



**ENGL 1101 online  
Composition and Rhetoric  
COURSE SYLLABUS  
Fall Semester 2015**

**Semester: Fall**  
**Course Title: Composition and Rhetoric**  
**Course Number: 1101**  
**Credit Hours/ Minutes: 3/2250**  
**Class Location: GVTC/ANGEL**  
**Class Meets: Via Internet/15 wks**

**Instructor: P. Frost**  
**Office Hours: 2:00-5:00 M-Th**

**Office Location: Main Building 407**  
**Email Address: pfrost@southeasterntech.edu**  
**Phone: 912-538-3163**  
**Fax Number: 912-538-3156**

**CRN: 20108**

**Tutoring Hours: M 10:00-11:00 in Room 407**

**REQUIRED TEXTS:**

1. Reid, S. (2014). *The Prentice Hall guide for college writers, 10<sup>th</sup> edition*. Upper Saddle River, N J : Pearson Prentice Hall; Mish, F. (Ed.). (2011).
2. *Merriam-Webster's collegiate dictionary* (10<sup>th</sup> ed.). Summerfield, MA: Merriam-Webster.

**REQUIRED SUPPLIES & SOFTWARE: Folder with pockets, loose-leaf paper and binder, pencils, pens, reliable internet access, personal e-mail account, and access to STC's Information Delivery System (IDS). Students are required to use Microsoft Applications for this class, specifically Microsoft Word.**

**\*NOTE:** Although students can use their smart phones and tablets to access their online course(s), exams, discussions, assignments, and other graded activities should be performed on a personal computer. Neither ANGEL nor GVTC provide technical support for issues relating to the use of a smart phone or tablet so students are advised to not rely on these devices to take an online course.

**COURSE DESCRIPTION:** Explores the analysis of literature and articles about issues in the humanities and in society. Students practice various modes of writing, ranging from exposition to argumentation and persuasion. The course includes a review of standard grammatical and stylistic usage in proofreading and editing. An introduction to library resources lays the foundation for research. Topics include: writing analysis and practice; revision; and research. Students write research papers using library resources and using a formatting and documentation style appropriate to the purpose and audience.

**MAJOR COURSE COMPETENCIES:** Topics include: writing analysis and practice, revision, and research.

**PREREQUISITE(S):** Appropriate degree-level writing (English) placement test score and appropriate degree-level reading placement test score

**COURSE OUTLINE:**

1. Writing Analysis and Practice;
2. Revision;
3. Research

**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:** Online courses require students to be academically engaged each week doing course related 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 or receives an F in a course. A student's last date of attendance can have a negative effect on his/her financial aid and academic progress. Students are expected to complete all work required by the instructor, and to attend the required proctored campus exam. **Students will have at least one week to complete tests and assignments. All tests and assignments are due as indicated on lesson plans. Exception to the due dates of assignments due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.**

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. Read instruction documents under Coursework tab in ANGEL if you have any further questions about course content, expectations, or due dates.

**STC ATTENDANCE POLICY:** It is essential that educational programs maintain requirements and standards necessary for successful employment of its graduates in business and industry. In view of the intensive nature of the educational programs, it is necessary for every student to be present and on time every day for all classes.

Attendance is counted from the first scheduled class meeting of each semester. To receive credit for a course a student must attend at least 90% of the scheduled instructional time. All work missed due to tardiness or absences must be made up at the convenience of the instructor. Any student attending less than the required scheduled instructional time as noted on each syllabus will receive a "W" for the course if removed from the course on or before midterm. After the semester midterm, any student who has maintained a passing grade within a course will receive a 'WP' for the course when attending less than the required scheduled instructional time as stated on each course syllabus. If, however, the student has not maintained a passing grade, he or she will receive a 'WF' for the course. Tardy means arriving after the scheduled time for instruction to begin. Early departure means leaving before the end of the scheduled time. Three (3) tardies or early departures equal one (1) absence for the course involved.

In order to validate student identity for all online courses, students enrolled in online courses are required to complete one proctored event per online course. The proctored event will be administered on two separate days during the semester—once on the Vidalia campus and once on the Swainsboro campus and will be monitored by the instructor or another STC employee. The proctored event may be a major exam, assignment, or presentation, etc. that will count a minimum of 20% of the course grade. Students must attend one of the scheduled proctored sessions and will need to make arrangements with work, childcare, etc. The specific dates of the proctored event are scheduled on the Lesson Plan/Calendar for the online course. Students living further than 75 miles from either campus who cannot come to Southeastern Tech for the event must secure an approved proctoring site. The site and the proctor must meet Southeastern Technical College's requirements (instructor will provide more information and necessary forms if this is the case). Note: Students taking proctored events off campus will utilize the Proctor Scheduling and Approval Form found under the Proctoring Tab in ANGEL and submit the completed form to their instructor for approval a minimum of two weeks prior to the proctored event. If approved, the instructor will notify the proctor.

Students arranging off-campus proctoring must take the event on one of the originally scheduled days. Students who do not complete the proctored event as scheduled must submit a valid documented excuse within three business days after the scheduled event. If the excuse is approved, students must make arrangements with the instructor to makeup/reschedule the missed event. The penalty and makeup instructions will be at the instructor's discretion. Proctored events will be given between weeks 10 and 13 for fall and spring semesters and between weeks 6 and 8 for summer semester. **Students who do not complete the proctored event will receive an F in the course.**

As published on STC's website, any expenses incurred to obtain a proctor will be the responsibility of the student; however, students are not charged a proctoring fee when taking the proctored exam on the campus of Southeastern Tech. Most of Georgia's technical colleges do not charge to proctor exams for students enrolled in other TCSG colleges. Students who are enrolled at Southeastern Technical College and live out of the state of Georgia or out of the country could incur a proctoring charge. However, in that instance, the instructor would assist the student in locating the least expensive proctor.

**The required Proctored Event for this class is scheduled on the following dates and times: Vidalia Campus, Mon., Nov. 30th 3:00-5:00, Main Bldg., Room 405 and Swainsboro Campus, Tues., Dec. 1st 1:30-3:30, (TBA). It will be the cumulative exam.**

**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, Building 1 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...):** No make-ups will be allowed for any assignments or tests. A grade of zero will be given for all assignments not completed by the due date.

**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**

Writings=35%;  
Tests=15%;  
Assignments=10%;

### **GRADING SCALE**

A: 90-100  
B: 80-89

### **TCSG GUARANTEE/WARRANTY**

**STATEMENT:** *The Technical College System of Georgia guarantees employers that graduates of State*

Essay Final Exam=10%;  
 Grammar Final=10%  
 Proctored Event=20%

C: 70-79  
 D: 60-69  
 F: 0-59

*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.*

**ENG 1101 Essay Rubric**

P. Frost

Content: <ul style="list-style-type: none"> <li>Clearly defined thesis</li> <li>Clearly defined context/purpose/audience</li> <li>Specific and relevant details/supporting examples/evidence and data</li> <li>Adequate Analysis, explanation, and/or discussion</li> </ul>		0 1 2 3 4 5
Organization: <ul style="list-style-type: none"> <li>Title appropriate and formatted correctly</li> <li>Appropriate introduction (makes the reader want to read) and conclusion (reflects and supports the thesis)</li> <li>Organized logically to support argument</li> <li>Unified paragraphs</li> <li>Coherent paragraphs</li> <li>Sensible transitions</li> </ul>		0 1 2 3 4 5
<b>Content &amp; Organization</b>	<b>40% (x4)</b>	
Sentence Style & Syntax <ul style="list-style-type: none"> <li>Sentence structures and beginnings varied</li> <li>Sentences complex</li> <li>Efficient and sophisticated word use</li> <li>Transitions between and within sentences</li> </ul>		0 1 2 3 4 5
Diction & Spelling <ul style="list-style-type: none"> <li>Accurate diction</li> <li>Correct word forms and endings</li> <li>Correct spelling</li> </ul>		0 1 2 3 4 5
<b>Sentence Style &amp; Syntax/Diction &amp; Spelling</b>	<b>20% (x2)</b>	
Grammar & Mechanics <ul style="list-style-type: none"> <li>No fragments</li> <li>No fused sentences or comma splices</li> <li>No tense shifts</li> <li>Correct subject/verb agreement</li> <li>Correct pronoun usage</li> <li>Correct pronoun reference</li> <li>Correct use of apostrophes and quotation marks</li> <li>Correct use of commas</li> <li>Correct capitalization</li> </ul>		0 1 2 3 4 5
<b>Grammar &amp; Mechanics</b>	<b>25% (x5)</b>	
APA Formatting for Paper <ul style="list-style-type: none"> <li>Running header with title and page number</li> <li>Cover Page</li> <li>Title on first page of text</li> <li>Reference Page</li> <li>Double-spaced throughout</li> </ul>		0 1 2 3 4 5
Parenthetical Citations <ul style="list-style-type: none"> <li>Match References</li> <li>Formatted properly</li> <li>Inside end marks/outside any quotation marks</li> </ul>		0 1 2 3 4 5

References <ul style="list-style-type: none"> <li>• Text formatted properly</li> <li>• Hanging indent</li> <li>• Alphabetized</li> </ul>		0 1 2 3 4 5
<b>Formatting and Citations</b>	<b>15%</b>	
<b>Notes:</b>	<b>Total Grade</b>	

**ENG 1101 Memory Essay Rubric**

P. Frost

Content: <ul style="list-style-type: none"> <li>• Clearly defined thesis</li> <li>• Clearly defined context/purpose/audience</li> <li>• Specific and relevant details/supporting examples/vivid details</li> <li>• Adequate explanation/narration</li> </ul>		0 1 2 3 4 5
Organization: <ul style="list-style-type: none"> <li>• Title appropriate and formatted correctly</li> <li>• Appropriate introduction (makes the reader want to read) and conclusion (reflects and supports the thesis)</li> <li>• Organized logically to support argument</li> <li>• Unified paragraphs</li> <li>• Coherent paragraphs</li> <li>• Sensible transitions</li> </ul>		0 1 2 3 4 5
<b>Content &amp; Organization</b>	<b>40% (x4)</b>	
Sentence Style & Syntax <ul style="list-style-type: none"> <li>• Sentence structures and beginnings varied</li> <li>• Sentences complex</li> <li>• Efficient and sophisticated word use</li> <li>• Transitions between and within sentences</li> </ul>		0 1 2 3 4 5
Diction & Spelling <ul style="list-style-type: none"> <li>• Accurate diction</li> <li>• Correct word forms and endings</li> <li>• Correct spelling</li> </ul>		0 1 2 3 4 5
<b>Sentence Style &amp; Syntax/Diction &amp; Spelling</b>	<b>20% (x2)</b>	
Grammar & Mechanics <ul style="list-style-type: none"> <li>• No fragments</li> <li>• No fused sentences or comma splices</li> <li>• No tense shifts</li> <li>• Correct subject/verb agreement</li> <li>• Correct pronoun usage</li> <li>• Correct pronoun reference</li> <li>• Correct use of apostrophes and quotation marks</li> <li>• Correct use of commas</li> <li>• Correct capitalization</li> </ul>		0 1 2 3 4 5
<b>Grammar &amp; Mechanics</b>	<b>25% (x5)</b>	
<b>Creativity &amp; Imagination</b> Student connects memory to a moral/lesson learned in insightful, original, and sophisticated manner. Student shows exceptional imaginative efforts!		0 1 2 3 4 5
	<b>15% x (3)</b>	
<b>Notes:</b>	<b>Total Grade</b>	

**ENG 1101 Final Exam Rubric**

Content: <ul style="list-style-type: none"> <li>Clearly defined thesis</li> <li>Clearly defined context/purpose/audience</li> <li>Specific and relevant details/supporting examples/evidence and data</li> <li>Adequate Analysis, explanation, and/or discussion</li> </ul>		0 1 2 3 4 5
Organization: <ul style="list-style-type: none"> <li>Title appropriate and formatted correctly</li> <li>Appropriate introduction (makes the reader want to read) and conclusion (reflects and supports the thesis)</li> <li>Organized logically to support argument</li> <li>Unified paragraphs</li> <li>Coherent paragraphs</li> <li>Sensible transitions</li> </ul>		0 1 2 3 4 5
<b>Content &amp; Organization</b>		<b>40% (x4)</b>
Sentence Style & Syntax <ul style="list-style-type: none"> <li>Sentence structures and beginnings varied</li> <li>Sentences complex</li> <li>Efficient and sophisticated word use</li> <li>Transitions between and within sentences</li> </ul>		0 1 2 3 4 5
Diction & Spelling <ul style="list-style-type: none"> <li>Accurate diction</li> <li>Correct word forms and endings</li> <li>Correct spelling</li> </ul>		0 1 2 3 4 5
<b>Sentence Style &amp; Syntax/Diction &amp; Spelling</b>		<b>20% (x2)</b>
Grammar & Mechanics <ul style="list-style-type: none"> <li>No fragments</li> <li>No fused sentences or comma splices</li> <li>No tense shifts</li> <li>Correct subject/verb agreement</li> <li>Correct pronoun usage</li> <li>Correct pronoun reference</li> <li>Correct use of apostrophes and quotation marks</li> <li>Correct use of commas</li> <li>Correct capitalization</li> </ul>		0 1 2 3 4 5
<b>Grammar &amp; Mechanics</b>		<b>25% (x5)</b>
<b>Creativity &amp; Imagination</b> Paper is insightful, original, and sophisticated. Student shows exceptional imagination and/or critical thinking.		0 1 2 3 4 5
		<b>15% x (3)</b>
<b>Notes:</b>		<b>Total Grade</b>

### Discussion Board Rubric

Criteria	A (90-100)	B (80-90)	C (70-79)	F (0-69)
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>• Rich in content</li> <li>• Full of thought, insight, and analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Substantial</li> <li>• Thought, insight, and analysis has taken place</li> </ul>	<ul style="list-style-type: none"> <li>• Generally competent but information is thin</li> </ul>	<ul style="list-style-type: none"> <li>• Rudimentary/</li> <li>• superficial</li> <li>• No analysis or insight is displayed</li> </ul>
<b>Connections</b>	<ul style="list-style-type: none"> <li>• Clear connections to previous or current to real-life situations and/or readings</li> </ul>	<ul style="list-style-type: none"> <li>• New ideas or connections</li> <li>• Lack depth and/or detail</li> </ul>	<ul style="list-style-type: none"> <li>• Limited, if any connections</li> <li>• Vague generalities</li> </ul>	<ul style="list-style-type: none"> <li>• No connections are made</li> </ul>
<b>Uniqueness</b>	<ul style="list-style-type: none"> <li>• New ideas</li> <li>• New connections made with depth and detail</li> </ul>	<ul style="list-style-type: none"> <li>• New ideas or connections</li> <li>• Lack depth and/or detail</li> </ul>	<ul style="list-style-type: none"> <li>• Few, if any new ideas or connections rehash or summarize other postings</li> </ul>	<ul style="list-style-type: none"> <li>• No new ideas</li> <li>• "I agree with.... statement</li> </ul>
<b>Timeliness</b>	<ul style="list-style-type: none"> <li>• All required postings completed early in discussion</li> <li>• Posted throughout the discussion</li> </ul>	<ul style="list-style-type: none"> <li>• All required postings</li> <li>• Some not in time for others to read and respond</li> </ul>	<ul style="list-style-type: none"> <li>• All required postings</li> <li>• Most at the last minute without allowing for response time</li> </ul>	<ul style="list-style-type: none"> <li>• Some, or all, required postings missing</li> </ul>
<b>Stylistics</b>	<ul style="list-style-type: none"> <li>• Few grammatical or stylistic errors</li> </ul>	<ul style="list-style-type: none"> <li>• Several grammatical or stylistic errors</li> </ul>	<ul style="list-style-type: none"> <li>• Obvious grammatical stylistic errors</li> <li>• Errors interfere with content</li> </ul>	<ul style="list-style-type: none"> <li>• Obvious grammatical or stylistic errors makes understanding impossible</li> </ul>

**Final Score:**

**Notes:**



## Debate Rubric

<b>SKILLS</b>	<b>LEVEL 4 (20 points)</b>	<b>LEVEL 3 (15 points)</b>	<b>LEVEL 2 (10 points)</b>	<b>LEVEL 1 (0-5 points)</b>
<i>Topic, Research, and Support</i>	Focused topic and clear purpose for the debate; clear and convincing command of scholarly facts and information with insightful explanations that help to illustrate the speaker's ideas and arguments	Focused topic with partially demonstrated understanding of the purpose for the debate; clear use of scholarly facts and information with partially developed explanations in support of the speaker's ideas or arguments	Somewhat focused topic or a vague sense of the purpose for the debate, which require the audience to make assumptions ; partially clear use of scholarly facts and information with limited or incomplete explanations to support the speaker's ideas or arguments	A lack of focus or confused purpose, which result in confusion on the part of the audience; confusing or incomplete facts with little and/or confusing explanations as to how the facts support the speakers ideas or arguments; research is not scholarly
<i>Notes</i>				
<i>Organization</i>	Clearly and logically organized debate with an engaging introduction, logically sequenced arguments with a clear and convincing conclusion	Clear attempt at organization	Some inconsistencies in organization and/or a lack of sustained focus	A lack of organization makes it difficult to follow the speaker's ideas; may be too conversational and may ramble without a clear beginning, middle, or end
<i>Language</i>	Uses sophisticated and varied language that is suited to the topic and audience; word choice is concise, original, and effectively conveys the appropriate tone	Uses appropriate language and word choice, but with less sophistication, expressiveness and/or originality	Use words that may be unsuited to the topic, audience or purpose; word choice lacks originality and fails to convey an appropriate tone for the speech	Inappropriate use of language distracts the audience because it is too informal or too imprecise
<i>Appeals</i>	Skillful use of different types of appeals; various stylistic devices (e.g., repetition, parallelism, anecdotes, analogies, figurative language, different types of appeals) greatly enhance the effectiveness of the debate	Effective use of at least two appeals; stylistic devices (e.g., repetition, parallelism, anecdotes, analogies, figurative language) enhance the effectiveness	An attempt to use at least one appeal and one stylistic device (e.g., repetition, parallelism, anecdotes, analogies, figurative language, different types of appeals)	No attempt to use appeals or stylistic devices to enhance the meaning of the argument
<i>Delivery</i>	A combination of appropriate and effective eye contact, clarity and projection of voice, tone and pace, and gestures significantly enhance the speaker's words; speaker remains enthusiastic, audience attention is maintained	A combination of appropriate eye contact, clarity and projection of voice, tone and pace, and gestures are used but without the smoothness of level four; speaker shows some enthusiasm, the audience remains mostly interested	Inconsistent use of eye contact, clarity and projection of voice, tone and pace, and/or gestures interrupt the flow of the speech; speaker shows limited enthusiasm, audience interest is not sustained	Lack of eye contact, clarity and projection of voice, tone and pace, and/or appropriate gestures make the speech difficult to follow; speaker lacks enthusiasm, the audience shows a lack of interest
<i>Overall Grade</i>				

