: Anker
ISBN: 978-1-3190-5497-7

For online sections only: No text required.

Other Required Materials: pen, pencil, paper, two-pocket folder for submitting essays, flash ("jump") drive

Purpose of Course: Fundamentals of Writing is designed to teach students the writing process by focusing on the concepts of prewriting, organization, unity, development, introductions, conclusions, and revision. There will be emphasis on clarity and coherence, which includes review of grammar, usage, sentence structure, word choice, and punctuation. The purpose of all developmental classes is to help each student become successful through the development of a variety of college study skills. Please note that because Fundamentals of Writing focuses on the foundations of writing academically and preparing students to enter the Composition sequence, it does not include research in any of its writing assignments.

Course Objectives: Successful completion of this course certifies that the student has met the following Missouri Department of Higher Education mandated entry-level competencies for Composition I:

- Demonstrate the writing, thinking, reading, and communicative skills necessary for success in all college courses;
• Demonstrate mastery of the complexity of the full writing process – choosing a topic, prewriting, drafting, revising, editing;
• Demonstrate writing fluency through the composition of sound sentences, paragraphs, and essays, the production of sound discourse, and correct usage of standard English, including grammar and punctuation skills;
• Demonstrate understanding of the complex relationship between the self and the greater community via a diverse collection of writing samples;
• Recognize what plagiarism is and how to avoid it;
• Be familiar with site resources, such as the Library, Learning Center, or Resource Room.

Course Content:
• Writing process
• Critical reading and discussion
• College preparedness and study skill development
• Reflective writing
• Paragraph structure
• Understanding of audience and purpose in writing
• Grammar and standard English usage
• Essays

This course will include four to six complete essays of a minimum of two-three pages each, for a minimum of ten pages of total writing for the semester. These essays will constitute at least 50 percent of the overall course grade for the semester. The main course objective is to prepare students for success in LAL101 and other college courses that may require academic essay writing.

Assessment of Student Learning: Each major writing assignment will be scored according to the instructor’s policies and by an accompanying LAL101 competency rubric. The rubric will show the student how his or her work is progressing toward the necessary state-determined competencies needed to enter LAL101 (the next course in sequence). The rubric is attached to this common syllabus for reference.

Student outcomes of the above objectives that will constitute 80% of the student’s final grade may be measured through, but not limited to, the following: writing assignments, objective and essay examinations, quizzes, oral presentations, class participation, small group work, homework, in-class writings, and grammar exercises.

Grading Scale:
A – 90-100%
B – 80-89%
C – 70-79%
D – 60-69%
F – 0-59%
Grades will be calculated on total points and **70% mastery will be necessary for satisfactory completion of the course.** A grade less than 70% will result in the student being required to repeat the course.

**Expected Study Time Commitments:** Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

**Description of Major Assignments:**

- **In-class writing:** In-class writing will prepare you for future courses containing essay exams and for spontaneous writing. We will do a variety of in-class writing assignments both related and unrelated to the present assignment. This is an excellent way to improve your writing, thinking, and communicative skills that you will need for your future at MACC and beyond.

- **Quizzes:** Quizzes will usually be given on Tuesdays and usually announced, and will cover the previous week’s material. Quizzes will relate to the assignments, class discussions, exercises, and readings in the textbook, including grammar and punctuation.

- **Paragraphs and essays:** Paragraph and essay writing will include various writing strategies or types, such as narrating, describing, comparing and contrasting, informing, persuading, arguing, and summarizing. Paragraphs and essays will move through five stages of writing: choosing a topic, prewriting, drafting, revising, and editing. For a paper to receive its mark of excellence, all stages of the writing process must be taken seriously. Don't expect an "A" or a "B" for a paper that has not been through the process. Final drafts should be submitted in a two-pocket folder and should include all stages of the writing process.

**Schedule of Student Assignments/Activities:** Instructors will identify a Student Assignment/Activities schedule. Instructors have the prerogative to construct the schedule by class periods, weeks, or an overview to be covered.

**Statement to Connect Course with General Education Outcomes:** In compliance with MACC’s General Education outcomes, the student who successfully completes this course will be able to:

- **Higher Order Thinking:** Students will demonstrate the ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; and to reflect upon and refine those problem-solving skills. This outcome involves creative thinking, critical thinking, and quantitative literacy.

- **Communication:** Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.
College / Instructor Policies:

Academic Dishonesty: MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (Policy Handbook, M.010). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

Attendance Policy: Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

Term Length Drop Calculations

16-week: Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

8-week: Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

4-week: Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Intersession: Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.
Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

**Definition of Course Attendance**

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<td><strong>In Seat Course</strong></td>
<td>Physically attending scheduled, face-to-face, class meetings</td>
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<td><strong>Virtual Course</strong></td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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| **Hybrid Course**    | Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:  
  - Completion of quizzes or exams during class meetings and online  
  - Submission of assignments during class meetings and online  
  - Participation in discussions during class meetings and online  
| **Online Course**    | Active participation in an online course includes the following:  
  - Completion of quizzes or exams  
  - Submission of assignments  
  - Participation in threaded discussions  

Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. (*Policy Handbook*, I.090 & M.095)

**Conferences:** At least once in the semester, each student will meet one-on-one with the instructor for approximately 15 minutes to discuss individual progress and current grade, overall strengths, and areas of weakness. This conference may occur during workshop times in class or during the appointed office hours of the instructor, and may be in conjunction with a current writing assignment. The conferences will be designated in advance so that both instructor and student can be prepared with comments, questions, and concerns.

**Tardiness:** Per instructor’s policy

**Make-up and late work:** Per instructor’s policy

**Extra-credit work:** Per instructor’s policy

**Student Email:** MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online
learning platform messaging system and MACC Mail (student email) system are two separate systems.

**ADA Statement:** Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x 11240 or the Columbia office at (573) 234-1067 x 12120, or visit our web page at [http://www.macc.edu/index.php/services/access-office](http://www.macc.edu/index.php/services/access-office).

**Title IX Statement:** MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see [http://www.macc.edu/sexual-misconduct-policy](http://www.macc.edu/sexual-misconduct-policy) (links to an external site) or contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu.
LAL022 Scoring Rubric

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<tr>
<td>Writing Does Not Meet</td>
<td>Content and Ideas</td>
<td>The author has some concrete and specific ideas, but they are not fully or clearly explained. The writing is limited in communicating knowledge. He/she may be on the right track, but the reader is left with questions and confusion. Lacks adequate examples and/or details.</td>
<td>The writing appropriately responds to the chosen prompt and shows an ability to actively read, comprehend, and effectively respond. The author’s ideas are developed and include facts and opinions in both a general and specific way. Uses descriptive details, examples, and facts to develop each paragraph’s main idea.</td>
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<td>Purpose and Organization</td>
<td>There are paragraphs, and some are clear, but they may include off topic ideas or digressions from the given thesis/purpose. The introduction and conclusion are incomplete and/or ineffective. No transitions exist between main ideas.</td>
<td>The response contains a clear and workable thesis statement, smooth transitional devices, distinct main ideas, and fully developed specific, supporting details. The response also effectively utilizes basic essay structure.</td>
<td>The paragraphs (from the intro to the conclusion) flow smoothly together with effective, fluid transitions. The ordering of ideas is logical and natural, and each paragraph ties back clearly to the given purpose/thesis. There are no digressions or off topic ideas.</td>
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<td>Each sentence is of similar construction and may be consistently short and choppy in nature and/or long and awkward. Writing shows no sense of audience or personal voice, and there is minimal use of a more extended vocabulary.</td>
<td>Word Choice, Sentence Variety, and Voice</td>
<td>A clear sense of audience is missing, and the author’s voice is absent from the writing. It is dull and lackluster. The language is flat, vague, and trite with little to no sentence structure variety.</td>
<td>The author uses a variety of sentence structures correctly while maintaining appropriate tone and vocabulary for target audience. Voice is clear.</td>
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<td>Conventions</td>
<td>Some revision and editing are seen, but many errors remain. The errors are substantial enough to cause confusion in meaning. Spelling strategies are lacking, and other errors of concern, like subject-verb agreement, are still present.</td>
<td>Shows knowledge of the writing process by revising and editing for mistakes. Not perfect copy, but the remaining errors are not distracting from the meaning and are either few or minor in nature.</td>
<td>A polished final draft with few and only minor grammatical errors. It is obvious the author has taken care to revise and edit carefully before submitting. Shows knowledge about and confidence in executing grammar rules.</td>
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This scoring rubric is purposely designed around the Entry-Level Competencies determined by the Missouri Department of Education for LAL101. Therefore, the goal for each student is to achieve a score of 3 in each of the given categories. Doing so means that they have achieved what the full-time faculty deems appropriate for a beginning LAL101 student (i.e. the first draft of an LAL101 student’s first essay in a given semester.) This rubric will also be used in the LAL022 course, in all sections, as a supplement to the individual instructor’s current grading mechanism. Students will now also receive a scored rubric back with all of their essays to see how they are progressing toward the goal of meeting LAL101 entrance competencies.