



HLC Accreditation Evidence

- Course Syllabi Example

URL: <https://bartonccc.campusconcourse.com/search?>

Office of Origin:

- Vice President of Instruction

Contact(s):

- Vice President of Instruction

ENGL 1204 English Composition I 10066 2

FALL 2022 Section 1 3 Credits 08/17/2022 to 10/07/2022

Meeting Times

Lecture

8-9:20 MR/17 Aug.- 7 Oct.
C-146A

Contact Information

Instructor: Mrs. Jaime Clothier Abel

Email: abelj@bartonccc.edu
Office: C117
Phone: 620-792-9269

Office Hours

10-3 TR, or Fridays by appointment
C-117

Course Description

This course offers an approach to purposeful writing stressing self-expression through written communication by logical presentation of ideas with emphasis on content, organization, and mechanics.

Prerequisite(s)

ENGL 1194 Intermediate English or appropriate assessment score and READ 1109 Intermediate Reading with a grade of C or better or appropriate assessment score or ENGL 1195 Integrated Reading and Writing with a grade of C or better or ESOL III with a grade of C or better or appropriate assessment score.

Course As Viewed In The Total Curriculum

English Composition I is an approved general education course at Barton Community College, which can be used to fulfill degree requirements as a fundamental course acceptable as general education credit towards any degree (A.A., A.S., A.G.S., or A.A.S degree).

The transferability of all courses will vary among institutions, and perhaps even among departments, colleges, or programs within an institution. Institutional requirements may also change without prior notification. Students are responsible to obtain relevant information from intended transfer institutions to insure that the courses the student enrolls in are the most appropriate set of courses for the transfer program.

The learning outcomes and competencies detailed in this course syllabus meet or exceed those specified for this course by the Kansas Core Outcomes Groups project, and as approved by the Kansas Board of Regents – http://kansasregents.org/transfer_articulation (http://kansasregents.org/transfer_articulation).

Outcomes & Competencies

Barton Community College is committed to the assessment of student learning and to quality education. Assessment activities provide a means to develop an understanding of how students learn, what they know, and what they can do with their knowledge. Results from these various activities guide Barton, as a learning college, in finding ways to improve student learning.

Course Outcomes, Competencies, and Supplemental Competencies:

A. Use a variety of planning strategies.

1. Employ planning strategies that are effective for a variety of writing tasks, including, but not limited to journaling, listing, freewriting, brainstorming, clustering, reporter's questioning.

- B. Employ effective narrowing strategies to draft an effective thesis.
 - 1. Organize an essay using outlining strategies.
 - 2. Write an opinionated, focused thesis statement and topic sentences for a specific audience and purpose.
 - 3. Compose a thesis that will address a specific audience.
 - 4. Adequately test a hypothesis to determine whether it is specific and well-focused.
- C. Effectively and logically organize body/topical paragraphs.
 - 1. Demonstrate mastery of a variety of organizational methods appropriate to the writing task, such as comparison/contrast, cause/effect, definition, problem/solution, classification, and process analysis.
 - 2. Compose opinionated topic sentences that not only support the thesis but also direct the content of the paragraph.
 - 3. Incorporate both general and specific supporting evidence.
 - 4. Judge whether topical paragraphs display unity, completeness, order and coherence.
- D. Write introductions and conclusions appropriate to the subject, audience and purpose of the essay.
 - 1. Compose introductions that address a specific audience and introduce the topic appropriately.
 - 2. Compose conclusions that effectively lend closure to the many ideas expressed within the essay's development.
- E. Recognize the importance of coherence to the audience and incorporate effective and appropriate coherence devices to meet this need.
 - 1. Correctly use appropriate and effective transitional devices.
 - 2. Correctly incorporate pronouns and key words as coherence devices.
 - 3. Demonstrate proficiency in using parallel structure.
- F. Compose essays that meet the standards of academic writing.
 - 1. Choose diction that is specific as well as vivid and appropriate for college level academic writing.
 - 2. Compose sentences that clearly express the author's ideas.
 - 3. Demonstrate the ability to judge writing situations when non-standard English grammar is appropriate and when it is not.
 - 4. Write using standard English grammar.
 - 5. Produce documents which conform to recognized (standard) guidelines such as those of the Modern Language Association (MLA), the American Psychological Association (APA), or the Associated Press (AP).
 - 6. Avoid plagiarism by crediting any outside sources incorporated into a document using attributive tags and/or in-text references as well as works cited/ bibliographical listings.
- G. Revise effectively.
 - 1. Evaluate the effectiveness of the relationship between the thesis and the essay to determine
 - a. whether the essay develops the idea expressed in the thesis and
 - b. whether the thesis accurately conveys the ideas developed in the essay.
 - 2. Evaluate the effectiveness of the relationship between each topic sentence and its paragraph to determine
 - a. whether the paragraph develops the idea expressed in the topic sentence and
 - b. whether the topic sentence accurately conveys the ideas developed in the paragraph.
 - 3. Revise paragraphs for logical presentation and complete development of ideas.
 - 4. Revise sentences for clarity, emphasis, economy and variety.
 - 5. Write in third person, when appropriate, following the rules for correct pronoun/antecedent agreement.
 - 6. Employ strategies that promote the use of active voice.
 - 7. Use conjunctions correctly, observing the conventions of parallel structure and correct punctuation.
 - 8. Demonstrate proficiency in proofreading and editing.

Materials

Patterns for College Writing: A Rhetorical Reader and Guide

Author: Kirszner, L. and Mandell, S.

Publisher: Bedford/St. Martins

Edition: 15th

ISBN: 978-1-319-24379-1

Availability: Campus Bookstore, Online Bookstores,

Price: Various depending on where you buy and whether you buy or rent

* Instructor Policies

Suggestions for Success

I will maintain regular, posted office hours, and you are encouraged to consult with me at those times. If you want help outside of class, but can't see me during regular office hours, I'm glad to see you at other, more convenient times.

I expect you to attend every class period, listen, contribute, ask questions when you don't understand, email me when you need help outside class, be open to new ideas, tolerant of differences, helpful, and polite. Here are other suggestions for success:

- Check your Canvas shell every morning and evening.
- Read your assigned pages and review the readings before class.
- Take careful notes and review your notes before class.
- Ask questions until you understand the answers.
- Check with me if you think you missed an assignment, think I didn't receive your homework, or don't understand the reason for an assignment's grade.

Electronics Use in the Classroom

Many of you prefer taking notes electronically and taking notes is encouraged. I often ask you to use your phones to access information, but use of electronics for personal use is discouraged because it can become insulting to your instructor and the group with which you work.

You can expect that I will ask you to step out of the classroom to use your electronics if its use is chronic or becoming a distraction to me. The minutes you miss are considered an unexcused absence. If you are expecting an important call, excuse yourself from the classroom at that time. Otherwise, I will expect you to mute your phone and place it upside down on the table in front of you.

Attendance

Your attendance counts as one grade for the semester. The only excused absences are for school sponsored activities.

I require you to attend every class meeting on time, in person, to participate in every activity I initiate, and toward that end, I keep a record of attendance and tardiness at every class meeting. Each instance of late attendance or early leave-taking constitutes 80% of the full daily attendance percentage.

I expect you to notify me by email before your absences-- due to school sponsored activities, illness, or other issues. I am always concerned about your well being, and your attendance and participation in class is one of the most important indicators of student success.¹

¹<https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp> (<https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp>)

Late Work and Final Exam Policy

I don't accept late work. If you do not turn in your work on the due date, your work receives 5% off per day until it is worth 0. All of your work is turned in electronically, so class absences, whether or not excused, do not change the late work policy.

Please note that taking the final exam is mandatory to pass the course, and that I do not offer individual extra credit in this class.

✓ Grading Methods

Criteria

Type	Weight	Topic	Notes
Quizzes	10 pts		
Outlines	30 pts		
Rough Drafts	50 pts		

Type	Weight	Topic	Notes
Essays	100 pts		
Essays w/ Outside Sources	150 pts		

Grading Scale

Grade	Range	Notes
A	90-100	If you have missing assignments (those that are represented by 0's in the grade book), I do not round up your final percentage.
B	80-89	If you have missing assignments (those that are represented by 0's in the grade book), I do not round up your final percentage.
C	70-79	If you have missing assignments (those that are represented by 0's in the grade book), I do not round up your final percentage.
D	60-69	If you have missing assignments (those that are represented by 0's in the grade book), I do not round up your final percentage.
F	59-0	If you have missing assignments (those that are represented by 0's in the grade book), I do not round up your final percentage.

Institutional Policies

Academic Integrity

Academic Integrity is scholarship based on honesty, trust, respect, responsibility, fairness, and courage. Barton Community College pledges to uphold these core values of integrity in all aspects of teaching and learning. Students are the authors of submitted work and shall give credit to outside sources and other's work or ideas.

In all aspects undertaken by students, faculty, staff, and all other stakeholders of Barton Community College, the following pledge applies: On my honor as a Cougar, I am acting with integrity in academics. I am acting per personal and institutional values and refraining from any form of academic dishonesty, and I will not tolerate the academic dishonesty of others.

Acts of academic dishonesty, intended or unintended, are subject to Procedure 2502 [Academic Integrity](#) and may result in the grade of XF. Barton defines an XF grade as failure as a result of a violation of Academic Integrity.

Disability Services

Any student seeking an accommodation under the provisions of the Americans with Disability Act (ADA) is to notify Student Support Services via email at disabilityservices@bartonccc.edu

Student Code of Conduct

The College reserves the right to suspend a student for conduct that is determined to be detrimental to the College educational endeavors as outlined in the College Catalog, Student Handbook, and College Policy & Procedure Manual. (Most up-to-date documents are available on the College webpage.)

Civil Rights Equity & Title IX

Barton Community College adheres to all federal and state civil rights laws, including Title IX, banning discrimination in public institutions of higher education. The College will not discriminate against any employee, applicant for employment, student or applicant for admission on the basis of many protected categories. Please refer to the entire policy at the link below.

Title IX protects against discrimination on the basis of sex, gender, sexual orientation, gender identity, including discrimination due to all forms of sexual harassment and sexual misconduct.

Annually, all enrolled students are provided the opportunity to participate in online Title IX training. The training link is sent to the student's Barton issued email account generally within the first month of enrollment.

Barton's Civil Rights Equity Policy (Policy 1132) is found at: https://docs.bartonccc.edu/policies/1132-Civil_Rights_Equity_Resolution.pdf

Problem Resolution

The College encourages an open and frank atmosphere in which any problem, complaint, suggestion, or question receives a timely response from the appropriate college staff. If a student disagrees with established rules of conduct, policies, practices, or if they feel their rights have been infringed upon, they can express their concern through the problem resolution procedure. No student will be

penalized for using the problem resolution procedure, or for voicing a complaint in a timely and business-like manner. Students are directed to the procedure linked below and are advised to pay attention to the limitations of the procedure and the strict adherence to timelines noted.

https://docs.bartonccc.edu/procedures/2615-problem_resolution.pdf (https://docs.bartonccc.edu/procedures/2615-problem_resolution.pdf)

Course Outline

Additional Items
