

Southeast Tech · · English

Composition ENGL-101 1 F

Spring Term 2023-2024 School Year Section 1 F 3.00 Credits 01/08/2024 to 05/03/2024 Modified 01/10/2024

Course Description

English Composition will help develop proficiency in writing concise, coherent essays, and in using correct English. Several modes of discourse will be explored and good grammar skills are emphasized. This course will improve the student's critical thinking skills as it provides students with practice in all stages of the writing process: planning, supporting, rewriting, analyzing, proofreading, and editing. This course will also require critical reading and writing. Prerequisite: Placement Assessment

Outcomes

Southeast Tech General Education Outcomes

- Use technology to access, organize, communicate, and evaluate information.
- Design an approach to answer questions or achieve the desired goal.
- Evaluate issues, ideas, artifacts, or events before forming a conclusion.
- Implement effective collaboration techniques to produce effective results within a team.
- Demonstrate ethical behavior that exhibits value for a community.
- Communicate for understanding through listening, speaking, and writing.

SD Board of Regents ENGL 101 Outcomes

GOAL 1: Students will write effectively and responsibly and will understand and interpret the written expression of others. As a result of taking courses meeting this goal, students will:

- Write using standard American English, including correct punctuation, grammar, and sentence structure.
- Write logically.
- Write persuasively, with a variety of rhetorical strategies (e.g., expository, argumentative, descriptive).
- Incorporate formal research and documentation into their writing, including research obtained through modern, technology-based tools.

GOAL 7: Students will recognize when information is needed and have the ability to locate, organize, critically evaluate, and effectively use information from a variety of sources with intellectual integrity. As a result of taking courses meeting this goal, students will:

- Determine the extent of information needed.
- · Access the needed information effectively and efficiently.
- Evaluate the information and its sources critically.
- Use information effectively to accomplish a specific purpose.
- Use the information in an ethical and legal manner.

Southeast Tech Composition Outcomes

- · Apply academic integrity concepts to integrate research
- Apply Modern Language Association (MLA) or American Psychological Association (APA) format & documentation style
- · Create original academic essays

Key Course Assessments

- · Chapter Quizzes
- Textbook Software Assignments
- Information Literacy Unit
- Description Essay
- · Definition Essay
- Comparative Analysis Essay
- Argumentative Research Essay
- Exams

Additional Outcomes

Course Materials

English Composition Plus Integrated Review

Author: Hawkes Learning Publisher: Hawkes Learning

Edition: Second

ISBN: 978-1-64277-458-0 (Software+Ebook)

Availability: Hawkes Learning or Campus Bookstore

Price: Varies

Online Textbook and Content Access

English Composition (Plus Integrated Review) by Hawkes Learning

2nd Edition, Copyright ©2022

ISBN: 978-1-64277-458-0 (Software+Ebook)

DIGITAL ACCESS REQUIRED; Paper copy not required or expected.

Availability:

Southeast Tech Campus Bookstore (https://bookstore.southeasttech.com/

(https://bookstore.southeasttech.com/))

Hawkes (http://www.hawkeslearning.com/ (http://www.hawkeslearning.com/))

Computer Requirements

- A laptop or tablet that meets the college's minimum technology standards and is able to access the internet
- A microphone and webcam may also be needed
- Reliable internet access on a daily basis for using the online learning platform--have a backup plan for internet access if your primary source is not working.

NOTE: All written work must be submitted as Microsoft Word documents or PDFs to avoid compatibility issues. iOS Pages files are **not** accepted.

A copy of Microsoft Office is available to students. If you need more info, visit: https://stinet.southeasttech.edu/ICS/Student/Student_Support_Services/IT_Support_Center/)

≅ Deliverables

Evaluation Procedures and Grading

Criteria

The following information describes the levels of grading:

"A" - Writing that demonstrates unusual competence. The thesis statement is clear and specific. Content is both unified and coherent. Sufficient details are provided to develop the thesis statement. Grammatical/mechanical or documentation errors are minimal, with no patterns of serious error. Sentence patterns are varied. Diction is tight, fresh, and appropriate to audience and purpose. The "A" essay is imaginative. The writing is thoughtful and avoids the obvious, thus providing insight that is often personal and illuminating. The "A" essay invites rereading.

"B" - Writing that demonstrates competence. Content is unified and generally coherent. Key ideas are supported with details. The essay may contain grammatical/mechanical and documentation errors, but those errors do not detract from the essay's content. Sentence patterns are sufficiently varied to keep the reader interested. Diction is generally concise, accurate, and appropriate to audience and purpose. The "B" essay offers substantial information with few distractions.

"C" - Writing that suggests competence, but with a tendency to depend upon the self-evident and the cliché. Content may be ineffectively organized, with weak or missing transitions. Grammar/mechanical errors may be repeated or frequent. Development is thin: generalizations are not developed with appropriate details. Diction is limited in range, occasionally marred by repetition, redundancy, imprecision. Sentences may be choppy, monotonous. The "C" essay lacks both imagination and an

awareness of choices that affect style.

"D" - Writing that suggests incompetence. The thesis statement may be unclear or missing. Content is disorganized. The essay fails to provide the reader with clear direction and focus, and transitions between ideas are missing. Ideas are left undeveloped. Generalizations are not supported. Grammatical or sentence structure errors may distort the intended meaning. Mechanical errors may be prevalent. Diction is limited in range and may be inappropriate. Evidence of proofreading is scanty. The "D" essay often gives the impression of having been conceived and written in haste. The "D" essay is not thoughtful and does not invite reading, much less rereading.

"F" - Writing that demonstrates incompetence. The essay lacks thesis statements, unity. Writing is marginally coherent. Few ideas are developed or supported. Grammar, spelling, and sentence structure are weak. In short, the ideas, organization, and style fall far below what is acceptable in college writing.

Breakdown

Letter grades follow a 10% scale:

"A" = 90% - 100%

"B" = 80% - 89%

"C" = 70% - 79%

"D" = 60% - 69%

"F" - 0% - 59%

Additional Items

d Course Outline

When	Topic	Notes
Week 1 Jan. 8- 12	Introductions, Audience, Pre- Writing Strategies	 1.1 Introduce Yourself - found in Unit 1 of Coursework 1.2 Practice Addressing Audience - found in Unit 1 of Coursework 1.3 Pre-Writing Strategies - found in Unit 1 of Coursework 1.4 "I Didn't Really Learn Anything" discussion forum 1.5 Hawkes Common Sentence Errors Exercise - found in Unit 6 in Coursework Panopto Authentication
Week 2 Jan. 15-19	Descriptive Writing	 2.1 Practice with Descriptive Writing language, thesaurus, and organization - found in Unit 1 in Coursework 2.2 Descriptive writing about garbage - found in Unit 1 in Coursework 2.3 Descriptive Essay Draft - found in Unit 1 in Coursewor

When	Topic	Notes
Week 3 Feb. 19-23	Descriptive Writing and Information Literacy	3.1 Practice Formatting Sample Essay in a Trio - found in Unit 1 in Coursework3.2 Peer Read the Descriptive Essay - found in Unit 1 in Coursework
		3.3 Plan for Revision of Descriptive Essay - found in Unit 1 in Coursework
		3.4 "Motivation" discussion forum - found in Unit 1 in Coursework
		3.5 Which Sources Do You Trust? - found in Unit 5 of Coursework
		3.6 Information Literacy about the Backfire Effect - found in Unit 5 of Coursework
Week 4 Jan. 29 - Feb. 2	Definition Writing and Finding Sources for Research	4.1 Final Draft of the Descriptive Essay - found in Unit 1 of Coursework
		4.2 "The Rise of the Worker Productivity Score" discussion forum - found in Unit 1 of Coursework
		4.3 Practice with Toulmin and Rogerian Argument - found in Unit 4 of Coursework
		4.4 Hawkes Understanding an Argument - found in Unit 4 of Coursework
		4.5 Information Literacy about the Backfire Effect - found in Unit 5 of Coursework
		5.1 Begin work on Hawkes Lessons for Research Writing (Extra Credit) -found in Unit 4 in Coursework
Week 5 Feb. 5- 9	Research Writing: Topic and Finding Sources	5.1 Hawkes Lessons for Research Writing (Extra Credit) - found in Unit 4 of Coursework
		5.2 Hawkes Activity Recognizing Logical Fallacies - found in Unit 5 of Coursework
		5.3 "Forty Years of the Internet" - found in Unit 1 of Coursework
		5.4 Three Possible Research Topics and Current Knowledge - found in Unit 4 of Coursework
Week 6 Feb. 12-16	Definition Writing and Finding Sources for Research	6.1 Definition Paragraph Draft - found in Unit 2 in Coursework
		6.2 "Four Types of Courage" discussion forum - found in Unit 2 in Coursework
		6.3 Library Quest Activity - found in Unit 4 in Coursework
		6.4 Working Bibliography of Five Sources - found in Unit 4 in Coursework
		Please note that the next steps in the research paper assignment will not open until you submit a working bibliography. Once each part of the paper is submitted, the next assignment appears in Coursework. (Working Bibliography submission opens the Notes assignment; Notes submission opens the Outline assignment; Outline submission opens the Rough Draft assignment.)

1 Institutional Policies

Course Subject to Change

The syllabus is a statement of intent and schedule of topics, activities, assessments, and requirements as well as an overall road map to ensure students will achieve both the course learning objectives and the program-level learning objectives.

The scheduled educational activities are subject to change with reasonable advance notice to students by either the instructor or academic administration. The grading and attendance policies are not subject to change once posted.

During campus closures, the dynamic nature of our learning environment supports the possibility of remote learning days. In such instances, instructors will demonstrate flexibility, providing necessary support to ensure students can actively engage in coursework while accommodating individual circumstances. Clear communication and understanding will be prioritized to maintain the quality of education.

Students wishing to appeal changes to a course syllabus must first do so in writing to their instructor. If a successful resolution is not achieved after submitting the written appeal, the student has the option to file a written appeal to the appropriate Associate Dean of Curriculum and Instruction or Dean of Curriculum and Instruction. If the second level appeal does not result in a resolution, the student can submit a final appeal to the Vice President of Academic Affairs. The review and final decision of the Vice President of Academic Affairs is final and not subject to appeal.

Attendance

Administrative Withdraw for Non-Attendance

Students are expected to attend all sessions of courses for which they are enrolled. Absences do not excuse the student from meeting course requirements. Each instructor will evaluate the student's progress to determine how to handle outstanding assignments and assessments. Students attending 16 week courses who have a record of zero attendance for fourteen (14) calendar days will be administratively withdrawn from the course(s) the absence is occurring, resulting in a grade of "W" for the course. Students attending courses of less than a 16 week duration, who have a record of zero attendance for seven (7) calendar days will be administratively withdrawn. Students who receive financial aid may have their financial aid status affected. More information is located in the Southeast Tech Catalog (https://catalog.southeasttech.edu/index.php):

Course Recording Statement

Delivery of some courses at STC allows flexible participation options for students in time and location. Courses may be made available to properly enrolled students who are not physically in the classroom, and/or a time delayed recording made available to all properly enrolled students. In addition to instructional content, remote delivery may include capture of all classroom audio and visual happenings

during designated class times, including that of students who may be part of the class, but who are not physically in the classroom. By remaining in classes capturing audio and visual happenings, you are agreeing to this statement.

Student Learning Outcomes

Student success is important to Southeast Tech faculty, and all faculty are involved in assessing student learning. Upon graduation, Southeast students will have competence in the following four common learning outcomes:

Technical Skills: Students will be able to explain industry-relevant concepts (knowledge) and demonstrate industry-relevant technical skills (performance).

Communication: Students will be able to define the purpose of the communication; organize and structure the communication; provide supporting material; demonstrate precision of language; and professionally deliver and format the communication.

Problem Solving & Critical Thinking: Students will be able to define the problem; analyze the problem; generate solutions; evaluate solutions; and select the best solution.

Professionalism: Students will be able to demonstrate positive work ethic; collaborate as part of a team; adapt to change; adhere to professional standards; and model integrity and ethics.

Student Conduct, Cheating and Plagiarism

Students attending Southeast Technical College are expected to follow policies and requirements in the Southeast Technical College Student Handbook: STC Student Handbook (https://catalog.southeasttech.edu/index.php). In addition, some departments have academic handbooks for their areas that outline expected student conduct.

Southeast policies authorize the Vice President of Academic Affairs to suspend or terminate any student from the college for misconduct as outlined in the rules of this policy. The following student misconduct shall constitute grounds for student discipline, suspension, or termination when such activity occurs on school grounds, in the online course environment or during an educational function under the auspices of the school board: acts of dishonesty, including cheating and plagiarism or other forms of dishonesty relating to academic achievement such as the misuse of technology, software, apps, or other computer-assisted or artificial intelligence in violation of individual course or assignment policies as defined by instructors.

Test Proctoring

The Southeast Testing Center offers test proctoring located in the Wood Center Building, Room 103. Online instructors will communicate details regarding required test proctoring and how to sign up to take these assessments. Testing Center contact information: 605.367.6014 or testing@southeasttech.edu

Academic Resource Center (ARC)

Your success is important to us! In addition to meeting with your instructor for academic assistance, STC students are encouraged to use the free tutoring and other support services in the Academic Resource Center (ARC) to reinforce understanding of course concepts and improve performance in courses. ARC offers one-on-one tutoring for course assignments or skill building (e.g., test-taking strategies, note-taking, memorization, etc.) with faculty or peer tutors. Learn more about these services by visiting the ARC page found in the Student tab of myTech.

Student Mental Health

Mental health and overall well-being are significant predictors of academic success. As such it is essential that during your college experience you develop the skills and optimize resources effectively to navigate stress, anxiety, depression, and other mental health concerns. Please familiarize yourself with the range of resources Southeast Tech provides and seek out support for mental health concerns as needed. Individual counseling services are available in the Sullivan Health Science Center or virtually via Teams-based video, Telephone, or Email. Please visit Personal Counseling on myTech (https://my.southeasttech.edu/ICS/Student/Student_Support_Services/Student_Success_Center/Personal_Counseling.jnz). to complete the Personal Counseling form. Contact the counselor at counseling@southeasttech.edu (mailto:counseling@southeasttech.edu) or 605-367-4821 for more information and to schedule a session. Crisis Counseling is available nationwide by calling 988, and in the Sioux Falls area via the Helpline Center at Helpline Center Website (https://www.helplinecenter.org/).

Safety

Violation of safety to self and others and/or violations of safe operating practices of equipment may result in the reduction or loss of a daily grade, removal from class, and/or other disciplinary action.

ADA and Accessibility Services

It is the policy and practice of Southeast Technical College and the instructor of this course to act with integrity, engage in equitable conduct with respect to differences in age, gender, race, disability, and religion, and to create inclusive and accessible learning environments consistent with federal and state laws. In accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Americans with Disabilities Amendment Act of 2008, Southeast Technical College ensures that no student with a disability will be discriminated against or denied access to participate in, or benefit from, programs, services and activities. If you are a student with a documented disability, think you may have a disability, or have a temporary health condition that requires accommodations, please visit the Accessibility-services (https://www.southeasttech.edu/student-life/accessibility-services.php) website, call 605-367-6110, or email access@southeasttech.edu/. All students are encouraged to discuss access-related needs with their instructors and the Accessibility Services Office as soon as possible in their academic career.

Freedom of Speech

Southeast Tech strives to create an environment in which diverse opinions can be expressed and heard. Students have the right to peacefully express their views and opinions, regardless of whether others may disagree, but not in such a way as to interfere with the rights of others or the operation of the college. Views expressed should not violate any of Southeast Tech policies or core values.

Southeast Technical College students are both citizens and members of the Southeast Tech community. Students should enjoy the same freedom of speech, peaceful assembly, and right to petition that other citizens enjoy and should abide by the obligations and expectations as members of the Southeast Tech community.

Notice of Nondiscriminatory Policy

Southeast Tech is committed to a policy of equal opportunity for all in every aspect of its operations. Southeast Tech does not discriminate on the basis of race, color, creed, religion, age, gender (including pregnancy), sexual orientation, disability, national origin or ancestry, military/veteran status, genetic information, or any other category protected by law in its educational programs, admissions policies, employment policies, financial aid, or other institute-administered programs. Click this link for more information: Non-Discriminatory Policy and Contact Information (https://catalog.southeasttech.edu/index.php)

Title IX/Sexual Misconduct/Sexual Assault/Sexual Offense

Southeast Tech is committed to providing a learning and working environment free of unlawful harassment based on an individual's race, color, religion, creed, ancestry, national origin, gender, sexual orientation, disability, age, protected military/veteran status, genetic information or any other basis protected by law. Concerns may be reported directly to this individual in person, by calling 605-367-4670, or by emailing Brett.Arenz@k12.sd.us. Individuals with immediate concerns should call campus security at 605-941-9003. For more information, click this link: <u>Title IX in Student Catalog</u> (https://catalog.southeasttech.edu/index.php)

Sexual Misconduct

Southeast Tech is committed to providing a learning and working environment that emphasizes the dignity and worth of every member of its community, free from discriminatory conduct. Sexual harassment in any form or context is contrary to this commitment and will not be tolerated. Sexual harassment subverts the mission and the work of Southeast Tech and can threaten the career, educational experience, and well-being of students, faculty, and staff.

Southeast Tech recognizes that sexual harassment includes harassment based on gender, sexual orientation, gender identity, or gender expression and may occur regardless of the formal position or status of each person involved. Sexual harassment is especially offensive, however, when it occurs in relationship between an instructor and student or between supervisor and subordinate. In those situations, sexual harassment exploits unfairly the power inherent in the position of the faculty member or supervisor.

Sexual harassment also constitutes a form of sexual discrimination that is illegal under Title VII of the Civil Rights Act of 1964, Title IX of the Elementary/Secondary Education Act of 1972, as amended, and state law. Southeast Tech also recognizes that sexual assault, domestic violence, dating violence, and stalking may also be considered sexual harassment.

Students have the right to be free of sexual misconduct while pursuing their education at Southeast Tech which would include participating in any off-campus activity such as internships, clinical experiences, and preceptor experiences.

Students should immediately report any form of sexual misconduct to their instructor or the designated contact at Southeast Tech.

Student Right-to-Know/Campus Security Act

Southeast Tech is required under Public Law 101-542 to encourage students to report all crimes (murder, rape, forcible or non-forcible sex offenses, robbery, aggravated assault, burglary, motor vehicle and other thefts or crimes) which occur on the Southeast Tech Campus to the local law enforcement offices and to the Southeast Tech Student Success Center or campus security. For more information on Student Right to Know/Campus Security Act, click this link: Student Right to Know-Campus Security Act (https://catalog.southeasttech.edu/index.php)

Family Educational Rights & Privacy Act

FERPA stands for the Family Educational Rights and Privacy Act of 1974. It is a federal law governing the privacy and handling of educational records and giving specific rights to students. You can find more information about the law at <u>FERPA Website</u>

(https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html)

Student Communications

Southeast Tech's student email accounts will be used as Southeast Tech's official means of communications with students. Southeast Tech students should also use the myTech Student and Campus Life tabs for information regarding important upcoming events and required dates for fee payment, etc. The Student and Campus Life tabs will also inform students about job opportunities, scholarship information, and other important announcements.