



**ENGL 0090  
COURSE SYLLABUS  
Fall Semester 2015**

**Semester:** Fall 2015  
**Course Title:** Learning Support English  
**Course Number:** ENGL 0090  
**Credit Hours/ Minutes:** 3 / 2250  
**Class Location:** Main Building, room 156  
**Class Meets:** 9:30-10:45 on Monday and  
Wednesday  
**CRN:** 20125

**Instructor:** Vicky Conner  
**Office Hours:** M,W 10-12 & 2:30-4, T R10-12, R  
1:30-2:30  
**Office Locations:** Main Building, room 155  
**Email Address:** [vconner@southeasterntech.edu](mailto:vconner@southeasterntech.edu)  
**Phone Numbers:** 912-538-1992  
**Fax Number:** 912-538-3156  
**Tutoring:** by appointment

**REQUIRED TEXT:**

Flachmann, K. (2014). *Mosaics reading and writing paragraphs*. (6 ed.). Upper Saddle River, NJ: Pearson.

**REQUIRED SUPPLIES & SOFTWARE:**

- *MyWritingLab* - purchased @ the STC bookstore
- Access to Internet - if you wish to work on assignments away from the STC campus
- Headset/Earphones - if you wish to have access to website audio
- The recommended resolution for *MyWritingLab* is 1280 x 800. Lower resolutions may result in display issues, such as pages being cut off on the right.
- Depending on the content of your site, you may also need to download one or more free plug-ins such as Adobe Reader®, Adobe Flash Play®, or Adobe Shockwave® Player.
- Access to ANGEL and Student Owl Mail

**COURSE DESCRIPTION:**

This course uses a modular approach to emphasize the rules of grammar, punctuation, capitalization, subject/verb agreement, correct verb forms, spelling, writing, and revising skills for basic paragraph development. Students will progress at their own pace to master each module.

**MAJOR COURSE COMPETENCIES:**

Module 1 – Basic Skills  
Module 2 – Basic Punctuation and Sentence Structure  
Module 3 – Sentence Structure, Grammar, Syntax  
Module 4 – Paragraph Writing  
Module 5 – Essay Writing

**PREREQUISITE(S):**

None

**COURSE OUTLINE:**

Module 1 – Basic Skills

1. Capitalize words and abbreviations correctly with the context of the student's own writing.
2. Spell commonly used words within the context of the student's own writing.
3. Spell frequently misspelled words within the context of the student's own writing.
4. Demonstrate appropriate word choice in provided sentences based on synonyms, basic comparisons/analogies, antonyms, etc. and within the context of the student's own writing.

Module 2 – Basic Punctuation and Sentence Structure

1. Demonstrate the correct word use of the period, question marks, and exclamation point as end

- punctuation within the context of the student's own writing.
2. Demonstrate the correct use of punctuation marks (other than those used in sentence structure) within the student's own writing.
  3. Demonstrate the use of complete sentences (subject, verb, complete thought) within the context of the student's own writing.
  4. Identify fragments, run-ons, and comma splices.
  5. Identify methods to correct sentence-level errors.
  6. Revise sentence-level errors in the writing of others and identify and revise sentence level errors in personal writing.
  7. Write complete simple sentences using correct punctuation, spelling, and capitalization within the structure of a paragraph.

### Module 3 – Sentence Structure, Grammar, Syntax

1. Identify and use key sentence parts (subjects, verbs, phrases, clauses, and parts of speech) to create sentence variety in the student's own writing.
2. Identify and use proper pronoun cases and pronoun agreement in writing.
3. Demonstrate correct subject-verb agreement in writing.
4. Maintain simple verb tenses (present, past, and future) in authentic writing assignment.
5. Write simple, compound, and complex sentences demonstrating understanding of coordination and subordination in a paragraph.
6. Use commas, end punctuation marks, semi-colons, apostrophes, and quotation marks effectively and correctly in an authentic assignment.

### Module 4: Paragraph Writing

1. Apply the steps to the writing process (prewriting, drafting, revision, and publication) for an authentic writing assignment.
2. Use readings to evaluate, analyze, and inform writing
3. Develop written paragraphs that incorporate well-developed topic sentences, details, conclusions, and transitions.
4. Write unified paragraphs that develop main ideas with relevant supporting details.
5. Apply a variety of rhetorical strategies for organizing ideas in paragraphs.
6. Proofread, edit, and revise simple paragraphs written by others and revise own paragraphs.

### Module 5 – Essay Writing

1. Apply the steps to the writing process (prewriting, drafting, revision and publication) to develop essays.
2. Read and evaluate essays for unified, coherent and well-developed introductory, body, and concluding paragraphs.
3. Apply varied strategies for writing unified, coherent and well-developed introductory, body, and concluding paragraphs to support a thesis statement in an organized essay.
4. Use transitions between ideas and paragraphs.
5. Select appropriate sources and integrate source material effectively using approved documentation style and formatting.
6. Revise student's own essays for style, organization, and development.
7. Edit and proofread student's own essays for mechanics (punctuation, capitalization, and spelling) and grammatical errors.

### **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.

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:**

ENGL 0090 is a personalized learning environment and computerized base learning is the primary mode of content delivery. Therefore, student requirements are as follows:

1. Students are expected to complete all assignments required by the Path Builder of the student's *MyWritingLab*.
2. Students are expected to be on task with the assignments while in the *MyWritingLab* classroom.
3. Students should plan to work outside of the *MyWritingLab* classroom in order to complete the modular assignments of the *MyWritingLab* Learning Path.
4. As STC policy states no cell phones usage will be allowed in the classroom environment.
5. The instructor reserves the right to ask students to exit the classroom when cell phone usage is observed.
6. *MyWritingLab* post-tests must be taken on campus in the *MyWritingLab* classroom with the instructor present.
7. No notes or other material may be used during the *MyWritingLab* post-tests.
8. Students must complete any *MyWritingLab* post-test in one class session without interruption and in the presence of the instructor or assigned designee.
9. Students will meet with the instructor to discuss the results of their personal Learning Path Manager results.
10. Should any component of this course need to be altered during the semester, students will receive oral and written communication.
11. While this is a Personalized Learning environment and the majority of the course work is completed in computerized modular format, a writing component is attached to Module 5 and Module 7. These written assessments must be completed at the end of each module. The written assignments of ENGL 0090 will not be accepted at any other time during the course. As well, these written assignments must be completed before the last day of class and must be completed before the student takes the Mastery Skills Test (comprehensive final).

**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.

**ENGL 0090 ATTENDANCE/CLASSROOM POLICY:**

ENGL0090 a personalized learning environment; therefore, students may complete the required assignments of their *MyWritingLab* Learning Path at any point during the semester; however, until the assignments are complete, the attendance policy of STC will be enforced.

Students are expected to attend regularly, be in class on time, and remain in class for the schedule class.

Students will work through the required modules as quickly as academically possible. Refer to the pacing guide attached to this document. Ultimate responsibility for timely completion of ENGL 0090 required

modules fall on the student and will be dependent on the amount of time and effort spent on task in the ENGL0090 classroom environment and outside the classroom environment.

Cell phones must be out of site and silenced during class. The classroom should be a quiet environment that is conducive to learning.

**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 on the Swainsboro Campus, 478-289-2274, or Helen Thomas, Room 108 on the 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, Room 1208, (478) 289-2274 --Vidalia Campus: Helen Thomas Room 108, (912) 538-3126.

**MAKEUP GUIDELINES:**

ENGL 0090 is a personalized learning environment; therefore, no makeup guidelines are applicable for this course. Students are expected to complete all components of each assignment.

**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 PROCEDURE:** Grievance procedures can be found in the Catalogue 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 SCALE**

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

**GRADING POLICY**

*MyWriting Lab* 100%

To successfully exit ENGL 0090, students must complete Modules 1 – 6 with a C or better on each module. To receive partial credit for ENGL 0090, students must complete a minimum of Modules 1 – 3 with a C or better and must register for ENGL 0090 the following semester.

**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.

**Course Outline/MyWritingLab Correlation:**

Module W1 – Basic Grammar  
Module W2 – Sentence Skills  
Module W3 – Punctuation, Mechanics, and Spelling  
Module W4 – Usage and Style  
Module W5 – The Craft of Writing  
Module W7 – Essay Development

**Topics of each MyWritingLabModule:**

- **Module W1. Basic Grammar**

**Topic W1.1: Parts of Speech, Phrases and Clauses**

1. Identify how different parts of speech function in sentences
2. Identify how different types of phrases and clauses function in sentences
3. Apply knowledge of this topic within the context of a paragraph
4. Write to demonstrate knowledge of parts of speech, phrases, and clauses

**Topic W1.2: Subjects and Verbs**

1. Identify simple subjects
2. Identify compound subjects

3. Identify the understood or implied “you” as a subject
4. Identify complete verbs
5. Identify compound verbs
6. Apply knowledge of this topic within the context of a paragraph
7. Write to demonstrate knowledge of subjects and verbs

### **Topic W1.7: Tense**

1. Identify the correct use of the present tense
2. Identify the correct use of the past tense
3. Identify the correct use of the present perfect tense
4. Identify the correct use of the past perfect tense
5. Identify the correct use of the present progressive tense
6. Identify the correct use of the past perfect progressive tense
7. Identify the correct use of the present perfect progressive tense
8. Apply knowledge of this topic with the context of a paragraph
9. Write to demonstrate knowledge of different verb tenses

### • **Module W2. Sentence Skills**

#### **Topic W2.1: Sentence Structure**

1. Identify the elements of a complete sentence
2. Identify four sentence types by purpose: declarative, interrogative, imperative, and exclamatory
3. Identify how to turn a declarative sentence into an interrogative sentence
4. Identify four sentence types by structure: simple, compound, complex, and compound complex
5. Combine sentences to create different sentence structures
6. Use coordinating conjunctions to combine independent clauses into compound sentence
7. Use subordinating conjunctions in complex sentences and compound-complex sentences
8. Punctuate different types of sentence correctly
9. Apply knowledge of this topic within the context of a paragraph
10. Write to demonstrate knowledge of different types of sentences

#### **Topic W2.2: Fragments**

1. Avoid “-ing” fragments
2. Avoid “to” phrase fragments
3. Avoid dependent clause fragments
4. Avoid afterthought fragments
5. Avoid relative clause or missing subject fragments
6. Apply knowledge of this topic within the context of a paragraph
7. Write to demonstrate knowledge of how to avoid sentence fragments

#### **Topic W2.3: Run-Ons**

1. Identify a comma splice
2. Identify a fused sentence
3. Identify two complete sentences joined with a comma and a coordinator conjunction
4. Identify two complete sentences joined using a semicolon
5. Correct run-ons by turning one sentence into a dependent clause
6. Correct run-on by using a period between two complete sentences
7. Apply knowledge of this topic within the context of a paragraph
8. Write to demonstrate knowledge of how to avoid run-on sentences

#### **Topic W2.4: Subject-Verb Agreement**

1. Explain how singular and plural verbs agree with their subjects
2. Avoid agreement with words that come between the subject and the verb
3. Explain that a verb agrees with the subject even when the verb comes before the subject
4. Maintain agreement when joining a compound subject with “and”
5. Maintain agreement when joining a compound subject with “or” or “nor”

6. Identify which singular and plural indefinite pronouns require singular or plural verbs
7. Identify when a collective noun (e.g. family) requires a singular verb
8. Maintain agreement when subordinate clauses beginning with “who,” “which,” or “that”
9. Apply knowledge of this topic within the context of a paragraph
10. Write to demonstrate knowledge of subject-verb agreement

### **Topic W2.6: Pronoun Case**

1. Use the correct form of pronouns that function as subjects
2. Use the correct form of pronouns that function as objects
3. Use possessive nouns “this” and “these” correctly
4. Use the correct form of pronouns in comparisons with “than” or “as”
5. Use the correct form of pronouns when “we” or “us” comes before a noun
6. Apply knowledge of this topic within the context of a paragraph
7. Write to demonstrate knowledge of different pronoun cases

### **Topic W2.8: Pronoun-Antecedent Agreement**

1. Maintain agreement when using pronouns with singular and plural antecedents
2. Maintain agreement when using pronouns with indefinite antecedents
3. Maintain agreement between pronouns, verbs, and compound antecedents joined by “or” or “nor”
4. Do not make pronouns agree with words between pronoun and antecedent
5. Avoid using sexist pronouns
6. Apply knowledge of this topic within the context of a paragraph
7. Write to demonstrate knowledge of pronoun-antecedent agreement

### **• Module W3. Punctuation, Mechanics, and Spelling**

### **Topic W3.1: Commas**

1. Use a comma before a coordinating conjunction that joins two independent clauses
2. Use commas between the items in a series as well as with city and state names
3. Use a comma after introductory phrases and clauses
4. Use a comma between coordinate adjectives but not between cumulative adjectives
5. Use commas to set off nonrestrictive clauses, phrases, and appositives
6. Use commas to set off transitional and parenthetical expressions
7. Use commas to set off dialogue tags and names used in direct address
8. Avoid unnecessary commas
9. Apply knowledge of this topic within the context of a paragraph
10. Write to demonstrate knowledge of using commas for different purposes

### **Topic W3.2: Final Punctuation**

1. Use periods correctly in complete declarative sentences and indirect quotes
2. Use a period correctly in abbreviations
3. Use exclamation points for strong commands or exclamations
4. Use a question mark at the end of a direct question
5. Apply knowledge of this topic within the context of a paragraph
6. Write to demonstrate knowledge of end or final punctuation

### **Topic W3.3: Quotation Marks**

1. Use quotation marks correctly around direct quotations
2. Indicate whether quotation marks should be used around indirect quotations
3. Use quotation marks around the titles of short works
4. Use punctuation correctly with quotation marks
5. Apply knowledge of this topic within the context of a paragraph
6. Write to demonstrate knowledge of using quotation marks for different purposes

### **Topic W3.4: Other Punctuation**

1. Identify the correct use of dashes
2. Identify the correct use of colons

3. Identify the correct use of semicolons
4. Identify the correct use of parentheses
5. Apply knowledge of this topic within the context of a paragraph
6. Write to demonstrate knowledge of different types of punctuation

#### **Topic W3.5: Apostrophes**

1. Identify the correct use of apostrophes within contractions
2. Identify the correct use of apostrophes with possessive nouns
3. Differentiate between possessive nouns and plural nouns
4. Avoid using apostrophes with possessive pronouns
5. Apply knowledge of this topic within the context of a paragraph
6. Write to demonstrate knowledge of using apostrophes

#### **Topic W3.6: Abbreviations and Numbers**

1. Identify the correct use of standard abbreviations
2. Identify the correct use of numbers and numerals
3. Identify the correct use of numbers for dates and time of day
4. Apply knowledge of this topic within the context of a paragraph
5. Write to demonstrate knowledge of abbreviations and numbers

#### **Topic W3.7: Capitalization**

1. Identify the correct use of capitalization for proper nouns
2. Identify the correct use of capitalization with brand names
3. Identify the correct use of capitalization in the first word of a sentence or a quotation
4. Identify the correct use of capitalization with the titles of literary works and songs
5. Identify the correct use of capitalization with titles before names
6. Identify the correct use of capitalization with days of the week, months, holidays
7. Identify the correct use of capitalization with geographic regions
8. Identify the correct use of capitalization for general places, occupations, and academic subjects
9. Apply knowledge of this topic within the context of a paragraph
10. Write to demonstrate knowledge of capitalization

#### **Topic W3.8: Spelling**

1. Identify correct spellings and common spelling rules (e.g., prefixes and suffixes)
2. Identify the correct spelling of commonly misspelled words
3. Apply knowledge of this topic within the context of a paragraph
4. Write to demonstrate knowledge of spelling rules

### • **Module W4. Usage and Style**

#### **Topic W4.4: Using Exact Language**

1. Avoid redundancy
2. Identify metaphor and analogy
3. Identify the rhetorical purpose and function of metaphor and analogy
4. Apply knowledge of this topic within the context of a paragraph
5. Write to demonstrate knowledge of using exact language (e.g., metaphor, analogy)

#### **Topic W4.5: Vocabulary Development**

1. Use the dictionary to find word meaning, pronunciations, parts of speech, and word origins
2. Use context clues to determine the meaning and spelling of an unfamiliar word
3. Use synonyms, antonyms, and homonyms to determine meaning and spelling
4. Use common prefixes and suffixes to determine a word's meaning
5. Use root words to determine meaning
6. Write and read to demonstrate knowledge of vocabulary and vocabulary-building strategies

### • **Module W5. The Craft of Writing**

**Topic W5.2: The Writing Process**

1. Identify the stages of the writing process
2. Demonstrate understanding of the prewriting phase
3. Demonstrate understanding of the drafting phase
4. Demonstrate understanding of the revising phase
5. Demonstrate understanding of the editing phase
6. Combined objectives: Analyze the writing process
7. Write to demonstrate knowledge of the steps in the writing process

**Topic W5.4: Recognizing a Paragraph**

1. Identify the elements of a paragraph
2. Identify how details develop a paragraph
3. Identify the purpose of the topic sentence of a paragraph
4. Identify different methods of organizing a paragraph
5. Combined objectives: Analyze a paragraph
6. Write to demonstrate knowledge of the parts of a paragraph

**Topic W5.5: The Topic Sentence**

1. Identify the elements of the topic sentence of a paragraph
2. Demonstrate knowledge of the relationship between the topic sentence and supporting sentences
3. Combined objectives: Analyze a paragraph's topic sentence and supporting sentences
4. Write to demonstrate knowledge of topic sentences

**Topic W5.6: Developing and Organizing a Paragraph**

1. Describe the drafting phase
2. Describe paragraph development
3. Identify how concrete and sensory details plus examples develop a paragraph
4. Identify paragraph organization
5. Identify spatial order
6. Identify importance order
7. Identify time order
8. Combined objectives: Analyze the way a paragraph is developed and organized
9. Write to demonstrate knowledge of developing and organizing a paragraph

**Topic W5.7: Revising the Paragraph**

1. Identify the purpose of revising a paragraph for form and content
2. Identify how to develop a revising checklist
3. Explain peer review as a revision strategy
4. Revise a paragraph for unity
5. Indicate how to revise a paragraph's topic sentence and supporting details
6. Indicate how to revise the organization of a paragraph
7. Indicate how to revise a paragraph for coherence
8. Combined objectives: Analyze strategies for revising a paragraph
9. Write to demonstrate knowledge of a paragraph revising

**Topic W5.8: Editing the Paragraph**

1. Identify the editing phase of a paragraph and why it is important
2. Identify editing strategies
3. Identify how to edit sentences for grammar and usage errors
4. Identify how to edit sentences for punctuation, mechanics, and spelling errors
5. Identify proofreading strategies
6. Combined objectives: Analyze strategies for editing a paragraph
7. Write to demonstrate knowledge of paragraph editing

- **Module W7: Essay Development**

**Topic W7.3: Essay Organization**

1. Indicate that essays can be organized in different ways
2. Identify general-to-specific and specific-to-general organization
3. Identify chronological organization
4. Identify spatial organization
5. Identify organizing by extremes
6. Identify transitions used with different patterns of organization
7. Write to demonstrate knowledge of organizing an essay

**Topic W7.9: Essays: Illustrating**

1. Identify the elements and purpose of an illustration essay
2. Identify how to choose good examples for an illustration essay
3. Identify the purpose of concrete examples in an illustration essay
4. Identify real-world applications of illustration essay
5. Combined objectives: Analyze an illustration essay
6. Write to illustrate

<b>ENGL 0090</b> <b>FALL SEMESTER 2014</b> <b>LESSON PLAN / PACING GUIDE</b> <b>Personalized Learning Environment</b> <b>After the Week of 08/18/14, this schedule will change according to the needs of each student.</b>			
Week / Date	Content	Assignments	Competency Area General Core Educational Competencies
August 17	Introduction to ENGL 0090 Class Rules & Regulations Discuss syllabus  Access the <i>MyWritingLab</i> and complete the <i>MyWritingLab</i> Learning Path Builder	During second class meeting, begin Learning Path Builder – Diagnostic exam will create the individualized Learning Path Builder	1, 2, 3 a, c, d
August 24	Modules assigned from the <i>MyWritingLab</i> Learning Path Builder  Module W1. Basic Grammar	Complete Learning Path Complete assignments generated Learning Path relating to the Module	1, 2, 3 a, c, d
August 31	Continue to complete components of the modules assigned in the <i>MyWritingLab</i>	Complete assignments generate in the Learning Path relating to the Module	1, 2, 3 a, c, d
September 7	Labor Day – Monday, September 7, 2014, no classes  Module 1  Continue to complete components of the modules assigned in the <i>MyWritingLab</i>	Complete assignments generate in the Learning Path relating to the Module	1, 2, 3 a, c, d

September 14	Module W2. Sentence Skills  Continue to complete components of the modules assigned in the <i>MyWritingLab</i>	Complete assignments generated in the Learning Path relating to the Module	1, 2, 3 a, c, d
September 21	Continue to complete components of the modules assigned the <i>MyWritingLab</i>	Complete assignments generated in the Learning Path relating to the Module	1, 2, 3 a, c, d
September 28	Continue to complete components of the modules assigned the <i>MyWritingLab</i>	Complete assignments generated in the Learning Path relating to the Module	1, 2, 3 a, c, d
October 5	Continue to complete components of the modules assigned the <i>MyWritingLab</i>	Complete assignments generated in the Learning Path relating to the Module	1, 2, 3 a, c, d
October 12	Module W3. Punctuation, Mechanics, and Spelling	Complete assignments generated in the Learning Path relating to the Module	1, 2, 3 a, c, d
October 19	Module W4. Usage and Style	Complete assignments generated in the Learning Path relating to the Module  After completing assignments in <i>MyWritingLab</i> , Module 4, students will compose an illustration paragraph. Instructor will provide the assignment.	1, 2, 3 a, c, d
October 26	Continue to complete components of the modules assigned the <i>MyWritingLab</i>	Complete assignments generated in the Learning Path relating to the Module	1, 2, 3 a, c, d
November 2	Continue to complete components of the modules assigned the <i>MyWritingLab</i>	Complete assignments generated in the Learning Path relating to the Module	1, 2, 3 a, c, d
November 9	Module W5. The Craft of Writing	Complete assignments generated in the Learning Path relating to the Module  After completing assignments in <i>MyWritingLab</i> , Module 5, students will compose a process paragraph. Instructor will provide the assignment.	1, 2, 3 a, c, d
November 16		Complete assignments generated in the Learning	1, 2, 3, 4 a, c, d,

		<p>Path relating to the Module</p> <p>After completing assignments in <i>MyWritingLab</i>, Module 6, students will compose a cause &amp; effect paragraph. Instructor will provide the assignment.</p>	
November 23	Continue to complete components of the modules assigned the MyWritingLab	Complete assignments generated in the Learning Path relating to the Module	1, 2, 3, 4 a, c, d,
Holidays	November 26 – 28, 2014 No classes	Thanksgiving Holidays	
November 30	Module W7. Essay Development	Complete assignments generated in the Learning Path relating to the Module	1, 2, 3, 4, 5 a, c, d
	Last day to complete assignments: Wednesday, December 09, 2015.	<p>Complete assignments generated in the Learning Path relating to the Module</p> <p>After completing assignments in <i>MyWritingLab</i>, Module 7, students will compose an essay. Instructor will provide details. Essay for Module 7</p> <p>Mastery Skills Check – Instructor will allow access to this assignment – Instructor will review the score with the student. Additional <i>MyWritingLab</i> components may be generated.</p>	1, 2, 3, 4, 5 a, c, d

**\*Competency Areas:**

1. Basic Skills
2. Basic Punctuation and Sentence Structure
3. Sentence Structure, Grammar, Syntax
4. Paragraph Writing
5. Essay Writing

**\*\*General Core Educational Competencies:**

- a.) The ability to utilize standard written English.
- b.) The ability to solve practical mathematical problems.
- c.) The ability to read, analyze, and interpret information.
- d.) The ability to utilize basic computer skills.

