A. **Academic Division:** Liberal Arts, Education, Professional & Public Services

B. **Discipline:** English

C. **Course Number and Title:** ENGL0010 College Composition I Lab

D. **Course Coordinator:** Beth Franz  
   **Assistant Dean:** Deb Hysell

**Instructor Information:**
- **Name:** Click here to enter text.
- **Office Location:** Click here to enter text.
- **Office Hours:** Click here to enter text.
- **Phone Number:** Click here to enter text.
- **E-Mail Address:** Click here to enter text.

E. **Credit Hours:** 1

F. **Prerequisites:** Successful completion of WRIT0090/WRT116 or ACCUPLACER Sentence Skills score of 74-87 OR ACT score of 17, AND ACCUPLACER Reading score of 80 and above OR ACT Reading score of 21 and above or Successful completion of READ0080/RDG116.

   Required Concurrent Course(s): Take ENGL-1010

G. **Syllabus Effective Date:** Fall, 2017

H. **Textbook(s) Title:** None. (Students will use the same books as are used in ENGL1010 College Composition I)

I. **Workbook(s) and/or Lab Manual:** None

J. **Course Description:** This supplementary lab is aimed at providing additional practice and consultation in writing effective, clearly organized essays. The lab provides a review of expository writing skills: paragraph and essay structure; sentence structure; and grammar, spelling, and mechanics to support the sophisticated patterns and variations in paragraphing, planning/writing/revision techniques that are emphasized in ENGL1010.

K. **College-Wide Learning Outcomes:**

<table>
<thead>
<tr>
<th>College-Wide Learning Outcome</th>
<th>Assessments - - How it is met &amp; When it is met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication – Written</td>
<td></td>
</tr>
<tr>
<td>Communication – Speech</td>
<td></td>
</tr>
<tr>
<td>Intercultural Knowledge and Competence</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td></td>
</tr>
<tr>
<td>Information Literacy</td>
<td></td>
</tr>
<tr>
<td>Quantitative Literacy</td>
<td></td>
</tr>
</tbody>
</table>
L. Course Outcomes and Assessment Methods:

Upon successful completion of this course, the student shall:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessments – How it is met &amp; When it is met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify and analyze the elements that affect the writing situation—purpose, audience needs, stance, style, and format/structure.</td>
<td>Exercises related to analyzing readings and student papers (Weeks 5, 10, 15, and 16)</td>
</tr>
<tr>
<td>2. Demonstrate the relationship between critical thinking, reading, and writing techniques.</td>
<td>Discussion and exercises related to the readings assigned (Weeks 5, 10, 15, and 16)</td>
</tr>
<tr>
<td>3. Demonstrate and use a flexible and recursive process for writing.</td>
<td>Exercises on thesis and topic sentence development, paragraph-to-paragraph coherence, and outlining (Weeks 5, 10, 15, and 16)</td>
</tr>
<tr>
<td>4. Demonstrate and use collaborative techniques in the writing process.</td>
<td>Exercises on brainstorming, interviewing, and peer review techniques (Weeks 5, 10, and 15)</td>
</tr>
<tr>
<td>5. Demonstrate a knowledge of conventions—organization, format, grammar, citations, mechanics, style, syntax, and MLA citations.</td>
<td>Exercises on writing confidence and learning styles, and on-time draft essays for review and analysis (Weeks 5, 10, 15, and 16)</td>
</tr>
<tr>
<td>6. Demonstrate an understanding of and use electronic technology in the research and writing process.</td>
<td>Exercises on searching techniques, selection of evidence, and incorporation of quoted material (Weeks 5, 10, 15, and 16)</td>
</tr>
</tbody>
</table>

M. Topical Timeline (Subject to Change):

Course content follows the content established for the ENGL1010 course for which it is a co-requisite (as needed):

**PLEASE NOTE:** In order to reinforce skills, the teaching of writing uses a recursive process; therefore, tasks identified below are **NOT** intended to be viewed as sequential; rather, the assignment of these tasks must be handled with flexibility and must also be repeated (so that they can be reinforced) throughout the term.

- Writing as an iterative process (Weeks 1-5, 6-10, and 11-15)
- Critical reading skills (Weeks 1-5, 6-10, and 11-15)
- Reading interpretation and analysis: genre, organization, style, and rhetorical context (Weeks 1-5)
- Paraphrasing, Quoting, Summarizing, and Citing Sources (Weeks 4-10)
- Responding to Sources (Weeks 1-5, 6-10, and 11-15)
- Planning and drafting—the thesis statements, coherence, development, and organization (Weeks 1-5, 6-10, and 11-15)
- Audience considerations—writing expectations/conventions (Weeks 1-5, 6-10, and 11-15)
- Writing an analytical or evaluative reading response essay (Weeks 1-5)
- Writing a comparative analysis essay (Weeks 6-10)
- Writing a multiple-source synthesis essay (Weeks 11-15)
- Mechanical/grammatical/style issues (Weeks 1-5, 6-10, and 11-15)

N. Course Assignments:

Series of exercises to provide practice of skills developing in the ENGL1010 course:

1. Exercises on writing confidence and learning styles
2. Analytical reading exercises
3. Paraphrasing exercises
4. Thesis and topic sentence development and essay coherence exercises
5. Basic grammar and vocabulary exercises
6. Quotation selection and incorporation exercises
7. Searching and evidence selection exercises
8. Draft essay/paper review and analysis workshops
9. Weekly reflections
10. Practice in-class essay writing

O. **Recommended Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-70</td>
<td>P Pass</td>
</tr>
<tr>
<td>0-69</td>
<td>F Fail</td>
</tr>
</tbody>
</table>

P. **Grading and Testing Guidelines:**

You will receive P (Pass) or F (Fail) grade in this class based on the following course components:

- **Assigned Exercises:** 50%
- **Class Participation, Discussion Sessions, etc.:** 50%

**Since this is a lab for ENGL1010, it will be impossible to pass either course if you do not attend regularly.**

Q. **Examination Policy:**

This lab does not have an exam.

R. **Class Attendance and Homework Make-Up Policy:**

Attendance is required; according to college policy, attendance will be taken daily. Receiving full credit for participation includes the following:

1. Being prepared for class
2. Handing in all written assignments on time
3. Asking questions
4. Participating **actively** in class discussions
5. Revising the written assignments for ENGL1010
6. Supporting other students in the class

**Late policy:** Part of a successful writing process includes careful planning of tasks to meet deadlines. Please work ahead, get help when needed, and submit papers on time.

S. **Classroom Expectations:**

All students are expected to demonstrate professional behavior and use language appropriate for the classroom learning experience. Any problems in this area will be dealt with promptly by the instructor. Any problems that continue once the instructor has attempted to deal with them may result in the student being asked to leave the classroom. If the student refuses, Security will be called to escort the student out of the classroom.

T. **College Procedures/Policies:**

**Attendance Requirements:** All students are required to attend all scheduled classes and examinations. Each faculty member has the right to establish regulations regarding attendance that he/she considers necessary for successful study.
Students who do not attend classes may be administratively withdrawn from those classes. However, failure to attend classes does not constitute withdrawal, and students are expected to process a formal withdrawal through the Student Records Office in Kee Hall.

Student engagement requirements:
Student engagement is based on the “active pursuit” of learning which can be measured by class attendance, class participation (in class or online), taking required quizzes/examinations, and submission of work assignments or papers. Student engagement consists of a student attending at least 60% of the class sessions (there should be attendance throughout the term) and/or completing 75% of the assignments listed on the syllabus at the midpoint in the term. Exceptions can be made when there is on-going communication between the student and faculty member. The communication must be documented and the faculty member and student must be in agreement regarding the exception. Students not meeting the expectation will be administratively withdrawn from class. If a student believes he/she was administratively withdrawn in error, he/she may file an appeal. Being administratively withdrawn may have program and financial aid implications.

Academic Misconduct is any activity that tends to compromise the academic integrity of the college, or subvert the educational process. Examples of academic misconduct include, but are not limited to:

1. **Violation of course or program rules** as contained in the course syllabus or other information provided to the student; violation of program requirements as established by departments and made available to students.

2. **Plagiarism** including, but not limited to, submitting, without appropriate acknowledgment, any written, visual or oral material that has been copied in whole or in part from the work of others (whether such source is published or not) even if the material is completely paraphrased in one’s own words. This includes another individual’s academic composition, compilation, or other product, or a commercially prepared paper. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

   Such practices constitute plagiarism regardless of motive. Those who deny deceitful intent, claim not to have known that the act constituted plagiarism, or maintain that what they did was inadvertent are nevertheless subject to penalties when plagiarism has been confirmed.

3. **Cheating** and dishonest practices in connection with examinations, papers and projects, including but not limited to using unauthorized notes, study aids or information on an examination; obtaining help from another student during an examination; taking an exam or doing work for another student; providing one’s own work for another student to copy and submit as his/her own; or allowing another student to do one’s work and then submitting the work as one’s own. Also included would be altering a graded work after it has been returned, then submitting the work for re-grading; or submitting identical or similar papers for credit in more than one course without prior permission from the course instructors.

4. **Fabrication** including but not limited to falsifying or inventing any information, data or citation; presenting data that were not gathered in accordance with defined appropriate guidelines, and failing to include an accurate account of the method by which data were collected.

5. **Obtaining an Unfair Advantage** including, but not limited to stealing, reproducing, circulating, or otherwise gaining access to examination materials prior to the time authorized by the instructor; unauthorized collaborating on an academic assignment; taking, hiding or altering resource material; or undertaking any activity with the purpose of creating or obtaining an unfair advantage over another student’s academic work.

6. **Aiding and Abetting Academic Dishonesty** including, but not limited to providing material, information or other assistance to another person with the knowledge that such aid could be used in any of the violations stated above, or providing false information in connection with any inquiry
7. **Alteration of Grades or Marks** including but not limited to, action by the student in an effort to change the earned credit or grade.

In addition, cases of academic dishonesty may involve photocopied materials. Materials used may fall under the Copyright Act. Violations of said Act may subject the user and/or the College to sanctions.

**Statement on Disabilities:** Any student who requires reasonable accommodations related to a disability should inform the course instructor and the Coordinator of Specialized Services (Room 138 in Kee Hall; phone 419-755-4727).

Students who encounter difficulty in any of their courses are encouraged to visit the Tutoring Resource Center (Room 119 in Fallerius Technical Education Center) for tutoring assistance, and the Student Success Center (Room 136 in Kee Hall) for academic assistance, advising services, referrals for personal counseling and Learning Disability (LD) Testing.

**Statement on Withdrawals:** As a student, you are expected to attend class. If you are unable or choose not to attend class, or if for whatever reason you are unable to keep up with the requirements of a course, you need to officially drop the class at the Student Records Office. Refund dates and withdrawal dates will vary slightly from term to term. Contact the Student Records Office for applicable dates. Additionally these dates are posted on the academic calendar available on the college’s website, [www.ncstatecollege.edu](http://www.ncstatecollege.edu), under the Academics heading on the home page and are available at the Student Records Office in Kee Hall. Students should go to the Student Records Office (Room 142 in Kee Hall) to process their withdrawal from any class.

If you choose to walk away from your class without officially withdrawing from it, the faculty member teaching the class must grade your classroom performance on the material available to him or her. This normally results in an "F" grade. An "F" grade can lower your grade point average considerably depending on the total credits accumulated.
North Central State College
English Department Plagiarism Statement

Definition

Plagiarism includes, but is not limited to, submitting, without appropriate acknowledgment, any written, visual or oral material that has been copied in whole or in part from the work of others (whether such source is published or not) even if the material is completely paraphrased in one’s own words. This includes another individual’s academic composition, compilation, or other product, or a commercially prepared paper. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor. Such practices constitute plagiarism regardless of motive. Those who deny deceitful intent, claim not to have known that the act constituted plagiarism, or maintain that what they did was inadvertent are nevertheless subject to penalties when plagiarism has been confirmed.

When you turn in your paper to your instructor, you are promising that the whole paper is in your words, except for those places where you quote or paraphrase. That’s what is implied by your name being on the paper, and that’s what your instructor assumes. However, if your instructor discovers that you have used someone else’s words or ideas, then you have broken your promise.

Procedure for Handling Plagiarism

1. Any plagiarized paper receives a 0%, and a report will be placed in the student’s file in Student Records.
2. An instructor who charges a student with plagiarism must indicate why the instructor believes that it is not the student’s work.
3. Students who wish to disprove a charge of plagiarism must provide the instructor with whatever proof is requested.
4. Students may appeal to the Dean of Liberal Arts if they are unsatisfied with the instructor’s determination of plagiarism.
5. Under College policy, the student may present his or her case through the Appeals procedure to the Committee for Academic Misconduct.

Special rules may be enforced for particular courses. This is especially true in courses where research papers are a significant portion of the grade, such as ENGL1030, as well as additional 2000-level English courses.

Even if you do not copy words out of a book, but copy from another student, that is still plagiarism, and your essay will fail.

Remember—You have read this statement and are aware of the policy. A “first offense” plea is not a defense.