INSTRUCTIONAL PACKAGE

ENG 011

Developmental English Basics Workshop

Effective Term
Fall 2022/Spring 2023/Summer 2023

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: 2022-2023

COURSE PREFIX: ENG 011   COURSE TITLE: Developmental English Basics Workshop

CONTACT HOURS: 3.0   CREDIT HOURS: 1

RATIONALE FOR THE COURSE:

The purpose of this lab course is to support students in learning how to be critical readers and effective writers. These communication skills are the gateways to potentially life-changing opportunities, worthy of their best efforts. The lab course offers supplemental support to students in the ENG 155 course curriculum.

COURSE DESCRIPTION:

This course provides support for basic English competencies (e.g., may include, but is not limited to, laboratory work, computerized instruction, and/or projects). Students will participate in an intensive review of grammar and mechanics and the writing process; planning, organizing, drafting, editing, and revising are emphasized in this lab course.

PREREQUISITES/CO-REQUISITES:

Writing Diagnostic

*Online/Hybrid courses require students to complete the [DLi Orientation Video](#) prior to enrolling in an online course.

REQUIRED MATERIALS:

Please visit the [BOOKSTORE](#) online site for most current textbook information. Use the direct link below to find textbooks.

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

ADDITIONAL REQUIREMENTS:

Please note this lab course is graded Satisfactory /Unsatisfactory. The lab must be graded Satisfactory, and ENG 155 must be passed with a C or better to continue to the next course in a student's program requirements.

In other words, students must pass both the ENG 011 lab and ENG 155 course.

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials. myHGTC and college email access.
Access to the Hawkes Learning System (packaged with textbook).

STUDENT IDENTIFICATION VERIFICATION:

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

CLASSROOM ETIQUETTE:

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit [Online Netiquette](#).

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Students should be able to write a correct, clear, concise, well-organized, and well supported paragraphs.

Students should be able to read critically by determining the point, drawing inferences, determining word meaning from context, and applying knowledge from the reading.

Students should be able perform at a satisfactory level in the ENG 155 course.

Students who successfully complete English O11 will demonstrate competency in the following areas:
Writing: apply the steps in the writing process; identify and use pre-writing techniques; show evidence of organized writing; compose paragraphs and use editing and revising processes.
Grammar Usage: illustrate correct use of subject-verb and pronoun-antecedent agreement; use verb sequence and tense in a variety of situations; use Standard English grammar; and use word choice to achieve the intended purpose and level of formality.

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Sentence Structure: identify and correct sentence fragments, comma splices, and run- on sentences; identify and use the different types of sentences in original writings; use sentence variety; use conciseness and logic in original writings; and identify and use phrases and clauses.

Critical Reading: employ critical reading skills to determine word meaning by using context clues; identify topics, topic sentence statements, and central points; identify organizational patterns to enhance comprehension; demonstrate critical reading and thinking skills by analyzing author's purpose from various genres of reading

Students - please refer *to the Instructor's Course Information sheet for specific information* on *assessments and due dates.*

Part Ill: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*:

Students' performance will be assessed, and the weight associated with the various measures/artifacts are listed below.

EVALUATION*

10 conferences P/F	**50%**
Hawkes Learning System (at least 80% cumulative grade)	25%

Best 5 Reading\Writing Prompts   P/F   25%
Total 100%

10 Conferences
ENG 011 students will be required to bring their ENG 155 course assignments to lab for conferencing and feedback from the lab instructor. Revision of these ENG 155 assignments will be done with the help of the conferencing and feedback. Students will be expected to access their ENG 155 D2L course homepages and refer to their assignment descriptions during lab meetings.

All ENG 155 faculty will be working closely with all ENG 011 faculty.

Hawkes Learning System
The Hawkes Learning System is packaged with the ENG 011 e-book. Assignments in Hawkes will reinforce grammar and mechanics as well as reading and writing strategies.

Best 5 Reading/Writing Prompts
A number of reading and writing assignments will be administered during lab meetings. Students must pass a total of 5 reading and writing assignments. Improvement in reading and writing occurs with constant practice. Students will read a short selection, and write paragraphs based on prompts relevant to the reading selection. These assignments are meant to help students gain confidence in reading comprehension and basic paragraph construction and writing.

*__*Students,__ for _the specific_ number _and type_ of _evaluations, please_ refer to _the_ Instructor's Course Information Sheet.*

 GRADING SYSTEM:
Please note the College adheres to a l 0-point grading scale A= l 00 - 90, B = 89- 80, C = 79 - 70, D = 69 - 60, F = 59 and below.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the [academic calendar](#) for deadlines for add/drop. You must attend at least one meeting of all your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes to receive credit for any course.
Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds,

once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, and if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Part V: Student Resources

![SSTC - Student Success and Tutoring Center logo]

THE STUDENT SUCCESS AND TUTORING CENTER (SSTC):

The SSTC offers to all students the following **free** resources:
1. **Academic tutors** for most subject areas, **Writing Center support**, and **college success skills**.
2. Online **tutoring** and academic support resources.
3. Professional and interpersonal communication **coaching** in the EPIC Labs.

Visit the Student Success & Tutoring Center website for more information. To schedule tutoring, contact the SSTC at sstc@hgtc.edu or self-schedule in the Penji iOS/Android app or at www.penjiapp.com. Email sstc@hgtc.edu or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the Online Resource Center to access on-demand resources.

![HGTC TECH Central logo]

STUDENT INFORMATION CENTER: TECH Central

TECH Central offers to all students the following free resources:
1. **Getting around HGTC**: General information and guidance for enrollment, financial aid, registration, and payment plan support!
2. Use the Online Resource Center (ORC) including Office 365 support, password resets, and username information.

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3. **In-person workshops, online tutorials and more services** are available in Desire2Learn, Student Portal, Degree Works, and Office 365.
4. **Chat with our staff on TECH Talk**, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552.

Visit the [Tech Central](#) website for more information. Live Chat and Center locations are posted on the website. Or please call (843) 349 – TECH (8324), Option #1.

STUDENT TESTING:

Testing in an **online/hybrid** course may be accomplished in a variety of ways:
- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Furthermore, tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

DISABILITY SERVICES:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to HGTC's [Accessibility and Disability Service webpage](#). The Accessibility and Disability staff will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

STATEMENT OF EQUAL OPPORTUNITY /NON-DISCRIMINATION STATEMENT:

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

TITLE IX REQUIREMENTS:

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX-regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin-in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college's Chief Student Services Officer, campus law enforcement, or with the college's Title IX Coordinator, or designee.

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

INQUIRIES REGARDING THE NON-DISCRIMINATION/TITLE IX POLICIES:

Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs.

    Dr. Melissa Batten, VP Student Affairs
    Title IX Coordinator
    Building 1100, Room 107A, Conway Campus
    PO Box 261966, Conway, SC 29528-6066
    843-349-5228
    Melissa.Batten@hgtc.edu

Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.

    Jacquelyne Snyder, VP Human Resources
    EEO and Title IX Coordinator
    Building 200, Room 212A, Conway Campus
    PO Box 261966, Conway, SC 29528-6066
    843-349-5212
    Jacquelyne.Snyder@hgtc.edu