

This is a SouthArk Master Syllabus. The course syllabus distributed by the instructor may include additional requirements, must be followed by the student in the given term, and is considered to supersede the Master Syllabus.

Course Number

BSTD 0603

Course Title

English I

Course Description

This course is designed to prepare students for college-level composition through an intensive review of the fundamentals of written English and basic reading skills, including comprehension, vocabulary, and reading speed, while working on basic grammar and paragraph writing. Improving critical thinking skills will be a part of this course. Students will write reflections and responses to various reading selections, using different modes of writing and focusing on choosing and narrowing topics, generating material through pre-writing activities, writing main idea sentences, developing their topics specifically, adapting to specific audiences, and building fluency. The course is taught in a lab environment, which emphasizes the use of technology.

College Mission

South Arkansas Community College promotes excellence in learning, teaching, and service; provides lifelong educational opportunities; and serves as a cultural, intellectual, and economic resource for the community.

College Wide Student Learner Outcomes

Critical Thinking Responsibility Communication

ACTS Course **Program Course**

Program Outcomes

ACTS Outcomes

Course Outcomes

#	Course Outcomes	Unit Outcomes/ Competencies	ACTS	Program Outcomes	Critical Thinking	Communication	Responsibility	Assessment
CLO1	Write a personal response that relates a literary or informational text to a personal experience or opinion	1,2			CT1			End of Semester Reading Response using the reading response rubric for grading
CLO2	Read on a 10 th grade level	1,2						Nelson Denny Reading Test
CLO3	Write sentences that meet generally accepted standards of sentence structure, punctuation, and grammar	6,7				C1		Exit Exam using the paragraph rubric for grading
CLO4	Recognize and distinguish between main ideas and key supporting details	8,9			CT1			Nelson Denny Reading Test
CLO5	Distinguish between fact and opinion, and make inferences based on supporting details	8,9			CT1			Nelson Denny Reading Test
CLO6	Organize a paragraph using clear patterns and transitions, a solid topic sentence, and a conclusion that provides a sense of closure.	3,4 5,6				C1		Exit Exam using the paragraph rubric for grading

Unit Outcomes/ Competencies

Unit 1. Define and apply 100 words, inferring meaning through context clues.

Unit 2. Practice close and active reading strategies to improve critical reading skills.

Unit 3. Develop appropriate support for the topic sentence, using specific concrete and sensory details

- Unit 4. Apply organizational strategies for different types of paragraphs.
- Unit 5. Use appropriate transitions and repetition to indicate shifts in ideas or emphasis to create effective paragraphs and to avoid material inappropriate to the topic.
- Unit 6. Write clear topic sentences and conclusions that provide the reader a sense of direction at the beginning and a sense of closure at the end.
- Unit 7. Create sentences that use appropriate grammatical structures and word choice with minimal errors.
- Unit 8. Distinguish between main idea, supporting details, and fact and opinion
- Unit 9. Determine meaning through inferencing

Assessment Description(s)

End of Semester Reading Response – Students are assigned a short reading (chosen by the English Coordinator) which is graded using the departmental reading response rubric (attached).

Nelson Denny Reading Test – This national test provides grade level scores in Vocabulary, Comprehension, and then a Total of those scores. Students must score a 10.1 or above on the Comprehension or Total scores.

Exit Exam – Students must pass an exit exam which is scored using a rubric that includes the competencies below. Students should be able to write a paragraph of 150 to 200 words in two drafts during a two-hour exam period with no previous knowledge of the topic and with the freedom to use a dictionary.

Materials and Technological Requirements

1. Langan, John. The Reading-Writing Connection. 1st Ed.: Townsend Press, Inc. 2013.
2. Nist, Sherrie L. Improving Vocabulary Skills Shorter Version. 4th Ed. Townsend Press, Inc. 2010.

Class Attendance Policy

Students are expected to attend all classes in which they are enrolled. If a student is absent from a class session, it is the student’s responsibility to make arrangements to complete or make up any work missed. No make-up work for missed classes will be allowed without the approval of the instructor. Students who enroll late must assume all responsibility for work missed. Classes not attended as a result of late enrollment may be counted toward excessive absences. Students not attending the entire class period may be counted absent for that period. An instructor may drop students with a grade of “WE” if students have been absent for an excessive number of days. Warning letters will be sent to the students advising them of the consequences of nonattendance and urging them to contact their instructors immediately. Excessive absences are defined as follows:

Regular Semester

- Courses which meet once a week 2 absences
- Courses that meet twice per week 3 absences
- Courses that meet four times per week 5 absences

Summer Session

- Courses that meet four times per week in a five week session 3 absences
- Courses which meet two evenings per week in a 10 week session 3 absences

Students enrolled in special programs or individualized instruction should contact their program director/instructor regarding specific attendance requirements for the program/course. Some of the selective-admission, health-science programs have specific criteria regarding attendance. Students are encouraged to refer to program policies in these matters.

Jury Duty/Military/Official School Function

Scheduled absences are those that occur due to college-related activities or as a result of summons to jury duty or military duty. Classes missed as a result of scheduled absences will not be counted as excessive absences if the instructor is notified and provided documentation prior to the absence(s). Make-up work for scheduled absences will be at the discretion of the instructor.

In all instances, documentation must be provided to the instructor within 24 hours of receipt. Documentation should come from an appropriate party on letterhead or other official stationery with a signature and contact information. Documentation should list the corresponding dates of the leave.

Medical leave

For medical-related absences, documentation must include written notice from the treating medical professional documenting time needed off related to medical reasons and time student may resume classes. The medical reason does not need to be listed on the documentation; the documentation must include only that there is a medical reason, the amount of time the student needs to be absent, and the time the student should be able to return to classes. Students who elect to work at home while on excused leave must meet with their instructors to make arrangements to do so. Working on coursework while on medical leave is not a requirement but can be requested by students. If

students request that they be allowed to work at home while on an excused leave, the instructor will make every reasonable effort to ensure that the student is able to do so.

For students who have a medical condition necessitating time off or accommodation:

- 1) They may work at home on assignments if they choose to if on medical leave approved by a medical professional
- 2) Receive appropriate accommodations related to coursework (i.e., excused from labs with potentially harmful chemicals, have a larger desk, etc.)
- 3) Resume their studies where they left off once they return to classes
- 4) Be allowed to make up any missed work related to medical leave
- 5) Receive incompletes on their transcripts until coursework is completed, according to the incomplete grade contract.
- 6) Be given a reasonable time frame in which to complete missed coursework

Academic Honesty Policy

Students enrolled at South Arkansas Community College are expected at all times to uphold standards of integrity. Students are expected to perform honestly and to work in every way possible to eliminate academic dishonesty. Academic dishonesty includes cheating and plagiarism, which are defined as follows:

- Cheating is an attempt to deceive the instructor in his/her effort to evaluate fairly an academic exercise. Cheating includes copying another student's homework, class work, or required project (in whole or in part) and/or presenting another's work as the student's own. Cheating also includes giving, receiving, offering, and/or soliciting information on a quiz, test, or examination.
- Plagiarism is the copying of any published work such as books, magazines, audiovisual programs, electronic media, and films or copying the theme or manuscript of another student. It is plagiarism when one uses direct quotations without proper credit or when one uses the ideas of another without giving proper credit. When three or more consecutive words are borrowed, the borrowing should be recognized by the use of quotation marks and proper parenthetical and bibliographic notations.

If, upon investigation, the instructor determines that the student is guilty of cheating or plagiarism, the following penalties will apply:

- The student will receive a penalty of no less than a zero on the work in question.
- The instructor will submit a Student Academic Misconduct Form, written report of the incident, to the appropriate dean.
- The dean will submit form to Vice President for Learning to determine disciplinary action.
- The Vice President for Learning will determine whether further disciplinary action will be taken.
- All decisions may be appealed for review through the college's academic appeals procedure.

Equal Opportunity-Affirmative Action Statement

South Arkansas Community College does not discriminate on the basis of age, race, color, creed, gender, religion, marital status, veteran's status, national origin, disability, or sexual orientation in making decisions regarding employment, student admission, or other functions, operations, or activities.

Library Services

Library Homepage: <http://southark.libguides.com/homepage> Library Contact: LibraryStaff@southark.edu or 870.864.7115

Procedures to Accommodate Students with Disabilities:

If you need reasonable accommodations because of a disability, please report this to the Vice President of Student Services with proper documentation.

.The Early Alert System

In an effort to ensure student retention and success, South Arkansas Community College employs an Early Alert System to identify and support at-risk students as soon as possible in a given semester. The intent of Early Alert is to provide this assistance while there is still time to address behaviors or issues that have the potential of preventing students from completing their courses and degree plans. Students referred through the Early Alert System will be required to work on a corrective action plan with their student advising coach and to include attendance accountability and mandatory academic tutoring either in the academic division or in the Testing and Learning Center (TLC).

Once the Student Advising Coach has met with the referred student, and again when the student has met the prescribed corrective actions, the coach will update the Early Alert System so that the instructor is kept informed of the progress in resolving issues.

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