



HLC Accreditation Evidence

- ENGL 1209 English Composition I with Review

URL:

Office of Origin:

- Vice President of Instruction

Contact(s):

- Executive Director of Foundational Education

ENGL 1209 English Composition I with Rev 10192 1

FALL 2022 Section 1 5 Credits 08/17/2022 to 12/08/2022

Meeting Times

Class Days

Monday, Wednesday, Friday, 11:00 AM to 12:20 PM, C-113

Office Hours

C-124

Office Hours are both online and in my office.

Mon / Wed / Fri	2:00PM–4:30PM
Tues / Thurs	1:00 PM–4:30 PM

Contact Information

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Course Description

Logical communication of written ideas with emphasis on content, organization, and mechanics and a review of reading competencies.

Prerequisite(s)

ENGL 1190 Basic English with a grade of C or better or appropriate assessment score and READ 1109 Intermediate Reading with a grade of C or better OR ENGL 1191 Foundations of Reading and Writing with a grade of C or better or appropriate assessment score.

Course As Viewed In The Total Curriculum

ENGL 1209 English Composition I with Review is a 5-credit hour course for students with assessment scores below college - level in writing but with college - level scores in reading or below college - level in reading but with college level scores in writing. Students in English Composition I with Review attend a regular English 1204 class maintaining the same competencies and requirements as any 1204 section. Students enrolled in the Review section of this course will meet for an additional 2 hours for focused practice in reading and writing skills. All five credits count towards graduation and 3 hours will transfer as English Composition I to other institutions. English Composition I with Review is an approved general education course at Barton Community College, which can be used to fulfill degree requirements as a foundation 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.

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, and reporter's questioning.
 - 2. Identify and correct personal weaknesses concerning planning strategies.
- 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. Adequately test a hypothesis to determine whether it is specific and well-focused.
 - 4. Identify and correct personal weaknesses concerning narrowing strategies and thesis creation.
- C. Effectively and logically organize body/topical paragraphs.
 - 1. Demonstrate mastery of various 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. Determine whether topical paragraphs display unity, completeness, order and coherence.
 - 5. Identify and correct personal weaknesses in organization.
- 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.
 - 3. Identify and correct personal weaknesses with introductions and conclusions.
- 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 keywords as coherence devices.
 - 3. Demonstrate proficiency in using parallel structure.
 - 4. Identify and correct personal weaknesses with coherence and support.
- 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 that 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 citing any outside sources incorporated into a document using attributive tags and/or in-text references as well as works cited/ bibliographical listings.
 - 7. Identify and correct personal weaknesses in academic writing.
- 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.
 - 9. Identify and correct personal weaknesses with the revision process.
- H. Interpret, analyze, and critically evaluate materials.
 - 1. Locate main ideas and supporting details.
 - 2. Identify the author's different patterns of organization.
 - 3. Generate observations, draw inferences, and formulate conclusions based on the reading.
 - 4. Distinguish between fact, opinion, and bias.

Materials

There is no required textbook for this course. However, you will need regular, consistent access to the internet and, more specifically, your Barton account as well as a code for Pearson MyLab and Mastering. I will provide links to free books from which we will read selected chapters as part of class preparation.

You will need some method of notetaking as well. I would personally recommend a notebook or binder. I would also recommend a dependable method of saving your work i.e. flash drive, google drive, onenote, etc.

* Instructor Policies

Submitting Assignments

All assignments will be submitted online this semester. Most homework assignments will be turned in through text entry boxes as part of the assignment. All you'll need to do is to click on the name of the assignment and then hit Submit Assignment in order to open the text entry box.

Some assignments are quizzes and are automated through Canvas. Make sure that you pay attention to things like time limits and number of times they can be taken.

Essays are turned in through TurnItIn, which is an outside program.

Late Work

All assignments are expected to be turned in on time. Any assignment that is submitted more than one day after the due date will receive a 5% deduction for every 24hr period after the due date.

If a student will miss class due to Barton-sponsored activities with prior notice, then the amount of time that the student misses is equal to the extra amount of time to submit assignments.

In the case of an emergency student should contact the professor as well as any other staff to decide on a case-by-case basis.

Extra Credit

Any student seeking extra credit may do so by contacting the professor and discuss possible additional assignments as well as due dates for those assignments as a compromise. If the student or professor is not satisfied with the results, they may continue to pursue additional assignments.

No assignment may be resubmitted, but the first essay can be continuously revised over the course of the semester.

Attendance Policy

Attendance is mandatory. If you do not attend class or participate online regularly, you cannot do well. Any student who misses more than fifteen minutes of class will be counted as late. Any student who misses more than half of class may (at the professor's discretion) be counted absent instead of late. All students are responsible for their attendance and are expected to make the necessary arrangements to ensure participation. If a student is late, it is the student's responsibility to inform me. It is a part of your responsibility to make sure that the attendance record is accurate.

If a student will miss class, then it is their responsibility to contact the professor and explain the situation as much as necessary. The student and the professor will then decide whether that counts as excused or not.

✓ Grading Methods

This class uses a weighted grading system, which means that while all assignments are worth a certain amount of points, some assignments are more important and have a greater impact on your grade than others. Essays, for example are meant to measure your ability to take what we have learned in class and implement it in an extended assignment and are thus worth half of your grade. Other categories exist to allow students to be rewarded for consistency, effort, and other good habits.

Criteria

There are four categories for assignments in this class. The Essays are the most important, but they are also less frequent.

Type	Weight	Topic	Notes
Assignments	20%		
Preparation	15%		
Essays	50%		
Attendance	15%		

Grading Scale

Just to be clear. Canvas rounds to the nearest hundredth of a percentage.

Grade	Range	Notes
A		
B		
C		
D		
F		

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 (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

Refer to our home page and the modules. Major assignments are usually planned out, but many assignments are created only one or two weeks in advance.

Additional Items
