



**ENGL 1010/ Fundamentals of English I**  
**COURSE SYLLABUS**  
 Hybrid  
 Summer Semester 2016

**Semester:** Summer 2016  
**Course Title:** Fundamentals of English I

**Course Number:** ENGL 1010  
**Credit Hours/ Minutes:** 3 / 2250

**Class Location:** Main Building room #318

**Class Meets:** 1:30-2:45 T/R (60% Face-to-face; 40% Online)

**CRN:** 60161

**Instructor:** C. Mathews  
**Office Hours:** M-Th 3:00-5:30

**Office Location:** MAIN BUILDING ROOM 314

**Email Address:**  
 cmathews@southeasterntech.edu

**Phone:** 912-538-3211

**Fax Number:** 912-538-3156

**Tutoring Hours:** Wed. 11:45-12:15

**REQUIRED TEXT:** Langan, J. & Albright, Z. L. (2015). *English Skills with Readings*. New York, NY: McGraw-Hill.

**REQUIRED SUPPLIES & SOFTWARE:** flash drive, loose leaf paper and binder, pencils, blue-black pens, and access to Internet and STC's Information Delivery System (IDS).

**COURSE DESCRIPTION:** Emphasizes the development and improvement of written and oral communication abilities. Topics include analysis of writing, applied grammar and writing skills, editing and proofreading skills, research skills, and oral communication skills.

**MAJOR COURSE COMPETENCIES:**

1. Analysis of writing
2. Applied grammar and writing skills
3. Editing and proofreading skills
4. Research skills
5. Oral communication skills.

**PREREQUISITE(S):** ENGL 0090 OR Appropriate Placement Test Score AND READING 0090—Reading II OR Appropriate Placement Test Score.

**COURSE OUTLINE:**

1. Analysis of Writing
2. Applied Grammar and Writing Skills
3. Editing and Proofreading
4. Research Skills
5. Oral Communication Skills

**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:**

1. Students are expected to bring all materials, especially their books, to class.
2. Students are required to complete all assignments on the lesson plan by their due dates to exit the class. Students are also required to complete any extra assignments assigned by the instructor.
3. All writing assignments must be in APA format, typed in Microsoft Word, and submitted in a drop box on the due date. Late assignments will not be accepted, including assignments not typed in Microsoft Word that will not open. .

**CELL PHONE POLICY:** STC policy states cell phones are not to be used while in class. When students enter the classroom, cell phones should be placed on silent or vibrate. If cell phones become a problem, the instructor reserves the right to give a quiz to the entire class each time a phone rings/vibrates or anytime a student is caught using a phone in class. Cell phone quizzes will be put into the grade book. During exams, if a student is caught with a phone or caught texting during a test, he or she will be given a zero.

**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, 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, Room 1202, (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.

### **MAKEUP GUIDELINES (Tests, quizzes, homework, projects, etc...):**

Tests and assignments must be completed on the assigned date in the course calendar or per the instructor. If a student misses a test, a grade of zero will be assigned. **No late work will be accepted. No exceptions.** Unannounced quizzes are subject to be given on any day. A grade of zero will be assigned for any quizzes missed. There will be no

makeup of quizzes. Any zeros recorded will be included in the final score calculation. Extra credit work to increase a grade will not be given in this course.

**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 PROCEDURES:** Grievance procedures can be found in the Catalog 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 POLICY**

Exams 25%  
Other 5%  
Writing Assignments 40%  
Grammar final  
10%  
Essay final  
20%

**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.*

**Disclaimer:** The instructor reserves the right to change the syllabus and/or lesson plan as necessary.

The official copy of the syllabus is located inside the student's online course shell or will be given to the student during the first face-to-face class meeting of the semester. This syllabus displayed in advance of the semester in a location other than the course you are enrolled is for planning purposes only.

<b>Lesson Plans</b> <b>ENGL 1010 Summer 2016</b> <b>*Subject to change at the Instructor's discretion*</b>			
Date	Chapter(s)/Lesson	Tests Assignments	Comp Area
<b>5/19 Thurs</b>	<p>Intro to Course, Syllabus, Outline, Policies/Procedures, emergency plan etc.</p> <p>Diagnostic Test</p> <p>18 Subjects and Verbs</p> <p>19 Fragments</p> <p>20 Run-ons</p>	<p>Attend one of the BLACKBOARD sessions for Summer. For those who sign the attendance sheet, there will be an <b>extra five points on Exam 1.</b></p> <p><b>Choices:</b></p> <p><b>Thursday, May 19, 5 p.m. in lab 809 Gillis Building</b></p> <p><b>Thursday, May 26, 12 Noon in lab 809 Gillis Building</b></p> <p><b><u>First Blackboard Assignment</u></b></p> <ul style="list-style-type: none"> <li>• Read these items: Home-Grading Rubrics on left-side menu in BB. Read Getting Started and click on each item in the table of contents. This is where you will submit pledge, introduction, and student packets.</li> </ul> <p><b><u>Homework for Tuesday:</u></b></p> <ul style="list-style-type: none"> <li>• In <i>English Skills with Readings</i>, by Langan, complete the Diagnostic Test</li> <li>• Complete (Read and do exercises) for Chapters 18, 19, 20</li> <li>• View power point in Grammar Lessons: Subjects and Verbs</li> <li>• <u>Submit</u> STC policies/proc. &amp; Acknowledgement Statements</li> </ul>	*1, 2, 3 a, c, d
<b>5/24 Tues</b>	<p>3 First and Second Step in Writing</p> <p>4 The Third Step in Writing Exemplification Paragraph</p>	<p><b><u>In class-</u></b> Review subjects, verbs, fragments and run-ons; discuss Exemplification Paragraph</p> <p><b><u>Homework for Thurs.</u></b></p> <p>1. Read Ch.3 First and Second Step in Writing <i>English Skills with Readings</i></p>	*1, 2, 3, 5 a, c, d

		<p>by Langan.</p> <ol style="list-style-type: none"> <li>2. Read Ch.4 “The Third Step in Writing”</li> <li>3. Watch video in Writing Lessons: The Writing Process Folder</li> <li>4. Watch video in Writing Lessons Exemplification Writing</li> </ol>	
<b>5/26 Thurs</b>	<p>22 Standard Verbs pp. 457-465 23 Irregular Verbs pp. 466-474</p>	<p><b><u>In class-</u></b> Steps in Writing; discuss Exemplification para. <b>Grammar Test 1</b></p> <p><b><u>Homework for Tues.</u></b></p> <ol style="list-style-type: none"> <li>1. Read Chapter 23 Standard Verbs</li> <li>2. Read Chapter 22 Irregular Verbs.</li> <li>3. Reading Quiz 1</li> <li>4. Watch video in Writing Lessons: Comparison and Contrast Writing</li> <li>5. <b>Submit Exemplification Paragraph by midnight 5/31</b></li> </ol>	<p>*1,2,3,5 a,c,d</p>
<b>5/31 Tues</b>	<p>5 Fourth Step in Writing Process 6 Four Bases for Revising Writing  11 Compare/Contrast Paragraph</p>	<p><b><u>In class-</u></b> Standard and Irregular Verbs</p> <p><b><u>Homework for Thurs.</u></b></p> <ol style="list-style-type: none"> <li>1. Read Chapters 5, 6,11</li> <li>2. Watch video: Comparison/Contrast Paragraph (Writing Lessons)</li> <li>3. Reading quiz 2</li> </ol>	<p>*1,2,3,5 a,c,d</p>
<b>6/2 Th</b>	<p>30 Capital Letters pp. 514-522. 32 Apostrophes pp. 527-535 33 Quotation Marks pp. 536-543</p>	<p><b><u>In class-</u></b> Compare/Contrast Paragraphs; writing instruction, <b>Grammar Test 2</b></p> <p><b><u>Homework for Tues.</u></b></p> <ol style="list-style-type: none"> <li>1. Read Chapter 33 Capital Letters</li> <li>2. Read Chapter 35 Apostrophes</li> <li>3. Read Chapter 36 Quotation Marks</li> </ol>	<p>*1,2,3,5 a,c,d</p>
<b>6/7 Tues</b>	<p>24 Subject /Verb Agreement</p>	<p><b><u>In class-</u></b> Apostrophes, Capital letters, and Quotation Marks</p> <p><b><u>Homework for Thurs.</u></b></p> <ol style="list-style-type: none"> <li>1. Reading quiz 3</li> <li>2. Read Chapter 24 Subject/Verb</li> </ol>	<p>*1,2,3,5 a,c,d</p>

		Agreement <b>3. Submit Compare/Contrast Paragraph by midnight 6/14</b>	
<b>6/9 Thurs</b>		<b>Grammar Test 3</b>	
<b>6/14 Tues</b>	34 Commas	<u>In class- Subject/Verb Agreement</u>  <u>Homework for Tuesday</u> 1. Reading quiz 4 2. Complete Chapter 34 Commas	*1, 2, 3, 5 **a, b, d
<b>6/16 Thurs</b>	25 Pronoun Agreement and Reference 26 Pronoun Types	<u>In class- Commas; Grammar Exam 4</u>  <u>Homework for Thurs.</u> 1. Read Chapter 25 Pronoun-Agreement and Reference 2. Read Chapter 26 Pronoun Types 3. View "The Five Paragraph Essay" in Writing Lessons	*1, 2, 3, 5 **a, b, d
<b>6/21 Tues</b>	17 Writing the Essay	<u>In class- pronoun agreement; types; writing the essay</u>  <u>Homework for Tues.</u> 1. Read Ch. 17 Writing the Essay 2. Reading quiz 5	*1, 2, 3, 5 **a, b, d
<b>6/23 Thurs</b>	17 Writing the Essay	<u>In class- Writing the Essay Grammar Exam 5</u>  <u>Homework for Thurs.</u> 1. Read and complete Chapter 35:Other Punctuation Marks 2. Read and complete Chapter 39: Commonly Confused Words 3. Read and complete Chapter 40: Effective Word Choice 4. <b>Submit essay by midnight 6/28</b>	*1, 2, 3, 4, 5 **a, b, d
<b>6/28 Tues</b>	35 Other Punctuation Marks 39 Commonly Confused Words 40 Effective Word Choice	<u>In class- Commonly confused words, other punctuation marks; effective word choice; the essay</u>	*1, 2, 3, 5 **a, b, d



<b>6/30 Thurs</b>		<b><u>Grammar Exam 6</u></b>	*1, 2, 3, 5 **a, b, d
<b>7/5 holiday</b>		Homework: <ul style="list-style-type: none"> <li>• Read/Complete Chapter 27 Adjective and Adverbs</li> </ul>	
<b>7/7 holiday</b>		<ul style="list-style-type: none"> <li>• Read/Complete Chapter 28 Misplaced and Dangling Modifiers</li> </ul>	
<b>7/12 Tues</b>	27 Adjectives and Adverbs 28 Misplaced and Dangling Modifiers	<b>In class:</b> <u>Review chapters 27,28</u>	*1, 2, 3, 5 **a, b, d
<b>7/14 Thurs</b>		<u>In class- Review for final essay exam</u> <b><u>Grammar Exam 7</u></b>	*1, 2, 3, 4, 5 **a, b, d
<b>7/19</b>		<b>Essay Final</b>	
<b>7/21</b>		<b>Review for Grammar Final</b>	*1, 2, 3, 4, 5 **a, b, d
<b>7/26-28</b>		<b>Grammar Final</b>	*1, 2, 3, 4, 5 **a, b, d

**\*\*The instructor reserves the right to modify these lesson plans as she deems necessary.**

\*Course Competencies

1. Analysis of Writing
2. Applied Grammar and Writing Skills
3. Editing and Proofreading Skills
4. Research Skills
5. Oral Communication Skills

\*\*General Education Competency Areas

- 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.

### Grading Scale –Exemplification Paragraph

<u>Example</u> <ul style="list-style-type: none"> <li>• Examples to support topic sentence</li> <li>• Examples stated clearly</li> <li>• Transitional words used to link examples</li> </ul>	20
<u>Writing Process</u> <ul style="list-style-type: none"> <li>• Evidence of brainstorming &amp; organizing ideas</li> <li>• Evidence of drafts and revisions</li> <li>• Considers audience</li> </ul>	15
<u>Topic Sentence</u> <ul style="list-style-type: none"> <li>• States topic</li> <li>• Expresses opinion attitude or feeling</li> <li>• Focused</li> <li>• Restated as Concluding Sentence</li> </ul>	20
<u>Support</u> <ul style="list-style-type: none"> <li>• Sufficient Explanations and Details</li> <li>• Points clarified with explanations that limit and focus the main idea</li> <li>• All examples and explanations relate to main point (unity)</li> <li>• Examples are clear (clarity)</li> <li>• Organized according to purpose</li> <li>• Connecting Words between ideas achieve coherence</li> </ul>	25
<u>Title</u> <ul style="list-style-type: none"> <li>• Appropriate</li> <li>• Formatted correctly</li> </ul>	10
<u>Grammar</u> <ul style="list-style-type: none"> <li>• Complete Sentences</li> <li>• Correct use of commas</li> </ul>	10
<p>A ten-point penalty will be applied if <b>ALL</b> instructions are not followed. <b><u>Total Points</u></b></p>	

### Grading Scale – Compare/Contrast Paragraph

<p><b><u>Compare/Contrast</u></b></p> <ul style="list-style-type: none"> <li>• Either Compares or Contrasts (not both)</li> <li>• Meaningful comparison or contrast</li> <li>• Interesting comparison or contrast</li> <li>• Developed thoroughly</li> <li>• Uses transitions to enhance meaning between ideas</li> </ul>	25
<p><b><u>Structure</u></b></p> <ul style="list-style-type: none"> <li>• Begins with topic sentence that states whether paragraph is comparison or contrast</li> <li>• Supporting sentences limit and focus the main idea</li> <li>• Uses point-by-point or side-by-side organization throughout paragraph</li> <li>• Explanations and details well-developed</li> <li>• Closing sentence reflects topic sentence and provides closure</li> </ul>	25
<p><b><u>Support</u></b></p> <ul style="list-style-type: none"> <li>• All examples and explanations relate to main point (unity)</li> <li>• Examples are clear (clarity)</li> <li>• Transitional between ideas in details to achieve (coherence)</li> </ul>	25
<p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>• Complete sentences: No run-ons or fragments</li> <li>• Correct use of commas and other punctuation</li> <li>• Correct use of pronouns</li> <li>• Correct use of verbs</li> <li>• spelling and capitalization</li> </ul>	25
<p><b>A ten-point penalty will be applied if ALL instructions are not followed.</b></p> <p><b><u>Total Points</u></b></p>	

## ENG 1010 Rubric– Descriptive Paragraph

<u><b>Descriptive</b></u> <ul style="list-style-type: none"> <li>• Uses concrete sensory details</li> <li>• Conveys a dominant impression</li> <li>• Details enhance the image</li> </ul>	<b>25</b>
<u><b>Writing Process</b></u> <ul style="list-style-type: none"> <li>• Evidence of brainstorming &amp; organizing ideas</li> <li>• Evidence of drafts and revisions</li> <li>• Considers audience</li> </ul>	<b>10</b>
<u><b>Topic Sentence</b></u> <ul style="list-style-type: none"> <li>• States topic</li> <li>• Expresses opinion attitude or feeling</li> <li>• Focused</li> <li>• Restated as Concluding Sentence</li> </ul>	<b>20</b>
<u><b>Support</b></u> <ul style="list-style-type: none"> <li>• Examples, Details, Explanations</li> <li>• Points clarified with details that limit and focus the main idea</li> <li>• All examples and explanations relate to main point (unity)</li> <li>• Examples are clear (clarity)</li> <li>• Organized according to purpose</li> <li>• Connecting Words between ideas achieve coherence</li> </ul>	<b>25</b>
<u><b>Grammar</b></u> <ul style="list-style-type: none"> <li>• Complete sentences: No run-ons or fragments</li> <li>• Correct use of commas and other punctuation</li> <li>• Correct use of pronouns</li> <li>• Spelling</li> </ul>	<b>20</b>
<u><b>Total Points</b></u>	
<p>A ten-point penalty will be applied if ALL instructions are not followed.</p>	

**Five-Paragraph Essay Grading Scale  
English 101**

<p><b><u>Content (30%)</u></b></p> <ul style="list-style-type: none"> <li>• Interesting, detailed</li> <li>• Clear Purpose</li> <li>• Well Developed, thorough</li> <li>• Content Relevant to Topic</li> </ul>	1 2 3 4 5
X6	
<p><b><u>Essay &amp; Paragraph Structure (40%)</u></b></p> <ul style="list-style-type: none"> <li>• Thesis</li> <li>• Introduction</li> <li>• 3 Topic Sentences</li> <li>• 3 Body Paragraphs Support/Details for T.S. Unity &amp; Coherence</li> <li>• Transitions</li> <li>• Conclusion restated thesis summary closing remarks</li> </ul>	1 2 3 4 5
X8	
<p><b><u>Grammar/Mechanics (30%)</u></b></p> <ul style="list-style-type: none"> <li>• Complete sentences: No run-ons or fragments</li> <li>• Correct use of commas and other punctuation</li> <li>• Correct use of pronouns</li> <li>• Correct use of verbs</li> <li>• Appropriate use of modifiers</li> <li>• Clear, parallel sentence structure</li> <li>• spelling and capital letters</li> </ul>	1 2 3 4 5
X6	
<p><b>A ten-point penalty will be applied if ALL instructions are not followed. Total Points</b></p>	

5 = Exceeds expectations 4 = Meets expectations 3 = Adequate performance 2 = Needs Work 1 = Inadequate