



ENGL 1101 Composition and Rhetoric
COURSE SYLLABUS
Hybrid
Summer Semester 2018

COURSE INFORMATION SPRING

Credit Hours/Minutes: 3/2250

Class Location: Main 318

Class Meets: Monday & Wednesday 10:30 – 11:45 40% Hybrid/ 60% Face to Face

Course Reference Number (CRN): 60052

Preferred Method of Contact: College Email

INSTRUCTOR CONTACT INFORMATION

Instructor Name: Ray Delva

Email Address: [Ray Delva rdelva@southeasterntech.edu](mailto:rdelva@southeasterntech.edu)

Campus/Office Location: Vidalia/Room 315

Office Hours: Monday-Thursday 1:00-4:00

Phone: 912-538-3211

Fax Number: 478-289-2276

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.

SOUTHEASTERN TECHNICAL COLLEGE'S (STC) CATALOG AND HANDBOOK

Students are responsible for all policies and procedures and all other information included in Southeastern Technical College's [Catalog and Handbook](http://www.southeasterntech.edu/student-affairs/catalog-handbook.php) (<http://www.southeasterntech.edu/student-affairs/catalog-handbook.php>).

REQUIRED TEXT

Reid, S. (2014). *The Prentice Hall Guide for College Writers, 11th edition*. Upper Saddle River, NJ: Pearson Prentice Hall; Mish, F. (Ed.). (2011). ISBN: 0-13-467877-X.

REQUIRED SUPPLIES & SOFTWARE

Reliable access to internet and Microsoft Word. Internet browser should be IE 7 or higher or Mozilla Firefox 2.0 or higher. If you do not have computer access, see your instructor for information regarding use of open labs on campuses.

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 Blackboard nor Georgia Virtual Technical Connection (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.

Students should not share login credentials with others and should change passwords periodically to maintain security.

COURSE DESCRIPTION

This course 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. This course also includes an introduction to library resources and 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

1. Writing Analysis and Practice
2. Revision
3. 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 (HYBRID)

Students are expected to complete all assignments by the due dates. **Late assignments will NOT be accepted.** Students are required to submit all assignments in **American Psychological Association (APA)** style via the digital drop boxes for each assignment. Students are responsible for policies and procedures included in the STC Catalog and Handbook. Students are responsible for checking e-mails and Blackboard course announcements daily.

HYBRID ATTENDANCE

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" (Failing 0-59) 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 [Helen Thomas \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 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 [Helen Thomas \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 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" (Withdrawn) 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...)

Students will have at least one week to complete tests and assignments. All tests and assignments are due at midnight on Monday of each week. Assignments and test not received on the due date will be assigned a 0 until received. Ten points per week will be deduct points for work that is submitted late.

ACADEMIC DISHONESTY POLICY

The Southeastern Technical College Academic Dishonesty Policy states that 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 Southeastern Technical College Catalog and Handbook.

PROCEDURE FOR ACADEMIC MISCONDUCT

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

1. 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.

2. Second Offense

Student is given a grade of "WF" (Withdrawn Failing) 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.

3. 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 third 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

The Technical College System of Georgia and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member 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).

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies:

American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer	Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 st Street, Vidalia Office 108 Phone: 912-538-3126	Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1 st Street, Vidalia Office 138B Phone: 912-538-3230

American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer	Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer
Email: Helen Thomas hthomas@southeasterntech.edu	Email: Lanie Jonas ljonas@southeasterntech.edu

ACCESSIBILITY STATEMENT

Southeastern Technical College is committed to making course content accessible to individuals to comply with the requirements of Section 508 of the Rehabilitation Act of Americans with Disabilities Act (ADA). If you find a problem that prevents access, please contact the course instructor.

GRIEVANCE PROCEDURES

Grievance procedures can be found in the Catalog and Handbook located on Southeastern Technical College’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 [Southeastern Technical College \(STC\) Website \(www.southeasterntech.edu\)](http://www.southeasterntech.edu).

TECHNICAL COLLEGE SYSTEM OF GEORGIA (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.

GRADING POLICY

Assessment/Assignment	Percentage
Writings	45%
Tests	15%
Assignments	10%
Final Essay Exam	20%
Final Voc. Exam	10%

GRADING SCALE

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

ENGL 1101 Composition and Rhetoric

Summer Semester 2018 Lesson Plan

Date/Week/Due	Chapter/Lesson	Content	Assignments	Competency Area
<p style="text-align: center;">Week 1 May 15-17</p>	<p style="text-align: center;">Course Orientation</p>	<p>Course Orientation</p> <p>Vocabulary List #1 Chart</p> <p>Rubrics</p>	<p>In Class— Read Faculty Information and Post in Student Introductions Read all documents in Vocabulary Study in BB and begin first vocabulary charts together.</p> <p>Hybrid— 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 Annotating Folder (Lessons) and take “How to Do a Close reading” Quiz.</p> <p>Read and Study Grammar Section 2 (498-514) in textbook.</p>	<p style="text-align: center;">1-a</p>
<p style="text-align: center;">Week 2 May 21 – 25</p>	<p>Text pages 399-400</p> <p style="text-align: center;">Text Ch. 1</p>	<p>Grammar Section 1</p> <p>Grammar Section 2</p> <p>Vocabulary Chart 1</p> <p>Ch. 1</p>	<p>In-Class – Grammar Practice Items from Section 1 (488-497).</p> <p>Grammar Practice Items from Section 2</p> <p>Hybrid- Read “The Struggle for an Education” (Readings and assessments) and take quiz.</p> <p>Complete Vocabulary Chart</p> <p>Read the first three links in <i>Essays</i> folder- Next, read “The Investigative Essay” folder. Bookmark pages 451-457 in textbook.</p>	<p style="text-align: center;">1,2,3,a,c</p>
<p style="text-align: center;">Week 3 May 28-31</p>	<p style="text-align: center;">Text Ch. 3</p>	<p>Investigative Essay Writing</p>	<p>In class- Take Vocabulary Exam 1, Discuss Investigative Essay, Practice APA Style</p>	<p style="text-align: center;">1,2,3,a,c</p>

Date/Week/Due	Chapter/Lesson	Content	Assignments	Competency Area
		Vocabulary Exam 1 Grammar Section 2	<p>Hybrid- Read “Letter to America” (Readings and assessments) and take quiz</p> <p>Read all documents in <i>Research</i> folder. View the power point at least two times.</p> <p>Take Grammar Exam 2 this week (Grammar Study Folder)</p>	
Week 4 June 4 – 8	pages 385-397 and 484-487	APA Style Drafting Vocabulary 2	<p>In class- Discuss/Workshop Investigative essays. Discuss Annotating, Conducting research and citations.</p> <p>Hybrid-</p> <p>Essay #1 “The Investigative Essay” due by midnight Wednesday.</p> <p>Vocabulary List 2. Complete the entire chart and save as Word document. Remember to have these ready in case I ask you to submit them.</p> <p>Read all documents in The Argumentative Essay (Essay #2) folder</p>	3,4 a,b,c
Week 5 June 11-15	Argumentative Writing Essay	Conducting Research Grammar 3	<p>In class: Discuss Argumentative essays, practice APA style; conduct research</p> <p>Hybrid- Study Vocabulary List 2</p> <p>Read “The Pledge of Allegiance” and take quiz.</p> <p>Read “Maud Muller” and take quiz.</p> <p>Study/ Read Grammar Section 3 (515-526)</p>	1,2,3,a,c

Date/Week/Due	Chapter/Lesson	Content	Assignments	Competency Area
			Be prepared for upcoming vocabulary exam.	
Week 6 June 18-22	Argumentative Writing	Vocabulary 2 Essay #2 Due Grammar 3	<p>In class- Take Vocabulary Exam 2. Grammar Practice Items from Section 3. Conduct research for Argumentative Essay</p> <p>Hybrid- Read “Never Give Up” and take quiz.</p> <p>Argumentative Essay due Wednesday at midnight.</p> <p>Complete Grammar Section 3 exam in BB.</p>	1a
Week 7 June 25-29	Persuasive Techniques Argumentative Writing	Grammar 4 Argumentative Essay / Debate Vocabulary 3	<p>In class: Grammar Section 4. Discuss & Workshop final Argumentative essay / Debate. Study persuasive techniques.</p> <p>Hybrid- Review vocabulary list 3 and complete chart. Be prepared for Exam.</p> <p>Workshop debate with partner.</p>	1a
Week 8 July 2- July 5	Vocabulary Exam 3	Vocabulary 3	<p>In class: Vocabulary Exam 3. Debate Presentations.</p> <p>Hybrid- Argumentative Essay / Debate Outline due Wednesday by midnight.</p>	1a
Week 9 July 9 - 13	Research Ch. 3 in text	Debates Grammar 4	<p>In class: Debates. Read/study Grammar Section 4 in textbook and BB.</p> <p>Hybrid. Read “I Believe in America” and take quiz.</p>	1,2,3,a,c

Date/Week/Due	Chapter/Lesson	Content	Assignments	Competency Area
Week 10 July 16-20	Debate	Grammar 4	<p>In class: Prepare for Final Exam</p> <p>Hybrid: Take Grammar Exam 4 this week</p> <p>Read "The Boarded Window and "The Feather Pillow." Take quiz over stories</p>	1,2,3,a,c
Week 11 July 23-26	Finals	Final Exam	In class: Final Essay Exam & Final Vocabulary Exam.	1,2,3,a,c

COMPETENCY AREAS

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

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.

ENG 1101--Essay Rubric

Name:

Type of Essay:

	Comments	Score
20 % Content (5 pts each): <ul style="list-style-type: none"> • Clearly defined thesis • Clearly defined context/purpose/audience • Specific and relevant details/supporting examples/evidence and data • Adequate Analysis, explanation, and/or discussion 		
20 % Organization (3.3 pts each): <ul style="list-style-type: none"> • Title appropriate and formatted correctly • Appropriate introduction (makes the reader want to read) and conclusion (reflects and supports the thesis) • Organized logically to support argument • Unified paragraphs • Coherent paragraphs • Sensible transitions 		
Content & Organization	40%	
10 % Sentence Style & Syntax (3.3 pts each) <ul style="list-style-type: none"> • Sentence structures and beginnings varied • Sentences complex • Transitions between and within sentences 		
10% Diction & Spelling (2.5 pts each) <ul style="list-style-type: none"> • Accurate diction • Efficient and sophisticated diction • Correct word forms and endings • Correct spelling 		
Sentence Style & Syntax/Diction & Spelling	20%	
25 % Grammar & Mechanics (3 pts each) <ul style="list-style-type: none"> • No fragments • No fused sentences or comma splices • No tense shifts • Correct subject/verb agreement • Correct pronoun usage and reference • Correct use of commas • Correct use of other punctuation • Correct capitalization 		
Grammar & Mechanics	25%	
5% APA Formatting for Paper (one point each) <ul style="list-style-type: none"> • Running header with title and page number • Cover Page • Title on first page of text • Reference Page • Double-spaced throughout 		
5% Parenthetical Citations (2.5 pts each) <ul style="list-style-type: none"> • Match References 		

	Comments	Score
<ul style="list-style-type: none"> Formatted properly 		
5% References Page (2.5 pts each) <ul style="list-style-type: none"> Text formatted properly with hanging indent Alphabetized sources 		
Formatting and Citations	15%	
MyLab Tutor notes and recommendations attached		
Notes:	Total Grade	

ENG 1101 Memory Essay Rubric

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

ENG 1101 Final Exam Rubric

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

Discussion Board Rubric

Criteria	A (90-100)	B (80-90)	C (70-79)	F (0-69)
Critical Thinking	Rich in content Full of thought, insight, and analysis	Substantial Thought, insight, and analysis has taken place	Generally competent but information is thin	Rudimentary/superficial No analysis or insight is displayed
Connections	Clear connections to previous or current to real-life situations and/or readings	New ideas or connections Lack depth and/or detail	Limited, if any connections Vague generalities	No connections are made
Uniqueness	New ideas New connections made with depth and detail	New ideas or connections Lack depth and/or detail	Few, if any new ideas or connections rehash or summarize other postings	No new ideas "I agree with....statement
Timeliness	All required postings completed early in discussion so that others may respond. Posted throughout the discussion	All required postings Some not in time for others to read and respond	All required postings Most at the last minute without allowing for response time	Some, or all, required postings missing
Stylistics	No or very few grammatical or stylistic errors	Several grammatical or stylistic errors	Obvious grammatical stylistic errors Errors interfere with content	Obvious grammatical or stylistic errors makes understanding impossible