



**Alabama  
Department of  
Postsecondary Education**

*Representing Alabama's Public Two-Year College System*

**REID STATE TECHNICAL COLLEGE  
COURSE SYLLABUS  
SPRING SEMESTER/2018**

**I. COURSE PREFIX, NUMBER, TITLE**

ENG 093 Basic English II

**II. COURSE HOURS**

- 3 Credit hours
- 3 Theory credit hours
- 0 Lab credit hours
- 0 Clinical credit hour
- 3 Contact Hours

**III. CLASS MEETING DATES/TIMES/LOCATION**

TBA

**IV. CLINICAL DATES/TIMES/LOCATION (None)**

None

**V. INSTRUCTOR, CONTACT INFORMATION, CONTACT POLICY, OFFICE HOURS/LOCATION**

Mr. Thomas Sunday

Office Location: Library/2<sup>nd</sup> Floor—room 208

Office Phone: (251) 578-1313 x 212

Email: [tsunday@rstc.edu](mailto:tsunday@rstc.edu)

Office Hours: By Appointment Only

**VI. COURSE DESCRIPTION:**

This course is a review of composition skills and grammar. Emphasis is placed on coherence and the use of a variety of sentence structures in the composing process and on standard written English usage. Students will demonstrate these skills chiefly through the writing of paragraph blocks and shorts essays.

**VII. PREREQUISITE(S)/CO-REQUISITE(S)**

**Prerequisites:** minimum score of 37 on the ASSET

**Co-requisites:** None

**VIII. TEXTBOOK(S) AND OTHER LEARNING RESOURCES**

Provided by instructor/

**IX. PROFESSIONAL COMPETENCIES/OBJECTIVES**

Upon completion of this course, the successful student will

- A. Recognize and correct the following in his or her own work, other students' work, and spoken language:
  - 1. sentence fragments and run-on sentences
  - 2. subject-verb agreement errors
  - 3. verb tense errors
  - 4. sentence structure errors
  - 5. pronoun errors
  - 6. nonstandard expressions
  - 7. punctuation and capitalization errors
  - 8. modifier and parallel form errors
  - 9. improper forms of often confused words
- B. Write clear, coherent, grammatically correct sentences.
- C. Write clear, concise, grammatically correct paragraphs.

The successful student will receive the requisite skills for success in ENG 101 as well as communication skills that will aid the student's professional endeavors after graduation.

## X. OUTLINE OF MODULES

### ENG 093 WRITING AND GRAMMAR ASSIGNMENTS

- COURSE SCHEDULE TBA

**Research/library requirement: Students will be required to use the Edith A. Gray Library for a series of research-based assignments given throughout the course of this semester. Your research assignments will be given at a later date. Unless instructed otherwise, students will also be required to use the Alabama Virtual Library for each paper (10% of each paper grade).**

## XI. EVALUATION AND ASSESSMENT

- Grading scale: A=100-90, B=89-80, C=79-70, D=69-60, F=59-0
- Grading criteria: writing assignments will be evaluated for effectiveness of presentation, organization, and adherence to the rules of grammar and usage. Other tests will be graded using a standardized key.
- Testing methods: students will take four major tests
- Feedback: tests and writing assignments will be returned to students one week after the student completes the assignment.

### Assignments and Grading

- Daily work: 30%
- Tests: 30%
- Writing assignments: 20%
- Final exam: 20%

## XII. COURSE REQUIREMENTS:

- Written work guidelines and policies: students should complete all writing assignments using a word processor if possible. If not, the student must submit his or her work written legibly (I reserve the right to refuse any assignment that is not legibly written).
- Make-up and late work: No make-ups are given for missed daily work. Tests may be made up if the student has an excused absence. Late assignments are penalized 10 points for every day late.
- Academic dishonesty: any student caught cheating will be referred to the Dean of Students and/or the Dean of Instruction.
- Classroom participation: students will participate by asking questions, completing all assignments, and working together to ensure that the class is a good professional environment.
- Classroom decorum: eating, drinking and unsolicited chatting during class are prohibited. Students are expected to power off cell phones before class. Students entering the class late will do so in a quiet and orderly manner. The instructor reserves the right to ask the student to

leave the classroom or deny entrance into the classroom if the student commits any of the above-listed infractions.

### **XIII. ATTENDANCE**

- a. Students are expected to attend all classes for which they are registered. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before poor attendance interferes with the student's ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid. Withdrawal from class can prohibit progression in nursing and allied health programs.
  
- b. Students are expected to attend **all** clinical rotations required for each course. Only excused absences will be considered for make up. However, due to limited clinical space and time, clinical make up days cannot be guaranteed. Failure to complete clinical rotations will prohibit progression in nursing and allied health programs.

### **XIV. STATEMENT ON DISCRIMINATION/HARASSMENT**

The College and the Alabama Board of Education are committed to providing both employment and educational environments free of harassment or discrimination related to an individual's race, color, gender, religion, national origin, age, or disability. Such harassment is a violation of State Board of Education policy. Any practice or behavior that constitutes harassment is a violation of State Board of Education policy. Any practice or behavior that constitutes harassment or discrimination will not be tolerated.

### **XV. AMERICANS WITH DISABILITIES**

The Rehabilitation Act of 1973 (Section 504) and the American with Disabilities Act of 1990 state that qualified students with disabilities who meet the essential functions and academic requirements are entitled to reasonable accommodations. It is the student's responsibility to provide appropriate disability documentation to the College. **Please contact the ADA representative.**

**XVI. STUDENT ACKNOWLEDGEMENT FORM**

**Instructor/ Student Check List**

**Please Print**

Student Name \_\_\_\_\_

Student ID Number \_\_\_\_\_

E-mail Address \_\_\_\_\_

Phone Number \_\_\_\_\_

Mailing Address \_\_\_\_\_

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Please check off the following:

The instructor has explained:

\_\_\_\_ Attendance Policy

\_\_\_\_ Students with Disabilities Procedures

\_\_\_\_ Conduct Policy

\_\_\_\_ Grading Procedures

\_\_\_\_ Instructor Expectations

\_\_\_\_ Course Description

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Student Signature : \_\_\_\_\_

Date: \_\_\_\_\_

## Instructions for MyWritingLab Registration

1. Go to [www.mywritinglab.com](http://www.mywritinglab.com) from the URL box of your internet browser.
2. Under the “First-time User” section, click on the “student” tab.
3. Select the correct publisher’s logo. A picture of this logo should be on the side of your textbook.
4. Under the “Register your Access Code” heading, select I already have my access code.
5. Read your License Agreement and Privacy Policy, and then click “Accept” at the bottom of the page to continue.
6. Next is the Access Information page. This page should have a default setting of “No, I am a new user” selected. **Do not** change this field.
7. Register your access code. Your access code is located underneath the tab inside the cover of your Student Access Kit. Enter the code in the boxes on your computer screen. Enter the code in the sections just as they are on your kit.
8. Under “School Location,” enter the zip code (**36401**) and the country (**United States**). Click the next button at the bottom of the page.
9. Next is the Account Information page. Type your first and last name and your email address. For school information, select Reid State Tech.
10. You will make up your own login name and password. Both fields **are** case sensitive so be certain to write down your entry just as you entered it on screen. Just a suggestion here, to make it easier for you to remember your login name, you can use your last name and your four digit year of birth. For example, if your last name is Williams and you were born in 1981, your login name would be **Williams1981**. Your password **must** be a combination of letters and numbers and it cannot be less than 8 characters. Using the example above, let’s assume that Ms. Williams has a dog named Jannie who is now 12 years old. An example of a password Ms. Williams might use would be **Jannie12**. Note that the total number of characters (letters, numbers and spaces) used equals eight.
11. Now, select a security question. This question is needed just in case you lose your login name and password. A representative from tech support can verify your identity by asking this question. Provide an answer to the security question in the next field.

12. On the Confirmation and Summary page, review all the entries that you have made. Be certain that the login name on this page matches what you have written down. After a careful review, select “Log in Now.”
13. You should be back at the home page for MyWritingLab. From this point forward, you will access your home page by selecting “MyWritingLab” under the **Returning User** tab.
14. Enter your login name and password. This is the login and password that you have just created. Next, select the option of “Join your instructor’s course.”
15. Go to the textbox beside the field “instructor’s last name.” Click inside the textbox, then type my last name- **Sunday**.
16. Select your course from the list then click “continue” at the bottom of the page.
17. A picture of your textbook for the class should appear on screen. Click the option to start working now. Your assignments will appear on screen. You may begin.
18. **If at any point you experience a problem, you can contact a representative @ 1-800-677-6337.**



**Alabama**  
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**REID STATE TECHNICAL COLLEGE**  
**COURSE SYLLABUS**  
**FALL SEMESTER/2017**

**I. COURSE PREFIX, NUMBER, TITLE**

ENG 100/Vocational Technical English I

**II. COURSE HOURS**

- 3 Credit hours
- 3 Theory credit hours
- 0 Lab credit hours
- 0 Clinical credit hour
- 3 Contact Hours

**III. CLASS MEETING DATES/TIMES/LOCATION**

Mondays & Tuesdays 2:35-4:35 p.m.  
Library/Room 203

**IV. CLINICAL DATES/TIMES/LOCATION (None)**

None

**V. INSTRUCTOR, CONTACT INFORMATION, CONTACT POLICY, OFFICE HOURS/LOCATION**

Mr. Thomas Sunday  
Office Location: Library/2<sup>nd</sup> Floor  
Office: (251) 578-1313 x212  
Email: [tsunday@rstc.edu](mailto:tsunday@rstc.edu)  
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**VI. COURSE DESCRIPTION:**

This course is designed to enhance reading and writing skills for the workplace. Emphasis is placed on technical reading, job-related vocabulary, sentence writing, punctuation, and spelling with substantial focus on occupational performance requirements and interpersonal communication skills. This course does not satisfy general education requirements for the associate degree but may be used for technical credit.

**VII. PREREQUISITE(S)/CO-REQUISITE(S)**

**Prerequisites:** Satisfactory placement score

**Co-requisites:** None

**VIII. TEXTBOOK(S) AND OTHER LEARNING RESOURCES**

Sentence Skills, Form B: A Workbook for Writers, (7<sup>th</sup> ed.) by John Langan  
(required)

**IX. LEARNING OBJECTIVES**

Upon completion of this course, the successful student will

- A.** Recognize and correct the following in his or her own work, other students' work, and spoken language:
1. sentence fragments and run-on sentences
  2. subject-verb agreement errors
  3. verb tense errors
  4. sentence structure errors

5. pronoun errors
6. nonstandard expressions
7. punctuation and capitalization errors
8. modifier and parallel form errors
9. improper forms of often confused words

**B.** Write clear, coherent, grammatically correct sentences.

**C.** Write clear, concise, grammatically correct paragraphs.

Upon completion of the course, students should be able to identify main ideas with supporting details and produce mechanically correct short writings appropriate to the workplace.

## **ENG 100 LEARNING OUTCOMES**

1. Effective use of the writing process as presented in text. (Measured by Paragraph #1 which will focus on Direction, Unity, Coherence and Support)
2. Development of paragraph topics mainly through effective use of detailed example(s). (Measured by Paragraph #2 which will focus on use of specific detailed examples to develop topic sentence.)
3. Effective use of a writer's handbook to aid in writing assignments. (Measured by all paragraphs and quizzes.)
4. Correct use of selected homonyms (Measured by all paragraphs and homonym quiz).
5. Correct subject/verb agreement. (Measured by all Paragraphs and Selected Quizzes)
6. Correct and effective use of a variety of sentence structures:
  - o a) Eliminate fragments. (Measured by all paragraphs)
  - o b) Eliminate run-ons, to include comma splices. (Measured by all paragraphs)
  - o c) Correctly write simple sentences. (Measured by Paragraph #1)
  - o d) Correctly write compound sentences. (Measured by Paragraphs # 2 – 5)
  - o e) Correctly write complex sentences. (Measured by Paragraphs 3 – 5)
7. Correct use of irregular verbs. (Measured by all Paragraphs and Selected Quizzes)
8. Correct use of pronoun case. (Measured by all Paragraphs and Selected Quizzes)
9. Correct use of commas in the following instances: (Measured by all Paragraphs and Selected Quizzes)
  - o a) To set off introductory elements.
  - o b) To join items in a series.
  - o c) To join independent clauses in conjunction with coordinating conjunctions.
  - o d) To set off non-essential interrupters.

## X. OUTLINE OF MODULES

- Narrative paragraph (weeks two-four)
- Illustration paragraph (weeks five)
- Descriptive paragraph (week six)
- Process paragraph (week seven)
- Classification paragraph (weeks eight-nine)

**Research/library requirement: Students will be required to use the Alabama Virtual Library for each paper (10% of each paper grade).**

## XI. EVALUATION AND ASSESSMENT

- Grading scale: A=100-90, B=89-80, C=79-70, D=69-60, F=59-0 □  
Grading criteria: writing assignments will be evaluated for effectiveness of presentation, organization, and adherence to the rules of grammar and usage. Other tests will be graded using a standardized key.
- Testing methods: students will take three major tests
- Feedback: tests and writing assignments will be returned to students one week after the student completes the assignment.

### Assignments and Grading

- Daily work: 20%
- Tests & Writing Assignments: 40%
- Final exam: 40%

## XII. COURSE REQUIREMENTS:

- Written work guidelines and policies: students should complete all writing assignments using a word processor if possible. If not, the student must submit his or her work written legibly (I reserve the right to refuse any assignment that is not legibly written).
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- Academic dishonesty: any student caught cheating will be referred to the Dean of Students and/or the Dean of Instruction.

- Classroom participation: students will participate by asking questions, completing all assignments, and working together to ensure that the class is a good professional environment.

- Classroom decorum: eating, drinking and unsolicited chatting during class are prohibited. Students are expected to power off cell phones before class. Students entering the class late will do so in a quiet and orderly manner. The instructor reserves the right to ask the student to leave the classroom or deny entrance into the classroom if the student commits any of the above-listed infractions.

### **XIII. ATTENDANCE**

- a. Students are expected to attend all classes for which they are registered. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before poor attendance interferes with the student's ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid. Withdrawal from class can prohibit progression in nursing and allied health programs.
- b. Students are expected to attend **all** clinical rotations required for each course. Only excused absences will be considered for make up. However, due to limited clinical space and time, clinical make up days cannot be guaranteed. Failure to complete clinical rotations will prohibit progression in nursing and allied health programs.

### **XIV. STATEMENT ON DISCRIMINATION/HARASSMENT**

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### **XV. AMERICANS WITH DISABILITIES**

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**XVII. STUDENT ACKNOWLEDGEMENT FORM**

Instructor/ Student Check List

Please Print

Student Name \_\_\_\_\_

Student ID Number \_\_\_\_\_

E-mail Address \_\_\_\_\_

Phone Number \_\_\_\_\_

Mailing Address \_\_\_\_\_

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Please check off the following:

The instructor has explained:

\_\_\_\_ Attendance Policy

\_\_\_\_ Students with Disabilities Procedures

\_\_\_\_ Conduct Policy

\_\_\_\_ Grading Procedures

\_\_\_\_ Instructor Expectations

\_\_\_\_ Course Description

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Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_



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**REID STATE TECHNICAL COLLEGE  
COURSE SYLLABUS  
Spring Semester 2018**

**I. COURSE PREFIX, NUMBER, TITLE**

ENG 101/ English Composition I (OL)

**II. COURSE HOURS**

- 3 Credit hours
- 3 Theory credit hours
- 0 Lab credit hours
- 0 Clinical credit hour
- 3 Contact Hours

**III. CLASS MEETING DATES/TIMES/LOCATION**

Online/Canvas

**IV. CLINICAL DATES/TIMES/LOCATION (None)**

None

**V. INSTRUCTOR, CONTACT INFORMATION, CONTACT POLICY, OFFICE HOURS/LOCATION**

Mr. Thomas Sunday  
Library/Second Floor  
Office: (251) 578-1313 EXT#212  
Email: [tsunday@rstc.edu](mailto:tsunday@rstc.edu)  
Office Hours: By Appointment Only

**VI. COURSE DESCRIPTION:**

English Composition I provides instruction and practice in writing of a least six extended compositions and the development of analytical and critical reading skills and basic reference and documentation skills in the composition process.

**VII. PREREQUISITE(S)/CO-REQUISITE(S)**

**Prerequisites:** successful completion of COM 093 or a score of 42 or better on the ASSET

**Co-requisites:** None

**VIII. TEXTBOOK(S) AND OTHER LEARNING RESOURCES**

The Writer's World: Paragraphs and Essays by Lynn Gaetz (required)

**IX. LEARNING OBJECTIVES**

The student will achieve proficiency in writing and critical thinking by developing his or her own process of writing through the techniques studied in class. Upon completion of this course, the successful student will write clear, concise, and grammatically correct paragraphs and essays. Elements of grammar and usage will also be covered in class as needed.

**Student Learning Outcomes for ENG 101**

1. Students will demonstrate the ability to write orderly and coherent paragraphs based on organization. (Measured by Essay 1, which will focus on paragraph organization)
2. Students will demonstrate the ability to write formal, analytical essays. (Measured by Essay 3, which will focus on analysis and development of arguments within an essay)
3. Students will demonstrate the ability to research and integrate outside sources with MLA documentation. (Measured by Essay 4, which will focus on a work of literature, research, and integration of outside sources using MLA format)
4. Students will demonstrate the ability to effectively use grammar and mechanics within essays. (Measured by Essay 5)
5. Students will demonstrate the ability to formulate an essay that reflects English Communications Division standards for ENG 101 writers. (Measured by the Final Exam results using all categories of the English Communications Division Rubric)

## **X. OUTLINE OF MODULES**

- Class Introduction
- Illustration essay
- Narrative essay
- Descriptive essay
- Definition essay
- Comparison and Contrast essay
- Research paper

## XI. EVALUATION AND ASSESSMENT

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- Testing methods: students will take four major tests
- Feedback: tests and writing assignments will be returned to students one week after the student completes the assignment.

### Assignments and Grading

- Grammar & Usage Assignments: 20%
- Tests & Writing Assignments: 50%
- Final exam: 30%

## XII. COURSE REQUIREMENTS:

- Written work guidelines and policies: students should complete all writing assignments using a word processor if possible. If not, the student must submit his or her work written legibly (I reserve the right to refuse any assignment that is not legibly written).
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## XIII. ATTENDANCE

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- b. Students are expected to attend **all** clinical rotations required for each course. Only excused absences will be considered for make up. However, due to limited clinical space and time, clinical make up days cannot be guaranteed. Failure to complete clinical rotations will prohibit progression in nursing and allied health programs.

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**XVII STUDENT ACKNOWLEDGEMENT FORM**

**Instructor/ Student Check List**

Student Name \_\_\_\_\_

Student ID Number \_\_\_\_\_

E-mail Address \_\_\_\_\_

Phone Number \_\_\_\_\_

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Please check the following:

The instructor has explained:

\_\_\_\_ Attendance Policy

\_\_\_\_ Students with Disabilities Procedures

\_\_\_\_ Conduct Policy

\_\_\_\_ Grading Procedures

\_\_\_\_ Instructor Expectations

\_\_\_\_ Course Description

Student Signature : \_\_\_\_\_

Date: \_\_\_\_\_

## ASSIGNMENT SCHEDULE

Week One	Diagnostic Essay Grammar—Chap 20 Fragments and Run-ons
Week Two	Chap 13—Writing the Essay Grammar—Chap 22/23 Verbs
Week Three	Chap 14—The Illustration Essay Complete Writing Activity 1 (5-7 paragraphs) Grammar—Chap 25 Subject/Verb Agreement
Week Four	Writing Activity due—The Illustration Essay Grammar—Chap 28 Pronouns
Week Five	Chap 14—The Narrative Essay Complete Writing Activity 2 (5-7 paragraphs)
Week Six	Writing Activity due—The Narrative Essay Grammar—Chap 29 Adjectives and Adverbs
Week Seven	Chap 14—The Descriptive Essay Complete Writing Activity 3 (5-7 paragraphs)
Week Eight	The Descriptive Essay Grammar—Chap 30 Modifiers
Week Nine	Chap 14—Read p. 224-227 The Definition Essay Complete Writing Activity 4 (5-7 paragraphs)
Week Ten	Writing Activity due—The Definition Essay Grammar—Chap 31 Exact Language
Week Eleven	Chap 14—The Comparison and Contrast Essay Complete Writing Activity 5 (5-7 paragraphs)
Week Twelve	Writing Activity due—The Comparison and Contrast Essay Grammar—Chap 33/34 Punctuation
Week Thirteen	Biography essay/Interpersonal Communication Skills Review
Weeks 14-16	Writing Activity due—Biography Essay Final Exam

\*\*\*This schedule is subject to change if necessary\*\*\*