



ENGL 107: Preparatory English Comp

Location:	Evening
Address:	1001 Rogers Street Columbia, MO 65216
Section:	19FALL2/ENGL/107/AEV
Semester Credit Hours:	3
Class Day(s) and Time(s):	Wednesday 5:30 PM - 9:30 PM from October 21, 2019 to December 14, 2019

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 Course Information

Catalog Description

Extensive reading and writing practice with emphasis on paragraph organization and development leading to multiple-paragraph essays and engagement with outside ideas and texts. Systematic review of grammar, mechanics, and sentence structure, integrated into the reading and writing process. Based on a grade of C or higher in the course, students may proceed to ENGL 133W. Students who have taken the ACT and scored between 1 and 17 or who have taken the SAT Writing and Language Test and scored between 17 and 24 (300-420 for the Writing Section prior to spring 2016) will be placed into ENGL 107.

Additional Notes

Thanksgiving Holiday: Due to the Thanksgiving Holiday, class will not meet on Wednesday, November 27. The make-up day will be the week prior, Friday, November 22.

 Textbooks

As part of TruitionSM, students will receive their course materials automatically as described below.

 Kirszner/Mandell. (2016). *Focus on Writing: Paragraphs and Essays* (4th). Bedford/St. Martin's. eText

Bookstore Information

Visit <https://www.ccis.edu/bookstore.aspx> for details.

eText Information

If a course uses an eText, (see textbook information above) the book will be available directly in Desire2Learn (D2L) seven days before the session begins, if registered for courses prior to that date. Upon first login to VitalSource, students should

use their CougarMail email address; alternate email addresses cannot be used. More information about how to use the VitalSource platform, including offline access to eTexts, can be found in D2L.

Physical Course Materials Information

Students enrolled in courses that require physical materials will receive these materials automatically at the shipping address on file with Columbia College. Delivery date of physical materials is dependent on registration date and shipping location. Please refer to confirmation emails sent from Columbia College for more details on shipping status.

Returns: Students who drop a class are responsible for returning any physical course materials that were shipped. To initiate a return, visit [Ingram Returns](#) to generate a pre-paid return label. Materials from dropped courses must be returned within 30-days of receipt. **Failure to return physical items from a dropped course will result in a charge to the student account for all unreturned items.**

Note: Students who opt-out of having their books provided as part of [TuitionSM](#) are responsible for purchasing their own course materials.

Technology Requirements

THIS IS A TECHNOLOGY-ENRICHED COURSE WHICH COMBINES IN-SEAT INSTRUCTION WITH ONLINE LEARNING.

Participation in this course will require the basic technology for all classes at Columbia College:

- A computer with reliable internet access
- A web browser
- Acrobat Reader
- Microsoft Office or another word processor such as Open Office

For more information, see [technical requirements](#).

Course Learning Outcomes

1. Write clear sentences that are free of errors in grammar, punctuation, spelling, and word choice.
2. Write effective paragraphs that contain a focused topic sentence and supporting evidence that is relevant and sufficient.
3. Write essays that demonstrate the organization, tone, style, content, and revision appropriate to academic writing.

Grading

Grading Scale

Grade	Points	Percent
A	900 - 1000	90-100%
B	800 - 899	80-89%
C	700 - 799	70-79%
D	600 - 699	60-69%
F	0 - 599	0-59%

Grade Weights

Assignment Category	Points	Percent
Online Learning Activity	150	15%
Grammar Exercises	280	28%
Rough Drafts	100	10%
Peer Reviews	100	10%
Final Drafts	270	27%
Final Exam	100	10%
Total	1000	100%

 Schedule of Due Dates

Week 1

Assignment	Points	Due
Discussion 1	20	10/27/2019
Readings	--	10/23/19
Grammar Exercise One	40	10/23/19
Rough Draft Paper One	25	10/25/19

Week 2

Assignment	Points	Due
Readings	--	10/30/2019
Grammar Exercise Two	40	10/30/2019
Writer's Workshop Paper One	25	10/30/2019
Final Draft of Paper One	50	11/01/2019

Week 3

Assignment	Points	Due
Workshop 1	30	11/10/2019
Readings	--	11/06/2019
Grammar Exercise Three	40	11/06/2019
Rough Draft of Paper Two	25	11/08/2019

Week 4

Assignment	Points	Due
Readings	--	11/13/2019
Grammar Exercise Four	40	11/13/2019
Writer's Workshop Paper Two	25	11/13/2019
Final Draft of Paper Two	50	11/15/2019

Week 5

Assignment	Points	Due
Workshop 2	30	11/24/2019
Readings	--	11/20/2019
Grammar Exercise Five	40	11/20/2019
Rough Draft of Paper Three	25	11/22/2019

Week 6

Assignment	Points	Due
Discussion 2	20	12/01/2019
Readings	--	11/22/2019
Grammar Exercise Six	40	11/22/2019
Writer's Workshop Paper Three	25	11/22/2019
Final Draft of Paper Three	50	11/29/2019

Week 7

Assignment	Points	Due
Workshop 3	30	12/08/2019
Readings	--	12/04/2019
Grammar Exercise Seven	40	12/04/2019
Rough Draft of Paper Four	25	11/06/2019

Week 8

Assignment	Points	Due
Discussion 3	20	12/14/2019

Assignment	Points	Due
Writer's Workshop Paper Four	25	12/11/2019
Final Exam	100	12/11/2019
Final Draft of Paper Four	120	12/13/19
Total Points: 1000		

Assignment Overview

Online Component Summary and Expectations

Peer Revision Workshops

For each workshop, students will be required to upload a preliminary draft of their current writing assignment to D2L. Each student will then review one of his or her peers' writing assignments. Students will receive points both for the completeness of their own drafts and for their feedback on a peer's paper. Each student will receive a total of 15 points for his or her own draft and an additional 15 points for the feedback he or she provides on a peer's paper and in an accompanying discussion.

Reviewers will be asked to make two constructive comments in the discussion. First, they will be asked to describe what they think is the most effective aspect of the draft ("Effective" can be specifically defined however instructors choose for each type of writing or can be left simply as "effective" and left up to the reviewer to decide what "effective" means). Second, they will be asked to describe what they think is the least effective aspect of the draft (This is intended to still be constructive, so reviewers are intended to offer advice as to areas where the writer might want to focus improvement). The reviewers will also be asked to provide support for their assertion with evidence from the writer's draft.

Reviewers will be asked to do their best to offer grammatical and syntactical advice in the draft itself. Because students are often uneasy about suggesting grammatical or syntactical advice to their peers, credit should be given for the attempt rather than as an evaluation of how "good" the advice is. To encourage looking in the textbook to support their advice (and having the added benefit of sending the writer to his or her textbook, hopefully to establish a habit of doing so), reviewers will receive points for citing the textbook.

The goals of this assignment are trifold and seek to satisfy all CLO's for this course.

1. It attempts to get students to work through multiple drafts and finish those drafts early to provide more time for revision (CLO 3).
2. It encourages students to have proper paragraph construction and support in preliminary drafts (CLO 2).
3. It helps to ensure that their drafts are revised for syntactical and grammatical issues, encourages revision, and trains them in the use of the textbook as a reference tool (CLO 1,3) This is why the workshop credit both focuses on getting their own drafts done according to expectations in addition to the advice students offer on other students' papers.

To ensure each student is given feedback, random assignment of partners by the instructor will be done for each workshop. In the case of an odd number of enrolled students, instructor will set a group of three, with each member reviewing a classmate's work.

Online Discussions

There are three online discussions, taking place in Weeks 1, 6, and 8.

Each discussion requires an initial post with at least one fully developed paragraph and response posts with substance to at least two others' posts.

Each discussion will be worth 20 points (10 points for initial post, 5 points per responses)

Section Instructors determine initial post/response post due dates

Responses must be substantive and initiate further discussion on the topic. A responsive post of "good post" or "I agree with you" will not receive credit. Response postings do not require supporting reference.

Click on each week to view details about the activities scheduled for that week.

Week 1: Introduction

Discussion 1

Discussion 1

What is the purpose of peer review? Who are your peers? When is peer review useful and effective, and what can cause peer review to feel like a waste of time? Be sure to write a fully developed paragraph and then respond with substance to at least two others' posts.

Be sure to write at least one fully developed paragraph and then respond with substance to at least two others' posts.

Readings

Unit 1 Chapter 1 and Unit 4 Chapter 17 of [Focus on Writing](#)

Grammar Exercise One

Rough Draft Paper One

Week 2: Description

Readings

Unit 2 Chapter 2, and 9; Unit 3 Chapter 16d and Unit 5 Chapter 24 of [Focus on Writing](#)

Grammar Exercise Two

Writer's Workshop Paper One

Final Draft of Paper One

Week 3: Comparison and/or Contrast

Workshop 1

Workshop 1

Upload a current draft of your writing assignment to the discussion. You will be assigned a fellow classmate to review each other's draft. Points received will be based on both the completeness of your own draft as well as the feedback that you provide on your peer's paper. The workshop is worth a total of 30 points (15 for the draft, 15 for peer feedback).

As a peer reviewer, you are required to make two constructive comments. They are as follows:

1. Describe what you think is the most *effective* aspect of the draft
2. Describe what you think is the least *effective* aspect of the draft

You are expected to provide support for assertions with evidence from the draft.

In addition to the above feedback, you are also required to provide feedback directly on your assigned peer's draft. Do your best to offer grammatical and syntactical advice. You will receive points for citing the textbook as support for your feedback.

Please see the Workshop Rubric for a more detailed point breakdown as well as the Writer's Workshop Guide located in the Course Content area. This guide will help you in defining and providing *effective* feedback.

Readings

Unit 2 Chapter 8, Unit 3 Chapter 15e, and Unit 5 Chapter 23 of [Focus on Writing](#)

Grammar Exercise Three

Rough Draft of Paper Two

Week 4: Writing an Essay

Readings

Unit 3 Chapter 13, and Unit 5 Chapter 25 of [Focus on Writing](#)

Grammar Exercise Four

Writer's Workshop Paper Two

Final Draft of Paper Two

Week 5: Cause and Effect

Workshop 2

Workshop 2

Upload a current draft of your writing assignment to the discussion. You will be assigned a fellow classmate to review each other's draft. Points received will be based on both the completeness of your own draft as well as the feedback that you provide on your peer's paper. The workshop is worth a total of 30 points (15 for the draft, 15 for peer feedback).

As a peer reviewer, you are required to make two constructive comments. They are as follows:

1. Describe what you think is the most *effective* aspect of the draft
2. Describe what you think is the least *effective* aspect of the draft

You are expected to provide support for assertions with evidence from the draft.

In addition to the above feedback, you are also required to provide feedback directly on your assigned peer's draft. Do your best to offer grammatical and syntactical advice. You will receive points for citing the textbook as support for your feedback.

Please see the Workshop Rubric for a more detailed point breakdown as well as the Writer's Workshop Guide located in the Course Content area. This guide will help you in defining and providing *effective* feedback.

Readings

Unit 2 Chapter 7, Unit 3 Chapter 15d, Unit 6 Chapters 28 and 29 of [Focus on Writing](#)

Grammar Exercise Five

Rough Draft of Paper Three

Week 6: Introductions and Conclusions

Discussion 2

Discussion 2

Reflect on your writing habits and drafting your writing assignments thus far. What new approaches have you used as you write for school? Which tips from the past few weeks do you feel you will continue to put to use throughout college, and which do you think may not be effective for you? Explain.

Be sure to write at least one fully developed paragraph and then respond with substance to at least two others' posts.

Readings

Unit 3 Chapter 14, Unit 4 Chapters 18, 19, and 21 of [Focus on Writing](#)

Grammar Exercise Six

Writer's Workshop Paper Three

Final Draft of Paper Three

Week 7: Argumentation

Workshop 3

Workshop 3

Upload a current draft of your writing assignment to the discussion. You will be assigned a fellow classmate to review each other's draft. Points received will be based on both the completeness of your own draft as well as the feedback that you provide on your peer's paper. The workshop is worth a total of 30 points (15 for the draft, 15 for peer feedback).

As a peer reviewer, you are required to make two constructive comments. They are as follows:

1. Describe what you think is the most *effective* aspect of the draft
2. Describe what you think is the least *effective* aspect of the draft

You are expected to provide support for assertions with evidence from the draft.

In addition to the above feedback, you are also required to provide feedback directly on your assigned peer's draft. Do your best to offer grammatical and syntactical advice. You will receive points for citing the textbook as support for your feedback.

Please see the Workshop Rubric for a more detailed point breakdown as well as the Writer's Workshop Guide located in the Course Content area. This guide will help you in defining and providing *effective* feedback.

Readings

Unit 2 Chapter 12, Unit 3 Chapter 16d, and Unit 4 Chapter 22 of [Focus on Writing](#)

Grammar Exercise Seven

Rough Draft of Paper Four

Week 8: Research, Citations, and Final Exam

Discussion 3

Discussion 3

Discuss the general differences between editing and revising. Then, when you reflect upon all we have covered in academic writing, strategies, and even grammar/punctuation, share the lessons you feel will be most beneficial to help you improve upon your own writing as you edit or revise; which specific tips and lessons will you embrace as you continue to plan, write, and revise for college classes?

Be sure to write at least one fully developed paragraph and then respond with substance to at least two others' posts.

Readings

Unit 8 Appendix B, Unit 7 Chapters 33-35 of [Focus on Writing](#)

Writer's Workshop Paper Four

Final Exam

Final Draft of Paper Four

+ Additional Resources

Online databases are available at library.ccis.edu. You may access them using your CougarTrack login and password when prompted.

Technical Support

If you have problems accessing the course or posting your assignments, contact your instructor, the Columbia College Technology Solutions Center, or the D2L Helpdesk for assistance. If you have technical problems with the VitalSource eText reader, please contact VitalSource. Contact information is also available within the online course environment.

- Columbia College Technology Solutions Center: CCHelpDesk@ccis.edu, 800-231-2391 ex. 4357
- D2L Helpdesk: helpdesk@d2l.com, 877-325-7778
- VitalSource: support@vitalsource.com, 1-855-200-4146

Online Tutoring

Smarterthinking is a free online tutoring service available to all Columbia College students. Smarterthinking provides real-time online tutoring and homework help for Math, English, and Writing. Smarterthinking also provides access to live tutorials in writing and math, as well as a full range of study resources, including writing manuals, sample problems, and study skills manuals. You can access the service from wherever you have a connection to the Internet. I encourage you to take advantage of this free service provided by the college.

Access Smarterthinking through CougarTrack at [Students -> Academics -> Resources](#).

! Columbia College Policies and Procedures

The policies set forth in the [Policy Library](#) are the current official versions of College policies and supersede and replace any other existing or conflicting policies covering the same subject matter. For more information on policies applicable to students, see [Student Policies](#). For more information on policies applicable to the entire Columbia College community, see [College-Wide Policies](#).

Students are expected to read and abide by the College policies. Policies of particular interest to students include, but not limited to the following:

- Graduate Grading Policy
- Undergraduate Grading Policy
- Registration Policy and Procedures
- Withdrawal Policy
- Alcohol and Other Drugs Policy
- Family Educational Rights and Privacy Act (FERPA)

Additional Policies:

Academic Integrity and Plagiarism

Academic integrity is a cumulative process that begins with the first college learning opportunity. Students are responsible for knowing and abiding by the [Academic Integrity Policy and Procedures](#) and may not use ignorance of either as an excuse for academic misconduct. Additionally, all required papers may be submitted for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers may be included in the Turnitin.com reference database for the purpose of detecting plagiarism. This service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

Disability Resources

If you have a disability that requires an accommodation, please speak with the instructor and consult the [Student Accessibility Resources](#) office. Student Accessibility Resources staff will determine appropriate accommodations and will work with your instructor to make sure these are available to you. To find additional information, see our [ADA and Section 504 Policy for Students](#).

Notice of Non-Discrimination and Equal Opportunity:

The College has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of discrimination, harassment, or retaliation on the basis of protected status, can report their experiences to a College official. For more information, see our [Non-Discrimination and Equal Opportunity Policy and Complaint Resolution Procedure](#).

Title IX and Sexual Misconduct

The College is committed to addressing the issues of discrimination, harassment and sexual misconduct in the educational and workplace landscape and will continue to modify policies, procedures and prevention efforts as needed. For more information, see the College's [Title IX and Sexual Misconduct Policy](#).

Course Policies and Procedures:

Attendance Policy

Columbia College students are expected to attend all classes and laboratory periods for which they are enrolled.

For classes with an online component, attendance for a week includes submitting any assigned online activity. Assigned activities are scheduled prior to the course commencing. Assigned activity due dates are subject to change based on actual course progression and will be adjusted as necessary. Attendance for the week is based upon the date work is submitted. A class week is defined as the period of time between Monday and Sunday (except for week 8, when the work and the course will end at 11:59 PM Central Time on Saturday.) The course and system deadlines are based on the Central Time Zone.

Students are directly responsible to instructors for class attendance and work missed during an absence for any cause. If absences jeopardize progress in a course, the College reserves the right to drop or withdraw students from classes. For additional information, see the Administrative Withdrawal for Non-Attendance heading in the [Withdrawal Policy](#).

CougarMail

All students are provided a CougarMail account when they enroll in classes at Columbia College. You are responsible for monitoring email from that account for important messages from the College and from your instructor.

Students should use email for private messages to the instructor and other students. The class discussions are for public messages so the class members can each see what others have to say about any given topic and respond.

Late Assignment Policy

All classes rely on participation and a commitment to your instructor and your classmates to regularly engage in the reading, discussion and writing assignments. You must keep up with the schedule of reading and writing to successfully complete the class.

No late assignments will be accepted without the prior approval of the instructor.

Acceptance of a late assignment is at the discretion of the instructor.

Make-up examinations may be authorized for students who miss regularly-scheduled examinations due to circumstances beyond

their control. Make-up examinations must be administered as soon as possible after the regularly scheduled examination period and must be administered in a controlled environment.

Student Conduct

All Columbia College students, whether enrolled in a land-based or online course, are responsible for behaving in a manner consistent with Columbia College's **Student Conduct Code** and **Acceptable Computing Use Policy**. Students violating these policies or any other College policy will be referred to the office of Student Affairs and/or the office of Academic Affairs for possible disciplinary action. The Student Code of Conduct, the **Student Behavioral Misconduct Policy and Procedures**, and the Acceptable Computing Use Policy can be found in the Policy Library at ccis.edu/policies. The adjunct faculty member maintains the right to manage a positive learning environment all students must adhere to the conventions of online etiquette when enrolled in a course with an online component.