*\*\*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.*

**ENG 1114 English Composition I**

*A note about 1114 for instructors: This course mandates additional instruction for students whose placement scores indicate they are not ready for college level work. Beginning FL21, students with the placement scores for this course or those who successfully complete ENG 0124 will be enrolled in this course as their English Composition I course instead of 1113. This course should also be recommended to students who may place into 1113, but who do not pass it on the first attempt. Both ENG 0124 and ENG 1114 are part of the Excel program in the Student Success Center.*

*\*\*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:**English Composition I: ENG 1114: Four credit hours
Section:
Meeting day, time and location: \*\**(if applicable)*
Prerequisite level: ENG 0123 or higher or ACT score of 14-16, or ACCUPLACER score of 70-87, or Next-Generation ACCUPLACER score of 231-244 Co-Requisite level: None
Course Description: This course prepares the student to think critically and compose texts for academic and professional rhetorical situations. ENG 1114 is provided for students who may need additional support to develop their writing skills.

Student Learning Outcomes: At the conclusion of English 1114, the student shall

A. Apply writing processes to rhetorical situationsB. Develop effective paragraphs and essaysC. Demonstrate understanding of grammar and mechanicsD. Analyze assigned worksE. Integrate sources into original writing

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 for 1114 are as follows:
1. Students must write a minimum of five essays including the final exam with a minimum total of 3000 words. A minimum of 80% of the final grade must be determined by these essays including the final exam, but individual essays may vary in percentage weights.*

1. *A minimum of three 500 word or more essays including a 500 word or more final exam must be written.*

*b. At least three essays must be expository.*

*c. At least two essays must be analytical responses to reading – reading type and length is at the discretion of the instructor.*

*d. At least one essay must include two documented sources using MLA format.*

*e. A category of up to 20% is allowed for non-essay grades including the typical quizzes, prewritings, outlines, rough drafts, revisions, projects, or grammar assessments that might be included in a regular Freshman English course. See below for additional assessment requirements for 1114.*

*f. 1114 students must receive specific grammar review of at minimum the major errors, and any additional issues the instructor identifies as needed.*

*g. 1114 students must complete at least three paragraph length assignments, at least one of which should be completed before the first essay assignment is due, and which are designed to give scaffolding and support for students to build to the essay length. These assignments do not have to be graded using the departmental paragraph rubric, and can be assessed using other criteria depending on their purpose.*

*h. At least one 1114 essay (not more than two) must be “templated” – a directed assignment that gives clear and specific guidance on what to put into each paragraph. While this may already be something instructors do in 1113, the implication here is that this will be more detailed than the normal 1113 procedures warrant.*

*i. 1114 students should complete least one revision assignment whose grade is based not on improving the original essay, but instead on the revision process itself. This grade should be included in the non-major grade category. (One revision to improve a major grade is also still allowed.)*

*\*\*Typically instructors choose between assigning six 500 word essays or five 600 word essays; however, variations meeting the basic requirements above are allowed. \*\**

*Instructors should take measures to ensure students are writing their own essays. Possible methods include requiring portions of essays to be written and turned in during class, creating unique essay assignments, and using Turnitin and other plagiarism detection tools.*

*\*\* The primary goal of 1114 is to provide instruction, not just lab time, that will increase the chances of student success in Composition I. One-on-one contact is generally seen to be the single most useful factor in aiding student success, so it is encouraged in whatever way instructors can manage given their course loads.*

 *Example student version of grading plan (other versions are possible):*

*Four essays, including the final exam essay 60% (15% each) each a minimum of 600 words*

*One essay 20% (600 words)*

*“Daily” work 20%*

**Grading and Grammar Proficiency Requirements:** Students should demonstrate mastery of standard American English through directed review of major areas of concern and through essay writing. The Hinds English department has developed grading rubrics for ENG 1114 essays which show the major grading areas and which include mandatory grammatical deductions listed below. *\*\*Instructors will adhere to the standard department rubrics for documented and undocumented essays. 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 essay. 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, and verb form error. In essay 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 an essay 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 essay, and significant problems should be counted against the student’s grade. An essay 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 essays will be marked both with the rubric and with grading comments on the assignment to connect the students’ work to the grades they receive. Giving feedback on rough drafts is a useful teaching tool, but be wary of correcting errors for students that will inflate their essay grade. No more than one revised grade for already graded work should be part of the major essay assignment categories. Any additional revision work should be placed in the remaining 20% of the grade (daily, project, etc.)
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. You may also want to specify students may not submit their own work that they have used in a different class.*

**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
**D** 60-69
**F** Below 60

**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 English Composition I 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 you include in your course.*

*All Hinds departments are required to assign work and submit data for measuring a Student Learning Outcome. 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. Requirements for collection of and reporting data are also in the ENG/MFL shell.*

*At the conclusion of English 1114, the student shall have written essays with*

1. *a formal outline*
2. *a thesis (a one-sentence summary of the theme)*
3. *an introduction and a conclusion*
4. *a coherent and logical thought pattern*
5. *supporting paragraphs developed by specific details*
6. *well-structured sentences showing mechanical correctness*

***PREWRITING THE ESSAY***

***OBJECTIVE:*** *The student will plan an essay.*

***PLAN OF EVALUATION:*** *The student’s performance will be evaluated on writing assignments.*

***LEARNING OBJECTIVES:***

*The student will*

1. *learn what an essay is*
2. *use restriction in selecting an essay subject*
3. *write a restricted, unified, and precise thesis or statement of intent for an essay*
4. *prepare an outline as a guide for organizing an expository essay, including an appropriate title*
5. *learn the steps in the essay-writing process*
6. *learn the structure of a five-paragraph essay*
7. *practice expressing ideas specifically, clearly, accurately, and coherently through such writing assignments as the journal, in-class topic responses, and grammar/usage exercises*
8. *demonstrate the skill necessary to identify, express, and solve problems*

***WRITING THE ESSAY***

***OBJECTIVE:*** *The student will use conventional skills in essay writing.*

***PLAN OF EVALUATION:*** *The student will be evaluated on the ability to use conventional skills in essay writing.*

***LEARNING OBJECTIVES:***

*The student will*

1. *use edited American English*
2. *develop a thesis or statement of intent fully, accurately, coherently, and interestingly in an expository essay from an outline*
3. *write introductory paragraphs*
4. *write supporting paragraphs with specific details*
5. *write concluding paragraph*
6. *write an essay that is unified, coherently presented, and mature in thought and expression Supports the development of the institutional competency for Written Communications.*

***REVISING THE ESSAY***

***OBJECTIVE:*** *The student will improve and correct essays through revision.*

***PLAN OF EVALUATION:*** *The student will be evaluated on the ability to improve and correct essays through revision.*

***LEARNING OBJECTIVES:***

*The student will*

1. *use specific wording to support topic sentence ideas*
2. *use a variety of sentence patterns*
3. *write well-structured sentences showing persistent effort to attain mechanical correctness*
4. *make stylistic improvements and grammatical and structural corrections in the rough draft stage of essay writing*
5. *proofread the final copies of essays*
6. *identify areas of weakness in essay writing and take steps to strengthen skills*

**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*

* *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.*