



# **INSTRUCTIONAL PACKAGE**

ENG 101  
English Composition I

Effective Term  
2020-2021

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## Part I: Course Information

Effective Term: 2020-2021

COURSE PREFIX: ENG 101

COURSE TITLE: English Composition I

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.

### 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 I) 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:

*The Norton Field Guide to Writing*, 5th Edition. *They Say, I Say with Readings*. 4<sup>th</sup> Edition. 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.

### **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: The Rhetorical Situation**

The student will understand the five elements of the rhetorical situation and recognize them in various messages.

##### ***Learning Outcomes:***

1. The student will understand that every message has a purpose and an audience.
2. The student will understand that a message's purpose and audience dictate the other elements of the rhetorical situation—genre, stance, and medium/design.
3. The student will identify the elements of the rhetorical situation within her or his own writing.

#### **MODULE 2: Writing Process: Planning, Drafting, and Revising**

The student will utilize the writing process techniques of planning, drafting, and revising and will cultivate the habits of effective 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 peer review. Audience analysis will also help the student learn to use effective tone and style.
4. The student will analyze the purpose of language in a given context and will utilize concrete, specific details and examples in developing writing of various types.

### **Module 3: Formal Essay Writing**

The student will write several essays, including one research paper, employing a variety of strategies which may include visual or textual analysis, narration, description, definition, classification, and persuasion. Through these strategies, the student will develop and enhance critical thinking skills.

#### **Learning Outcomes:**

1. Students will apply the Writing Process to produce essays of varying types which may include visual analysis, textual analysis, narration, description, definition, classification, and persuasion.
2. Students will recognize the rhetorical situation within each assignment.
3. The student will compose an effective thesis and identify the critical role of the thesis in essay organization.
4. 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 specific details.
5. The student will apply the techniques for writing effective introductions (lead-ins) and conclusions.
6. 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.
7. The student will coordinate the interrelated stages of the writing process (planning, drafting, and revising) through in-class writing assignments.

### **Module 4: 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 pieces incorporating documented research, one of which is to be a research paper of a minimum five full pages. The research paper may be informative or persuasive in nature.
2. The student will quote, paraphrase, and summarize sources properly and credit those sources correctly. The student will understand the importance of attribution of sources in the form of signal phrases (aka attributive tags).
3. The student will use MLA documentation style. Students will be acquainted with APA style and who uses it. \*Students may utilize APA documentation style rather than MLA if allowed by the Professor.
4. The student will adhere to formal matters of grammatical usage and style.

## Module 5: Timed Essay Writing

The student will apply the principles of writing effective essay examinations and timed essays through in-class writing assignments, one of which will be an essay. Students will have to write in-class writings during their college careers. The English 101 student will develop and refine skills to meet the demands of timed writing requirements.

### Learning Outcomes:

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

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

## 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 is one example\*.

#### EVALUATION\*

Shorter Papers	30%
Research Paper	30%
In Class Paper	10%
Homework and Classwork	15%
Final Exam	15%
	100%

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

### GRADING SYSTEM:

State the College’s or departmental grading system as delineated in the Catalog. Please note the College adheres to a 10 point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below. You must have your Dean’s approval if changes in the scale are made.

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 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 80 percent (80%) of their classes in order 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



### 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 appointments using TutorTrac, visit the Student Services tab in WaveNet. Email [sstc@hgtc.edu](mailto: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.



### CENTRAL 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!
2. Use the [Online Resource Center \(ORC\)](#) including scheduled technology training, Office 365 support, password resets, and username information.

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.
5. **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).

## **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 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](mailto: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](mailto:Jacquelyne.Snyder@hgtc.edu)