ENGL 1000 Applied Writing

Tom Ward

CENTRAL COMMUNITY COLLEGE

COURSE INFORMATION

Emphasizes the relationship between strong writing skills and college/career success. Intended for AAS students. (45/0/0/0)

Homework Expectations:

For each hour of classroom time, typically you can expect two hours of homework per week.

Credits: 3
Total Hours: 45

Pre/Corequisites:

- Prerequisite: ENGL 0970- Reading & Writing Essentials II or appropriate test score

CLASS INFORMATION

Term: Spring   Year: 2024   Start Date: 1/3/2024 End Date: 5/3/2024

INSTRUCTOR

Tom Ward
Email: tomward@cccneb.edu
Office Phone: 308 324-4691
Office Location: LHS Rm 126
Office Hours: 745 am to 345 pm and by appointment

TEXTBOOK
Tebeaux, Elizabeth and Sam Dragga. *The Essentials of Technical Communication*, Fifth Edition, Oxford University Press, New York, 2021.

SUPPLIES

- Access to computer for word processing.
- Notebook for taking notes.
- 1. Required textbook.
- 2. iPad to access to Canvas/Internet/Word Processing program.

- 3. Notebook or notepaper (10-20 pages in a notebook).
- 4. Folder for items that are printed out on paper.
- 5. Writing instrument.

GRADING INFORMATION

98-100 A+
90-97 A
87-89 B+
80-86 B
77-79 C+
70-76 C
67-69 D+
60-66 D
≤59 F

Evaluation:

Tests and Writing Assignments: 45%
Larger writing assignments/projects include --- Summary Report, Interview Report, & Career Report. First and final drafts of

these writing assignments are included in this larger percentage of your grade. This section also includes grammar tests/quizzes and the final chapter test and final grammar test.

Assignments and Daily Work: 55%
This section includes chapter study guides and well as exercises out of the textbook.

Test Policy: If a student is absent for a test, they will have no more than seven (7) days to make-up a test. The test will remain a zero (0) in the grade book after that point. Please be prepared for the first attempt at the test. **If classes go remote due to the virus, tests will be taken using WebEx with the camera on and with the instructor present.*****

Writing Assignment Policy: You are expected to turn in reports/essays and revisions (FINAL drafts and First drafts of the larger reports/essays) on the due date. Late reports/essays will be automatically penalized 5% a day, every day after the due date. Drafts later than 7 days will not be accepted. On the eighth (8th) day, the report/essay will turn into a zero and the report/essay will not be accepted. If you are unable to meet this requirement due to an emergency or due to a COVID-19 situation (please provide a medical note or other evidence of an emergency), speak with me in advance of the due date for other arrangements to be considered (on an individual basis). Otherwise, late reports will automatically be penalized as stated above.

Late Policy: Students will have no more than seven (7) days to turn in a late assignment. The assignment will lose 5% per late day (for each day turned in after the due date) and will turn to a zero (0) in the grade book on the eighth (8th) day.

Assignment Rejection: The instructor reserves the right to reject papers that do not meet the minimum requirements and specifications.

CLASS GUIDELINES

Academic Honesty:

The College imposes specific disciplinary actions in response to incidents of academic misconduct (cheating, plagiarism, etc.). Actions may include a failing grade on the assignment or other consequences as stated in the student handbook.

Plagiarism:

This is the presentation of someone else's writing or ideas as your own. Presenting someone else's ideas, argument, or information verbatim (or close to verbatim) without quotation marks and acknowledgment of the source in any form is plagiarism. Giving or receiving assistance on an essay or assignment including buying or selling, or attempting to buy or sell an essay, and/or research assistance related to course assignments is also plagiarism and will be dealt with severely. Plagiarism is a form of cheating. I would rather read a poor paper than a plagiarized one. Together, we can work to revise any paper no matter how poor you may think it is. With a plagiarized paper, there are no options left to either of us. I can find as many essays as you on the internet or on library shelves. Plagiarism can result in the failure of this course. Please see the guidelines in the Academic Honesty/Integrity section of the syllabus and the Student Handbook.

***Please note ... the primary writing assignments are to be your own writing and new original material for this course. Do not turn in a paper you have previously used or you have written for another course. This is considered "self-plagiarism."

Learning Environment:

Lexington High School strives to maintain an environment conducive to learning by all students. Actions of students which create an environment limiting the opportunity for fellow students to learn will not be tolerated. Students disrupting the learning of fellow students are subject to admonition, suspension from class attendance, or expulsion. Harassment of students by fellow students or school staff will not be tolerated.

Attendance:

It is important to be on time and to be prepared in order to gain the most possible from this course. The correlation between attendance and success in the course is strong because class participation is part of the learning process and can affect your final course grade. Please see below for what constitutes an excused absence.

Participation:

Small and large group discussions, completing activities, cooperating, and presenting mini-lessons or review activities in class are all part of this grade. Students are expected to read all assigned readings,

complete all assignments, and come to class with all required handouts. Being prepared for class will improve participation and learning. Participation will be considered in the final grade. Attendance, punctuality, attentiveness, and active cooperation in learning will be monitored.

SUBMITTING ASSIGNMENTS

General Submission Information:

Students should submit assignments via Google Classroom and other designated apps or sites according to the assignment schedule.

Some assignments may be submitted to **Turnitin**, which helps check for plagiarism, along with other elements. The instructor reserves **the right to submit** any writing assignment (paper, essay, or other assignment) to **Turnitin** or other similar programs, (including using Google or other Internet browsers), to check for plagiarism.

SUBMITTING IN-CLASS ASSIGNMENTS, HOMEWORK, AND TESTS:

In the upper left-hand corner of all submitted papers, be sure to include the following information:

Your full name (Ex. = Pat Patterson)
Instructor name (Ex. = Instructor Bartlett)
Class name (Ex. Engl. 1000)
Date (Ex. 14 February 2021)

PAPER FORMAT

When you submit written papers, follow these guidelines:

HANDWRITTEN:
Use college ruled paper
Use only blue or black ink
Write on only one side of the paper

WORD PROCESSED PAPERS:
Use Calibri, Times New Roman or similar font Use 12 point
Always double space
Print on only one side
Use one-inch margins

COURSE COMPETENCIES

1. Compose by generating ideas, drafting, and revising

Criteria
Performance will meet expectations when the student:

- develops ideas using an identifiable pre-writing strategy
- uses critical reading skills to discuss assigned readings

- composes first draft that contains an introduction, body, and conclusion
- organizes supporting points into separate paragraphs to support a thesis
- develops points supported by observations and examples
- selects appropriate language for audience and purpose
- edits first draft based on peer or instructor feedback
- composes a final draft that is sufficient length and format

Learning Objectives

- Utilize invention techniques
- Compose multiple drafts

2. Communicate a purpose to an audience

Criteria
Performance will meet expectations when the student:

- writes an essay that contains an introduction, a body, and a conclusion
- states a clear thesis
- develops your thesis statement with supporting details, evidence, and observations in separate paragraphs
- organizes assigned essays using an identifiable organizational plan
- uses transitional phrases to show logical connections between paragraphs

Learning Objectives

- Organize information to fit purpose
- Organize information to fit audience
- Use language appropriate for the situation

3. Compose paragraphs to express ideas effectively

Criteria
Performance will meet expectations when the student:

- composes paragraphs with a clear topic sentence
- develops a paragraph's topic sentence with supporting details, evidence, and observations
- composes paragraphs using an identifiable method of development, such as chronological order, process, description, or order of importance
- composes unified paragraphs that are 5-8 sentences in length
- composes paragraphs with a satisfying conclusion or logical transition

Learning Objectives

- Write unified paragraphs
- Develop the central idea of paragraphs with a variety of types of supporting information
- Organize paragraphs utilizing several organizational methods

4. Construct sentences in Standard English

Criteria
Performance will meet expectations when the student:

- uses correct words or phrases to express ideas effectively
- expresses ideas without cliches or offensive language
- writes sentences and paragraphs using consistent pronoun agreement and tense
- composes compound sentences with logical coordinating conjunctions or transitional expressions.

Learning Objectives

- Compose grammatically correct compositions
- Compose mechanically correct compositions
- Use correct word usage for situation
- Write sentences that express ideas clearly and concisely.
- Write sentences utilizing a variety of sentence structures.

5. Write work-related correspondence using the writing process

Criteria

Performance will meet expectations when the student:

- correctly designs work-related documents like e-mails, business letters, memos and informational reports
- effectively organizes information in work related documents like e-mails, business letters, memos, and informational reports.
- utilizes effective language and tone in work related documents like e-mails, business letters, memos, and informational reports.

Learning Objectives

- Use correct document design for a variety of work-related writing tasks
- Use effective organizational structure for a variety of work-related writing tasks
- Use effective language and tone for a variety of work-related writing tasks

6. Write a composition based on a work-related topic

Criteria
Performance will meet expectations when the student:

- reads a selection of essays and/or articles regarding a work-related issue or topic
- identifies the author's thesis in a work-related essay or article
- evaluates the effectiveness of the supporting information of a work-related essay or article
- identifies the writing strategies and/or rhetorical techniques in a work-related essay or article

- writes a personal reaction paper to a work-related article or essay
- supports your own stated opinion about a work-related issue or topic with logical supporting points

Learning Objectives

- State key points of a work-related topic or issue
- Express a personal opinion regarding the key points of a work-related issue or topic
- Apply pre-writing and editing strategies for a variety of formal compositions

7. Utilize technology in the writing process

Criteria
Performance will meet expectations when the student:

- uses word processing composition features such as page setup, font, line spacing, and bold to design a variety of work-related compositions
- uses an Internet search engine to find information for a course assignment

Learning Objectives

- Utilize the variety of word processing features when composing formal compositions
- Utilize file management features of word processing and e-mail programs
- Use the Internet as a source of information

8. Incorporate information from outside sources

Criteria
Performance will meet expectations when the student:

- gathers pertinent information from outside sources, such as publications, web sites, and personal interviews
- develops personal opinions with relevant facts, observations, and direct quotes from credible, credited sources
- identifies a source of paraphrased information
- uses correct format for direct quotes from outside sources
- uses correct in-text citation format for the writing situation
- prepares a list of works cited

Learning Objectives

- Use a variety of research skills to find pertinent topic information
- Support individual points with evidence from credible sources
- Communicate the difference between personal observations and the observations of others
- Demonstrate an understanding of the conventions of source citation

9. Compose a formal essay or informational report using one or more rhetorical methods

Criteria
Performance will meet expectations when the student:

- composes a multiple-paragraph essay in which each body paragraph develops a separate supporting point
- composes a formal essay that includes an identifiable introduction and conclusion technique

Learning Objectives

- Compose a formal academic essay as determined by the situation and purpose
- Formulate a thesis statement appropriate for a multiple-paragraph essay
- Support thesis statement with personal observations and/or source material
- Use appropriate organizational pattern for rhetorical mode of essay
- Revise essay based on peer or instructor feedback

10. Incorporate information from outside sources into essay or report

Criteria
Performance will meet expectations when the student:

- uses facts, observations, and/or direct quotes from credible sources in your essay or report
- includes the required number of cited sources based on the assignment
- gives in-text credit to the source of paraphrased statements and/or information
- uses a citation format appropriate to the purpose

Learning Objectives

- Gather relevant information on a topic
- Evaluate sources of topic information
- Support ideas with credible evidence
- Demonstrate understanding of conventions of source citation
- Use a citation format appropriate to the purpose

CCC-AMERICANS WITH DISABILITIES ACT

If you have a disability or want to know if you qualify for accommodations as defined by the Americans with Disabilities Act, you are invited to contact the campus Director of Disability Support Services. You are not required to disclose or reveal information about your disability to anyone at any time, however, in order to receive accommodations in college, you must make those needs known and request services from the Disability Support Services office on one of the three CCC campuses. Inquiries concerning the application of the laws and regulations cited above may be directed to the Human Resources Office, Central Community College, P.O. Box 4903, Grand Island, NE 68802-4903; (308) 398-7325, or to the Director, Office of Civil Rights, U.S. Department of Education, Washington, DC 20201.

CCC-ARCHIVING OF STUDENT WORK

To protect the original work of students from plagiarism and to uphold the high academic standards and integrity of CCC, any written assignment in this course may be submitted to an internet based plagiarism detection service such as Turnitin.com by the student or the instructor. All submitted written assignments will be archived and may be referenced for the purpose of detecting plagiarism.

CCC-ATTENDANCE--ONLINE, FACE-TO-FACE, HYBRID

Central Community College faculty record attendance in courses- including online courses. Class attendance and participation contribute significantly to student academic success. Commonly, students who attend class get more out of their college investment through increased learning, stronger relationships with instructors and classmates, earning higher grades, achieving increased passing rates in courses, which leads to completion of academic, and ultimately, career goals. Attendance in an online course may include timely participation in discussions, submitting assignments, activities, projects, etc. (i.e. completing assignments by their deadline). Students should regularly participate in weekly course activities as led by your instructor to ensure meeting attendance requirements. Failure to consistently attend class(es) - even online class(es) - may jeopardize your financial aid.

CCC-COURSE MEETING TIME AND LOCATION

This is a dual credit course with Lexington High School. The course will follow the same academic school year calendar as LHS during regular school hours of 8:00 am to 3:25 pm.

CCC-EQUAL OPPORTUNITY/AFFIRMATIVE ACTION

Central Community College does not discriminate on the basis of race, religion, national origin, gender, age, disability, marital status, or military veteran status as is defined by law in employment, admission, scholarship and financial aid programs or operation of its educational programs and activities as prescribed by Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Executive Order 11246 as amended, sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, the Age Discrimination Acts of 1974 and 1975, and other federal and state laws and regulations.

Central Community College offers career and technical education programs for all students regardless of race, color, national origin, age, religion, marital status, including those with limited English proficiency, sex or disability. For a complete list of programs, go to www.cccneb.edu/programs. Educational programs are offered at but not limited to the following locations: Columbus Campus, Grand Island Campus, Hastings Campus, Holdrege Center, Kearney Center, Lexington Center and Ord Learning Center.

CCC-EXPECTATIONS FOR ACADEMIC INTEGRITY

Central Community College believes successful students are independent critical thinkers who possess the work ethic and skills necessary to make a positive difference in their professions and communities. In order to maximize student and community success, CCC is devoted to maintaining an honest academic environment and upholding integrity as a core value. All individuals across all course modalities are expected to practice academic integrity, which encompasses the fundamental values of honesty, trust, respect, fairness, and responsibility. In the case of alleged violations of academic integrity, Central Community College strives for fair resolution.

Instances of Academic Dishonesty:

Behaviors that violate the fundamental values of academic integrity at Central Community College may include but are not limited to the following:

- Plagiarism - direct copying or paraphrasing without citation someone else's work (i.e. writing, images, video or audio)
- Cheating - engaging in any behavior intended to achieve an unfair advantage for self or another in any academic exercise (i.e. unauthorized collaboration or unauthorized use of resources or data in a study)
- Fabricating Information - inventing or falsifying information (i.e. making up resources and/or citations, falsifying academic records)
- Facilitating Academic Dishonesty - soliciting, furnishing, or offering to furnish unauthorized exams, quizzes, or academic materials; participating in academic sabotage

    Read the Expectations for Academic Integrity in its entirety.

CCC-GENERAL INFORMATION

All college policies and procedures identified in the student handbook will be adhered to for the course. College policies and procedures include, but are not limited to, conditions for dropping or withdrawing from a class, student academic honesty, etc. A copy of the student handbook is available upon request from the Student Services office on each campus or you may utilize this link to the Student Handbook.

CCC-TECHNOLOGY USAGE GUIDELINES

In order to support the activities for this course, Central Community College provides access to computers for students. The College established Technology Use Policy and Procedure documentation. This document can be found on the College web site. You may click this link to download a PDF document outlining the College's Technology Use Guidelines.

CCC-TITLE IX POLICY

Members of the Central Community College community, guests and visitors have the right to be free from all forms of gender and sex-based discrimination, examples of which can include acts of sexual violence, sexual harassment, domestic violence, dating violence, and stalking. All members of the campus community are expected to conduct themselves in a manner that does not infringe upon the rights of others. Any member of the community, guest or visitor who believes that the policy on Equal Opportunity, Harassment and Nondiscrimination has been violated should contact the Title IX/Equity/AA Coordinator, Dr. Christopher Waddle, 308-398-7325 or TitleIXCoordinator@cccneb.edu. Students should understand that in cases of gender and sex based discrimination, no College employee, including members of the faculty, can guarantee confidentiality. For more information about CCC's policy please reference CCC's Title IX Handbook. For counseling services which may remain confidential, CCC has contracted with the Family Resource Center for counseling services for CCC students at no cost. To schedule an appointment call 1- 888-381-7487, www.family- resources.net.

Pregnancy Rights and Responsibilities

Title IX makes it illegal to discriminate on the basis of pregnancy and related conditions. All pregnancy concerns and pregnancy related absences are coordinated by the Disability Services office. You may not anticipate any academic needs associated with your pregnancy, however, your needs may change as your pregnancy progresses. Disclosure of your condition early in the pregnancy will help in making the planning process more proactive. To disclose your pregnancy to ensure proper accommodations and support, please contact the Disability Services Director on your campus. For additional information related to pregnancy rights and responsibilities, please visit https://www.cccneb.edu/pregnantandparenting or contact you campus Disability Services Office or CCC's Title IX Coordinator at titleixcoordinator@cccneb.edu