*\*\*Instructors, remove italicized directions after adding the information required. This syllabus follows the standardized syllabus for all Hinds classes. It also includes Hinds English policies new Hinds teachers often have questions about. You may reformat the information and add additional materials (include your absence and drop policy) including personal classroom details and explanations, but all the items below need to be included in your document. See the Canvas shell for examples if available. Both ENG 0124 and ENG 1114 (the next course for students successful in 0124) are part of the Hinds Excel Program in the Student Success Center.*

**ENG 0124 Intermediate English and Reading**

*\*\*Add identifying information for Instructor and Course Information below with the information for your specific course. Some information is already provided.*

**Instructor Information:**  
Instructor’s name:   
Office building and number: \*\**(if applicable)*  
Office phone number or other contact number: \*\**(if applicable)*  
Hinds email address:  
Office hours:

**Course Information:**Intermediate English and Reading : ENG 0124: Four credit hours  
Section:  
Meeting day, time and location: \*\**(if applicable)*  
Prerequisite level: ACT 1-13 or Accuplacer 20-69 or NextGen Accuplacer 200-230  
Co-Requisite level: none  
Course Description: This integrated course is designed to advance students to college-level writing skills and reading strategies.  
Student Learning Outcomes: At the conclusion of English 0124, the student shall

A. Demonstrate Critical Reading and Inference Skills

B. Apply standard grammar and mechanics to written communication

C. Develop Effective Compositions

Course withdrawal dates:

**Text and Course Materials:**

*\*\*Provide the appropriate text information for your course here. Since texts change frequently, the most current information will be available on one updated document in the ENG/MFL Canvas shell labeled as Current Textbooks or on the home page. If any additional materials are required, list them here.*

Textbook name, edition, authors or Instant Access information:  
Additional materials/supplies:  
Online Resources: HCC Canvas course shell  
  
**Instructional Methods:** \*\**Give a brief description here of basic instructional delivery methods. Examples: lecture, workshop, hybrid, online asynchronous discussion boards, etc.*

**Grading Plan:**

*\*\*Give information on the number and types of assignments and the weight of categories. District English Requirements are as follows, but you can condense this information for your students.****COURSE/EXIT REQUIREMENTS:*** *Students will be required to earn a* ***C (70) average or better as a final course grade****. No semester grade of D will be given.*

*Students will*

1. ***write four test writings which include two paragraphs with a minimum of 125 words for the first & a minimum of 200 words for the second (extended) paragraph, and two essays of a minimum of 300 words and three paragraphs each. These Test Writings will be 75% of the final average, and may be of different weights, depending on degree of difficulty.***
2. ***write a final exam capstone essay with a minimum of 350 words at the scheduled exam time counting 10% of the final average****.* *The final draft of the final exam will be completed during the designated exam time; however, the prewriting, outline, and/or rough draft may be completed in class during the regular class time prior to the end of the semester if the instructor desires.*
3. ***determine the remaining 15%*** *of the grade by elements such as grammar or vocabulary quizzes, journal writings, outlines, prewriting, rough drafts, revisions, practice “test writings,” introduction to Word, and homework*
4. ***visit the Writing Center for one documented session during the drafting process and/or attend a tutorial session with the English instructor***

*For all five required test writings (including the final exam):*

* ***at least 2 test writings will be analytical responses to readings and will emphasize critical reading and inference***
* ***at least 3 test writings will be expository in approach***
* *instructors may allow computers to be used in the 0124 writing process.*

*Example student version (other versions are possible):*

* *Five test writings during the semester –* 
  + *Two paragraphs (1st one at least 125 words & 2nd one at least 200 words)*
  + *Two essays of 3 or more paragraphs and at least 30 words*
  + *(paragraphs & essays above = 75% of the final grade) and*
  + *A final exam capstone essay (350 words) that is 10% of your final grade*
* *Several homework and in-class assignments totaling 15% of the final grade*

**Grading and Grammar Proficiency Requirements:** Students should demonstrate mastery of standard American English through directed review of major areas of concern and through their writing. The Hinds English department has developed grading rubrics for ENG 0124 test writings which show the major grading areas and which include mandatory grammatical deductions listed below. *\*\*Instructors will adhere to the standard department rubrics for paragraphs and for documented and undocumented essays. (Documented work is not required in 0124, but may be incorporated at the discretion of the instructor. Note that the IPE assignment designates the final exam should be graded using the undocumented essay rubric.) Rubrics are housed in the modules of the ENG/MFL Canvas shell. You should post the rubrics in your course Canvas shells and/or provide students with a paper copy prior to the first graded writing. Rubrics may be reformatted as long as the points for each category remain the same. Note that the specific points listed on the rubric are staggered due to formatting issues, but an instructor can award any number up to the total points for a category.*

**Major Mechanical Errors**: fragment, fused/run-on sentence, comma splice, subject/verb agreement error, and verb form error. In test writing grading, a student will lose five points for each of the first three occurrences of one of the errors above. This deduction of up to 15 points is repeated for each of the five major errors listed. Continued errors after the first three may be counted as minor errors. Thus, a student may lose all the grammar points possible in a test writing based only on major errors. *\*\*Major mechanical errors are mandatory deductions, but should not exceed the stated grammar category points on the rubric.*

**Minor Mechanical Errors:** end sentence punctuation errors, possession mistakes, word confusion, spelling errors, plural noun errors, and inconsistent tense and person errors. Each minor error results in a 1-point deduction. *\*\** *The minor errors category may be edited to add those errors you wish to emphasize. These errors should be marked in the writing, and significant problems should be counted against the student’s grade. Test writings should not receive a 100 with minor errors, but if other grammatical issues are already creating severe deductions in the grammar category, instructors may be more forgiving of minor errors that do not impact the readability of the work.*

*\*\*A note on grading: Complete grading consistency for subjective materials will never be possible. However, it is the intent of the Hinds District to develop consistent and fair grading practices, and this is only possible to the extent that everyone follows the established rubrics. Instructors should adhere to the percentage categories provided on the rubrics and cap deductions in each area. The grammar category is the only one with mandatory deductions, but all categories will be given serious consideration, and all test writings will be marked both with the rubric and with grading comments on the assignment to connect the students’ work to the grades they receive. The required number and type of test writings must be part of the major grade (75%) category, but it is acceptable to assign more than the minimum number of “test” paragraphs or essays to be able to drop a grade or make it part of the daily grade category. However, do not drop an essay grade for an extra paragraph. Giving feedback on rough drafts is a useful teaching tool, but be wary of correcting errors for students that will inflate their grade. No more than one revised grade for already graded work should be part of the major test writing assignment categories. Any additional revision work should be placed in the remaining 15% of the grade.  
Extra credit, if any, should be limited to small rewards for exemplary work and not used to bolster a student’s grade to a passing level. An opportunity given to one must be given to all.*

*\*\*Include the following plagiarism policy in your syllabus as part of this section.*

**English Department Policy on Plagiarism and Cheating: (see the Official College statements for more information)**

No use of source material or group work on an assignment is allowed unless they are part of the specific assignment directions. This includes use of student’s original work previously submitted to another class unless the current teacher gives specific permission. Violation of this policy is considered part of the larger plagiarism and cheating policy designated by Hinds. Instructors have latitude in determining if any extenuating circumstances might allow for a lesser penalty, but the penalty for any plagiarism or cheating on a major assignment or for a second offense on any assignment in an English class is removal from and failure of the course. The first offense penalty for plagiarism or cheating on a minor assignment is a zero.

**Grading Scale:**

**A** 90-100

**B** 80-89

**C** 70-79

**F** Below 70

ENG 0124 students receive a grade of A, B, C, or F if they do not withdraw from the course. No final course grade of D (60-69) is given though a number grade in that range is possible on individual assignments.

**Make-up work and exam policy:***\*\*Give these policies as they apply to your class. English department policy is that make-up/late work, if allowed by the instructor, must be completed within one week of an assignment’s due date unless there are extenuating circumstances. English department policy states final exam exemptions are only allowed for students who are on the Hinds graduation list for the semester they are enrolled in the course and who have a B or better average in the course. Alternatively, instructors may also choose to give no exemptions in a course. Please check with your department chair as some campuses may have adopted a campus-wide policy.*

**Exams:** *\*\*Provide the date, and time and location (if known) of the final exam for the course. Include proctored exam information if applicable. Include any special testing information here if needed. The final exam schedule will be posted in the ENG/MFL Canvas shell when available.*

**Assignments: \*\****Include a daily list of assignments, weekly plan, or any other schedule plan for your students that will give them an idea of the course flow and requirements. This may include both graded and ungraded activities. All graded activities should have a corresponding and correctly weighted entry in the Canvas gradebook.*

*What comes next is a lot of information that you will use to develop the assignments section of your syllabus. This note is here to point out that after you have this completed,* ***you still have one more section of required information to copy into your syllabus.***

*\*\*Below is information about units of study and objectives for ENG 0124 as decided by the District English Department. Use the Grading Plan requirements above and the material provided below in planning your course. The material below does not have to be provided to students, but should be incorporated into your assignment materials and used as the basis for any objectives in your course.*

*Every Hinds course is required to assign work and submit data for measuring a Student Learning Outcome (SLO). The English department has created these assignments for each course, and they are all available for review in the ENG/MFL Canvas shell. Directions for submitting the data are also available in the shell. Be sure to incorporate this assignment in your planning and submit the required data as directed.*

*Additionally, the department must also measure Institutional Program Effectiveness (IPE). Requirements for collection of and reporting data are also in the ENG/MFL shell.*

***ENG 0124 INTERMEDIATE ENGLISH AND READING***

#### *UNIT 1: GRAMMAR*

#### *Grammar will be implemented alongside Units 2 and 3 and will be reinforced throughout the semester in the context of paragraph and essay-writing.*

***UNIT OBJECTIVE:*** *The student will demonstrate competence in using the rules of standard grammar and usage, specifically the following:*

* *sentence punctuation (avoidance of fused sentences and comma splices)*
* *sentence completeness*
* *subject/verb agreement*
* *verb forms*
* *plural and possessive nouns*
* *pronoun forms*
* *vocabulary*
* *confusing words, such as homonyms*

***PLAN OF EVALUATION:*** *The student will write compositions that demonstrate competence in standard grammatical usage.*

***LEARNING ACTIVITIES:*** *The student will*

*1. work sentence exercises reviewing grammar and usage*

*2. proofread and edit paragraphs and essays containing grammar and usage errors*

*3. drill and practice the rules of standard grammar using in-class assignments, computer exercises, and homework assignments*

*4. generate original sentences using specified points of grammar*

*5. rewrite earlier assignments*

## UNIT 2: PARAGRAPHS

***UNIT OBJECTIVE:*** *The student will write paragraphs that are well-organized and sufficiently developed.*

***PLAN OF EVALUATION:*** *The student will be graded on his/her ability to write practice and test* ***paragraphs of 125 and 200 words.***

***LEARNING ACTIVITIES:*** *The student will*

1. *read sample paragraphs*
2. *discuss the function of the topic sentence*
3. *practice writing topic sentences*
4. *discuss specific details*
5. *practice supplying specific details that support a limited topic sentence*
6. *write organized paragraph outlines*
7. *write well-organized paragraphs*
8. *discuss the importance of transitions*
9. *practice writing extended paragraphs containing specific details organized in an effective structure*

***UNIT 3: ESSAYS***

***UNIT OBJECTIVE:*** *The student will learn to write a well-organized, grammatically sound essay that contains an introduction with a thesis statement, at least a one paragraph body with supporting details, and a conclusion. (A one-paragraph body is acceptable provided the thesis is well-supported and the essay meets length requirements.)*

***PLAN OF EVALUATION:*** *The student will be graded on his/her ability to write practice and test essays of* ***at least 300 words.***

***LEARNING OBJECTIVES:*** *The student will*

1. *read sample essays*
2. *study the organization of an essay*
3. *study and practice writing thesis statements*
4. *study and practice writing outlines*
5. *discuss and practice using specific details*
6. *discuss and practice using transitions*
7. *discuss paragraphing techniques*
8. *practice writing organized essays supported by specific details and examples*

**Official Hinds Community College District Policy Statements:**

*\*\*Required Hinds notifications: Include the information found in the Canvas shell labeled: Hinds Policy Statements. As this includes contact information that is subject to change, an updated version will be available in the shell, and marked with a revision date if the information has changed, so please check for updates each semester.*

***\*\*And finally, a note on using Canvas:*** *Hinds Community College has mandated the following items be available to students in their Canvas course shell regardless of the actual delivery method or location of the course.*

*These components are addressed in a self-paced Canvas course (Canvas Essentials) (*[*https://hindscc.catalog.instructure.com/browse/elearning/courses/canvas-essentials*](https://hindscc.catalog.instructure.com/browse/elearning/courses/canvas-essentials)*) which is open to all faculty through the Aquila eLearning Catalog (*[*https://hindscc.catalog.instructure.com/*](https://hindscc.catalog.instructure.com/)*). Please review these materials and incorporate the required information into your course shells. If you need help with this requirement, you can contact the Center for Teaching and Learning for assistance:* [*CTL@hindscc.edu*](mailto:CTL@hindscc.edu)

* *Post Syllabus under syllabus button*
* *Post any digital lecture or learning material (PowerPoints, Word notes, handouts, video or audio lectures).  This can be done on pages (by units) or linked directly into weekly modules*
* *Use Announcements to communicate with students*
* *Post contact information including office hours under the Syllabus Button*
* *Use the calendar to keep students aware of due dates*
* *Keep grade book current with all assignments*

*If you have questions regarding this syllabus or Hinds policies, please contact your supervising department chair or the curriculum coordinator.*