

## Writing 90 Syllabus

Course: Fall, 3 Credits (CRN # 12717 & 10692)  
Meeting Times and Room: 12717 meets 11:00-11:50 am; 2/223  
10692 meets 8:30-9:50 am; 2/223

Instructor: David M. Pontious  
Office Hours: RC Bldg # 2, Room 212  
10:00-11:00 Monday-Friday  
(or by appointment)  
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Please make yourself familiar with this document as it will really help you with this course. This document is subject to change at Instructor discretion based on student learning needs. All changes made will be announced and uploaded to this document online through MyPCC.

### Learning Philosophy:

***“We are all teachers and we are all learners in the educational experience. The college exists for the student and society not for the educator.”***

***--Who stated this? Where is this found?***

### Purpose and Goals:

The purpose of this course is to prepare you for improving your writing skills in a variety of environments. In order to achieve this, we will focus upon the following:

- Gaining confidence in your writing—personal and professional.
- Gaining skills necessary to be successful in academic writing (college).
- Improving vocabulary and spelling.
- Exploring the type of writing that will be essential to you in your college studies.
- Investigating our community through service learning and writing about our experiences.
- Preparing for a successful experience in Writing 115.

### Methods:

In order to achieve these goals, we will:

- Practice, practice, practice various types of writing.
- Keep a record of writing tasks and assignments.

- Focus on well-developed sentences and paragraphs.
- Review grammar and punctuation.
- Merge writing with active, real-life experiences.

Course Description: Writing 90 will introduce you to the writing process and various aspects of effective writing. We will review grammar, punctuation, and sentence structure. In addition, we will develop and improve upon our critical thinking skills. We will reflect upon our own writing and read the writing of other in order to bring attention to writing as a process and form of discovery.

Required Text:

Langan, John. *English Skills with Readings, Sixth Edition*. New York: McGraw-Hill Companies, Inc.

Required Materials: A notebook for in-class writing and a thumb or pin drive.

Prerequisites: This course requires that you have successfully completed Writing 80 or have a Writing Placement test score above 35 and that you have a Reading Placement test score above 35 or have completed Reading 80.

Attendance Policy:

You are expected to attend all classes in which you are enrolled. If you do not attend or stop attending classes and fail to personally drop within the refund period, you will be responsible for all tuition and fees. Unless you have made prior arrangements with your instructor, you may be dropped from the class roster if you do not attend the first class session. **The Rock Creek Developmental Education Department Attendance Policy states if a student has more than 6 hours of unexcused absences, they will be Institutionally Withdrawn by their instructor. The student would be responsible for all tuition and fees.**

Absences: There will be no distinction between excused or unexcused absences. Students who are absent are expected to contact a fellow class member for notes and missed information. **Homework assignments are due on the day listed in the class schedule, regardless of absence.**

Late Work: I do NOT accept late work. However, there are exceptions. If there is an extenuating circumstance and I know about it BEFORE an assignment is due, I will work with you to make arrangements. In addition, if you know that you will not be in class, you may email your assignment to me BEFORE class begins. Questions or concerns, please let me know.

Diversity Statement: This is a safe, inclusive, and welcoming environment for students of all races, ethnicities, gender identities/variances, sexual orientations, height/weight ratio, economic classes, ages, ability statuses and religions. As such, inclusive and

appropriate language and behavior is expected. **This statement is an integral part of our classroom community. I strongly believe in this statement.**

Students with Disabilities: Any student requesting an accommodation based on the impact of a disability is recommended to contact me privately to discuss specific needs. Students requesting accommodations must provide an “Approved Academic Accommodations” form from a disabilities services counselor at the Office for Students with Disabilities at (503) 997-4341.

Assignments and point values:

Overall Attendance and Participation	100 points
Four (4) writing activities (outside of class)	200 points
Midterm (Review)	100 points
Homework	100 points
Service Learning Writing Task	100 points
Final Exam	100 points

Total Points: 700

Grading scale:

630—700 points = A
560—629 points = B
490—559 points = C
420—489 points = D
419—below = F

Date	Topics—In Class	Assignment
<b>Week 1—</b>		
	Introductions In class pre-writing activity Chapters 1 and 2 (Intro and The Writing Process) Discuss Paper Format pgs 454-458.	Read through Syllabus—bring questions. In Text—complete 1 and 2, pg 44-45 Write paragraph on ?????
<b>Week 2—</b>	Writing Activity Diagnostic Test—pg 325	Fragments-- Review Tests 2

	<p>Chapter 22—Fragments</p> <p>Chapter 3—First and Second Steps</p> <p>Read a Movie Review from <a href="http://www.rogerebert.suntimes.com">www.rogerebert.suntimes.com</a></p>	<p>and 3 pgs 383-384</p> <p>Assignment # 3, pg. 87</p> <p>Review and write a movie review—work on revision.</p>
<b>Week 3—</b>	<p>Writing Activity</p> <p><b>Chpt. 18—Writing the Essay</b></p> <p>Chapter 23—Run-Ons</p> <p>Chapter 4—The Third Step in Writing</p>	<p>Review Test 1, 2, and 3 pgs 398-401</p> <p>Activities 102-107</p>
<b>Week 4—</b>	<p>Writing Activity</p> <p>Chapters 24 and 25—Standard and Irregular (Strange) Verbs</p> <p>Chapter 5—The Fourth Step in Writing</p> <p>Read “Anxiety: Challenge by Another Name” pgs 651-654</p>	<p>Review Test 1 and 2 (both!)</p> <p>Complete 132-139</p> <p>Complete Assignment # 3—due Monday</p>
<b>Week 5—</b>	<p>Writing Activity</p> <p>Chapters 26-28 (SVA and Pronouns)</p> <p>Preparation for Midterm—Discuss.</p>	<p>Rewrite/Revision</p> <p>Complete Review Tests</p>
<b>Week 6—</b>	<p>Writing Activity</p> <p>Read “How They Get You to Do That” pgs 676-681.</p>	<p>Read and Prepare for Chapter 6 on Monday.</p> <p>Complete Assignment # 3—due Monday</p>

<b>Week 7—</b>	Discussion of Chapter 6—Four Elements (Unity, Support, Coherence, and Sentence Skills).	Work on Service Learning Project
<b>Week 8—</b>	<p>Writing Activity</p> <p>Chapters 29-31 (Adjectives/Adverbs and Modifiers)</p> <p>Types of Writing—parts 1 and 2</p> <p>Read “Rudeness at the Movies”—pgs 706-709.</p>	<p>Complete Review Tests</p> <p>Complete Assignment # 3—due Monday</p>
<b>Week 9—</b>	<p>Chapters 33-35 (Capitals, Numbers, Abbreviations, and Apostrophe)</p> <p>Work on Service Learning</p>	Complete Review Tests
<b>Week 10—</b>	<p>Chapters 36-38 (Quotation Marks, Commas, and other Punctuation)</p> <p>Finish work on Service Learning Project—due on Friday of this week.</p>	Student Appointments
<b>Week 11—</b>	Review for Final Exam	Student Appointments
	<b>Final Exam ☺</b>	