



INSTRUCTIONAL PACKAGE

ENG 101

English Composition I

Effective Term

Fall 2018/Spring 2019/Summer 2019

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PART I: COURSE INFORMATION

Effective Term: Fall 2018/Spring 2019/Summer 2019

COURSE PREFIX: ENG 101

COURSE TITLE: English Composition 1

CONTACT HOURS: 3.0

CREDIT HOURS: 3.0

RATIONALE FOR THE COURSE:

English 101 is the foundational course for academic writing and an important part of the core curriculum. In English 101, you will gain knowledge of the rhetorical principles that shape both perception and production of written texts. You will learn the philosophical perspectives that govern scholarly analysis of writing, such as the pervasiveness of persuasive aims, definitions of the audience role, and the goals of argumentation. In this way, you will learn to recognize the intellectual traditions that inform your use of written texts. Some instructors include additional content in theme-driven or linked courses so that students can apply this rhetorical knowledge to other knowledge areas and, through this application, can experience the ways that rhetorical knowledge and other knowledge areas influence each other.

COURSE DESCRIPTION:

This is a (college transfer) course in which the following topics are presented: a study of composition in conjunction with appropriate literary selections, with frequent theme assignments to reinforce effective writing. A review of standard usage and the basic techniques of research are also presented. This course is transferable to public senior institutions as part of the South Carolina Commission on Higher Education Statewide Articulation Agreement.

PREREQUISITES/CO-REQUISITES:

Credit level ENG 100 Minimum Grade of C* or Credit level ENG 155 Minimum Grade of C or Credit level ENG 155 Minimum Grade of TC) or SAT Critical Reading 480 or (ACT English 19 and ACT Reading 19) or (COMPASS Reading 85 and COMPASS Writing 78) or (ACCUPLACER Reading Comp 075 and ACCUPLACER Sentence Skills 081) or (New ACCUPLACER Reading Comp 250 and New ACCUPLACER Sentence Skills 250) or (Multiple Measures English 1) or (COMPANION Reading 075 and COMPANION Sentence Skills 081) or (ASSET Reading 45 and ASSET Writing 45)
***Online/Hybrid** courses require students to complete the DLI Online Student Orientation prior to completing an online course. The DLI Online Student Orientation can be found in WaveNet, under the My Student tab.

REQUIRED MATERIALS:

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE.](#)

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

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.
WaveNet and D2L email access.

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*:

MODULE 1: Writing Process: Planning Drafting, and Revising

The student will use the writing techniques of planning, drafting and revising and will cultivate the habits of good writers by practicing these interrelated steps in fulfillment of each writing assignment. The student will write well-organized essays that include an introduction with a thesis, well-developed body paragraphs, and a conclusion.

Learning Outcomes:

1. The student will select and narrow down a subject for an essay. Selecting an essay topic is an important part of the process of writing. A good topic is essential to a good essay; therefore, the instructor will evaluate topic selection when grading the essay.
2. The student will find an essay's purpose and focus through planning or "prewriting" techniques such as listing, freewriting, clustering, cubing and other activities designed to stimulate creativity and assist the student in planning.
3. The student will analyze the role of audience in writing through exercises in writing for specific audiences and through sharing essays with other class members. Audience analysis will also help the student learn to use effective tone and style.
4. The student will employ memory and observation in writing, using what the student "knows" as a significant resource.
5. The student will compose an effective thesis and identify the critical role of the thesis in essay organization. Organization is imperative in a good essay, and the instructor will evaluate organization in grading the essay.

6. The student will use vivid, concrete, specific details and examples in developing interesting writing, and will avoid vague, general, uninteresting language. Good writing IS interesting, and the instructor will evaluate the use of specific, descriptive details in grading the essay.
7. The student will organize the structure of body paragraphs by composing thesis-related topic sentences and by using transitions. The student will develop the content of body paragraphs by using examples, anecdotes, facts, statistics, names and descriptive details.
8. The student will apply the techniques for writing interesting, effective introductions (lead-ins) and conclusions.
9. The student will apply the techniques of revising and editing. Rewriting is essential to good writing, and the student will self-evaluate and self-edit through frequent revision.
10. The student will coordinate the interrelated stages of the writing process (planning, drafting and revising) through in-class writing assignments.

Module 2: Formal Essay Writing

The student will write several essays employing a variety of strategies for narration, description, argumentation, and critical analyses. Through these strategies, the student will also develop and enhance critical thinking skills.

Learning Outcomes:

1. After reading an argumentative essay, the student will analyze the structure and content of the essay as a means of developing analytical and critical thinking skills.
2. The student will write an analytical essay in which he or she will evaluate the validity of the author's claim, evidence, and conclusion. The student will also identify the author's underlying assumptions, and draw conclusions as to the author's purpose and audience.
3. The student will identify in his or her essays, or on a test, the most common logical fallacies.
4. The student will employ strategies for writing summaries, in critical analyses, classical arguments, and documented arguments following various models.
5. The student will write at least two documented essays that develop an argument. The student will select a debatable topic and learn to write persuasive, well-supported arguments.

Module 3: MLA Formatting and Research

The student will define plagiarism and avoid it by using the correct methods of quoting, paraphrasing, and summarizing sources. The student will write a minimum of two documented pieces which incorporate MLA parenthetical referencing and bibliographical format.

Learning Outcomes:

1. The student will write two documented pieces.
2. The student will quote, paraphrase, and summarize sources properly and credit those sources correctly.
3. The student will use MLA documentation style.
4. The student will incorporate conventional mechanics and manuscript standards in these papers.

Module 4: Timed Essay Writing

The student will apply the principles of writing effective essay examinations and timed essays through in-class writing assignments. Students will often have the opportunity to write out-of-class papers during their college careers. The English 101 student will have ample opportunity to develop and refine skills to meet the demands of "on the spot," timed writing requirements.

Learning Outcomes:

1. The student will write timed, in-class assignments and essay examinations successfully.
2. The student will read the essay question carefully and identify the organizational strategy suggested by the question. The student will then apply an appropriate method of development.

Most essay questions call for the expository strategies the student has been learning in this course, and begin with the words “compare,” “contrast,” “define,” “argue,” etc.

3. Students will write a complete answer to an examination question and proofread the answer before handing in the examination.

****In general, “organization” refers to an essay’s structure and form; “development” refers to an essay’s content.***

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

General Education Outcomes

This course fulfills the following General Education Outcomes through the final essay assignment. Upon completion of this course, students will be able to:

(Check all that apply.)

- Communicate effectively;
- Think critically;
- Self and professional development.

Part III: 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*

Assignment 1	10%
Assignment 2	10%
Assignment 3	20%
Assignment 4	25%
In-Class Assignments	15%
Quizzes	10%
Final Exam	10%
	<hr/>
	100%

****Students, for the specific number and type of evaluations, please refer to the Instructor’s Course Information Sheet.***

GRADING SYSTEM:

Grades are based on points from assignments in accordance with the system found below:

A = 90 – 100

B = 80 – 89

C = 70 – 79

D = 60 - 69

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 ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of 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 eighty percent (80%) of his or her classes in order to be eligible to receive credit for any course. However, due to the varied nature of courses taught at the College, a more rigid attendance policy may be required by individual instructors. At a minimum, a student may be withdrawn from a course(s) after he or she has been absent in excess of ten percent (10%) of the total contact hours for a course. **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, 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

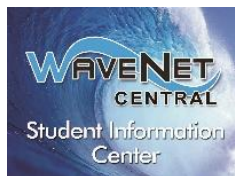


The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

- 1. Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
- 2. On-line student success and academic support resources.**

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455. Room locations and Live Chat is available on the SSTC website.



Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC:** General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

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

Further more 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 RPNOW, 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 Jocelyn Williams, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals 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, gender, national or ethnic origin, age, religion, disability, marital status, veteran status, sexual orientation, gender identity, or pregnancy in educational programs and/or activities.

Title IX Requirements

Horry Georgetown Technical College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking. Any student who believe he or she has experienced or witnessed discrimination including sexual harassment, domestic violence, dating violence, sexual assault or stalking is encouraged to report such incidents to one of the College’s Title IX Coordinators.

*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 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 Associate Vice President for Student Affairs.	Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Associate Vice President for Human Resources.
Dr. Melissa Batten, AVP Student Affairs <i>Title IX Coordinator</i> Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu	Jacquelyne Snyder, AVP Human Resources <i>Section 504, Title II, and Title IX Coordinator</i> Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu