

**ENG-111 Writing and Inquiry
Section xxx Course Syllabus
English and Humanities Department
Sandhills Community College
Fall Semester, 2018**

Instructor: Instructor Name
Office: Logan XXX
Hours: XXXX
Phone: 910-695-XXXX
Email: XXXXX@sandhills.edu

Catalog Course Description

ENG-111 Writing and Inquiry 3 Credit Hours/3 Lecture Hours

Prerequisite: You are placed into this course if you met the following specifications:

1. Placed into the class based on high school GPA requirements for RISE
2. Placed into the class based on test scores

Corequisite: None, although keyboarding skills are recommended.

This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. (2014 FA) *This course has been approved to satisfy the requirement (s) for the UGETC Course for A.A., A.E., A.F.A. and A.S. as well as English Composition Gen. Ed. Course for A.A.S and A.G.E.*

Course Goals

Effort will be concentrated in four major areas:

1. **Writing Process:** Mastering the prewriting, drafting, revising, and editing process within the required time constraints; developing the ability to judge one's own work effectively. (See Section W-3 in *The Little Seagull Handbook*.)
2. **Development of Ideas:** Expanding ideas into well-developed, unified and coherent essays. (See Sections W-4 in *The Little Seagull Handbook*.)
3. **Effective Expression:** Developing language appreciation and expression through elements of punctuation, grammar, sentence structure, and diction. (See Sections S-1–P-11 in *The Little Seagull Handbook*.)
4. **Document Presentation:** Achieving computer word processing competency. (See *Documentation* section in *The Little Seagull Handbook*)

Course Emphasis

English 111—based on individual and group activities, class discussions, reading, and teacher/student conferences—focuses on the following writing tasks introduced in *The Norton Sampler: Short Essays for Composition* and *The Little Seagull Handbook*.

1. Demonstrate writing as a recursive process. (Revision/Editing Strategies)
2. Demonstrate writing and inquiry in context using different rhetorical strategies to reflect, analyze, explain, and persuade in a variety of genres and formats.
3. Reflect on and explain writing strategies.
4. Demonstrate the critical use of and examination of digital, visual, and alphabetic texts.
5. Locate, evaluate, and incorporate relevant sources with proper documentation. (Just an assignment, not an entire research report)
6. Compose texts incorporating rhetorically effective and conventional use of language.
7. Collaborate actively in a writing community. (Peer editing)

Student Competencies

Completed compositions must demonstrate the following skills:

1. An engaging introduction leading to a thesis.
2. Thorough and interesting development of the thesis in unified, coherent paragraphs written in a variety of modes, with effective transitions.
3. An appropriate conclusion.
4. Standard forms of grammar, punctuation, spelling, capitalization, and diction.
5. Effective document presentation using Microsoft Word.

General Education

This course is designed to reinforce the following general education areas: communication, critical thinking, social responsibility, and technical literacy.

Required Course Materials

Textbooks

1. Bullock, H. Richard, Brody, Michal, and Francine Weinberg. *The Little Seagull Handbook*. 3rd Ed. New York: Norton, 2017. Print.
2. Cooley, Thomas. *The Norton Sampler: Short Essays for Composition*. 9th Ed. New York: Norton, 2018. Print.

Supplies

- Portable flash drive to connect to USB port in classroom computers for saving documents.

College Attendance Policy

Because the college realizes that academic success is tied to regular attendance, students are expected to attend all class sessions. You are expected to be in class and on time daily. You may not exceed 3 absences within a semester in order to receive credit. Additionally, you will accrue 1 absence for every 3 tardies/early departures to/from class.

Absence from class must be explained satisfactorily to the instructor in writing within three days of a missed class, and the student is held responsible for all work missed. It is up to you to present the written explanation of your absence to me within this window. Additionally, you need to keep a record of your days missed and the reasons in case you need to appeal at the end of the semester.

Unsatisfactory attendance may adversely affect a student's grade for the course. Any student who violates the attendance policy of the course during the first eight weeks (or half-way through a summer session) of the semester may be required to drop the course. Any student who violates the attendance policy of the course during the last eight weeks of the semester may be required to withdraw from the course with a grade of "WP" or "FW", depending upon his/her grade in the course at the time of withdrawal.

Attendance is a part of your overall grade in this class (see Grading Policies for further details).

Class sessions that are missed by late-enrolling students will be counted as absences.

Students will not be charged when an absence is due to participation in an activity approved by the dean of instruction or the dean of student services.

Instructor-Initiated Drop or Withdrawal

An instructor may drop or withdraw a student from a course under any of the following conditions:

- Student misses more than five consecutive classroom hours, does not participate for two or weeks of online, or fails to meet the attendance policy of the course;
- Student is absent from the final exam without the instructor's permission;
- Student exhibits misconduct.

Grading Policies

Evaluation Criteria

- ENG 111 emphasizes critical reading and thinking, writing, and the basic use of computers. To pass the course, students must write their assigned essays with Microsoft Word and must receive a passing grade on the final exam essay.
- Essays should follow the formatting features described in *The Little Seagull Handbook*.
- Instructors will evaluate essays and the final exam essay with the English and Humanities Department's *Criteria for Evaluating an Essay*.
- To pass the course, students must demonstrate computer competency, which will be documented with the English and Humanities Department's *Evaluation of Basic Computer Skills*.

Grading Scale for Individual Assignments

- A = 93-100; B = 85-92; C = 77-84; D = 70-76; F = Below 70

Determination of Final Course Grade

All essays will be graded using the English Department's Criteria for Evaluating an Essay. Following is a breakdown of how your overall grade will be determined.

- **Essays:** 45%
- **Projects:** 22%
- **Quizzes:** 10%
- **Attendance:** 7% (10 points will be deducted for each absence over the limit of two. Three tardies = One absence)
- **Forums:** 6%
- **Final exam:** 10% (Note: You must pass the final exam in order to pass the class.)

Sandhills Community College Policy Statements

Support for Student Learning and Progress

- Academic advising is available to all students in the Student Success Center, which will assist in developing an educational plan consistent with life goals and objectives.
- Academic tutoring through The Kelly Tutoring Center is available to all students on an individual or small group basis.
- The Writing Lab is available to all students on a drop-in basis. All services are free.
- Boyd Library has a wealth of print and online resources.

- The Learning Resource Center in Boyd Library provides computer access as well as staff assistance with research.
- Counselors are available to assist students in coping with any concerns or difficulties they may experience while attending college.
- Career counseling and job placement services are also readily available.

Accommodations for Students with Disabilities

The college strives to provide an equal educational opportunity to all. In compliance with college policy and equal access laws, professors are available to discuss appropriate academic accommodations that may be required for a student with disabilities. Students requesting accommodations must contact the college disabilities coordinator in The Kelly Tutoring Center.

Classroom Conduct

Faculty and students have the right to a classroom atmosphere that is conducive to study, thought, and full concentration on study topics. Behavior that threatens such an atmosphere, disrupts learning and teaching activities, or creates an atmosphere of fear and intimidation will not be tolerated. For additional information, please read the section on "Student Conduct" in the *College Catalog*.

Academic Honesty

The college believes that the pursuit of knowledge requires honesty. Students are expected to act appropriately and deal honestly in all aspects of their interactions with the college and their academic work. The college will not tolerate dishonest acts such as copying the work of another; using unauthorized help, books, or notes on examinations or projects; or intentionally representing the work of another as one's own without proper reference (plagiarism). The consequences of academic dishonesty may vary according to circumstances. Actions that could be taken include, but are not limited to, the following: a failing grade for the work involved, failure in the course, or removal from the course. For additional information, please read the subsection on "Academic Honesty," which is located in the *College Catalog*.

Computer Use

The college expects and requires ethical and responsible behavior of individuals using information resources, which include computers and the college network and Internet capabilities. Individuals using these resources must abide by the college's *Acceptable Use Policy*, which requires respecting intellectual property rights, protecting private information, refraining from accessing inappropriate or offensive information, and ensuring open access to available resources.

Student Grievance Procedure

The college assures Sandhills students that their grievances will be considered fairly, rapidly, and in a non-threatening atmosphere. Any student who feels unfairly treated may follow the "Student Grievance Procedure, which is described in detail in the *College Catalog*.

Annual Security Report

To comply with federal laws the college provides information about serious crimes that have occurred on campus during the last three years. Copies of the Campus Crime Statistics Report and Annual Security Report may be obtained by contacting the main campus switchboard (910-692-6185) or the director of the Hoke Center (910-875-8589). The information can also be found on the college's Security Services website at www.sandhills.edu/security/.

Schedule of Assignments

Note: Below is a working schedule of reading and writing assignments. Reading assignments should be from *The Norton Sampler: Short Essays for Composition* and *The Little Seagull Handbook*. Tests and quizzes will be given based on these readings. You will have a minimum of five essays during the semester and the final exam essay during the final exam period. Writing assignments may be according to a mode or a combination of modes of development (narration, description, instruction, process analysis, comparison/contrast, argumentation, reasons and examples, division and classification, cause and effect, definition, and analogy) or theme.

Outline of Course Content

Computer Skills

A department requirement is that all students who graduate with associate's degrees are required to show competency in the following basic computer skills:

- Creating and storing files.
- Using Microsoft Word® to create properly formatted documents.
- Transporting files by way of networks.
- Using computer-based communications.
- Performing Internet-based searching and retrieval of information.
- Throughout the semester, students will continue to work on aspects of creating documents with Microsoft Word and revising their essays with appropriate paragraph and document format.

Writing Assignments

Throughout the semester, students will write a minimum of five essays using different methods of paragraph and essay development described in the above chapters. In addition, students will write a final exam essay. Each of these essays will be evaluated according to the department's *Criteria for Evaluating an Essay*, and the final exam essay must receive a passing grade in order for the student to pass the course. Other writing assignments during the semester may include revisions of essays, questions or discussion on reading assignments, and quizzes on grammar, punctuation, usage, and sentence structure.