

MASTER SYLLABUS

RvF2020

ENGL 090S

ENGLISH FUNDAMENTALS 090S

INSTRUCTOR:

OFFICE LOCATION:

OFFICE HOURS:

PHONE:

CLASS TIME(S)/SECTIONS:

EMAIL:

Course Description:

The English Fundamentals 090S (Enhancement and Freshmen English) course is taught as a second phase of English 089S. Contents will focus on the writing process. While technical aspects of grammar taught in English 089S will be reviewed, emphasis is placed on sentence construction, punctuation, and paragraph development and organization. (English 090 may not be counted toward fulfillment of degree requirement.) (3 hours credit-1 hour- lab-3 hours contact).

Textbook:

Evergreen: A Guide to Writing/Aplia by Susan Fawcett and Alvin Sandberg, Houghton-Mifflin, 10th edition. Evergreen is a workbook, so students **must** purchase the book in order to pass the class. **Students CAN NOT share the workbook.** If the book is not purchased, it may be necessary to drop the class.

Course Learning Outcomes:

The Student Learning Outcomes for ENGL 090S, Fundamentals of English, are in accordance with the Mission of the University. At the completion of the course, students will be able to:

- A. Students will be able to prepare a well-developed paragraph greater than eight sentences containing a clear and controlling main idea and adequate supporting details in the conventions of formal English. (SLO competencies 1,2,3,5)

Assessments: written paragraphs, paragraph rubric

- B. Students will be able to identify and define the nine writing strategies used in the writing process. (SLO competencies 1, 2, 3, 5)

Assessment: strategy definition test

- C. Students will be able to apply the principles of grammar in formal English to identify grammar errors and/or write a sentence(s) with minimal or no errors in grammar.(SLO competencies 1, 2, 3, 5)

Assessments: pre- and post- diagnostic, written paragraphs, paragraph rubric, specific grammar test or assignments

Method of Placement:

Students are placed in English Fundamental 090S based on scores on the Accuplacer Placement Test or ACT test scores.

ENGLISH RECOMMENDATION CHART

Accuplacer Score

200 – 239

240 – 249

250 & Above

Recommendation

English 089S

English 090S

English 101S

ACT Score

0 – 12

13 – 17

18 & Above

Recommendation

English 089S

English 090S

English 101S

Attendance/Make-up Policy:

Attendance is required. There is **NO** makeup work for an unexcused absence. Usually these are absences without official documentation. Missing assignments will jeopardize your grade. When a student is absent, it is the student's responsibility to find out what he or she has missed by contacting the instructor as soon as possible. And once you become familiar with some classmates, it would be wise to exchange phone numbers with at least one student in the class so that information can be obtained as soon as possible.

The following below is important concerning being absent:

- Call and leave your full name, number, and message. It is sometimes difficult to return your calls, but it is important thing is for to contact the instructor. As a backup, you may also do an email. **Please note that by calling or e-mailing, this only means you have attempted contact, but whether your absence will be EXCUSED will only be determined by the instructor.**
- Contact the instructor when you return to the campus, even if you do not have this class on that day. With an approved excused absence, **you should try to make**

up your work before the next class, if possible. Late make up work may be a different, which could be more difficult.

- Bring official documentation regarding your absence to receive make up work. Without documentation, the teacher will determine if you are eligible for make-up work, not because you think so. Please be advised that although you may have official **documentation** regarding your absence or based on certain circumstances the work is excused, late work will still have consequences.

ASSIGNMENTS BELOW WILL BE GRADED AS FOLLOWS:

- (1) **Late assignments that will be graded will lose 10 percentage points of your total number of percentage points you score.**
(Ex: your score 85%(B) minus 10% = 75%(C)
 - (2) **Late credit assignments that you do only for credit grades, which usually receives up to 100%, will only receive 70% credit.**
 - (3) **Late chapter work will only receive 60%.**
 - (4) **Class participation credit cannot be made up. You have to be present for this credit.**
 - (5) **Being absent when extra credit work is given will not be work you can make up. Extra credit is a bonus. Having an excuse does not make a difference.**
 - (6) **Late work when credit points have been given for any assignments will not receive any credit. You should not interrupt the class to present late work. At the discretion of the teacher, late credit may be received if the excuse is sufficient.**
- **HAVING TO GO TO WORK DOES NOT MEAN YOUR ABSENCE IS EXCUSED.** If you are going to have troubles throughout the semester, it would be necessary that you drop this class and take it at another time.
 - You will have **two** days, the day you return and the next class period to present your excuse. If you do not have an excuse by the second day after returning to class, the teacher is not obligated to give you make up work; therefore, **you may not receive any make up work.** Please note that missing class can make the subject much harder, and although you may be able to make up your assignments, this does not mean that you will understand or make a passing grade on the material. (Keep in mind points will also be taken off).
 - **Extenuating circumstances do occur and should be discussed with the instructor as to whether an absence can be excused and assignments can be made up.**

Electronic Devices in Class:

The use of cellular phones, pagers, CD players, radios, and similar devices is prohibited in the classroom and laboratory facilities for **PERSONAL** use.

ADA/504 Compliance/ Equal Educational Opportunity:

Southern University at Shreveport is in compliance with the regulations of the Americans with Disabilities Act. The Office of Student Affairs, Office of Student Counseling and Career Services coordinate compliance. Anyone with special needs should contact the Office of Student Counseling and Career Services and/or the Office of Human Resources.

Southern University at Shreveport does not discriminate on the basis of race, color, national origin, gender, age, disability or any other protected class. Title IX Coordinator: Dr. Tuesday W. Mahoney, Johnny L. Vance, Jr. Student Activity Center, Room 208, (318) 670-9201. Section 504 Coordinator: Ms. Jerushka Ellis, Health & Physical Education Complex, Room 314, (318) 670-9367.

Required Materials:

Students will need a notebook or folder with pockets for class handouts, a small standard college dictionary, pencils, blue or black pens, college ruled loose leaf paper, white-out or erasable pen. A small stapler will be helpful, but is not required. A note pad for taking notes and keeping up with homework assignments is highly recommended.

Methods of Evaluation / Grading System:

Methods will include lectures, discussions, small group and individualized exercises, presentations, grammar/punctuation drills, written exercises, textbook work, paragraphs, class and homework, lab work, quizzes, tests, mid-term, and final exam. Other instructional strategies may be used as determined by each instructor.

Grades on assignments will be determined as follows:

Grade Scale:

Southern University operates on a 4.0 grading system. Students' academic progress is evaluated according to the following grading system.

GRADE	EXPLANATION	SCALE	QUALITY POINTS
A	Excellent	90-100	4.0
B	Above Average	80-89	3.0
C	Average	70-79	2.0
D	Below Average	60-69	1.0
F	Failure	Below 60	0.0
W	Withdrawal		0.0
AU	Audit		0.0

NC	Non-Credit		0.0
CR	Credit		0.0
P	Pass		0.0

Units of Study:

The order of presentation of each UNIT or CHAPTER and relative emphasis will vary with each instructor for each chapter. The instructor reserves the right to make modifications. Even though all chapters are important, use time wisely to cover as much as possible for the students' learning.

After the review of each unit, students will do classwork, homework, and lab work. Assignments will include worksheets, quizzes and/or final tests.

Unit 1 -Getting Started

Exploring the Writing Process
Prewriting to Generate Ideas

Unit 2 - Discovering the Paragraph

The Process of Writing Paragraphs
Achieving Coherence

Unit 3 - Developing the Paragraph

(Only a brief overview of certain paragraphs)

Illustration
Narration
Description
Process
Definition
Comparison and Contrast
Classification
Cause and Effect
Persuasion

Unit 4 - Writing the Essay

The Process of Writing an Essay

Unit 5 - Improving your Writing

Revising for Sentence Variety

Unit 6 - Reviewing the Basics

The Simple Sentence
Coordination and Subordination
Avoiding Sentence Errors
Present Tense (Agreement)

Past Tense
The Past Participle
The Apostrophe
The Comma
Mechanics

Unit 7 – Reading Selections

Paragraph Writing Rubric

Criteria	Rule	4-	3-	2-	1-
		Excellent 90 - 100	Good 89 - 80	Fair 79 - 70	Poor 69 - 0
Main Idea Topic Sentence content	Write a main idea and support it with facts and details	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information	Main idea is clear, but the supporting information is general.	Main idea is somewhat clear, but there is a need for more supporting information	Main idea is not clear. There is seemingly random collection of information.
Supporting Details	Understand that the supporting sentences in a paragraph should work together to tell more about the main idea	The paragraph has the specified amount of supporting details and all sentences are on the topic.	The paragraph has the amount of supporting details but one or two sentences do not relate to the topic.	The paragraph may (not) have the specified amount of supporting details and/or some supporting details may be too general or even off topic.	The paragraph may (not) have the specified amount of supporting details and/or only a few or none of the sentences relate to the main idea.
Observes Basic Writing Conventions	-Use basic punctuation correctly - Spell correctly -Use grammar correctly	Contains no or very minimal minor/major errors in punctuation, capitalization, grammar, and spelling.	Contains a few minor / major errors in punctuation, capitalization, grammar, and spelling.	Contains many minor or major errors in punctuation, capitalization, grammar, and spelling that are distracting reading the paper.	Contains numerous minor or major errors in punctuation, capitalization, grammar, and spelling that make the paper difficult to read.
Neatness	Use correct formation in print and	Legibly handwritten or typed with no distracting	Marginally legible handwritten or typed, easy	Several distracting errors that make portions	Many distracting errors making writing not

	cursive	errors.	to read with few distracting errors.	difficult to read.	legible.
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Overriding Criteria: If the topic sentence is written as a **FRAGMENT** and If the paragraph is identified as not being original, and /or not done by the student, the instructor has the right to grant the paper an automatic **NC or an F.**