

COURSE SYLLABUS TEMPLATE

Southern University and A & M College

Baton Rouge, LA 70813

TITLE OF COURSE: English 101 C

INSTRUCTOR'S NAME

DEPARTMENT/PROGRAM NAME Foreign Languages and Literature/English and Philosophy

OFFICE LOCATION

OFFICE PHONE NUMBER

INSTRUCTOR'S EMAIL ADDRESS

OFFICE HOURS

I. Description Information: English 101 C is intended to give students the practice and support to grow as academic writers. Combining solid practice in grammar and mechanics, as well as sentence and paragraph structure, the course offers strategies for writing and revising essays in multiple genres by including lab hours along with the normal 101 schedule.

A. Course Number: SENL 101C

B. Course Title: English Composition with Lab

C. Prerequisites: none

D. Credit Hours: 3

E. Intended Audience: Students in corequisite program

F. Method of Delivery: M-F daily in-person meeting.

Individual work via Pearson's MyLab.

II. Catalog Description: ENGL 101 C

Emphasis on writing as a learning, thinking process. Discussion of and practice in strategies used in prewriting, writing, and revising expressive, informative, and analytical essays. Additional support provided for writing skills essential to academic success, including grammar, mechanics, sentence and paragraph structure.

Instructor's Emphasis:

Provides support for grammar and mechanics while developing both paragraphs and essays in various modes. Course emphasis will vary according to each instructor.

Program Emphasis:

Composition Program

The goal of the first-year composition program is to encourage the development of thoughtful communication in writing, regardless of topic or genre. The program seeks to develop in students the skills to analyze and reflect on the writing of others, and to fluently express ideas of their own in writing through the process of prewriting, composing, and revising their work.

III. Course Goals or Conceptual Framework:

English 101 is a freshman-level course designed to teach students to write the five-paragraph essay utilizing standard English. The instructor will introduce students to the writing process and give extended practice in the development of each stage with special emphasis on grammar and mechanics. To achieve this end, the instructor will assign paragraphs and essays following designated methods of development.

IV. Program Objectives:

Learn strategies for analyzing audience, purpose and context, both in their reading and in their writing.

Understand the importance of convention as it comes to purpose, audience, genre, and context, including grammar, usage, mechanics, structure and style.

Understand the writing process as flexible, employing multiple strategies after careful self-evaluation and revision.

Use writing as a tool for critical thinking and communication of research and ideas.

V. Student Learning Outcomes/Course Outcomes:

- 1. Students will move from paragraphs to writing multi- paragraph essays focusing on several modes of writing (including Narration, Description, Illustration, and Definition or Process Analysis) to structure multi-paragraph essays.**
- 2. Students will be able to demonstrate the ability to write essays by supporting the thesis statement with well-developed body paragraphs consisting of examples, facts, reasons, incidents, and specific details.**
- 3. Students will apply the writing process by brainstorming topics, generating ideas, planning, drafting, revising, and editing paragraphs and multi-paragraph essays.**
- 4. Students will write clear, effective, and varied sentences, which include topic, thesis, and supporting sentences across various modes of writing.**
- 5. Students will be able to demonstrate competence in academic writing conventions by using appropriate grammar, punctuation, and mechanics by editing their paragraphs and essays with a focus on unity and coherence.**
- 6. Students will apply reading comprehension strategies, such as making inferences, drawing conclusions, and close reading to assigned readings.**

VI. Primary Textbooks:

McWhorter, Kathleen. *In Concert: An Integrated Approach to Reading and Writing*. 3rd E. New York, NY, Pearson, 2019.

---*In Harmony: An Integrated Approach to Reading and Writing*. 3rd E. New York, NY, Pearson, 2019.

My Lab Pearson online software access.

VII. General and/or Supplemental Reading Sources:

A college-level dictionary

Other readings at the instructor's discretion

VIII. Course Requirements:

A. Academic Requirements:

Students must achieve a score of 17 or below on the ACT or a score of 440 or below on the English portion of the SAT.

B. Administrative Requirements:

IX. Weekly Course Schedule (subject to change)

This course meets five days a week. One day each week will be scheduled in the computer lab.

Course Foundational Work

Week 1 Course Introduction/Diagnostic

Week 2 Grammar/Mechanics Review

Week 3 Sentences

Week 4 Paragraphs

First Essay

Week 5 First Essay Paragraphing

Week 6 First Essay Rough Drafting

Week 7 First Essay Final Drafting

Second Essay

Week 8 Second Essay Paragraphing

MIDTERM

Week 9 Second Essay Rough Drafting

Week 10 Second Essay Final Drafting

Third Essay

Week 11 Third Essay Paragraphing

Week 12 Third Essay Rough Drafting

Week 13 Third Essay Final Drafting

Fourth Essay

Week 14 Fourth Essay Paragraphing

Week 15 Fourth Essay Rough Drafting

Week 16 Fourth Essay Final Drafting

FINAL

X. Evaluation of Students (Grading Policy):

Students may not turn in a paper that they have used in any previous section of the course. Doing so is considered self-plagiarism.

Students are responsible for turning in their work at the time assigned. Unless there are dire circumstances, late work will fall under the following policy. Late work will be penalized 10 percent of the total per day. In order to keep students focused on upcoming work, no late work will be accepted after three days past the due date.

Students who join the class after the start date will have 48 hours to contact the instructor to set up a meeting about missed work. The student will agree with the instructor on a schedule to make up the work in a limited amount of time. All assignments to be made up are at the instructor's discretion.

XI. ADA Compliance/Disability Services:

The Office of Disability Services (ODS), under the auspices of the University Counseling Center, assists students in meeting their unique academic/educational, personal, vocational and social needs that would otherwise prove to be an obstacle to educational pursuits. The Office of Disability Services (ODS) provides confidential services to those students who, in this post-secondary setting, must request and provide the necessary documentation to verify a special needs request. Diagnostic educational evaluations/examinations are not conducted through ODS. Academic accommodations are made based on a student's documented disabilities.

The Office of Disability Services is located in Office # 246, A. C. Blanks Hall, in the center of the campus.

Office of Disability Services

Southern University

P. O. Box 11298

Baton Rouge, LA 70813 Phone: 225.771.3546 (V/TTD)

Fax: 225.771.3949

Email:

XII. Southern University Statement of Non-Discrimination:

In compliance with Title IX of the Education Amendments of 1972, Title VI and VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and other federal, state, and local laws, Southern University and A&M College forbids discriminating or harassing conduct that is based on an individual's race, color, religion, sex, ethnicity, national origin or ancestry, age, physical or mental disability, sexual orientation, gender identity, gender expression, genetic information, veteran or military status, membership in Uniformed Services, and all other categories protected by applicable state and federal laws. This commitment applies but is not limited to decisions made with respect to hiring and promotion, the administration of educational programs and policies, scholarship and loan programs, and athletic or other College administered programs. Discriminatory acts of any kind are strictly forbidden.

Any member of the Southern University and A&M College community has the right to raise concerns or make a complaint regarding discrimination without fear of retaliation. All inquiries regarding the application of this statement and related policies may be referred to:

Cedric Upshaw, Title IX Coordinator, at (225) 771-5565.

Complaints may also be made via email at titleix@subr.edu or by visiting www.subr.edu/titleix.

XIII. Attendance Policy

Unexcused Absences:

1. Students are expected to attend daily. In the event of emergency, students may miss a total of five days of class during the semester without penalty.

2) Students who miss more than 5 days of the semester will set up a meeting with the instructor or lose one letter of their final grade.

3) Makeup work is facilitated at the instructor's discretion.

Excused Absences:

1. Documentation must be provided for verifiable absences.

2. Student must inform his or her instructor prior to the absence or within two days of the absence.

3. Valid reasons include, but are not limited to, the following: University sanctioned events, physical ailments, military obligations, and court-imposed obligations.

4. The instructor will facilitate makeup work for major assignments, such as essays and tests, within three days of the student's return.

5. Quizzes and in-class participation assignments are facilitated at the instructor's discretion.

Note: If the unexcused absence limits are exceeded, the instructor will lower the student's final grade by ten (10) points on a 100-point scale.