

Course: Writing and Grammar 215: Effective Written Communication: Writing Across Disciplines

Term: Fall 2025

Office Hours: By appointment

Instructor: Evrim Dervis

Email: edervis@noctr.edu

Days and Times: Tuesday/ Thursday

9:50 am -11:25 am

Location: Business & Entrepreneurship (BE) room #132

Dates: August 20-October 10, 2025

Welcome to Writing and Grammar 215. I am excited to work with you in this course as we navigate writing and grammar skills that will help you be a successful writer in a variety of university classes. In this class, we will have the theme “Language, College, and Me,” and we will explore some of the most common writing tasks that you see across university disciplines while also working with different sentence structures that will help you become a more concise and effective writer. I look forward to working with you in this course!

Instructor Information

I am here to help you! I encourage you to reach out to me if you have a question or concern or just want to talk about the concepts in our course, and I'll be happy to help you. Please contact me in any of the following ways:

- Email Address: edervis@noctrl.edu
- Office Location Kiekhofer Hall room #06 (#4 on [campus map](#))
- Office Hours: By appointment – please email me, and I will happily set up a time to meet with you.

How I'll communicate with you: I will share work expectations for the next class at the end of each class session we have. Homework will be posted in the course slides on Canvas and Canvas Announcements will share important information. I will respond to your emails as quickly as possible after receiving them, usually within 24 hours or less. If you send me an email over the weekend, the response time may be longer. Please reach out to me via Teams if it's urgent.

Course Information

Course description:

In this course, you will complete writing assignments for different audiences and practice writing different genre; assignments will include paragraph and academic essay assignments, which will prepare you for those you will receive in U.S. higher education systems. Each assignment will require you to practice the writing process and refine your proofreading and editing abilities. Throughout the term, you will practice effectively incorporating outside sources in your writing by using quotations and summaries to develop and enhance your ideas. You will also apply the grammar points from class in your writing.

To pass this course, you should be able to:

1. effectively write an introduction, body, and conclusion to 700-800 word academic essays, using appropriate citations and formatting, when modeled.
2. write about events and experiences in a detailed and easily readable way.
3. follow the writing process and apply peer and instructor feedback to your writing.

4. effectively integrate quotations, paraphrases, and summaries into your own academic and professional writing, when provided a model.
5. apply precise academic language to writing.
6. apply the grammar topics from class in your own writing.

Course Texts

Required

Longman Academic Writing Series 4

Supplemental Texts (provided)

<https://openstax.org/details/books/college-success?Book%20details>

College Success

Criteria for Evaluation

Assignment	Percentage of Grade:
Participation & Academic Professionalism	20%
Quiz	10%
Writing Assignments	25%
-Essay (15%) Email, Paragraph, Other (10%)	
Response Journals	15%
Exams (2, 15% each)	30%
	100%

Assessments

Participation and Academic Professionalism

In this class, you will develop and refine your English language skills. I want you to feel comfortable communicating and exploring language in class while also acting as an academic professional. In other words, you are expected to come to class on time, do all assigned readings and tasks, participate actively, and communicate effectively with your classmates and your instructor in a respectful, polite, and timely manner. The rubric used to assess academic professionalism is attached to the end of the syllabus.

Quiz

It is important that you show and apply your understanding of course topics, vocabulary, and strategies. A short quiz will be given during the course to ensure your understanding of the information.

Response Journals

You will have regular, (almost) weekly, response tasks connected to course topics and materials. The response journals are designed to help you think critically about the course material and make connections between you and the content. A more detailed assignment description will be provided in class.

Process Writing Assignments

You will complete process writing tasks this term. For each writing assignment, you will go through the writing process (*brainstorming, outlining, drafting, revising, editing*), and you will practice responding to both peer and instructor feedback, as appropriate. Your instructor will give you detailed descriptions and expectations for each assignment.

Exams

You will have two exams on which you will demonstrate your knowledge of the materials covered during the course. You will receive a review sheet and have approximately one week to study for each exam.

Grading Scale

A = 93-100%	A- = 90-92%	B+ = 87-89%	
B = 83-86%	B- = 80-82%	C+ = 77-79%	
C = 73-76%	C- = 70-72%	D = 60-69%	F = below 60%

Course Calendar*

***Subject to change based on student needs**

Abbreviation Notes: *Longman 4 = Longman Academic Writing - CS= College Success – EA: Essential Academic*

Week	In class	Due for Next Class
Thu., Aug. 21 Course Introduction	-Thinking about writing in college -Canvas Overview -In-class writing and grammar activities - metalanguage, paragraph and essay writing, grammar topics	Longman: Purchase text
Tue., Aug. 26	-Syllabus Overview and Discuss Course Policy -Introduction to In-class Response Journal Task and Complete Journal Task 1 -Writing and Grammar Survey and Diagnostic Supplement– Academic Emails, pp. 13-16 -Metalanguage and intro to types of sentences (Longman Ch. 9)	-Read syllabus, and bring questions -EA: Academic Email tasks and reading, as assigned - 17, 20, 22 (Context)
Thu., Aug. 28 Longman Ch. 2, 9	EA: Email Tasks and Review for Quiz 1 -Metalanguage and sentence types continued - unity & coherence – what are they and how do you define them? (Longman Ch.2) -exploring sentence types with a focus on accuracy	-Study for Quiz 1 – Email & Syllabus/Course Policy Quiz -Assigned Sentence Types & Coherence Exercises Supplemental Reading and Annotating: CS: 1.2-1.3 pp. 13-27, Adjustments to College are Inevitable to Common Challenges the First Year
Tue., Sep. 2 Longman 4, Ch. 1, 2, 9	Response Journal – in class – my first week of college Quiz (30 min): Academic Emails, Writing Terms Longman Ch. 1 & 2 – Paragraph structure review and applying concepts of unity & coherence through group in-class writing (discuss parts of a paragraph on p. 3, 5, 6, 8, 11, 14 and 23-25 definitions)	Longman Ch. 9: Types of Sentences exercises Longman Ch. 1 & Ch. 2: Paragraph and Unity/Coherence exercises Paragraph Assignment: My first weeks of college
Thu., Sep. 4 Longman 4, Ch. 1	Individual Paragraph Assignment Drafting & Workshop: My first week of College In class work, as needed: Longman Ch. 1 & Ch. 2 & Ch. 9	Due Tuesday: Paragraph Final Draft Sentence Focus Exercises – Longman Ch. 9 Read CS: 6.3 – Test Taking or Supplement EA: Unit 1 & 3 – Explaining, writing definitions with categories, test prompts (pp. 29-31, 76-77)
Tue., Sep. 9 Longman 4	Response Journal – in class paragraph writing/exam question response practice Submit: Paragraph Final Draft Exam Preparation – how to answer test questions	Assigned Longman Tasks and Tense Review Tasks

	Grammar: Begin Verb Tense Overview/Review (see supplement)	
Thu., Sep. 11 Longman 4, Ch.	Review for Exam 1 – Long 1, 2, 9 and assigned supplements Grammar: Verb Tense Overview/Review (see supplement)	-Study for Exam 1 – Long 1, 2, 9 and assigned supplements
Tue., Sep. 16 Longman 4, Ch. 3	Exam 1 - Long 1, 2, 9 and assigned supplements	Long. Ch. 3 –Read and Do Assigned Tasks in Using Outside Sources, pp. 46-50, 52, 58-61, 66-69 Listen to Ted Talk and Take Notes: Lera Boroditsky: How language shapes the way we think
Thu., Sep. 18 Longman 4, Ch. 3	Response Journal: Ted Talk Exercises Connected to Using Outside Sources In-class group summary of TedTalk; summarizing and paraphrasing work Grammar: Verb Tense Overview/Review (see supplement CG)	Long. Ch. 3 – Using Outside Sources tasks -Supplemental Materials: Tense Review Exercises
Tue., Sep. 23 Longman 4, Ch. 3	Response Journal: Summary/Paraphrase Practice Grammar: Verb Tense Overview/Review (see supplement CG)	Long. Ch. 3 –Read and Do Assigned Tasks in Using Outside Sources Long. Ch. 4, pp. 74-76, 80 (top), 96 -Supplemental Materials: Tense Review Exercises
Thu., Sep. 25 Longman 4, Ch.	Response Journal: Brainstorming for Essay Sentence Focus: Long. Ch. 10 – Parallelism & Sentence Problems Prepare for Quiz 2 – Using Outside Sources and Verb Tenses	-Supplemental Materials: as assigned Sentence Focus Exercises
Tue., Sep. 30 Longman 4, Ch.	Workshop: Essay Outlining Sentence Focus: Long. Ch. 10 – Parallelism & Sentence Problems	-Supplemental Materials: as assigned Sentence Focus Exercises
Thu., Oct. 2 Longman 4, Ch.	Workshop: Essay Drafting & Peer/Instructor Feedback Sentence Focus: Long. Ch. 10 – Parallelism & Sentence Problems	-Supplemental Materials: as assigned
Tue., Oct. 7 Longman 4, Ch.	Workshop: Essay Drafting & Peer/Instructor Feedback Prepare for Exam 2 Sentence Focus: Long. Ch. 10 – Parallelism & Sentence Problems	Study for Exam Finish Essay Revisions
Thu., Oct. 9	Exam 2 Due at 11:59PM: Essay 2	Final Writing Assignment Due Thursday at 11:59PM

Academic Professionalism Rubric

Points	5 - A	4 - B	3 - C	2 - D	0 or 1 - F
Participation	Student engages actively throughout class by asking questions and contributing thoughtfully to class discussion. Student actively listens and takes notes.	Student mostly engages actively in class by asking questions and contributing thoughtfully to class discussion. Student usually actively listens and takes notes.	Student sometimes engages actively in class by asking questions and contributing thoughtfully to class discussion. Student sometimes actively listens and takes notes.	Student rarely engages actively in class by asking questions and rarely contributes thoughtfully to class discussion. Student rarely actively listens and takes notes.	Student does not contribute to class discussion and does not actively listen or take notes.
Homework	Homework is thoroughly complete. Student is ready to discuss all aspects of the homework.	Homework is mostly complete. Student is ready to discuss most aspects of the homework.	Approximately half of the homework is complete. Student may not be ready to discuss significant parts of the homework in class.	Not much of the homework is complete. Student is not ready to discuss most material assigned for the day	Student did not complete any of the homework and is not ready to discuss any of it in class.

College Policies

Students are expected to abide by college policies, including:

- [Course Catalogs](#)
- [Academic Integrity Policy and Procedures](#)[Links to an external site.](#) (Cheating, Plagiarism, Citations, Sanctions)
- [Student Handbook](#)[Links to an external site.](#)

Resources for Students

North Central College has many staff and resource centers dedicated to student success. They provide support in wide-ranging areas such as writing, tutoring, advising, and financial assistance. To learn more about these resources, click Help in the left side of [Canvas](#) and then click Student Support Units to find the service that best meets your needs. Some of these resources are also highlighted below.

North Central College cares about, and is committed to, the safety and success of all members of the College community. If you or someone you know may be struggling academically and/or personally,

College resources and assistance are available. As your instructor, I may seek support for you by passing information on or sharing concern with the Office of Student Affairs or the Center for Student Success by submitting an [Early Alert Referral Form](#)[Links to an external site.](#).

Center for Student Success

The [Center for Student Success](#)[Links to an external site.](#) is committed to ensuring that all students have access, opportunities, and resources to achieve their highest level of academic achievement. Our programs, activities, and services support the educational objectives of the faculty and College by emphasizing personal and practical skill development so students become engaged, informed, and confident learners. To help you succeed in your courses, our academic success programs provide a range of support including individual tutoring, structured study groups, academic skills workshops, and supplemental peer-led instruction programs. Additional assistance is provided in our [Writing Center](#)[Links to an external site.](#), [Speaking Center](#)[Links to an external site.](#), [Language Resource Center](#)[Links to an external site.](#) and [Math Resource Center](#)[Links to an external site.](#). Graduate students are also encouraged to take advantage of coaching and mentoring services offered through their graduate programs.

Student Disability Services

Academic Accommodations through Student Disability Services

North Central College values diversity and inclusion; we are committed to a climate of mutual respect and full participation by providing an equal opportunity and meaningful access for all students. Student Disability Services is the office designated by the College to support students with disabilities under Section 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and the ADA Amendments Act of 2008. If you are a student with a disability, you are encouraged to contact Student Disability Services at 630-637-5264 or SDS@noctrl.edu. Please visit the [Student Disability Services HUB page](#)[Links to an external site.](#) for additional information.

Please be aware that any accessible tables and chairs in this room should remain available for students who find that standard classroom seating is not accessible. Be cognizant of those around you and respect the learning and physical access needs of your fellow classmates.

Clinical/Internship Accommodations

Student Disability Services coordinates accommodations with clinical/internship partners. Assigned academic accommodations do not guarantee clinical/internship accommodations. If you are a student with a disability and need clinical/internship accommodations, please contact Student Disability Services at 630-637-5264 or SDS@noctrl.edu. Please visit the [Student Disability Services HUB page](#)[Links to an external site.](#) for additional information.

Title IX: Confidentiality and Mandated Reporter Statement

North Central College faculty are committed to creating a safe learning environment for all members of our community, free from sex-based discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking, in accordance with Title IX of the Education Amendments of 1972.

If you have (or someone you know has) experienced any form of sex-based discrimination or violence and wish to speak with someone privately about rights, options, and referrals, please contact the Title IX Office at titleix@noctrl.edu, (630) 637-5156, or submit a report at titleixreport.northcentralcollege.edu. Please note that our Title IX and Sexual Misconduct Policy designates all faculty members as Mandated Reporters. Under this policy, all Mandated Reporters must report all disclosures of sex-based discrimination or violence to the Title IX Office. The Title IX Office will reach out to provide resources, support, and information after receiving a report, but community members are not required to respond to such outreach. Reported information will remain private.

For more information regarding North Central College's Title IX procedures, reporting, or supportive measures, please visit the [Title IX webpageLinks to an external site.](#)

Technical Assistance

If you are encountering difficulties with your NCC email, password, network, wireless, printing, or Box cloud storage, consult the [Instructional Technology Services Hub siteLinks to an external site.](#) or contact the Help Desk at helpdesk@noctrl.edu or 630-637-5440.

For help with Canvas, click Help on the left and use the Contact 24/7 Canvas Support Now link or call the number listed for assistance. You can learn more about using Canvas through the tutorials gathered for students at [Introduction to Canvas](#).

Assistance with Basic Needs and Textbooks

Several programs are available to provide students assistance with basic needs and textbooks. Cardinal Operation Hope and Help provides emergency financial support for students with basic needs such as food, clothing, shelter, transportation and educational supplies. Learn how to apply for such support at the [Cardinal Operation Hope and Help Financial Assistance ApplicationLinks to an external site.](#) Additionally, through [The Giving BoxLinks to an external site.](#), Cardinal Operation Hope and Help provides supplemental assistance to students who are registered for the current semester in the form of items such as canned goods, snacks, laundry pods, hygiene and menstrual products, and more! Cardinal Textbooks is a library-sponsored textbook affordability program that provides NCC students with the ability to check out high-use and high-cost textbooks for 2 hours at a time for use in the Oesterle Library. To see if a specific textbook is available through this program, search for your textbook at [Cardinal TextbooksLinks to an external site.](#)

Emergencies

In the event of an emergency, please call the Department of Campus Safety at 630-637-5911 and/or 911. Students may also submit an [Early Alert](#)[Links to an external site.](#) referral if you or another member of our campus community needs assistance.