



ENGL 0090
Learning Support English
COURSE SYLLABUS- Hybrid
Spring Semester 2017

Semester: Spring
Course Title: Composition and Rhetoric
Course Number: 0090
Credit Hours/ Minutes: 3/2250

Instructor: C. Mathews
Office Hours:
M-Th 10-11; 2:30-5:30
Office Location: Main Building 314
Email Address:
cmathews@southeasterntech.edu
Phone: 912-538-3211
Fax Number: 912-538-3156

Class Location: Room 318
Class Meets: TR 11:00-12:15

CRN: 40267

Tutoring Hours: W 12:45-1:15

Preferred method of communication with students is Blackboard messaging.

REQUIRED TEXTS:

1. Reid, S. (2014). *The Prentice Hall guide for college writers, 11th edition*. Upper Saddle River, N J : Pearson Prentice Hall; Mish, F. (Ed.). (2011).
2. *Merriam-Webster's collegiate dictionary* (10th ed.). Summerfield, MA: Merriam-Webster.

REQUIRED SUPPLIES & SOFTWARE: Folder with pockets, loose-leaf paper and binder, pencils, pens, reliable internet access, MyLab account, 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, for all writing.

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.

STUDENT REQUIREMENTS: 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 Blackboard if you have any further questions about course content, expectations, or due dates.

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.

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.*

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.

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.

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.

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. No exceptions, so please do not ask.

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).

ADA/Section 504 - Equity- Title IX (Students) - OCR Compliance Officer	Title VI - Title IX (Employees) - EEOC Officer
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 st Street, Vidalia Office 108 Phone: 912-538-3126 hthomas@southeasterntech.edu	Blythe Wilcox, Director of Human Resources Vidalia Campus 3001 East 1 st Street, Vidalia Office 138B Phone: 912-538-3147 bwilcox@southeasterntech.edu

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

ACCESS TO TECHNOLOGY: Students can now access BlackBoard, 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.

GRADING POLICY

Writings=45%;
Tests=15%;
Assignments=10%;
Essay Final Exam=20%;
Grammar Final=10%

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.*

Lesson Plans

I have posted the lesson plans on this calendar in a daily format as a means of establishing course content. However, I also tried to organize the content in a manner conducive to pacing and detrimental to procrastination. (Seeing a week's worth of work all at once can be overwhelming, whereas seeing the same work divided among four days seems more manageable.)

With that stated, remember that assignments are due at **midnight Monday night** unless otherwise noted in the plans.

If you would like, you may reorganize the lessons to fit your weekly schedules. Some students like to do all of their grammar on one day, and all of their reading on another day, etc. You have flexibility here...just make sure to meet your deadlines.

Note that the plans are color-coded for you visual learners. All textbook work is denoted by **blue** font. MyLab Work is in **red font**. Course material in Blackboard (BB) is denoted by **green font**. Assignments and papers are **highlighted** according to type of work.

<p style="text-align: center;">Monday</p> <p style="text-align: center;">Jan. 9</p>	<p style="text-align: center;">Tuesday</p> <p style="text-align: center;">Jan. 10</p>	<p style="text-align: center;">Wednesday</p> <p style="text-align: center;">Jan. 11</p>	<p style="text-align: center;">Thursday</p> <p style="text-align: center;">Jan. 12</p>
<p>Week 1-a</p> <p>Read all documents and post/respond to <i>each</i> item in "Getting Started" by the beginning of class next Monday to maintain your seat in class.</p> <p>Read the following items in Lessons: Faculty Information-</p> <p>Post in Student Introductions</p> <p><u>In class this week: Read all documents in Vocabulary Study in BB and work on first vocabulary charts.</u></p>	<p>Complete MyLab set-up. This is your online textbook.</p> <p>Read all Mylab Links in BB for instructions.</p> <p>Bookmark and read pages 399-400 in textbook.</p>	<p>Complete Vocabulary List 1 chart</p> <p>(Vocabulary Study in BB).</p> <p>(Remember to save these charts as a Word document. Always keep them handy in case I ask you to submit them.)</p>	<p>Study vocabulary terms (List 1) for your first exam.</p> <p>Read Rubrics folder in BB.</p> <p>Review your lesson plans for next week's work and plan accordingly.</p>

Monday 16	Tuesday 17	Wednesday 18	Thursday 19
<p>Week 2--1,a,c Holiday</p> <p>Read Annotating Folder (Lessons) and take “How to Do a Close Reading” Quiz within</p> <p>Post to this forum: Vocabulary List 1 -Practice Sentences (Vocabulary Study).</p> <p>Read “The Struggle for an Education” (Readings and assessments) and take quiz.</p> <p><i>You must have MyLab account by this week or you will be withdrawn.</i></p> <p><u>In class this week:Grammar Practice items from Section 1 and MyLab troubleshooting</u></p>	<p>Read/study Grammar Section 1 (pages 488-497) in textbook.</p> <p>Complete MyLab Pathbuilder. Then, work on grammar exercises in <i>Understanding Basic Grammar Module.</i></p>	<p>Read Grammar Study folder in BB- Section 1.</p> <p>Read and annotate Chapter 1 in textbook.</p>	<p>Study Vocabulary Words for test next week.</p> <p>Review next week’s work and plan accordingly.</p>

Jan. 23	24	25	26
<p>Week 3 1,2,3,a,c</p> <p>Read Ch. 6 in textbook.</p> <p><u>In class this week: Take Vocabulary Exam List 1</u></p>	<p>Read the first three links in <i>Essays</i> folder- Next, read “The Investigative Essay” folder.</p>	<p>Bookmark pages 451-457 in textbook.</p> <p>Review your calendar for next week’s work and plan accordingly.</p>	<p>Read and Study Grammar Section 2 in textbook.</p> <p>Read all documents in <i>Research</i> folder. View the power point at least two times.</p>
<p>Monday Jan. 30</p>	<p>Tuesday Jan 31</p>	<p>Wednesday Feb. 1</p>	<p>Thursday Feb. 2</p>

<p>Week 4 1,2,3,a,c</p> <p>Classes do not meet- holiday</p> <p>Read “Letter to America” (Readings and assessments) and take quiz</p> <p>Take Grammar Exam 1 this week (Grammar Study Folder)</p> <p><u>In class this week: Discuss Investigative essays and practice APA style; view style power point; Review vocabulary list 2</u></p>	<p>Submit essay topic to instructor via email (or after class). The sooner you do this, the sooner you can get your topic approved.</p> <p>Conduct Research/Draft essay 1</p>	<p>Vocabulary List 2. Complete the entire chart and save as Word document.</p> <p>Remember to have these ready in case I ask you to submit them.</p> <p>Conduct Research/Draft essay 1</p> <p>Read and bookmark pages 385-397 in textbook.</p>	<p>Study Vocabulary</p> <p>Complete MyLab grammar exercises for Section 2.</p> <p>Read and bookmark pages 484-487 in your textbook.</p> <p>Check for feedback on your essay topics.</p> <p>Work on Research/Draft of essay 1</p> <p>Review your calendar for next week’s work and plan accordingly.</p>
<p>Feb. 6</p>	<p>Feb. 7</p>	<p>Feb. 8</p>	<p>Feb. 9</p>
<p>Week 5</p> <p>1,2,3,a,c</p> <p>Read “The King and his Hawk” and take quiz.</p> <p>Work on Research/Draft of essay 1</p> <p><u>In class this week: Discuss Investigative essays, practice APA style; conduct research</u></p>	<p>Study Vocabulary Words</p> <p>Send draft of essay to your MyLab tutor by tonight in order to ensure that you receive feedback in a timely manner. Remember that you must submit this feedback along with your final draft and rubric.</p>	<p>Work on Research/Draft of essay 1</p> <p>Read and Study Grammar Section 2 in textbook and BB and work on corresponding MyLab exercises.</p>	<p>Complete grammar exercises that correspond with Section 2.</p> <p>Essay #1 “The Investigative Essay” due by midnight Monday night</p> <p>Review your calendar for next week’s work and plan accordingly.</p>
<p>Monday</p> <p>Feb. 13</p>	<p>Tuesday</p> <p>Feb. 14</p>	<p>Wednesday</p> <p>Feb. 15</p>	<p>Thursday</p> <p>Feb. 16</p>

<p>Week 6 1-a</p> <p>Investigative Essay due</p> <p>Read “The Pledge of Allegiance” and take quiz.</p> <p><u>In class this week: Review skills in Grammar Section 2</u></p>	<p>Study Vocabulary Words</p> <p>Take Vocabulary Exam Unit 2 this week</p>		<p>Complete grammar exercises in MyLab.</p> <p>Review your calendar for next week’s work and plan accordingly.</p>
<p style="text-align: center;">20</p>	<p style="text-align: center;">21</p>	<p style="text-align: center;">22</p>	<p style="text-align: center;">23</p>
<p>Week 7 1-a</p> <p>Read all documents in The Argumentative Essay (Essay #2) folder.</p> <p>Read “Maud Muller” and take quiz.</p> <p><u>In class this week: Review vocabulary list 3 and complete exercises from Grammar section 3; write thesis statements</u></p>	<p>Vocabulary List 3</p> <p>Complete the entire chart and save.</p> <p>Take Grammar Exam 2 this week</p>	<p>Read/study Grammar Section 3 in textbook and in BB.</p>	<p>Study Vocabulary Words</p> <p>Complete grammar exercises for Section 3 in MyLab.</p> <p>Review your calendar for next week’s work and plan accordingly.</p>
<p style="text-align: center;">Monday</p> <p style="text-align: center;">Feb. 27</p>	<p style="text-align: center;">Tuesday</p> <p style="text-align: center;">Feb. 28</p>	<p style="text-align: center;">Wednesday</p> <p style="text-align: center;">Mar. 1</p>	<p style="text-align: center;">Thursday</p> <p style="text-align: center;">Mar. 2</p>
<p>Week 8 1,2,3,a,c</p> <p>Read “Never Give Up” and Take quiz .</p> <p><u>In class this week: Conduct research and review list 3 vocabulary; study persuasive techniques</u></p>	<p>Study/ Read Grammar Section 3 in textbook and in BB and work on corresponding MyLab exercises.</p>	<p>Study Vocabulary Words for List 3</p> <p>Read “Why I Want a Wife” for another good example of satire. (Readings and Assessments folder)</p>	<p>Complete grammar exercises for Section 3</p> <p>Review your calendar for next week’s work and plan accordingly.</p>
<p style="text-align: center;">Mar. 6</p>	<p style="text-align: center;">Mar. 7</p>	<p style="text-align: center;">Mar. 8</p>	<p style="text-align: center;">Mar. 9</p>

<p><u>Week 9</u> 1,2,3,a,c</p> <p>Read and annotate Chapter 3 in textbook. Then, take quiz over “The Red Chevy” in Readings and Assessments folder.</p> <p><u>In class this week: Practice Items from Grammar Section 3</u></p>	<p>Read and bookmark pages 30-31 in your textbook.</p> <p>Vocabulary Exam- List 3 this week</p>		<p>Essay #2 Due by midnight Monday night</p> <p>Study/Complete grammar exercises in MyLab for Section 3.</p> <p>Review your calendar for next week’s work.</p>
<p>Monday</p> <p>Mar. 13</p>	<p>Tuesday</p> <p>14</p>	<p>Wednesday</p> <p>15</p>	<p>Thursday</p> <p>16</p>
<p>Week 10 1,2,3,a,c</p> <p><u>Essay #2 Due</u></p> <p>Study/Complete exercises in MyLab for Exam 3.</p> <p>Read “I Believe in America” and take quiz.</p> <p><u>In class this week: Write debate thesis statements with partner</u></p>	<p>Read Debate folder and sign up in class this week.</p>		<p>Read and study Section 4 in text and BB and complete corresponding MyLab exercises.</p> <p>Review your calendar for next week’s work and plan accordingly.</p>
<p>20</p>	<p>21</p>	<p>22</p>	<p>23</p>
<p>Week 11 1,2,3,a,c</p> <p><u>In class this week: Debates</u></p> <p>Read “.Take Grammar Exam 3 this week</p>	<p>Study/Complete grammar exercises in MyLab for Section 4.</p>	<p>Study/Complete grammar exercises in MyLab for Section 4.</p>	<p>Review your calendar for next week’s work and plan accordingly.</p>
<p>Monday</p> <p>Mar. 27</p>	<p>Tuesday</p> <p>28</p>	<p>Wednesday</p> <p>29</p>	<p>Thursday</p> <p>30</p>

<p>Week 12 1,2,3,a,c</p> <p>Read “The Pickle Jar” and “Masks” in Readings and Assessments Folder.</p> <p><u>In class this week: Debates and Grammar Section 4 Review</u></p>	<p>Read/study Grammar Section 4 in textbook and BB.</p> <p>Complete corresponding MyLab exercises.</p>	<p>Review all Vocabulary Lists</p>	<p>Review your calendar for next week’s work and plan accordingly.</p>
<p>April 3</p>	<p>April 4</p>	<p>April 5</p>	<p>April 6</p>
<p>Week 13 1,a,c</p> <p>Begin to prepare for final essay examination.</p> <p>Take Grammar Exam 4 this week</p> <p><u>In class this week: Debates and Grammar Section 4 Review</u></p>	<p>Read/study Grammar Section 4 in textbook and BB.</p> <p>Complete corresponding MyLab exercises.</p>	<p>Review all vocabulary and grammar to prepare for your cumulative exam.</p>	<p>Review your calendar for next week’s work and plan accordingly.</p>
<p>Monday</p> <p>April 10</p>	<p>Tuesday</p> <p>April 11</p>	<p>Wednesday</p> <p>April 12</p>	<p>Thursday</p> <p>April 13</p>
<p>Week 14 1,2,3,a,c</p> <p><u>In class this week: Final Essay Exam-</u></p> <p>Read “The Boarded Window and “The Feather Pillow.” Take quiz over stories.</p>	<p>Review all vocabulary and grammar to prepare for your cumulative vocabulary/grammar exam.</p>	<p>Review your calendar for next week’s work and plan accordingly.</p>	<p>Review all vocabulary and grammar to prepare for your cumulative exam.</p>
<p>April 17</p>	<p>April 18</p>	<p>April 19</p>	<p>April 20</p>
<p>Week 15 1,2,3,a,c Review vocabulary/grammar to prepare for cumulative exam.</p>			
<p>April 24</p>	<p>25</p>	<p>26</p>	<p>27</p>

Take cumulative			
Vocabulary/Grammar Exam			

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