



Alabama
Department of
Postsecondary Education

Representing Alabama's Public Two-Year College System

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

I. COURSE PREFIX, NUMBER, TITLE

BSR 090 Introduction to College Reading

II. COURSE HOURS

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

III. CLASS MEETING DATES/TIMES/LOCATION

Monday/Tuesday
7:50-8:40 a.m.
Library/203

IV. CLINICAL DATES/TIMES/LOCATION (None)

None

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

Mr. Thomas Sunday
Office Location: Library/Room 206
Office Phone: (251) 578-1313 x212
Email: tsunday@rstc.edu
Office Hours: By Appointment Only

VI. COURSE DESCRIPTION:

Introduction to College Reading (BSR 090) is designed to develop basic reading and study skills for students who need remediation in reading. This course focuses on vocabulary development, literal reading skills, and basic critical reading skills in order to improve basic reading, study, and cognitive skills which are essential at the college level. These skills will be developed through class lectures, individual and small group activities, reading lab activities, computer lab activities, and homework assignments.

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

Prerequisites: minimum score of 37 on the ASSET

Co-requisites: None

VIII. TEXTBOOK(S) AND OTHER LEARNING RESOURCES

TBA

IX. PROFESSIONAL COMPETENCIES/OBJECTIVES

The student will achieve proficiency in reading and critical thinking through a variety of methods studied in class. Upon completion of this course, the successful student will strengthen his/her vocabulary using context clues and structural analysis to determine the meaning of unfamiliar words, improve comprehension through learning to identify main ideas and major types of details, write summaries of reading passages, distinguish between fact and opinion, make valid inferences, develop higher order thinking skills, organize ideas and communicate orally, use computer technology for a variety of purposes, and practice basic study skills.

X. OUTLINE OF MODULES/COURSE SCHEDULE

Week 1 Course Orientation

Week 2 Pretest (My Reading Lab), Textbook Orientation Skills

Weeks 3-4 Objective 1: Determining the Meaning of Words/Phrases

Weeks 5-6 Objective 2: Main Idea and Supporting Details

Weeks 7-8 Objectives 3 & 4: Relationship Among Ideas

Week 9 Combined Skills Review

Week 10 Post-test, Final Exam

WRITING ASSIGNMENTS (25 points each)

Précis 1—**Strive to Become an Expert** by Saul Kassin

Précis 2—**Misconceptions About Reading** by Joan Rasool and others

Précis 3—**Can Fantasy Increase Students' Motivation to Achieve** by Saul Kassin

Précis 4—**A Flow of Questions** by K. P. Baldridge

Précis 5—**What You Don't Get Out of a College Education** by Richard Weaver II

XI. EVALUATION AND ASSESSMENT

Assignments/Tests will be based on the following:

- Primary text: assignments, quizzes, tests
- Vocabulary text: exercises, quizzes, tests
- Computer Lab: attendance and progress
- Oral presentations: two presentations
- Instructor-specific assignments/projects

Points are earned for all assignments and tests. The final grade will be a percentage, calculated by dividing the total number of points earned by the total number of points possible.

Example: Total points earned - 720

Total points possible - 975

$720/975 = .74 = 74\%$

Final grade is 74% (C)

- Grading scale: A=100-90, B=89-80, C=79-70, D=69-60, F=59-0
- Grading criteria: 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.

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. COURSE CALENDAR

Week 1 Course Orientation

Week 2 Pretest (My Reading Lab), Textbook Orientation Skills

Weeks 3-6 Objective 1: Determining the Meaning of Words/Phrases

- ✓ word structure clues
- ✓ multiple meaning words
- ✓ unfamiliar words – using context clues
- ✓ figures of speech – metaphors, similes, personification, hyperbole

Weeks 7-10 Objective 2: Main Idea and Supporting Details

- ✓ topic
- ✓ main idea – stated and implied
- ✓ supporting details – types and location of

Weeks 11-14 Objective 4: Relationship Among Ideas

- ✓ sequence of events
- ✓ cause - effect relationships
- ✓ compare-contrast
- ✓ solutions to problems
- ✓ drawing conclusions

Week 15 Combined Skills Review

Week 16 Post-test, Final Exam

Note: Vocabulary acquisition will be an ongoing skill from Weeks 1-16

XVII. STUDENT ACKNOWLEDGEMENT FORM

Instructor/ Student Check List (Please Print)

Student Name _____

Student ID Number _____

E-mail Address _____

Phone Number _____

Mailing Address _____

Please check off the following:

The instructor has explained:

_____ Attendance Policy

_____ Students with Disabilities Procedures

_____ Conduct Policy

_____ Grading Procedures

_____ Instructor Expectations

_____ Course Description

Student Signature _____

Date _____

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Instructions for MyReadingLab Registration

1. Go to www.myreadinglab.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 MyReadingLab. From this point forward, you will access your home page by selecting “MyReadingLab” 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 “Course I.D.” Click inside the textbox, then type: **Middleton232433R**
16. 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.
17. **If at any point you experience a problem, you can contact a representative @ 1-800-677-6337.**



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REID STATE TECHNICAL COLLEGE COURSE SYLLABUS
FALL SEMESTER/2017

I. COURSE PREFIX, NUMBER, TITLE College Study Skills
(BSS) 090—Becoming a Master Student

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

Wednesday/Thursday

7:50-9:05 a.m.

Library/203

IV. CLINICAL DATES/TIMES/LOCATION (None)

None

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

Mr. Thomas Sunday

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Office Hours: By Appointment

VI. COURSE DESCRIPTION:

This course is designed to provide an opportunity to learn and adapt methods necessary to achieve success in college. Topics will include study techniques, communication skills, time management/planning, critical thinking, diversity issues, community and campus resources, and managing personal and relationship issues affecting many college students. The focus will be on the practical application of each topic.

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

Prerequisites: minimum score of 37 on the ASSET

Co-requisites: None

VIII. TEXTBOOK

TBA

IX. PROFESSIONAL COMPETENCIES/OBJECTIVES

Upon successful completion of this course, the learner will be able to:

- Use time management and personal organization systems.
- Identify academic resources and support services important for academic success.
- Apply specific study skills, including note taking and test taking strategies and memory enhancement techniques to course content.
- Develop and articulate short and long-term goals for career development and academic success.
- Discuss how a student is responsible for his/her experience in college and describe ways that he/she can create a successful and rewarding journey through college.
- Describe and use communication skills that are accurate in sending and receiving information, facilitate effective listening, and useful in personal and professional interactions with others.
- Examine and prepare for the personal issues that face a college student including managing and budgeting time and money, recognizing abusive situations, and relating to people with a positive and constructive approach.
- Use resources available at the college and in the community that are helpful in meeting the issues listed above. Topics will also include library research, course changes, employment/career development, financial aid, independent study, diversity, and other social issues.
- Discuss various procedures for focusing attention on the tasks at hand (i.e. reading, listening, taking notes, word processing, and test taking).
- List guidelines for creating an effective plan that contributes to success.

X. OUTLINE OF MODULES

Discovery/Intention Journal:

In view that this class focuses a great deal of its energy on gathering information about you the student, a major portion of your grade will consist of a personal reflection journal that you will keep throughout the course of the semester. In this journal you will record **Discovery and Intention Statements**. Discovery statements are those statements in which you voice something that you have discovered about yourself. Intention statements are statements in which you propose your intentions. Often these statements are interrelated. For example, if, during an exercise, I discover that I am unrealistic about my health and fitness goals, I could write this down, stating how I made this discovery in a discovery statement. Later, after I have spent some time pondering the issue, I might make an intention statement in which I describe how I will accept my physical limitation and strive to improve my physical abilities. You will be required to make at least one journal entry per chapter (one entry per week). At the beginning of each chapter, a required journal prompt is listed (this prompt is always listed on the first page of each chapter). Additionally, I will provide in-class journal entry prompts and/or ask you to add in-class exercises or activities to your journal. Journals will be collected twice throughout the semester (see “course calendar” and “assignment list” for specific dates).

In addition to discovery and intention statement entries, you will also make reflections in your journal on one article from each chapter. Each chapter contains one *Power Process* article and one *Master Student Profile* article. By the end of the semester you must have reflected upon at least six *Power Process* articles and six *Master Student Profile* articles. For every chapter choose ONE to reflect upon. Consider following this format:

Power Process:

- Describe the article—What was this article trying to teach you about yourself and about how to be a more effective person/student?
- Describe the article's affect—You obviously chose this article over the other one for a reason, why? In what way did this article affect you? Did this article present answers to a problem that has been especially hindering to you or difficult for you to overcome? By applying the article, how have you felt? Has life gone more smoothly?
- Describe the future of the article in your life—How will you continue to use the article in the future? Can you see this article having a lasting life-long affect on your life?

Master Student Profile:

- Who did this article profile? Why do you think this person would be included in a book on becoming a master student? Explain some of the accomplishments of the person being highlighted in this article. Did he/she have to overcome some serious obstacles to obtain the success he/she eventually enjoyed?
- What did you learn? By learning about the person being highlighted in this article, did you learn any important tips for your own success? How do you think you can apply these tips to your life now and in the future?
- What inspired you? Nearly all of these articles are inspiring in one way or another. What was particularly inspiring to you in this article? Did this inspiring section help you to shift your point of view or perspective about life, school, or your own abilities or opportunities?
- What are you going to change? Based on the article how will you improve your future? Is there anything that you plan to change in order to achieve your goals and obtain a measure of success as the profiled person did?

Homework assignments:

Throughout the course of the semester I will be assigning short activities and exercises from the book for you to complete. Nearly all of these exercises are focused on you: the student. They ask you to reflect on your past experiences and to consider experiences that may occur in the future. Exercises assigned as homework will be due on the date specified in the course plan and extra information can be found about most assignments in the “assignments list.” See the course calendar for details and examples. You will not be given an assignment to complete every night; however, for each class meeting you are required to complete the reading pages that we will cover in the lecture. These required reading pages are listed in the course plan.

Participation:

Participation in this class consists of coming to class on time, participating in class discussions and group work, sharing ideas and opinions, sharing growth experiences and personal discoveries, giving short presentations, reporting on homework assignments and projects, taking notes, showing guest speakers respect and courtesy and many other elements. Participating is an easy way to ensure that you will succeed in this course and throughout college. Perhaps the most important part of “participation” is coming to class each week. See the section titled “Attendance” below

for more information about how your attendance in this class may affect your grade.

Quizzes:

Every chapter includes a quiz that serves to guide your reading. After you complete each chapter's reading, take time to complete the quiz. These quizzes are important because they point you toward the concepts that are the most important throughout the book. Twice during the semester I will ask you to turn in your quizzes, after which I will choose one of the six to grade. I will not disclose which of the six quizzes will be graded, so make sure that you do your best job to complete them all. See course plan for quiz collection dates.

Projects:

In addition to exams, this class will use projects to measure and gather evidence regarding your personal progress and growth. For more information about these projects see the "assignments list" and the course plan.

Final Presentation:

To culminate the semester you will construct and give a presentation that displays what you have learned about yourself and how you have improved as a student and as a person. See "assignments list" for details.

XI. EVALUATION AND ASSESSMENT

Assignments and Grading

Discover/Intention Journal: 20%

Homework assignments: 20%

Participation: 20%

Quizzes: 20%

Mid-Term and Final Exam: 20%

Your grade for this course will be based on the following:

90-100 = A;

80-89= B;

70-79= C;

60-69= D;

below 60 = F

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.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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XVI. COURSE CALENDAR

Tentative Course plan

A week consists of two (2) class meetings per week

Week One:

Ch (Introduction) Salutations, Book is worthless,
Getting the most from this class, Discovery/Intention Journals, Discovery and Intention
statements

Ch (Introduction) Salutations, Transitioning to Higher Ed., Getting the Most Out of Reid State's
Resources

Due: Read pgs. 1-23 (assign scavenger hunt)

Week Two:

Ch. 1 *First steps*: Read pgs. 22-45

Due: Critical Thinking Exercise #3, *Taking the First Step*, pg. 24

Critical Thinking Exercise #4, *The Discovery Wheel*, pg. 25

Ch. 1 *First steps* VAK survey, Multiple Intelligences, motivation, affirmation statements and
visualization

Due: Quiz, pg. 43

Week Three:

Ch. 2 *Time*: Read pgs. 66-85, Time monitor/time plan process (begin), Setting and achieving
goals, Daily to-do lists, Save time through technology.

Report on: affirmation/visualization statements

Due: Critical Thinking Exercise #5

Critical Thinking Exercise #6

Ch. 2 *Time* Stop procrastinating, Getting the most out of study time, Using longer-term
planners, "Be in the here and now"

Due: Critical Thinking Exercise #7, pg.56

Quiz pg. 63

Week Four:

Ch. 3 *Reading*: Read pgs. 66-85, Mastering Healthy Habits, Muscle Reading, When Reading is
Tough

Report on: Time monitoring/time planning process activity

Due: Journal Entry #9: Discovery/Intention Statement

Ch. 3 Read pgs. 66-85, Mastering Healthy Habits, Muscle Reading, When Reading is Tough,
Reading with a dictionary, Libraries

Due: Quiz, pg. 83

Week Five:

Ch. 4 *Notes*: pgs. 86-105, Observe, Record

Report on: Time monitoring/time planning process, setting a trap for your memory

Due: Critical Thinking Exercise #8: Television note taking, pg 97

Ch. 4 *Notes*, pgs. 86-105, Review, Enroll your instructor, Fast talking lecturers, taking notes while reading

Due: Quiz, pg. 103

Week Six:

Ch. 5 *Tests*, pgs. 106-125, Before the test, Predict test questions, Group study, What to do during the test

Due: Journal Entry #13 & 14

Ch. 5 *Tests* After the test, after the test is passed back, Test anxiety, Detachment

Due: Quiz, pg. 123

Week Seven:

Ch. 6 *Thinking*, pgs. 126-145, Critical thinking, Becoming a critical thinker, Creative thinking, Common mistakes in logic

Due: Critical Thinking Exercise #9, pg. 138

Ch. 6 *Thinking*, Uncovering assumptions, Decision making, Solving problems, Choosing your major

Due: Critical Thinking Exercise #10, pg. 141

Quiz, pg. 143

Week Eight:

Ch. 7 *Communicating*, pgs. 146-165, Communication keeping channels open, Choosing to listen, Choosing to speak, Managing conflict, Five ways to say “no”

Due: Critical Thinking Exercise #11, pg. 149

Ch. 7 *Communicating* Three phases of effective writing, Mastering public speaking

Due: Critical Thinking Exercise #12, pg. 152

Quiz, pg. 163

Week Nine:**Week Ten:**

Ch. 8 *Diversity*, pgs. 166-183, Waking up to diversity, Diversity is real and valuable, Building relationships across cultures, Overcome stereotypes, What about your roots? assigned

Report on: Time monitoring/time planning process

Due: Critical Thinking Exercise #13

Ch. 8 *Diversity* Students with disabilities, Dealing with sexism and sexual harassment, Leadership in a diverse world

Due: Journal Entry #20: Building Relationships Across Cultures

Quiz, pg. 181

Week Eleven: Ch. 9 *Money*, pgs. 184-203, 3 paths to financial freedom, Make more, Spend less
Due: Critical Thinking Exercise #14: The Money Monitor/Money Summary Plan Critical Thinking Exercise #15: Show Me the Money
 Mastering Technology: Using your computer to manage money, pg. 196

Ch. 9 *Money* Take charge of your credit, Money for the future, You can pay for school, We live like royalty

Due: Critical Thinking Exercise #16: Education by the Hour
 Quiz, pg. 201

Ch. 10 : *Money Monitor/Money Summary* pgs. 204-225, Continuing w/ what you've learned, Create your career now
 Report on: Money Monitor/Money Summary

Due: Critical Thinking Exercise #17: Do Something You Can't
 Critical Thinking Exercise #18: Write Your Career Plan Now

Ch. 10 : *Money Monitor/Money Summary* Choosing schools, Define your values/align your actions

Due: Critical Thinking Exercise #19: The Discovery Wheel coming full circle
 Critical Thinking Exercise #20: Create Your Next Semester
 Quiz, pg. 223

Week Twelve:

Report on: FAFSA, Money Monitor/Money Summary, Exercises 31 and 32

Week Thirteen:

Thinking about health, Taking care of your machine, Seven dietary guidelines

Report on: FAFSA, Money Monitor/Money Summary

Due: Read pgs. 321-333, FAFSA, Health, Self esteem, Emotional pain, Alcohol tobacco and drugs, Advertising

Weeks Fourteen:

Review & Reflect

Week Fifteen:

Final Presentation Due

Week Sixteen:

Final Exam

XVII. STUDENT ACKNOWLEDGEMENT FORM

Instructor/ Student Check List

Please Print

Student Name _____

Student ID Number _____

E-mail Address _____

Phone Number _____

Mailing Address _____

Please check off the following:

The instructor has explained:

_____ **Attendance Policy**

_____ **Students with Disabilities Procedures**

_____ **Conduct Policy**

_____ **Grading Procedures**

_____ **Instructor Expectations**

_____ **Course Description**

Student Signature :

Date:



*Alabama
Department of
Postsecondary Education*

Representing Alabama's Public Two-Year College System

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

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

Wednesday/Thursday

12:35-1:50

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/2nd Floor—room 208

Office Phone: (251) 578-1313 x 212

Email: 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

TBA

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.
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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 _____

Please check off the following:

The instructor has explained:

_____ Attendance Policy

_____ Students with Disabilities Procedures

_____ Conduct Policy

_____ Grading Procedures

_____ Instructor Expectations

_____ Course Description

Student Signature : _____

Date: _____

Instructions for MyWritingLab Registration

1. Go to 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.”
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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
Department of
Postsecondary Education

Representing Alabama's Public Two-Year College System

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

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

Monday/Tuesday
12:35-1:50
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/2nd Floor—room 208
Office Phone: (251) 578-1313 x 212
Email: 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

TBA

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

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XV. AMERICANS WITH DISABILITIES

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XVI. STUDENT ACKNOWLEDGEMENT FORM

Instructor/ Student Check List

Please Print

Student Name _____

Student ID Number _____

E-mail Address _____

Phone Number _____

Mailing Address _____

Please check off the following:

The instructor has explained:

_____ Attendance Policy

_____ Students with Disabilities Procedures

_____ Conduct Policy

_____ Grading Procedures

_____ Instructor Expectations

_____ Course Description

Student Signature : _____

Date: _____

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1. Go to 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.

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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.
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Alabama
Department of

Postsecondary Education

Representing Alabama's Public Two-Year College System

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/2nd Floor
Office: (251) 578-1313 x212
Email: tsunday@rstc.edu
Office Hours: By Appointment Only

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, (7th ed.) by John Langan
(required)

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.

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.

Students will be required to complete the following writing assignments which will be distributed throughout the semester:

The Alabama College System

X. OUTLINE OF MODULES

- Narrative essay (weeks two-four)
- Illustration essay (weeks five)
- Descriptive essay (week six)
- Process essay (week seven)
- Classification essay (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).
- 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

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XV. AMERICANS WITH DISABILITIES

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XVI. COURSE CALENDAR (subject to change at the instructor's discretion)

Week One

Orientation

Week Two

Effective Writing
Subjects and Verbs

Week Three

Sentence variety Faulty
Parallelism

Week Four

Fragments/run-ons

Week Five

Standard verbs
Irregular verbs

Week Six

Subject-verb Agreement
Commonly Confused Words

Week Seven

Verb tense
Adjectives and Adverbs

Week Eight

Pronoun reference/ Pronoun types

Week Nine

Capitalization/ Apostrophes
Commas/other punctuation

Week Ten

Final Exam

XVII. STUDENT ACKNOWLEDGEMENT FORM

Instructor/ Student Check List

Please Print

Student Name _____

Student ID Number _____

E-mail Address _____

Phone Number _____

Mailing Address _____

Please check off the following:

The instructor has explained:

_____ Attendance Policy

_____ Students with Disabilities Procedures

_____ Conduct Policy

_____ Grading Procedures

_____ Instructor Expectations

_____ Course Description

Student Signature: _____

Date: _____



*Alabama
Department of
Postsecondary Education*

Representing Alabama's Public Two-Year College System

**REID STATE TECHNICAL COLLEGE
COURSE SYLLABUS
Fall Semester 2017**

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/Canvass

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
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. PROFESSIONAL COMPETENCIES/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.

X. OUTLINE OF MODULES

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

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

- 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).
- 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.
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XVII STUDENT ACKNOWLEDGEMENT FORM

Instructor/ Student Check List

Student Name _____

Student ID Number _____

E-mail Address _____

Phone Number _____

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