



**ENGL 1101**  
**Composition and Rhetoric**  
**COURSE SYLLABUS- Hybrid**  
**Summer Semester 2017**

**Semester: Summer**  
**Course Title: Composition and Rhetoric**  
**Course Number: 1101**  
**Credit Hours/ Minutes: 3/2250**

**Class Location: Room 318**  
**Class Meets: 40% Hybrid/ 60% F2F 90 M**

**Instructor: C. Mathews**  
**Office Hours:**  
**MW 2-5:00 TR 9:00-12:00;4-5:00**  
**Office Location: Main Building 314**  
**Email Address:**  
**cmathews@southeasterntech.edu**  
**Phone: 912-538-3211**  
**Fax Number: 912-538-3156**

**CRN: M/W 60010; M 60031**

**Tutoring Hours: W 11:45-12:15 (rm 318 or 314)**

Preferred method of communication with students is Blackboard messaging.

**This course is taught in a hybrid format. Hybrid classes require students to complete a portion of the required contact hours traditionally by attending classes on campus while completing the remaining portion online at the student's convenience with respect to the instructor's requirements.**

**REQUIRED TEXTS:**

1. Reid, S. (2016). *The Prentice Hall guide for college writers, 11th edition*. Upper Saddle River, N J : Pearson Prentice Hall; Mish, F. (Ed.). **Note: most recent edition of textbook must be used for this course.**
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, 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.**

**Note: Although students can use their smart phones and tablets to access their course(s), exams, discussions, assignments, and other graded activities should be performed on a personal computer. Neither Blackboard 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.

**STUDENT REQUIREMENTS:** Students must 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..

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).

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

**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](http://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.

Monday First Week May	Tuesday	Wednesday (May 17)	Thursday
<p><b>Week 1-a</b></p> <p>In Blackboard, read all documents and post/respond to <i>each</i> item in "Getting Started" (menu on the left) by the beginning of class next Monday <b>to maintain your seat in class.</b></p> <p>Next, read <b>My Instructor</b></p> <p>Post in <b>Student Introductions</b></p> <p><u>In class this week: Read all documents in Vocabulary Study</u></p>	<p>Complete MyLab set-up. This is your online textbook.</p> <p><b>Read all Mylab Links in BB for instructions.</b></p> <p>Bookmark and read/annotate pages 467-468 in textbook.</p>	<p>Complete Vocabulary List 1 chart (<b>Vocabulary Study in BB</b>). (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 (<b>List 1</b>) for your first exam.</p> <p><b>Read Rubrics folder in BB.</b></p>

<p>in BB and work on first vocabulary charts.</p>			
<p><b>Monday</b> May 29 Memorial Day Holiday</p>	<p><b>Tuesday</b> 30</p>	<p><b>Wednesday</b> 31</p>	<p><b>Thursday</b> 1</p>
<p><b>Week 2--1,a,c</b> Read "The Struggle for an Education" (Readings and assessments) and take quiz.  <u>In class this week: Discuss essay 1; Grammar Practice items from Section 1 and MyLab troubleshooting; Take Vocabulary Exam List 1</u></p>	<p>Read/study Grammar Section 1 (pages 560-570) in textbook.  Complete MyLab Pathbuilder. This is a mandatory pretest. Then, work on grammar exercises in <i>Understanding Basic Grammar</i> Module. Check board in classroom for more details about modules.</p>	<p>Read Grammar Study folder in BB-Section 1.  Read and annotate Chapter 1 in textbook.</p>	<p>Study Vocabulary Words for test next week.  <i>You must have MyLab account by this week or you will be withdrawn.</i></p>
<p><b>June 5</b></p>	<p><b>6</b></p>	<p><b>7</b></p>	<p><b>8</b></p>
<p><b>Week 3 1,2,3,a,c</b> Read Ch. 10 in textbook.  Read "Letter to America" (Readings and Assessments) and take quiz  <u>In class this week: Take Grammar Exam 1 (Grammar Study Folder) and discuss/sign up for debates</u></p>	<p>Read everything in <i>Essays folder- Next read Argumentative Essays folder</i> carefully!  Read <i>Debate folder</i> and sign up (in classroom) this week. The sooner you and your</p>	<p>Read and bookmark pages 486-509 in textbook.  <i>Vocabulary List 2.</i> Complete the entire chart and save as Word document. Remember to have these ready</p>	<p>Read and Study Grammar Section 2 in textbook.  Read and bookmark pages 523-530 in textbook.  <i>Read all documents in Research folder. View the power point at least two times.</i></p>

	partner get my approval for a thesis, the sooner you may sign up.	in case I ask you to submit them.	
<b>Monday</b> June 12	<b>Tuesday</b> 13	<b>Wednesday</b> 14	<b>Thursday</b> 15
<p><b>Week 4 1,2,3,a,c</b></p> <p><u>In class this week: Discuss essays and practice APA style; view style power point; Take Vocabulary Exam Unit 2; debates</u></p> <p>Read "The King and His Hawk" and take quiz</p>	<p>Conduct Research/Draft essay 1 and debate</p> <p>Complete grammar exercises that correspond with Section 2.</p>	<p>Conduct Research/Draft essay 1 and debate</p> <p>Read and bookmark pages 449-463 in textbook.</p>	<p>Study Vocabulary</p> <p>Complete MyLab grammar exercises for Section 2.</p> <p>Read and bookmark pages 557-559 in your textbook.</p> <p>Work on Research/Draft of essay 1</p>
<b>June 19</b>	<b>20</b>	<b>21</b>	<b>22</b>
<p><b>Week 5 1,2,3,a,c</b></p> <p>Work on Research/Draft of essay 1 and debate</p> <p><u>In class this week: Discuss essays, practice APA style; conduct research; Debates; Grammar Exam 2</u></p>	<p>Study Vocabulary Words</p> <p>Send draft of essay to your MyLab tutor <b>by tonight</b> in order to ensure that you receive feedback in a timely manner. Remember that you must submit this feedback along with</p>	<p>Work on Research/Draft of essay 1 and debate</p> <p>Read and Study Grammar Section 2 in textbook <b>and BB</b> and work on</p>	<p>Work on Research/Draft of essay 1</p> <p><b>Essay #1 "The Argumentative Essay" due by midnight Monday night</b></p>

<p>Read "The Pledge of Allegiance" and take quiz.</p>	<p>your final draft and rubric.</p>	<p>corresponding MyLab exercises.</p>	
<p>Monday June 26</p>	<p>Tuesday 27</p>	<p>Wednesday 28</p>	<p>Thursday 29</p>
<p>Week 6 1-a <u>In class this week: Debates</u> <b>Essay due at midnight</b> <b>Vocabulary Exam- List 3 this week</b> <u>Read "Maud Muller" and take quiz</u></p>	<p>Study Vocabulary Words- <b>Vocabulary List 3</b></p>	<p>Read/study Grammar Section 3 in textbook and in BB.</p>	<p>Complete grammar exercises in MyLab.</p>
<p>July 3-6 no classes</p>			
<p>Week 7 1-a <u>Complete exercises from Grammar section 3</u> <b>Read "The Feather Pillow" and "The Boarded Window" and take quiz.</b> <b>No classes meet this week- July 4 holiday.</b></p>	<p>Read/study Grammar Section 3 in textbook and in BB.</p>		
<p>Monday July 10</p>	<p>Tuesday 11</p>	<p>Wednesday 12</p>	<p>Thursday <b>13</b></p>



<p><b>Week 8</b> 1,2,3,a,c</p> <p>Read “Never Give Up” and Take quiz by midnight next Monday.</p> <p><u>In class this week: Debates</u></p> <p>Grammar Exam 3 this week</p>	<p>Study/ Read Grammar Section 4 in textbook and in BB and work on corresponding MyLab exercises.</p>	<p>Read part of Ben Carson’s memoir in “Never Give Up” in Readings and Assessments folder</p>	
<p>July 17</p>	<p>18</p>	<p>19</p>	<p>20</p>
<p><b>Week 9</b> 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: Debates</u></p> <p>Grammar Exam 4 this week</p>			
<p>Monday</p> <p>July 24</p>	<p>Tuesday</p> <p>25</p>	<p>Wednesday</p> <p>26</p>	<p>Thursday</p> <p>27</p>
<p><b>Week 10</b></p> <p>Read “I Believe in America” and take quiz</p> <p><u>Final Essay Exam in class</u></p> <p><u>Final Grammar and Vocabulary Exam online this week</u></p>			

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- b.) The ability to solve practical mathematical problems.
- c.) The ability to read, analyze, and interpret information.

**\*\*\*Instructor reserves the right to change the syllabus and/or lesson plan as necessary.\*\*\***