



**ENGL 1010/ Fundamentals of  
English I  
COURSE SYLLABUS  
Web-enhanced / Lecture  
Fall Semester 2015**

**Semester:** Fall 2015

**Course Title:** Fundamentals of English I

**Course Number:** ENG 1010

**Credit Hours/ Minutes:** 3 / 2250

**Class Location:** Room 1120(BLDG 1)

**Class Meets:** MW 11:00-12:15

**CRN:** #20073

**Instructor:** L.Thomas

**Office Hours:** M/W: 8:00-10:00 / TR: 8:00-9:00 & 1:00-2:00

**Office Location:** Rm. 1115-Building 1-Swainsboro

**Email Address:** lthomas@southeasterntech.edu

**Phone:** 478.289.2219

**Fax Number:** 478.289.2263

**Tutoring Hours:** MW:10:00-11:00 / TR:11:00a.m.-12:00 a.m.

**REQUIRED TEXT:** Langan, John. (2015). *English Skills with Readings*. New York, NY: McGraw-Hill.

**REQUIRED SUPPLIES & SOFTWARE:** flash drive, loose leaf paper and binder, pencils, blue-black pens, and access to Internet and STC's Information Delivery System (IDS).

**COURSE DESCRIPTION:** Emphasizes the development and improvement of written and oral communication abilities. Topics include analysis of writing, applied grammar and writing skills, editing and proofreading skills, research skills, and oral communication skills.

**MAJOR COURSE COMPETENCIES:**

1. Analysis of writing
2. Applied grammar and writing skills
3. Editing and proofreading skills
4. Research skills
5. Oral communication skills.

**PREREQUISITE(S):** ENGL 0090 OR Appropriate Placement Test Score AND READING 0090—Reading II OR Appropriate Placement Test Score.

**COURSE OUTLINE:**

1. Analysis of Writing
2. Applied Grammar and Writing Skills
3. Editing and Proofreading
4. Research Skills
5. Oral Communication Skills

**GENERAL EDUCATION CORE COMPETENCIES:** STC has identified the following general education core competencies that graduates will attain:

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.
4. The ability to utilize basic computer skills.

All students pursuing a degree, a diploma, or a Technical Certificate of Credit with a General Education component will be required to pass the General Education Competency Exams prior to graduation.

**STUDENT REQUIREMENTS:** Students must have their books by the second week of class. Making copies from the textbook is against copyright laws and will not be done. Students are expected to bring all materials, especially their books, to class. Students are expected to complete all assignments by the due dates. **Late assignments will NOT be accepted. No exceptions.** Students are required to submit all assignments **in APA Style** via the digital drop boxes for each assignment. Students are responsible for policies and procedures included in the STC E-Catalog. Students are responsible for checking e-mails and ANGEL course announcements daily.

**CELL PHONE POLICY: As STC policy states, cell phones are not to be used while in class. When students enter the classroom, cell phones should be placed on silent or vibrate. If cell phones become a problem, the instructor reserves the right to give a quiz to the entire class each time a phone rings/vibrates or anytime a student is caught using a phone in class, or the individual/student may receive a zero for a quiz grade (decision made at the discretion of instructor). Cell phone quizzes will be put into the grade book. During exams, if a student is caught with a phone or caught texting during a test, he or she will be given a zero.**

**ATTENDANCE GUIDELINES:** Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and also interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of F and face financial aid repercussions in upcoming semesters.

Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor.

Students will not be withdrawn by an instructor for attendance; however, all instructors will keep records of graded assignments and student participation in course activities. The completion dates of these activities will be used to determine a student's last date of attendance in the event a student withdraws, stops attending, or receives an F in a course.

**\*\*Students have exactly one week from the date of an absence to make up a missed assignment. Failure to do so will result in a zero as the final grade for the missed assignment. \*\***

**SPECIFIC ABSENCES:** Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

**SPECIAL NEEDS:** Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact Jan Brantley, Room 1208 Swainsboro Campus, 478-289-2274, or Helen Thomas, Room 108 Vidalia Campus, 912-538-3126, to coordinate reasonable accommodations.

#### **PREGNANCY**

Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please advise me and make

appropriate arrangements with the Special Needs Office. Swainsboro Campus: Jan Brantley (478) 289-2274 -- Vidalia Campus: Helen Thomas Room 108 (912) 538-3126.

**MAKEUP GUIDELINES (Tests, quizzes, homework, projects, etc...):** Tests and assignments must be completed on the assigned date in the course calendar or per the instructor. Students can make up a test or quiz within one week of absence. Failure to make up any tests, quizzes, or assignments within one week will result in a zero. Students who miss the deadline for writing assignments will only receive one chance to make up the assignment, but will receive a zero for the assignment until the designated makeup day is given. Students can make up one writing assignment on the designated makeup day. Students who do not attend the makeup day will not receive another opportunity to make up the writing assignment. It is the student's responsibility to initiate a discussion with the instructor regarding an appropriate time to make up assignments.

**Withdrawal Procedure:** Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" is assigned when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. All grades, including grades of 'W', will count in attempted hour calculations for the purpose of Financial Aid.

**Remember** - Informing your instructor that you will not return to his/her course does not satisfy the approved withdrawal procedure outlined above.

**ACADEMIC DISHONESTY POLICY:** The STC Academic Dishonesty Policy states *All forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline.* The policy can also be found in the *STC Catalog and Student Handbook.*

**Procedure for Academic Misconduct**

The procedure for dealing with academic misconduct and dishonesty is as follows:

**--First Offense--**

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

**--Second Offense--**

Student is given a grade of "WF" for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a

"WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

**--Third Offense--**

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

**STATEMENT OF NON-DISCRIMINATION:** Southeastern Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, disabled veteran, veteran of Vietnam Era or citizenship status, (except in those special circumstances permitted or mandated by law). This school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

**GRIEVANCE PROCEDURES:** Grievance procedures can be found in the Catalog and Handbook located on STC's website.

**ACCESS TO TECHNOLOGY:** Students can now access Angel, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the STC website at [www.southeasterntech.edu](http://www.southeasterntech.edu).

**GRADING POLICY**

Tests	25%
HWA/Quiz	15%
Writing Assignments	30%
Grammar final	10%
Essay final	15%
Participation	5%

**GRADING SCALE**

A: 90-100
B: 80-89
C: 70-79
D: 60-69
F: 0-59

**TCSG GUARANTEE/WARRANTY**

**STATEMENT:** *The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.*

<b>English 1010 Calendar for Spring 2015</b> <b>Web Enhanced/ Lecture</b>			
<b>Week 1</b> Intro August 17  August 19	Introduction to the Course  Diagnostic/ What do you hope to get from the course?  <b>Submit Information and Policies Packet to ANGEL by January 12, 2015 by 11:55 p.m.</b>	Syllabus/ Information and Policies Packet/ Classroom Expectations and Procedure Read syllabus thoroughly. <b>Class Assignment: Diagnostic Paragraph</b> <b>HW: Complete Review Test 1,2,&amp;3 Pgs. 454-456 (Print Out)</b> <b>HW: Read, complete, and submit Information and Policies Packet in ANGEL drop box.</b> <b>HW: Reread Syllabus</b>	*1,2,3,5 **a,c,d
<b>Week 1</b> August 24     August 26	Parts of Speech/Sentences/ Paragraphs (Exemplification)      Effective Paragraphs/ Parallelism	<b>Day 3: Review HW</b> <b>Grammar: Parts of Speech/ Sentences (Notes/ PPT)</b> <b>YouTube: Writing Good Sentences Pt.1</b> <b>YouTube: Writing Good Sentences Pt. 2</b> <b>YouTube: Writing Good Sentences Pt. 3</b> <b>HW: Read Chapter 2 and 3</b>  <b>Day 4: Parts of a Paragraph: Chapter 2 and 3 PowerPoint Groups Assigned/Topics Given</b>	*1,2,3,5 **a,c,d
<b>Week 2</b> August 31   September 2	Group Writing Assignment   <b>Submit in ANGEL on Wednesday, January 21, 2015 by 11:55 p.m.</b>	<b>Day 5: Groups work in class on final submission.</b>  <b>HW: Complete group assignment</b> <b>HW Activity: Complete Activity 1 on pg. 191</b> <b>HW: Subject/Verbs: Complete Review Test on Pg. 363</b>	

<p><b>Week 3</b> September 7 Monday</p> <p>September 9 Wednesday</p>	<p><b>Reminder: Bring rough draft to class Monday, February 2, 2015</b></p> <p><b>ANGEL: Exemplification Paragraph due: Thursday, February 5 by 11:55 p.m.(No submissions after this date)</b></p>	<p><b>Day 7: Review S-V HW</b> Quiz (Grammar) <b>Review Exemplification HW: P.191</b> <b>YouTube:</b> ENG 101: Unity and Coherence <b>Writing Assignment 1:</b> Exemplification Paragraph</p> <p><b>Day 68:</b> Grammar Test 1 Chapter 4 and 5 PowerPoint <b>HW: Using Parallelism Review Test 1 &amp; 2, Pg. 131</b></p>	<p>*1,2,3, 5 **a,c,d</p>
<p><b>Week 4</b> September 14 Monday</p> <p>September 16 Wednesday</p>	<p>Nouns(Singular/Plural/Possession)</p> <p>Using a Consistent P.O.V/ Cause or Effect Paragraph</p>	<p><b>Day 8:</b> Nouns PPT/Practice <b>HW: Review Test 1 on Pgs. 466-467</b> <b>HW: Using a Consistent Point of View Pg. 133, Review Test 2 and 3.</b></p> <p><b>Day 9: Review Noun HW</b> Nouns(Singular/Plural/ Possession) <b>Review Using a Consistent Point of View HW: Pg. 133.</b></p>	<p>*1,2,3, 5 **a,c,d</p>
<p><b>Week 5</b> September 21 Monday</p> <p>September 23 Wednesday</p>	<p>Cause or Effect Paragraph Cont'd/ Pronouns/Pronoun Antecedent Agreement/</p>	<p><b>Day 8:</b> Nouns Test <b>Writing Assignment 2:</b> Cause or Effect Paragraph <b>HW: Read Pg. 214-219 &amp; Begin drafting your paragraph.</b></p> <p><b>Day 9:</b> Pronouns/Pronoun Antecedent Agreement PPT/ Pronoun practice <b>HW: Pronoun Review Test 1 and 2 Pgs. 420-421</b> <b>HW:Using Specific Words/ Using Concise Words: Review Test 4 and 6 Pgs. 133-134 &amp; 136</b></p>	<p>*1,2,3, 4,5 **a,c,d</p>



<p><b>Week 9</b> October 19 Monday</p> <p>October 21 Wednesday</p>	<p>Comma Usage/ Essay Writing/Parts of an essay/ What is a thesis statement?</p>	<p><b>Day 16:</b> Class: Commas and Conjunctions PPT/ Practice 5 Paragraph Essay PPT Basic Essay Structure <b>HW: Commas Worksheet</b> <b>Day 17: Review Commas Worksheet</b> <b>Writing Assignment 4:</b> Cause/Effect Essay YouTube: Cause/ Effect Essay <b>HW: Begin drafting Cause/Effect Essay...due in class Wednesday, March 25, 2015</b></p>	<p>*1,2,3, 5 **a,c,d</p>
<p><b>Week 10</b> October 26 Monday</p> <p>October 28 Wednesday</p>	<p>Commas Cont'd</p> <p>Reminder: <b>Cause or Effect Essay rough draft due Wednesday, March 25, 2015</b></p>	<p><b>Day 18:</b> Comma Usage PPT/Practice</p> <p><b>Day 19:</b> Comma Usage Cause/Effect Essay <b>Class:</b> Essay Workshop: Unity and Coherence YouTube: Unity and Coherence <b>HW: Complete Activity 1 and 2, Pgs. 476-482 (Commas Usage).</b></p>	<p>*1,2,3, 5 **a,c,d</p>
<p><b>Week 11</b> November 2 Monday</p> <p>November 4 Wednesday</p>	<p>Semicolons and Colons</p> <p>Reminder: <b>ANGEL: Final Draft: Cause or Effect Essay due Tuesday April 7, 2015 by 11:55 p.m. ( No submissions after this date)</b></p>	<p><b>Day 20:</b> Comma Test <b>Class:</b> Essay Workshop: Support/Sentence Skills (Grammar) <b>ANGEL: Final Draft: Cause or Effect Essay due Tuesday April 7, 2015 by 11:55 p.m.</b></p> <p><b>Day 21:</b> Semicolon and Colon PPT/ Practice</p>	<p>*1,2,3, 5 **a,c,d</p>
<p><b>Week 12</b> November 9 Monday</p> <p>November 11 Wednesday</p>	<p>Colon/Dash/Hyphen/Parentheses</p>	<p><b>Day 22: Class:</b> Other Punctuation PPT/Practice <b>HW: Complete Activity 1-5 on Pgs. 485-488.</b> <b>Day 23: Review other punctuation HW</b> Other Punctuation: Test <b>Writing Assignment 5: Exemplification Essay</b></p>	<p>*1,2,3, 5 **a,c,d</p>





## Grading Scale –Exemplification Paragraph

<u>Example</u> <ul style="list-style-type: none"> <li>• Examples to support topic sentence</li> <li>• Examples stated clearly</li> <li>• Transitional words used to link examples</li> </ul>	20
<u>Writing Process</u> <ul style="list-style-type: none"> <li>• Evidence of brainstorming &amp; organizing ideas</li> <li>• Evidence of drafts and revisions</li> <li>• Considers audience</li> </ul>	15
<u>Topic Sentence</u> <ul style="list-style-type: none"> <li>• States topic</li> <li>• Expresses opinion attitude or feeling</li> <li>• Focused</li> <li>• Restated as Concluding Sentence</li> </ul>	20
<u>Support</u> <ul style="list-style-type: none"> <li>• Sufficient Explanations and Details</li> <li>• Points clarified with explanations that limit and focus the main idea</li> <li>• All examples and explanations relate to main point (unity)</li> <li>• Examples are clear (clarity)</li> <li>• Organized according to purpose</li> <li>• Connecting Words between ideas achieve coherence</li> </ul>	25
<u>Title</u> <ul style="list-style-type: none"> <li>• Appropriate</li> <li>• Formatted correctly</li> </ul>	10
<u>Grammar</u> <ul style="list-style-type: none"> <li>• Complete sentences: No run-ons or fragments</li> <li>• Correct use of commas and other punctuation</li> <li>• Correct use of pronouns</li> <li>• Correct use of verbs</li> <li>• Spelling and capital letters</li> </ul>	10
A ten-point penalty will be applied if <b>ALL</b> instructions are not followed. <b><u>Total Points</u></b>	

<p><b>Cause/Effect Paragraph</b></p> <ul style="list-style-type: none"> <li>• Focus on either causes or effects (not both)</li> <li>• Explores all causes/effects but chooses only the real ones</li> <li>• Considers audience</li> <li>• Does not oversimplify</li> <li>• Causes or effects organized in a logical order</li> </ul>	25
<p><b><u>Structure</u></b></p> <ul style="list-style-type: none"> <li>• Begins with topic sentence that states whether the paragraph is a cause or effects paragraph</li> <li>• Supporting sentences limit and focus the main idea</li> <li>• Explanations and details of supporting sentences are well-developed</li> <li>• Closing sentence reflects topic sentence and provides closure</li> </ul>	25
<p><b><u>Support</u></b></p> <ul style="list-style-type: none"> <li>• Examples, Details, Explanations</li> <li>• All examples and explanations relate to main point (unity)</li> <li>• Points clarified with details that limit and focus the main idea (clarity)</li> <li>• Organized according to purpose (coherence)</li> <li>• Transitions between ideas achieve coherence</li> </ul>	25
<p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>• Complete sentences: No run-ons or fragments</li> <li>• Correct use of commas and other punctuation</li> <li>• Correct use of pronouns</li> <li>• Correct use of verbs</li> <li>• Spelling and capital letters</li> </ul>	25
<p>A ten-point penalty will be applied if ALL instructions are not followed.</p> <p style="text-align: right;"><b><u>Total Points</u></b></p>	

## Grading Scale – Compare/Contrast Paragraph

<p><b><u>Compare/Contrast</u></b></p> <ul style="list-style-type: none"> <li>• Either Compares or Contrasts (not both)</li> <li>• Meaningful comparison or contrast</li> <li>• Interesting comparison or contrast</li> <li>• Developed thoroughly</li> <li>• Uses transitions to enhance meaning between ideas</li> </ul>	25
<p><b><u>Structure</u></b></p> <ul style="list-style-type: none"> <li>• Begins with topic sentence that states whether paragraph is comparison or contrast</li> <li>• Supporting sentences limit and focus the main idea</li> <li>• Uses point-by-point or side-by-side organization throughout paragraph</li> <li>• Explanations and details well-developed</li> <li>• Closing sentence reflects topic sentence and provides closure</li> </ul>	25
<p><b><u>Support</u></b></p> <ul style="list-style-type: none"> <li>• All examples and explanations relate to main point (unity)</li> <li>• Examples are clear (clarity)</li> <li>• Transitional between ideas in details to achieve (coherence)</li> </ul>	25
<p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>• Complete sentences: No run-ons or fragments</li> <li>• Correct use of commas and other punctuation</li> <li>• Correct use of pronouns</li> <li>• Correct use of verbs</li> <li>• spelling and capitalization</li> </ul>	25
<p><b>A ten-point penalty will be applied if ALL instructions are not followed.</b></p> <p><b><u>Total Points</u></b></p>	

## Five-Paragraph Essay Grading Scale English 101

<p><b><u>Content (30%)</u></b></p> <ul style="list-style-type: none"> <li>• Interesting, detailed</li> <li>• Clear Purpose</li> <li>• Well Developed, thorough</li> <li>• Content Relevant to Topic</li> </ul>	1 2 3 4 5
X6	
<p><b><u>Essay &amp; Paragraph Structure (40%)</u></b></p> <ul style="list-style-type: none"> <li>• Thesis</li> <li>• Introduction</li> <li>• 3 Topic Sentences</li> <li>• 3 Body Paragraphs Support/Details for T.S. Unity &amp; Coherence</li> <li>• Transitions</li> <li>• Conclusion     restated thesis     summary     closing remarks</li> </ul>	1 2 3 4 5
X8	
<p><b><u>Grammar/Mechanics (30%)</u></b></p> <ul style="list-style-type: none"> <li>• Complete sentences: No run-ons or fragments</li> <li>• Correct use of commas and other punctuation</li> <li>• Correct use of pronouns</li> <li>• Correct use of verbs</li> <li>• Appropriate use of modifiers</li> <li>• Clear, parallel sentence structure</li> <li>• spelling and capital letters</li> </ul>	1 2 3 4 5
X6	
<p><b>A ten-point penalty will be applied if ALL instructions are not followed.</b> <b>Total Points</b></p>	

- 5 = Exceeds expectations
- 4 = Meets expectations
- 3 = Adequate performance
- 2 = Needs Work

1 = Inadequate

### **Important Due Dates:**

#### **Group Paragraph**

Wednesday, January 21, 2015 by 1155 p.m. **(ANGEL)**

#### **Exemplification Paragraph**

Monday, February 2, 2015: bring rough draft to class

Thursday, February 5, 2015: Final Draft **(ANGEL by 11:55 p.m.)**

#### **Cause or Effect Paragraph**

Monday, February 16, 2015: Bring rough draft to class

Monday, February 23, 2015: Final Draft **(ANGEL by 11:55 p.m.)**

#### **Compare or Contrast Paragraph**

Wednesday, March 4, 2015: Final Draft **(ANGEL by 11:55 p.m.)**

#### **Cause or Effect Essay**

Wednesday, March 25, 2015: Bring rough draft to class

Tuesday, April 7, 2015: Final Draft **(ANGEL by 11:55 p.m.)**

#### **Exemplification Essay**

No rough draft due

Wednesday, April 22, 2015: Final Draft **(ANGEL by 11:55 p.m.)**

\*\*\*Dates are tentative and the instructor reserves the right to change as necessary. These dates are also final. Students cannot submit an assignment after a final date of submission.

