



**ENGL 00902 Learning Support English
COURSE SYLLABUS
Summer Semester 2018**

COURSE INFORMATION

Credit Hours/Minutes: 3 / 2250

Campus/Class Location: Swainsboro/ 2131- Building 2

Class Meets: **F2F: Monday- 5:00-7:45 pm**

Course Reference Number (CRN): 60084

Preferred Method of Contact: lthomas@southeasterntech.edu

INSTRUCTOR CONTACT INFORMATION

Instructor Name: Laquanda Thomas

Email Address: [Laquanda Thomas \(lthomas@southeasterntech.edu\)](mailto:Laquanda.Thomas@lthomas@southeasterntech.edu)

Campus/Office Location: Swainsboro/ 2132- Building 2

Office Hours: Tuesday and Thursday- 8:00-12:00

Phone: 478.289.2219

Fax Number: N/A

Tutoring Hours (if applicable): Tuesday and Thursdays- 3:00-5:00

REQUIRED TEXT

ENGL 1010 textbook – Contact your ENGL 1010 instructor

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 Blackboard 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.

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 phone 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, Module 6, 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.

Students in ENGL 0090 will be withdrawn by an instructor for attendance. If you are withdrawn from ENGL 0090, you will also be withdrawn from ENGL 1010. 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, 912-538-3126, hthomas@southeasterntech.edu, 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, 912-538-3126, hthomas@southeasterntech.edu.

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 accessed 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...)

Statement will vary per program, course, or instructor. Information should be included pertaining to such items as tests, quizzes, homework, etc.....

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:

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" 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 Email: Helen Thomas hthomas@southeasterntech.edu	Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1 st Street, Vidalia Office 138B Phone: 912-538-3230 Email: Lanie Jonas ljonas@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](#).

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
<i>MyWritingLab</i>	100%

CO-REQUISITE STUDENTS

For ENGL 00902, students will be awarded the grade earned in ENGL 1010.

GRADING SCALE

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

ENGL 00902 Learning Support English
Summer Semester 2018 Lesson Plan

Week/Date	Content	Assignments	Competency Area & General Core Educational Competencies
Week 1	Introduction to ENGL 0090	<p>Student Acknowledgement packet</p> <p>Students will complete assignments from the textbook prior to accessing the <i>MyWritingLab</i>.</p> <p>Access the <i>MyWritingLab</i> and complete the <i>MyWritingLab</i> Learning Path Builder – This diagnostic exam will create the individualized Learning Path Builder</p> <p>Print copy of the <i>MyWritingLab</i> Path Builder</p>	1, 2, 3 a, c, d
Week 2	Modules assigned from the <i>MyWritingLab</i> Learning Path Builder	<p>Complete assignments generated by Learning Path relating to the Module</p> <p>Module W1. Basic Grammar</p>	1, 2, 3 a, c, d
Week 3	Modules assigned from the <i>MyWritingLab</i> Learning Path Builder	<p>Complete assignments generated by Learning Path relating to the Module</p> <p>Module W2. Sentence Skills</p>	1, 2, 3 a, c, d
Week 4	Modules assigned from the <i>MyWritingLab</i> Learning Path Builder	Complete assignments generated by Learning Path relating to the Module	1, 2, 3 a, c, d

Week/Date	Content	Assignments	Competency Area & General Core Educational Competencies
		Module 3. Punctuation, Mechanics, and Spelling	
Week 5	Modules assigned from the <i>MyWritingLab</i> Learning Path Builder	Complete assignments generated by Learning Path relating to the Module	1, 2, 3 a, c, d
Week 6	Modules assigned from the <i>MyWritingLab</i> Learning Path Builder	Complete assignments generated by Learning Path relating to the Module Module W4. Usage and Style	1, 2, 3 a, c, d
Week 7	Modules assigned from the <i>MyWritingLab</i> Learning Path Builder	Complete assignments generated by Learning Path relating to the Module Module W5. The Craft of Writing	1, 2, 3 a, c, d
Week 8	Modules assigned from the <i>MyWritingLab</i> Learning Path Builder	Complete assignments generated by Learning Path relating to the Module	1, 2, 3 a, c, d
Week 9	Modules assigned from the <i>MyWritingLab</i> Learning Path Builder	Complete assignments generated by Learning Path relating to the Module Module W7. Essay Development	1, 2, 3 a, c, d
Week 10	Modules assigned from the <i>MyWritingLab</i> Learning Path Builder	Complete assignments generated by Learning Path relating to the Module	1, 2, 3 a, c, d
Final Week	Modules assigned from the <i>MyWritingLab</i> Learning Path Builder	Comprehensive Mastery Test – Score of 80 or higher is required. The test can be repeated until the required score is achieved.	1, 2, 3 a, c, d

Competency Areas: (will vary for each course/taken from state standards)

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.