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DATE REVIEWED: 1986, 1987, 1989, 1990,
1991, 1992, 1995, 1996, 1998,
2001, 2003, 2004, 2008, 2009,
2011, 2012, 2014
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2016, 2017

Alabama Department of Postsecondary Education

Representing Alabama's Public Two-Year College System

Jefferson State Community College

ENG 093 Basic English

- I. ENG 093 Basic English– 3 Semester Hours; 3 Contact Hours**
- II. 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 American written English usage. Students will demonstrate these skills chiefly through the writing of paragraph blocks and short essays.
- III. Prerequisite**

Appropriate Score on English/Reading Placement tests
- IV. Textbooks**

The Writer's World, Paragraph to Essay, Gaetz and Phadke. 5th Edition. Pearson Publishing. Supplementary material (instructor's option: such as dictionary, thesaurus, *Newsweek* or *Time*)
- V. General Course Competencies**

To complete this course, the student must have, in the instructor's judgment, a reasonable mastery of the following competencies:

 - A. The ability to write effective sentences
 - B. The ability to write effective narrative, descriptive, and expository paragraphs
 - C. The ability to write effective multi-paragraph papers
 - D. The ability to use the strategies inherent in the composing process from the planning through the revising of assigned writings

VI. Course Objectives Stated in Performance Terms

During the course, the student will do the following under the guidance of the instructor:

- A. Write sentences
 - 1. Create grammatical sentences in Standard English
 - a. Identify phrases and dependent and independent clauses
 - b. Distinguish among sentences, sentence fragments, and fused sentences
 - c. Maintain subject-verb and pronoun-antecedent agreement
 - d. Use pronoun cases correctly
 - e. Use verb form and tenses correctly
 - 2. Handle mechanics correctly
 - a. Avoid comma splices and fused sentences
 - b. Use other marks of punctuation correctly
 - c. Use correct spelling
 - 3. Improve sentence development
 - a. Use both coordination and subordination
 - b. Use parallel structure when needed
 - c. Avoid misplaced modifiers
 - d. Avoid dangling modifiers
 - e. Avoid shifts among sentence parts
- B. Plan, write, and revise at least four well-developed paragraphs in Standard English
 - 1. Write the topic sentence
 - a. To restrict the topic sufficiently for detailed development
 - b. To express clearly the student's purpose in writing the paper
 - 2. Write the supporting sentences
 - a. To provide specific, concrete details that both relevantly and adequately support the topic sentence
 - b. To display clear, logical organization
 - c. To maintain a consistent point of view
 - d. To exhibit variety in sentence structure
 - e. To reflect appropriate diction
 - 3. Write the concluding sentence
- C. Plan, write, and revise at least two multi-paragraph papers (of approx. 500 words each), in Standard English
 - 1. Write a paper that reflects the following structure
 - a. An introductory paragraph that
 - 1) Begins effectively
 - 2) Contains a thesis statement
 - a. To restrict the topic sufficiently for detailed development
 - b. To express clearly the student's purpose in writing the paper
 - b. Body paragraphs, each of which
 - 1) Contains a topic sentence
 - a. To express clearly one aspect of the thesis statement
 - b. To indicate logical development of the thesis statement
 - c. To control the size and scope of the respective paragraphs
 - 2) Contains specific, concrete details that both relevantly and adequately support the topic sentence
 - c. An effective concluding paragraph

2. Write a paper that displays the following attributes
 - a. Clear, logical, coherent organization
 - b. Clear sentence structure and syntax
 - c. Correct punctuation
 - d. Consistent point of view
 - e. Variety in sentence structure
 - f. Appropriate diction
 3. Write a paper that is free of fundamental grammar and mechanics errors that, in the instructor's judgment, undermine the impact of the paragraph or essay, such as:
 - a. Sentence boundary problems (fused sentence, comma splice, fragment)
 - b. Disagreement of subject and verb
 - c. Spelling
- D. Practice the strategies in the composing process

VII. Class Activities

- A. Read assignments
- B. Listen to lectures
- C. Participate in discussions
- D. Plan paragraphs and essays
- E. Write paragraphs and essays
- F. Revise paragraphs and essays
- G. Edit paragraphs and essays

VIII. Evaluation

To complete this course, the student must be able, in the instructor's judgment, to respond to an assigned, general-interest topic by writing an expository multi-paragraph paper that indicates a readiness to begin composition at the English 101 level. The instructor will provide a specific grading scheme for this course.

Grading Scale:

SA = 90-100%

SB = 80-89%

SC = 70-79%

IP = 50-69%

F = 49% and below

The minimum penalty for a plagiarized essay or exam will be a zero for that assignment. Refer to the College Catalog and Student Handbook for a list of violations to the Academic Honesty Code and additional penalties which may be imposed.

IX. Attendance

Class attendance is an essential part of the educational process at Jefferson State, and students are expected to attend all classes for which they are registered to facilitate their academic success. In general, academic performance is impacted by the number of classes a student attends. Financial Aid and other scholarship programs may require stringent attendance. Student absences in all courses (traditional, hybrid, online, etc.) are calculated from the first official day of class. Attendance in Internet and/or Hybrid

courses is based on documentable participation in class activities, such as interacting with the instructor and with enrolled students, attending required on-campus meetings and/or submitting course assignments. If a student has excessive absences and is in jeopardy of failing the course, she/he is encouraged to consult with the instructor. Instructors will not withdraw students for any reason. If a student fails to officially withdraw from a course, this failure could result in a grade of "F". Students receiving financial aid or scholarships should consult the Financial Aid Department or their scholarship coordinator to determine how an "F" or "W" may affect their tuition assistance. Students withdrawing from a course after the Withdrawal date has passed will receive a WP (withdraw passing) or a WF (withdraw failing) in the course.

X. Statement on Discrimination/Harassment

The College and the Alabama State 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 or discrimination will not be tolerated.

XI. Americans with Disabilities

Jefferson State Community College is compliant with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990 as amended in 2008. Students having known disabilities requiring academic accommodations should contact the ADA Accommodations Office for an appointment (arsherman@jeffersonstate.edu) or 205-856-6077.

XII. Statement on Literary Content (Communications Division): In the classroom, instructors have full freedom to discuss their subjects. They should not introduce into their teaching irrelevant controversial matter. Within this limitation, the college protects the rights of both the students and instructors to a "free search for truth in its exposition." The nature of literature discussion in class is not to advance a religious or political agenda, but to raise universal questions about human nature and engage reaction. Therefore, the experience of literature is bound to involve controversial subject matter at times. In the classroom, open expression of ideas and opinions is not only allowed but required, and students must be willing to respond honestly to literary texts. Predetermination of the material that would offend any individual is neither possible, nor a desirable course of action. Eliminating certain works from the reading list would be tantamount to (the same as) censorship. Changing the original text in any way only serves to distort it. Our goal in the Communications Division is to enhance intellectual growth, not to limit it.

XIII. Assessment of Student Learning Outcomes

Direct assessments will be made in accordance with the current class Student Learning Outcomes (SLO). This assessment will not be used to figure grades for the class, but will be used to determine class success within current SLO addressed areas. Direct assessment SLO will change every three year cycle.