Master Course Syllabus

Course Discipline and Number: ENGL098   **Year: 2024-2025**

Course Title: Accelerated Writing Skills for ENGL 100   **Credit Hours: 3**

I. Course Description: This course is designed as a writing workshop class supporting students who have placed into 098 but are also concurrently enrolled in ENGL 100. Students will develop the writing and reading skills essential for success in ENGL 100, including writing about readings, essay structure, paragraph development, grammatical precision, and the essentials of punctuation. In addition, students will be introduced to a variety of supports, both academic and non-cognitive. Students must receive at least a "C" grade to pass. This course is not intended for non-native speakers of English who have yet to complete ESL classes. This is a non-credit course that may not be applied toward any degree or certificate, but it may be counted towards a full-time load for financial aid purposes. Prerequisites Appropriate placement. 3 Equiv. Cr. (3 Lec.) Fall and spring semesters.

II. Additional Course Information:

1. ENGL 098 is one-half of a learning community model (ENGL100 and ENGL 098) and cannot be taken alone.

III. Student Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Successfully complete ENGL100 with a C or above.
2. Recognize and utilize a variety of academic and non-cognitive college supports.
3. Use metacognitive strategies to monitor and adjust their success strategies in the college environment.

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Outcomes

Tompkins Cortland ILOs– N/A

Complete this section for "service" courses only (e.g. courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:
☐ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.

☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.

☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.

☐ Use technology appropriate to their discipline.

☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

Program Learning Outcomes – N/A

Complete this section for program-specific courses (e.g. those that share the same 4 letter designation as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

SUNY General Education Outcomes: – N/A

If this course **assesses** a SUNY GEN ED Outcome, check all that apply and indicate which course outcome(s) address each checked item:

☐ CRITICAL THINKING

☐ INFORMATION MANAGEMENT

☐ GENERAL EDUCATION CATEGORY - Area(s): – N/A
For courses that are approved to meet one (or more) of the ten SUNY General Education categories, indicate which category the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that category:
Click here to enter text.

☒ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Outcomes.

V. Essential Topics/Themes

1. Principles of grammar and mechanics.
2. Writing effective sentences.
3. Writing clear, organized, and supported paragraphs.
4. Using reading strategies to effectively understand and utilize college-level content: articles, syllabi, Brightspace

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Grammar: tests, quizzes, and student papers	15%
2. Support activities, including but not limited to free writing, outlines, reading summaries and/or annotated bibliographies, additional essays, additional draft essays or portions thereof, and peer review exercise	60 -70%
3. Class participation: attendance **and** contribution to the classroom community	30-35%

VII. Texts – ☐ Required   ☐ Recommended   ☒ Used for more than one course (list courses)

1. Students will be concurrently enrolled in a specific ENGL 100 class. The texts assigned for that class will be used for the ENGL 098 Learning Community in which they are enrolled.

VIII. Bibliography of Supplemental Materials

1. Cho, Sung-Woo, et al. "*New Evidence of Success for Community College Remedial English Students: Tracking the Outcomes of Students in the Accelerated Learning Program (ALP).*" CCRC Working Paper No. 53, Community College Research Center, Columbia University. 2012. 30 p. Bal
https://ccrc.tc.columbia.edu/media/k2/attachments/ccbc-alp-student-outcomes-follow-up.pdf

2. Raimes, Anne. *Keys for Writers*, 7th edition, 2014: Houghton Mifflin (or any similar grammar handbook).

3. Adams, Peter, et al. "*The Accelerated Learning Program: Throwing Open the Gates.*" *Journal of Basic Writing*, vol. 28, no. 2, 2009, pp. 50–69. *JSTOR*.
https://tc3.idm.oclc.org/login?url=https://www.jstor.org/stable/43443881

4. Sullivan, Patrick, editor. *Sixteen Teachers Teaching: Two-Year College Perspectives*. University Press of Colorado, 2020. *JSTOR*.

5. Adams, Peter. *The Hub: A Place for Reading and Writing*. Bedford/St Martin's, 2020.

6. Doyle, Terry, and Todd Zakrajsek. *The New Science of Learning: How to Learn in Harmony with Your Brain*. Stylus, 2019. https://ebookcentral.proquest.com/lib/tc3library-ebooks/detail.action?docID=5626648

Editions listed are current as of date of syllabus. More recent editions may be used.

VIII.   Other Learning Resources

Audiovisual: None specified
Electronic: None specified
Other: None specified

Attendance Policy: To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.

Services for Students with Disabilities: It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.

Academic Integrity: Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.
Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.