



**English (ENGL) 1101: Composition and Rhetoric**  
**COURSE SYLLABUS**  
**Online**  
**Summer Semester 2020 (202016)**

**COURSE INFORMATION**

Credit Hours/Minutes: 3/2250

Campus/Class Location: Georgia Virtual Technical Connection (GVTC)/Blackboard

Class Meets: Via Internet for 9 weeks

Course Reference Number (CRN): 60174

Preferred Method of Contact: [lthomas@southeasterntech.edu](mailto: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, Building 2, Room 2132

Office Hours: Monday and Wednesday - 8:00-11:00 a.m.

Phone: 478-289-2219

Tutoring Hours: Monday and Wednesday-9:00-11:00 a.m. / Tuesday and Thursday-1:00-3:00 p.m.

**SOUTHEASTERN TECHNICAL COLLEGE (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**

Bullock, R., Goggin, M., & Weinberger, F. (2016). *The Norton field guide to writing with readings and handbook*. (4th ed.). New York, NY: W.W. Norton & Company.

**REQUIRED SUPPLIES & SOFTWARE**

Folder with pockets, loose-leaf paper, binder, pencils, pens, **reliable** internet access, Student E-mail account, and access to STC's Remote Lab Access -- Students are required to use Microsoft Applications for this class, specifically Microsoft Word.

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**

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 a research paper 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 or ENGL 1010.

### **COURSE OUTLINE**

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

### **GENERAL EDUCATION CORE COMPETENCIES**

Southeastern Technical College 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 (ONLINE)**

Students are expected to complete all work required by the instructor and to attend the required proctored campus exam. The calendar provides due dates for each assignment.

Assignments must be keyed in Microsoft Word, saved, uploaded, and attached for grading in Blackboard.

Students are expected to prove weekly academic engagement by meeting assignment deadlines each week. Students are expected to communicate frequently through college email and discussion boards. College email is accessed at <https://portal.office.com>, under Quick links on our webpage, or in the menu of your Blackboard course.

### **BASIC ERRORS**

Certain errors in writing are called basic or failing errors. A pattern of such errors must be eliminated from writing assignments. Errors include the following:

1. Lack of clarity at the sentence level
2. Subject-verb agreement errors
3. Comma splices and run-on or fused sentences
4. Sentence fragments
5. Incorrect verb forms

6. Spelling errors
7. Pronoun-antecedent agreement

### **ONLINE ATTENDANCE**

It is the student's responsibility to be academically engaged each week doing course related 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" (Failing 0-59) in a course.

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. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Students will have at least one week to complete tests and assignments. All tests and assignments are due at 11:59 p.m. on Tuesday of each week. Exceptions to the due dates of assignments due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

### **STUDENTS WITH DISABILITIES**

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact the appropriate campus coordinator to request services.

**Swainsboro Campus:** [Macy Gay mgay@southeasterntech.edu](mailto:mgay@southeasterntech.edu), 478-289-2274, Building 1, Room 1210

**Vidalia Campus:** [Helen Thomas hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu), 912-538-3126, Building A, Room 165

### **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 complete the course successfully. If you think you will need accommodations due to pregnancy, please make arrangements with the appropriate campus coordinator

**Swainsboro Campus:** [Macy Gay mgay@southeasterntech.edu](mailto:mgay@southeasterntech.edu), 478-289-2274, Building 1, Room 1210

**Vidalia Campus:** [Helen Thomas hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu), 912-538-3126, Building A, Room 165

It is strongly encouraged that requests for consideration be made PRIOR to delivery and early enough in the pregnancy to ensure that all the required documentation is secured before the absence occurs. Requests made after delivery MAY NOT be accommodated. The coordinator will contact your instructor to discuss accommodations when all required documentation has been received. The instructor will then discuss a plan with you to make up missed assignments.

### **CHECKING GRADES**

A grade book is made available in the BLACKBOARD course on the main page by clicking the MY GRADES link when students log in. This grade book is for students to review and is continuously updated throughout the semester. Students can view their grades at any time to see the individual grades for each assignment. The overall percentage averages should display in the grade book to help track course progress.

### **NO HARM NO FOUL POLICY**

It is the student's responsibility to drop courses during the first three days by completing a withdrawal form with a Counselor in Student Affairs. If a student comes to class during the first three days or any day during

this time, the student will be dropped with no penalty only if they have completed the Withdrawal Form with Student Affairs by the close of business on the third business day of the semester. **(For Summer Semester, that day will be May 28). The student must formally withdraw from classes in order to receive the no harm-no foul benefit.** The student will be charged for the class unless he/she formally withdraws.

### **NO SHOW REQUIREMENT**

**It is the student's responsibility to have all materials for the course on the first day of the semester. This is student responsibility in a traditional, hybrid, or online course. To be considered in attendance, the student must complete the following assignments:**

- Getting Started Orientation
- Pledge Acknowledgement Quiz
- Student Introduction Discussion
- Blackboard Orientation Quiz
- Send Instructor an email from student email account

Please complete these assignments within the **first three days of the course or by May 28, 2020 (11:59 p.m.)**.

### **WITHDRAWAL PROCEDURE**

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% point of the term in which student is enrolled (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 for the course(s) when the student completes the withdrawal form.

Important – Student-initiated withdrawals are not allowed after the 65% point. After the 65% point of the term in which student is enrolled, the student has earned the right to a letter grade and will receive a grade for the course. Please note: Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of "F" (Failing 0-59) being assigned.

Informing your instructor that you will not return to his/her course, does not satisfy the approved withdrawal procedure outlined above.

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. A grade of "W" will count in attempted hour calculations for the purpose of Financial Aid.

### **ONLINE PROCTORED EVENT WITHDRAWALS**

Students who do not complete the proctored exam for an online class on the scheduled date and do not present a valid excuse within three business days of the scheduled event will be withdrawn from the course with a "WF" (Withdrawn Failing) and will be disabled in their online class. If the proctored event is scheduled during final exams, any student who misses the proctored exam will receive an "F" for the course.

### **PROCTORED EVENT**

**Due to the uncertainties of COVID-19, this event will not be proctored for Summer Semester 2020. Students will complete the event, but will not be required to come on campus to do it.**

The event may be a major exam, assignment, or presentation, etc. that will count a minimum of 20% of the course grade. Students who do not complete the event as scheduled must submit a valid documented excuse within three business days after the scheduled event. If the excuse is approved by the instructor of the course, students must make arrangements with the instructor to make up/reschedule the missed event. The

penalty and makeup instructions will be at the instructor's discretion. Events will be given after the 65% point of the semester. **Students who do not complete the event on the scheduled date and do not present a valid documented excuse within three business days of the scheduled event will be withdrawn from the course with a "WF" (Withdrawn Failing). If the event is scheduled during final exams, any student who misses the event will be issued an "F" (Failing) for the course.**

### **MAKEUP GUIDELINES (TESTS, QUIZZES, HOMEWORK, PROJECTS, ETC.)**

Assignments must be completed by the assigned dates or per the instructor. Extra credit work to increase a grade will be given at the discretion of the instructor. If a student misses a test during a week, a grade of zero will be assigned. Only students with extenuating circumstances (who contact the instructor during the week of the test regarding their absence) will be allowed to take a makeup test, which will replace the zero. Extenuating circumstances are determined at the instructor's discretion. Unless otherwise scheduled with the instructor, it is expected that the test will be taken as soon as possible. Failure to follow this procedure will result in a grade of zero.

### **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.

Academic dishonesty includes the following:

**Collusion** (obtaining help from someone else with your writing except during peer review) and **other forms of cheating**, such as cheating on tests or quizzes, will result in a zero on the assignment.

**Plagiarism will result in a grade of "0" for the assignment—no exceptions.** You've committed plagiarism if you've done one of the following in preparing an essay, report, or assignment:

- Used three or more consecutive words written by another person without putting quotes around the words
- Used several consecutive sentences written by another person, changing the words only slightly to keep it from being an exact quote

- Created a "mosaic" of other people's words, sentences, and paragraphs from a variety of sources
- Used someone else's ideas without citing that person as the original thinker
- Turned in a paper written in part or in whole by someone else

Plagiarism is the most serious form of academic dishonesty and can result in expulsion from a college or university.

**STATEMENT OF NON-DISCRIMINATION**

The Technical College System of Georgia (TCSG) and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, gender, 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 nondiscrimination policy encompasses the operation of all technical college-administered programs, federally financed programs, educational programs and activities involving admissions, scholarships and loans, student life, and athletics. It also applies to the recruitment and employment of personnel and contracting for goods and services.

All work and campus environments shall be free from unlawful forms of discrimination, harassment and retaliation as outlined under Title IX of the Educational Amendments of 1972, Title VI and Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act of 1967, as amended, Executive Order 11246, as amended, the Vietnam Era Veterans Readjustment Act of 1974, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, the Americans With Disabilities Act of 1990, as amended, the Equal Pay Act, Lilly Ledbetter Fair Pay Act of 2009, the Georgia Fair Employment Act of 1978, as amended, the Immigration Reform and Control Act of 1986, the Genetic Information Nondiscrimination Act of 2008, the Workforce Investment Act of 1998 and other related mandates under TCSG Policy, federal or state statutes.

The Technical College System and Technical Colleges shall promote the realization of equal opportunity through a positive continuing program of specific practices designed to ensure the full realization of equal opportunity.

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

<p><b>American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer</b></p>	<p><b>Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer</b></p>
<p>Helen Thomas, Special Needs Specialist          Vidalia Campus          3001 East 1<sup>st</sup> Street, Vidalia          Office 165 Phone: 912-538-3126          Email: <a href="mailto:hthomas@southeasterntech.edu">Helen Thomas (hthomas@southeasterntech.edu)</a></p>	<p>Lanie Jonas, Director of Human Resources          Vidalia Campus          3001 East 1<sup>st</sup> Street, Vidalia          Office 138B Phone: 912-538-3230          Email: <a href="mailto:ljonas@southeasterntech.edu">Lanie Jonas (ljonas@southeasterntech.edu)</a></p>

**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 Banner Web via the mySTC portal or by clicking the Current Students link on the [Southeastern Technical College 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
Discussion	20%
Quizzes	20%
Essays: Final Drafts	40%
Proctored Event/Exam <b>(due to the uncertainties of COVID-19, this event will not be proctored for Summer Semester 202016. Students will complete the event, but will not be required to come on campus to do it).</b>	20%

## GRADING SCALE

Letter Grade	Range
A	89.5-100
B	79.5-89
C	69.5-79
D	59.5-69
F	0-59

## ENGL 1101 – Composition and Rhetoric Summer Semester 2020 Lesson Plan

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Week 1  <b>May 26</b>  <b>Note: May 28, 2020 is the last day of drop/add.</b>	Course Introduction: Syllabus, Student Introductions, Argumentative Essay topics	<p>Print Syllabus</p> <p>Navigate to your English 1101 Course in Blackboard and select the “Getting Started” link provided in the Course Menu.</p> <ul style="list-style-type: none"> <li>• Read all of the information in the folder</li> <li>• Complete the <b>Student Introductions Discussion Board</b></li> <li>• Complete the <b>Pledge Acknowledgement Quiz before May 28, 2020 by 11:59 p.m.</b> to avoid being counted as a “No Show” and being dropped from the course.</li> </ul> <p>Navigate to your English 1101 Course in Blackboard and select the “Blackboard Orientation” link provided in the Course Menu.</p> <ul style="list-style-type: none"> <li>• Complete the <b>Blackboard Orientation and Orientation Quiz by May 28, 2020.</b></li> <li>• <b>Send an email from your Office 365 student email account by May 28, 2020. This email must come from your Southeastern Technical College (STC) email to receive credit.</b></li> <li>• Choose a topic for the argumentative essay. This will be the final essay of the course. You will work on this essay in addition to the work that are in each week. Students will submit this essay in week 9 of the course.</li> </ul> <p><b>Note:</b> Students should <b>NOT</b> choose the following topics: abortion, gay marriages,</p>	<p>-Complete the <b>Student Introduction Discussion Board, Pledge Acknowledgement Quiz, Blackboard Orientation, and Orientation Quiz before May 28, 2020, 11:59 p.m.</b></p> <p>-Choose a topic for the argumentative essay by <b>June 2, 2020. There is no deliverable for the topic. Just be sure not to choose any of the topics listed below. If students are unsure of their topic, feel free to email me, and we will discuss.</b></p> <p><b>Note:</b> Students should <b>NOT</b> choose the following topics: abortion, gay marriages, legalizing marijuana, and the death penalty. <b>Due Thursday, July 23, 2020 by 11:59 p.m.</b></p>	<p>*1,3 **1, 3</p>



Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
		legalizing marijuana, and the death penalty.		
Week 2 <b>June 2</b>	Lesson Folder 1: The Writing Process and Plagiarism	<p><b>Academic Writing and Plagiarism</b></p> <p>Read chapters below in textbook, <i>The Norton Field Guide to Writing with Readings and Handbook</i>:</p> <p>Chapter 1: Writing in Academic Contexts</p> <p>Chapter 2: Reading in Academic Contexts</p> <p>Chapter 3: Summarizing and Responding</p> <p>Chapter 4: Developing Academic Habits of Mind</p> <p>Watch Videos on American Psychological Association (APA) Style in Folder 1: The Writing Process, Plagiarism, and APA Style.</p> <p>Read Chapter 50: Acknowledging Sources, Avoiding Plagiarism</p> <p>Read Chapter 53: APA Style Review all materials and/or videos within the folder.</p> <p>Navigate to your English 1101 Course in Blackboard and select the "Quizzes" link provided in the Course Menu.</p> <ul style="list-style-type: none"> <li>• Complete the <b>Plagiarism Quiz.</b></li> <li>• Complete the <b>APA Quiz.</b></li> </ul>	<p><b>APA Quiz and Plagiarism Quiz</b> <b>Due: Tuesday, June 9, 2020 by 11:59 p.m.</b></p> <p><b>Note:</b> Be sure to review Week 2 grammar lesson as well.</p>	*1,3 **1, 3
Week 2: <b>Grammar</b>  <b>June 2</b>	Lesson Folder 1A: Grammar	<p>Navigate to your English 1101 Course in Blackboard and select the "<b>Lessons</b>" link provided in the Course Menu. Once in "Lessons," select "Folder 1A: Grammar" and complete the Syntax Quiz</p> <p><b>Grammar Lesson</b></p>	<b>Syntax Quiz Due: Tuesday, June 9, 2020 by 11:59 p.m.</b>	*1 **1, 3

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
		<ul style="list-style-type: none"> <li>Review the Sentences section of your handbook sections S-1, S-2, &amp; S-3 to prepare for this quiz.</li> <li>Complete the <b>selected Grammar Quizzes (Syntax)</b>. This quiz covers "Common Errors: Fragments and Run-ons" from the handbook section of your textbook.</li> </ul>		
Week 3  <b>June 9</b>	Personal Narrative Essay	<p>Navigate to your English 1101 Course in Blackboard and select the <b>"Lessons"</b> link provided in the Course Menu.</p> <p><b>Personal Narrative Essay</b></p> <ul style="list-style-type: none"> <li>Read Chapter 40: Describing and Chapter 45: Narrating in <i>The Norton Field Guide to Writing with Readings and Handbook</i> and review all materials and/or videos within the folder.</li> <li>Begin drafting and complete the <b>Personal Narrative Essay</b>.</li> </ul> <p>Navigate to your English 1101 Course in Blackboard and select the <b>"Quizzes"</b> link provided in the Course Menu.</p> <p><b>Personal Narrative Essay Quiz</b></p> <ul style="list-style-type: none"> <li>Complete the <b>Personal Narrative Essay Quiz</b>.</li> <li><b>Continue revising, editing, and proofreading Personal Narrative Essay.</b></li> </ul> <p><b>**Reminder: Final Draft of Personal Narrative Essay due Tuesday, June 16, 2020 by 11:59 p.m.</b></p> <p><b>**Reminder: Personal Narrative Essay Quiz due Tuesday, June 16, 2020 by 11:59 p.m.</b></p>	<p><b>Personal Narrative Essay (FD)</b>  <b>Assignment Due: Tuesday, June 16, 2020 by 11:59 p.m.</b></p> <p><b>Personal Narrative Essay Quiz Due: Tuesday, June 16, 2020 by 11:59 p.m.</b></p>	*1,2 **1, 3
Week 4:  <b>Grammar</b>	Verbs Commas Quotation	Navigate to your English 1101 Course in Blackboard and select the <b>"Discussion Board"</b> link provided in	<b>Verb and Punctuation Quizzes Due: Tuesday, June 23,</b>	*1,2 **1, 3

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
June 16	Marks	<p>the Course Menu</p> <ul style="list-style-type: none"> <li>Complete the <b>discussion board for the Personal Narrative Essay.</b></li> </ul> <p><b>Note:</b> This is the first discussion over course material this semester. Please remember to Post to the discussion forum 3 times before the deadline. Your <b>initial post should be 200 words or more and the 2 replies should be 100 words or more.</b></p> <p><b>**Reminder: Personal Narrative Essay Discussion Board Due: Tuesday, June 23, 2020 by 11:59 p.m.</b></p> <p>Navigate to your English 1101 Course in Blackboard and select the <b>“Lessons”</b> link provided in the Course Menu. Once in “Lessons,” select “Folder 1A: Grammar” and complete the Verb Quiz</p> <p><b>Grammar Lesson</b></p> <ul style="list-style-type: none"> <li>Review the Sentences sections of your handbook sections "S-4: Verbs" and "S-5: Subject-Verb Agreement" to prepare for your quiz.</li> <li>Complete the <b>selected Grammar Quiz (Verbs)</b>. This quiz covers Verb Tenses and Subject-Verb Agreement from the handbook section of your textbook.</li> <li>For practice before taking the quiz, test your knowledge in “Folder 1A: Grammar”</li> </ul> <p>Complete Grammar Practice Exercises and Answers</p> <ul style="list-style-type: none"> <li><b>Verb tense shifts</b></li> <li><b>Subject-Verb Agreement</b></li> </ul> <p>Navigate to your English 1101 Course in Blackboard and select the <b>“Lessons”</b> link provided in the</p>	<p><b>2020 by 11:59 p.m.</b></p> <p><b>Personal Narrative Essay Discussion Board Due: Tuesday, June 23, 2020 by 11:59 p.m.</b></p>	

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
		<p>Course Menu. Once in “Lessons,” select “Folder 1A: Grammar” and complete the Punctuation Quiz</p> <p><b>Grammar Lesson</b></p> <ul style="list-style-type: none"> <li>Review the Punctuation sections of your handbook sections "P-1: Commas" and "P-4: Quotation Marks" to prepare for your quiz.</li> <li>Complete the <b>selected Grammar Quiz (Punctuation)</b>. This quiz covers "Commas" and "Quotation Marks" from the Punctuation section of your textbook.</li> <li>For practice before taking the quiz, test your knowledge in “Folder 1A: Grammar”</li> </ul> <p>Complete Grammar Practice Exercises and Answers</p> <ul style="list-style-type: none"> <li><b>Commas</b></li> </ul>		
<p>Week 5</p> <p><b>June 23</b></p> <p><b>June 25-Midterm</b></p>	<p>Lesson Folder: Research and Lesson Folder 4: The Argumentative Essay</p>	<p>Navigate to your English 1101 Course in Blackboard and select the “<b>Lessons</b>” link provided in the Course Menu and click on the Research folder</p> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>Read the <b>Research Guide</b> in the Research Folder.</li> <li>Read Part 6: Doing Research <b>excluding</b> “Chapter 52: MLA Style” in <i>The Norton Field Guide to Writing with Readings &amp; Handbook</i> and review all materials and/or videos within the folder.</li> <li>Begin researching your topic. You should have four sources total. Three of your sources should come from Galileo. The Galileo link is provided in the Course Menu of the course in Blackboard. One source can come from outside of the</li> </ul>	<p><b>These sources are for the topic that you chose in week 1 and will be the sources used for the argumentative research essay. Sources might change as you continue to research, but you should still have a total of four sources on the reference list of the final draft.</b></p> <p><b>Reference list:</b> These four sources should be the reference entries included on the reference page of the final draft of the argumentative essay. <b>Reference list due</b></p>	<p>*1,3</p> <p>**1, 3</p>

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
		<p>Galileo database. If it is an online source, the domain name must end in <b>.org, .edu, or .gov</b>. You are only allowed to use one source that does not come from Galileo. Find four sources that will help to develop your argument. Create an APA reference list with the four sources of your choice meeting assignment requirements.</p> <ul style="list-style-type: none"> <li>When you complete the reference list, continue to draft the argumentative essay using the argumentative essay template in the <b>Planning and Drafting the Argumentative Essay Folder (Lesson 4)</b>. The essay <b>should be at least 3-4 pages</b>. There will be no more submissions for this assignment until the due date for the final draft. <b>Argumentative Essay Final Draft is due July 16, 2020 by 11:59 p.m.</b></li> </ul>	<p><b>Tuesday, June 30, 2020 by 11:59 p.m.</b> The drop box is available in the <b>Research folder</b>.</p> <p><b>I hope that you continue to work on your paper after completing the reference list. This will ensure that you are ready to submit the final draft by the deadline.</b></p>	
<p>Proctored Event <b>June 23, 2020</b></p>	<p>Please read information under the "Proctored Event" heading in the syllabus. Proctored Event Assignment will be made available the morning of the event.</p>	<p><b>June 23</b> <b>2:00-4:00 p.m.</b></p>	<p><b>June 23</b> <b>2:00-4:00 p.m.</b></p>	<p>*1,2 **1, 3</p>
<p>Week 6 <b>June 30</b></p>	<p>Rhetorical Analysis</p>	<p>Navigate to your English 1101 Course in Blackboard and select the "Lessons" link provided in the Course Menu <b>Rhetorical Analysis Essay</b></p>	<p><b>Rhetorical Analysis Discussion Board</b> <b>Due: Tuesday, July 7, 2020 by 11:59 p.m.</b></p>	<p>*1,2,3 **1, 3</p>

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
		<ul style="list-style-type: none"> <li>Read Chapter 11 in the textbook <i>The Norton Field Guide to Writing with Readings &amp; Handbook</i> and review all materials and/or videos within the folder.</li> </ul> <p><b>Rhetorical Analysis Essay</b></p> <ul style="list-style-type: none"> <li>To prepare for this essay, please read the chapter in the textbook and all material related to the assignment. The assignment instructions and rubric should be printed and read thoroughly before beginning the draft. You should also print the speech transcript for analysis and essay template to guide the drafting stage. Be sure to watch “The Girl Who Silenced the World for 5 Minutes” video several times.</li> </ul> <ul style="list-style-type: none"> <li>Complete the <b>Rhetorical Analysis Essay Final Draft</b>. Navigate to your English 1101 Course in Blackboard and select the “Lessons” link provided in the Course Menu. Click on the <b>Rhetorical Analysis Essay Assignment Folder to submit final draft. The drop box is located in the Rhetorical Analysis Essay Assignment Folder.</b></li> </ul> <p>Navigate to your English 1101 Course in Blackboard and select the “Discussion Board” link provided in the Course Menu</p> <ul style="list-style-type: none"> <li>Complete the <b>discussion board for the Rhetorical Analysis Essay</b>. Please remember to Post to the discussion forum 3 times</li> </ul>	<p><b>Rhetorical Analysis Quiz Due: Tuesday, July 7, 2020 by 11:59 p.m.</b></p> <p><b>Rhetorical Analysis Final Draft Due: Thursday, July 9, 2020 by 11:59 p.m.</b></p> <p><b>Note:</b> Be sure to review Week 6 grammar lesson as well.</p>	

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
		before the deadline. Your <b>initial post should be 200 words or more and the 2 replies should be 100 words or more.</b>		
Week 6: <b>Grammar</b>  <b>June 30</b>	Pronouns	<p>Navigate to your English 1101 Course in Blackboard and select the <b>“Lessons”</b> link provided in the Course Menu. Once in <b>“Lessons,”</b> select <b>“Folder 1A: Grammar”</b> and complete the Pronoun Quiz</p> <p><b>Grammar Lesson</b></p> <ul style="list-style-type: none"> <li>• Review the Pronoun sections of your handbook section <b>“S-6: Pronouns”</b> to prepare for your quiz.</li> <li>• Complete the <b>selected Grammar Quiz (Pronouns)</b>. This quiz covers Pronouns from the Sentences (S-6) section of your textbook.</li> </ul>	<b>Pronoun Quiz Due: Tuesday, July 7, 2020 by 11:59 p.m.</b>	*1, 2 **1, 3
July 8	65% Point	Last day for students to formally withdraw from Full term classes without academic penalty.		
Week 7-9 <b>July 7-July 28</b>	Lesson Folder 4: The Argumentative Essay	<p>Navigate to your English 1101 Course in Blackboard and select the <b>“Quizzes”</b> link provided in the Course Menu.</p> <ul style="list-style-type: none"> <li>• <b>Complete the Incorporating Sources Quiz</b></li> </ul> <p>Navigate to your English 1101 Course in Blackboard and select the <b>“Lessons”</b> link provided in the Course Menu</p> <p><b>Argumentative Essay</b></p> <ul style="list-style-type: none"> <li>• Use the Argumentative Essay template to begin drafting your essay. Be sure to include a thesis statement and all other parts on the template. There is a video in the <b>Planning and Drafting the Argumentative Essay Folder (Lesson Folder 4: Argumentative Essay)</b>. This</li> </ul>	<p><b>Incorporating Sources Quiz Due: Tuesday, July 14, 2020 by 11:59 p.m.</b></p> <p><b>Research Discussion Board Due: Tuesday, July 14, 2020 by 11:59 p.m.</b></p> <p><b>Argumentative Essay Final Draft due: Thursday, July 23, 2020 by 11:59 p.m.</b></p> <p><b>Argumentative Essay Quiz Due: Tuesday, July 28, 2020 by 11:59 p.m.</b></p>	*1, 2, 3 **1, 3  <b>Note:</b> Students should <b>NOT</b> choose the following topics: abortion, gay marriages, legalizing marijuana, and the death penalty.

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
		<p><b>video is to help with developing the thesis statement in an argumentative essay.</b></p> <p>Navigate to your English 1101 Course in Blackboard and select the <b>“Lessons”</b> link provided in the Course Menu</p> <p><b>Argumentative Essay</b></p> <ul style="list-style-type: none"> <li>• Complete the <b>Argumentative Essay FINAL Assignment</b></li> </ul>		
<p>Week 10</p> <p><b>July 29</b></p> <p><b>Last day of the semester</b></p>	<p>Reflection</p>	<p>Navigate to your English 1101 Course in Blackboard and select the <b>“Discussion Board”</b> link provided in the Course Menu</p> <p>Complete the <b>Reflection discussion board</b>. Please remember to Post to the discussion forum 3 times before the deadline. Your <b>initial post should be 200 words or more and the 2 replies should be 100 words or more.</b></p>	<p><b>Reflection Discussion Board Due:</b></p> <p><b>Wednesday, July 29, 2020 by 11:59 p.m.</b></p>	<p>*1, 2</p> <p>**1, 3</p>

**COMPETENCY AREAS: (WILL VARY FOR EACH COURSE/TAKEN FROM STATE STANDARDS)**

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.



## Personal Narrative Essay Rubric

Criteria Evaluated	4 Points- Clearly meets standard	3 Points- Attempts to meet standard and is fairly successful	2 Points- Makes effort to meet standard but with little success	1 Point- Does not achieve
<b>Consistent point of view, focus, and organizational structure including effective use of transitions</b>	Maintains a consistent point of view, focus, and organizational structure, including effective use of transitions,	Maintains a mostly consistent point of view, focus, and organizational structure, including effective use of some transitions.	Maintains an inconsistent point of view, focus, and organizational structure, which may include ineffective or awkward use of some transitions.	Lacks a point of view, focus, organizational, and transitions that unify important ideas.
<b>Clearly presented central idea with relevant facts, details, explanations</b>	Includes a clearly presented central idea with relevant facts, details, and/or explanations. Uses descriptive language (i.e. sensory words, active verbs, adjectives, figurative language, etc.).	Presents a central idea with mostly relevant facts, details, and/or explanations.  Student makes effort to use sensory details	Suggests a central idea with limited facts, details, and or explanations. Very little sensory details used.	Lacks a central idea but may contain marginally related facts, details or explanations. Student does not use sensory details
<b>Sentence structure</b>	Includes a variety of sentence types.	Includes a variety of sentence types.	Includes little variety in sentence types.	Includes no sentence variety.
<b>Narrative Writing -Plot line</b>	Provides a thoroughly developed plot line, including major and minor characters and a definite setting.	Provides an adequately developed plot line, including major and minor characters and a definite setting.	Provides a minimally developed plot line, including characters and a setting.	Lacks a developed plot line.
<b>English language conventions</b>	Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors do not interfere with the reader's understanding of the writing.	Contains some errors in the conventions of the English language, but they do not interfere with the reader's understanding of the writing.	Contains several errors in the conventions of the English language that may interfere with the reader's understanding of the writing.	Contains serious errors in the conventions of the English language that do interfere with the reader's understanding of the writing.
<b>Strategies</b>	Includes appropriate strategies: dialogue, suspense, narrative action.	Includes appropriate strategies: dialogue, suspense, narrative action.	Minimal attempts to use strategies.	Fails to use strategies.

## Rhetorical Analysis Essay

Criteria	Superior 5/4.5	Strong 4/3.5	Competent 3/2.5	Weak 2/1.5	Does not meet requirements 1
<b>Rhetorical Situation- Must be included in the intro paragraph</b>	<p>Rhetorical choices are acutely befitting of the purpose and occasion for which student is writing.</p> <p>Student includes a summary of speech in the introduction. This is the only place where summary occurs. Student develops a strong thesis statement.</p>	<p>Student's essay is mostly written in an academic tone and style appropriate for assignment. Student includes summary of the speech in the introduction but leaves out parts of the summary. The student develops a thesis but can make revisions for a stronger focused statement.</p>	<p>Student's essay shows an attempt at appropriateness in academic tone and style, but the student makes several choices that clearly do not benefit the rhetorical situation.</p> <p>There is not a summary of the speech in the introduction. Elements of the thesis exist throughout the introduction but does not come together as a strong statement at the end of the body paragraph.</p>	<p>The tone and style often seem off-target for audience. Rhetorical choices work occasionally, but mostly do not benefit the rhetorical situation.</p> <p>Summary is limited in the introduction and the thesis requires revision.</p>	<p>Student does not write in a tone/style appropriate for audience, occasion, or purpose.</p> <p>Little elements of the summary exist in the introduction and the thesis statement is vague and unclear.</p>
<b>Analytical Engagement with Text</b>	<p>Student effectively employs concepts and methods of rhetorical analysis to examine the text. Focuses on rhetorical aspects of the text (audience, purpose, rhetorical strategies) and supports claims with textual and contextual references. The analysis is sophisticated, fresh and exciting, posing new ways to think of the material.</p>	<p>Thoughtfully engages with ideas presented in text. Takes some chances. Needs to stretch analysis a bit further. Employs concepts and methods of rhetorical analysis effectively and mostly focuses on rhetorical aspects of text.</p>	<p>Shows engagement with ideas in text by choosing appropriate quotations, but may lack sufficient analysis. Inconsistently employs concepts and methods of rhetorical analysis and/or may incorrectly apply these strategies in her/his analysis. Analysis diverges from the rhetorical aspects of text.</p>	<p>Quotations may not be appropriate for analysis; analysis skims surface or may not relate to purpose of the assignment. Rarely employs methods and concepts for a rhetorical analysis and/or diverges too heavily from the rhetorical aspects of text. Often the writer summarizes when he or she should be analyzing.</p>	<p>Analysis fails to offer insight into effectiveness of text for author's purpose and situation. Student does not apply methods/concepts of rhetorical analysis from this unit and does not focus on rhetorical aspects of text.</p>
<b>Organization and Unity</b>	<p>Introduction, body paragraphs and concluding paragraph. Thesis statement includes the argument, purpose, and strategies used to present argument. Paragraphs are</p>	<p>Thesis may need revising but provides an overall argument and strategies used. The student may leave the purpose out of the thesis. Paragraphs are developed with no</p>	<p>Thesis states the overall purpose but leaves out the strategies used and purpose. Includes confusing or unclear transitions and topic sentences. With more stages of drafting, the</p>	<p>Student attempts to develop a thesis, but it is somewhat vague; structure may lack development, transitions, or clear topic</p>	<p>Reader has to work too hard to make connections due to absence of transitions &amp; paragraph organization. Thesis statement is missing and</p>

<b>Criteria</b>	<b>Superior 5/4.5</b>	<b>Strong 4/3.5</b>	<b>Competent 3/2.5</b>	<b>Weak 2/1.5</b>	<b>Does not meet requirements 1</b>
	developed logically. Sentence structure is well developed making use of transitions to guide the reader Essay is coherent.	definition of strategy included. Analysis is strong.	essay could become more organized and united. Body paragraphs have strategies and analysis but examples are limited and not clearly connected to the strategy	sentences.  Body paragraphs could be developed more.	body does not flow with a purpose.
<b>Grammar, Mechanics, Spelling, etc. Adheres to APA guidelines. Make use of Grammarly</b>	Exceptional command of language other surface features of text. Correct citation style and format.	Strong command of language and other surface features. Some minimal errors; citation style often used correctly.	Problems in language usage and other surface features. Several errors in citation style and punctuation.	Distracting surface errors. Citations often excluded or incorrect.	Did you proofread? No in text citations and/or works cited page.

## Argumentative Research Essay

Rating	Excellent	Proficient	Average	Below Average	
<b>Category</b>	3	2	1	0	Score
<p><b>Introduction:</b> The introduction includes hook/ Background History/ Significance or Definition of problem/ Thesis statement</p> <p><b>Conclusion-</b> The conclusion highlight the main points of the body paragraphs.</p>	<p>The introduction is well developed with all parts of the intro including a clear thesis statement.</p> <p>Conclusion well developed and summarizes main points. The conclusion is well thought out.</p>	<p>Intro paragraph contains some background information and states the problem, but does not explain using details. States the thesis of the paper.</p> <p>Conclusion summarizes main topics but important details are left out of the body paragraphs.</p>	<p>Introduction attempts to state the thesis but does not adequately explain the background of the problem. Revision to the thesis is needed. The problem is stated but lacks detail.</p>	<p>Thesis and/or problem is vague or unclear. Background details are a seemingly random collection of information, unclear, or not related to the topic.</p> <p>The conclusion does not adequately summarize the main points. No suggestions for change or opinions are included.</p>	
<p><b>Main Points:</b> Body paragraphs/ Counterargument paragraph</p>	<p>Three or more main points are well developed with supporting details.</p> <p>Counterargument paragraph(s) acknowledges the opposing view and summarizes their main points. The writer does well to tear down the counterargument in comparison to the argument the writer is making.</p>	<p>Three or more main points are present but may lack detail and development in one or two.</p> <p>Counterargument paragraph(s) acknowledges the opposing view but doesn't summarize points or minimize the validity of the counter argument.</p>	<p>Three or more main points, but all lack development.</p> <p>Counterargument paragraph(s) missing and/or vague.</p>	<p>One point fully developed. All other points are vague</p> <p>Counter argument paragraph(s) missing.</p>	
<p><b>Organization</b></p>	<p>Logical, compelling progression of ideas in essay; a clear structure that enhances and showcases the central idea or theme and moves the reader through the text.</p> <p>Organization flows so smoothly the reader hardly thinks about it. It is a natural read. Effective, mature, and graceful transitions exist throughout the essay.</p>	<p>Overall, the paper is logically developed.</p> <p>Progression of ideas in essay makes sense and moves the reader easily through the text.</p> <p>Strong transitions exist throughout and add to the essay's coherence</p>	<p>Progression of ideas in essay is awkward, yet moves the reader through the text without too much confusion.</p> <p>The writer sometimes lunges ahead too quickly or spends too much time on details that do not matter. Transitions appear sporadically, but not equally throughout the essay.</p>	<p>Arrangement of essay is unclear and illogical. The writing lacks a clear sense of direction. Ideas, details or events seem strung together in a loose or random fashion; there is no identifiable internal structure and readers have trouble following the writer's line of thought.</p> <p>Few, forced transitions in</p>	

Rating	Excellent	Proficient	Average	Below Average	
<b>Category</b>	3	2	1	0	Score
				the essay or no transitions are present.	
<b>References</b> <b>APA Guidelines</b>	Source material is smoothly integrated into the text.  All sources are accurately documented in the desired format both in the text and on the reference page.	Source material is used.  All sources are accurately documented, but a few are not in the desired format.	Source material is used, but integration may be awkward.  All sources are accurately documented, but many are not in the desired format.	Lacks sources and/or sources are not accurately documented.  Format is incorrect for all sources.	
<b>Mechanics</b> Sentence Structure Punctuation & Capitalization	Sentence structure is correct.  Punctuation and capitalization are correct.  Student must write in third person only.	Sentence structure is correct.  Punctuation and capitalization are correct.  Student shifts perspective a couple of times. Mostly written in third person.	Work contains structural weaknesses and grammatical errors.  There are several errors in punctuation and/or capitalization.  Student uses first or second person several times.	Work contains multiple incorrect sentence structures.  There are many errors in punctuation and/or capitalization.  Student shifts between first, third and second person throughout essay.	