



# COM-103 English Composition I

Brenda Leiker

NORTH CENTRAL KANSAS TECHNICAL COLLEGE

## COURSE INFORMATION

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English Composition I will examine rhetorical strategies and application of these strategies through writing, emphasizing grammatical correctness, acceptable usage, effective organization and expression of ideas. Prerequisite requirements: grade of C or better in COM-099, or appropriate placement scores.

Credits: 3

Pre/Corequisites:

- Prerequisite: A grade of C or better in COM-099, or appropriate placement scores.

## CLASS INFORMATION

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Section Number:

Term: Spring Year: 2024 Start Date: 1/8/2024 End Date: 5/8/2024

Meeting Times: Online via Moodle

Meeting Location: Online via Moodle

Delivery Mode: Online

## INSTRUCTOR

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Brenda Leiker

Email: [bkleiker@ncktc.edu](mailto:bkleiker@ncktc.edu)

Office Phone: (785) 623-6156

Office Location: Classroom B, BOC Building

Office Hours:

Monday-Thursday 1:30-3:00; Friday afternoon by appointment

Feel free to either e-mail or call. No appointment is necessary but may be to your benefit.

## TEXTBOOKS

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Reading and Writing Handbook for the College Student 2e

Hawkes Learning 2020; ISBN 978-1-642772-98-2

## SUPPLIES

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- Access to a computer. Required.

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• Flash drive also required.
• Ability to view, load and drop assignments into Moodle.
• Assignments must be completed in WORD or Google Docs.

**COURSE COMPETENCIES**

1. Demonstrate an ability to fulfill standards of syntax, grammar, punctuation, and spelling for various rhetorical contexts.
2. Integrate their own ideas with those of others
3. Practice ethical means of creating their work while integrating their own ideas with those of others
4. Employ conventions of format, structure, voice, tone, and level of formality to produce writing for specific purposes and audiences as required by various writing situations
5. Apply flexible strategies for pre-writing, developing, drafting, revising, editing, and proofreading
6. Critique their own and others' work

**GRADING INFORMATION**

NCK Tech's Grading Scale:

- A 100% -90%
- B 89% - 80%
- C 79% - 70%
- D 69% - 60%
- F 59% and below

<u>Grades</u>	<u>Points</u>	<u>Total Points</u>
Weekly participation	160 points	
Work sheets, discussion boards, readings points	150	
Major essays including rough drafts	700 points	
Descriptive	150 points	
Narrative	150 points	
Explaining a Process	125 points	

Evaluative	125 points	
Compare/Contrast	75 points	
Definition	75 points	
Final exam	50	
<b>TOTAL POINTS AVAILABLE</b>		<b>1060 points (may vary)</b>

Grading Scale:

90-100	A	900-1000 points
80-89	B	800-899 points
70-79	C	700-799 points
60-69	D	600-699 points
59 and below	F	599 and below

Percentage Breakdown of Work:

Participation	15%
Other writing activities	15%
Major essays	70%

**Method of Instruction and Evaluation**

1. All assignments will be contained in Moodle. Power points, readings and discussion board will be part of this course.
2. Instruction will include a check on the completion and accuracy of assigned exercises. Scored earned are part of the final grade.
3. This course will utilize the following grading components:
  - Essays: six major writing assignments will be required. Included in these essays will be descriptive, narrative, compare/contrast, definition, explaining a process and evaluative.
  - Work sheets, discussion boards, reading analysis and peer reviews

- Class participation: discussion boards

NO LATE WORK ACCEPTED. Deadlines must be strictly followed. Assignments must be delivered via drop box unless otherwise noted.

## ACADEMIC HONESTY

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Membership in the NCK Tech learning community imposes upon the student a variety of commitments, obligations, and responsibilities. It is the policy of this college to impose sanctions on students who misrepresent their academic work. Appropriate classroom instructors or other designated persons will select these sanctions consistent with the seriousness of the violation and related considerations.

Examples of scholastic dishonesty include but are not limited to:

- Plagiarism: i.e. taking someone else's intellectual work and presenting it as one's own. Each department set standards of attribution. Faculty will include disciplinary or class-specific definitions in course syllabi.
- Cheating is unacceptable in any form. Examples include consultation of books, library materials, notes or intentional observation of another student's test on paper or a computer screen; accessing another student's answers from an exam to be given or in progress; submission of falsified data; alteration of exams or other academic exercises; and collaboration on projects where collaboration is forbidden.
- Falsification, forgery or alteration of any documents pertaining to assignments and examinations.
- Students who participate in, or assist with, cheating or plagiarism will also be in violation of this policy.

Classroom instructors and/or administrators will assess sanctions for violations of this policy. The seriousness of the violation will dictate the severity of the sanction imposed. Academic sanctions may include but are not limited to any of the following:

1. verbal or written warning
2. lowering of grade for an assignment
3. lowering of term grade

Administrative sanctions may include but are not limited to either of the following

1. Suspension from the course, program, or College
2. Dismissal from the course, program, or College

## NCK TECH MISSION STATEMENT

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North Central Kansas Technical College delivers applied, innovative and personalized education to empower learners, enrich lives, develop skilled professionals and strengthen economic systems.

## Vision Statement

North Central Kansas Technical College is dedicated to being a leader in workforce development by maximizing value for students, employers and communities through educational excellence.

## Core Values

Achieving EXCELLENCE with INTEGRITY through

DEDICATION

INNOVATION

COLLABORATION

COMMUNICATION

## NCK TECH NON-DISCRIMINATION POLICY

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NCK Tech is committed to nondiscrimination on the basis of race, color, gender, ethnic or national origin, sex, sexual orientation, gender identity, marital status, religion, age, ancestry, disability, military status, or veteran status in admission or access to, or treatment or employment in, its programs and activities. Further, it is the policy of the college to prohibit harassment (including sexual harassment and sexual violence) of students and employees. Any person having inquiries concerning the college's compliance with the regulations implementing Title VI, Title VII, Title IX, Section 504, and the Americans with Disabilities Act Amendments Act is directed to the VP of Student and Instructional Services (Section 504/ADA Compliance Officer and Title VI, Title VII, & Title IX Compliance Officer) at (785)738-9055, [cisbell@ncktc.edu](mailto:cisbell@ncktc.edu), or PO Box 507, 3033 US Hwy 24, Beloit, KS 67420.

## NCK TECH TOBACCO USE POLICY

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The use of tobacco products in any form and/or electronic cigarettes is prohibited in, or within ten (10) feet of any building owned, leased, or rented by the College.

## NCK TECH WEAPONS POLICY

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Individuals who choose to carry concealed handguns **are solely responsible to do so in a safe and secure manner in strict conformity with state and federal laws and NCK Tech weapons policy.** Individuals must be 18 years of age to carry concealed handguns.

Safety measures outlined in the NCK Tech weapons policy specify that a concealed handgun:

- Must be under the constant control of the carrier.
- Must be out of view, concealed either on the body of the carrier, or backpack, purse, or bag that remains under the carrier's custody and control and within immediate reach of the individual.
- Must be in a holster that covers the trigger area and secures any external hammer in an un-cocked position
- Must have the safety on, and have no round in the chamber.

Lockers, toolboxes, and/or tool bags are not approved storage devices in accordance with NCK Tech Policy.

## OVERVIEW FOR STUDENTS WITH DISABILITIES

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NCK Tech is dedicated to providing equal access and opportunity to all campus programs and services for students with disabilities. We are committed to providing reasonable accommodations in accordance with applicable state and federal laws including, but not limited to, Section 504 and 508 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. We strive to create a safe, respectful and inclusive environment and promote awareness, knowledge and self-advocacy.

NCK Tech acknowledges that traditional methods, programs and services are not always appropriate or sufficient to accommodate the limitations experienced by some qualified persons with disabilities. When a student's disability prevents him/her from fulfilling a course requirement through conventional procedures, consideration will be given to alternatives, **keeping in mind that academic standards must be maintained.**

Services are provided through Student Accessibility Services (SAS) staff located in the Student Success Center, on the Beloit Campus, and in Student Services, on the Hays Campus.

- Director of Learning Services, may be reached at [1-785-738-9020](tel:1-785-738-9020); or by mail at [NCK Technical College, 3033 US Hwy 24, Beloit, KS 67420](mailto:Director of Learning Services).

### **Student Responsibilities**

Students requesting support services will need to register ("self-disclose" and complete Student Accessibility Services Intake and Consent Form), provide appropriate documentation (if available) including how the disability affects academic performance and suggested accommodations, and communicate with the Director of Learning Services as part of the interactive process to create an *Educational Accommodation Plan* that will notify Instructors of approved accommodations, services and/or auxiliary aids.

Students are encouraged to make timely and appropriate disclosures and requests, at least two weeks in advance of a course, program, or activity for which an accommodation is requested (or as soon as realistically possible) to allow adequate time for accommodation services to be set in place.

### **Accommodations, Academic Support Services, or Auxiliary Aids**

Reasonable accommodations including academic support services and auxiliary aids are provided to allow students with disabilities an equal opportunity to participate in and benefit from our educational programs. Accommodations will be provided on a case-by-case basis determined by student request, documentation, intake interview, Educational Accommodation Plan team, and assessment of individual needs and course requirements.

### **Reasonable testing accommodations may include, but are not limited to:**

- Extended testing time
- Reduced distraction testing environment
- Test reader and/or scribe
- Use of calculator

### **Academic support services/auxiliary aids may include, but are not limited to:**

- Note-taking assistance (second set of notes, power point slides, or other visual aids provided)
- Sign Language Interpreter
- Preferential seating in the classroom
- Large print exams, handouts, signs, etc.
- Telecommunications devices
- Use of Assistive Technology

Accommodations may not fundamentally alter the nature of the program or activity, lower academic standards, present undue financial or administrative burden on the college, or pose a threat to others or public safety.

Additionally, some accommodations and services cannot be provided, such as personal devices or assistance with personal services.

Auxiliary aids may be available through a variety of sources available to individual students. The student may make a request in obtaining specialized support services from other resources such as Vocational Rehabilitation Services (VR), Recordings for the Blind, Kansas Talking Book Service, etc. For example, Vocational Rehabilitation may fund such items as transportation to the institution, tuition, textbooks, hearing aids, and other individually prescribed medical devices.

If at any time throughout the academic year, a student feels that the agreed upon accommodations are not being followed or that alternate accommodations need to be provided, the student should notify Student Accessibility Services (SAS) staff. NCK Tech is committed to student success; however, we do not require students to use accommodations. The decision of when to utilize approved accommodations or services is up to the student. Integration, self-advocacy and individual responsibility are promoted and expected.

### **Grievance Procedure**

Any student who believes he or she has been subjected to discrimination on the basis of disability or has been denied access or accommodations, shall have the right to invoke the Grievance Procedure.

Students are encouraged to first discuss their concerns with SAS. An attempt will be made to resolve the issue(s) causing concern by assisting the student in discussions with the person(s) involved. Most situations are positively resolved through this process. If the student does not feel the concern or complaint has been appropriately resolved, he or she should contact the [Vice President of Student and Instructional Services](#) at 1-800-658-4655 or PO Box 507, 3033 US Hwy 24, Beloit, KS 67420, where grievance procedures are filed for all students, including students with disabilities.

If the complaint is not resolved at the College level, a student may choose to file a complaint with the [Office for Civil Rights](#) at 1-816-268-0550 or U.S. Department of Education, One Petticoat Lane, 1010 Walnut Street, Suite 320, Kansas City, MO 64106.

### **Confidentiality**

All information regarding a student's disability is confidential. All documentation will remain separate from academic records and will not be released to an individual or source external to NCK Tech without the student's written consent. In order to provide effective services, it may be necessary to communicate limited information on a need-to-know basis regarding disability-related needs to NCK Tech faculty and/or staff.

## **REASONABLE SUSPICION**

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If reasonable suspicion of substance abuse exists regarding an employee or student based on objective criteria (including, but not limited to, behavior, appearance, demeanor, detection of the odor of alcohol or any controlled substance), the employee or student will be requested to consent to drug testing performed by NCK Tech's contract vendor at the expense of the college.

- A. A college administrator (or their designee) shall drive the employee or student to the vendor's site for drug testing and shall return the employee or student to his/her residence (or arrange for transportation) following the testing.
- B. Test results shall be sent directly to the college administrator, with a copy also sent to the employee or student. All test results will be considered confidential, access to the results will be limited to institutional personnel who have a legitimate need-to-know.
- C. In the event of a positive test result, the employee or student may request a retest of the sample at the employee or student's expense. The request must be submitted within 24 hours.
- D. Positive results for any illegal drugs, or prescription drugs (either not prescribed for the employee or student, or at levels above the prescribed dosage), or blood alcohol level of 0.04 or greater shall be grounds for disciplinary action, up to and including termination or expulsion.
- E. Refusal to provide a specimen for this testing shall be treated as a positive drug test result.
- F. Test results or specimens that have been determined to be altered by the employee or student shall be grounds for disciplinary action, up to and including termination or expulsion.
- G. If the employee or student tests positive for an authorized prescription drug which may impair his/her performance or judgment, the employee or student may not be permitted to participate in college activities until he/she provides a doctor's release.

## **RIGHT TO MODIFY THE SYLLABUS**

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The instructor reserves the right to modify the syllabus during the semester. Students will be given advanced notice if a change would occur.

## **NCKTC KANSAS CORE OUTCOME STATEMENT**

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The learning outcomes detailed in this syllabus meet, or exceed, the learning outcomes specified by the Kansas Core Outcomes Project for this course, as sanctioned by the Kansas Board of Regents.

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## **NCKTC INCLEMENT WEATHER POLICY**

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School dismissals and cancelations will be announced using the NCKTC RAVE Alert system. Local media will also be notified.

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## **ONLINE INTEGRITY AND STUDENT COURSE RESPONSIBILITY**

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All students and instructor will demonstrate a code of personal honor that is based upon courtesy, integrity, and respect for others in the online environment. Discussion boards, peer reviews and other online interaction will take place. At all times you must treat each other with respect.

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## **CLASS PREPARATION**

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**Class Preparation:** It is imperative that students be prepared to learn. In order to do so, **you must read through the assigned material and meet online deadlines.**

Online courses require you, the student, to take initiative to review material prior to due dates.

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## **ATTENDANCE POLICY**

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All students are required to log-in to Moodle weekly. All assignments must be delivered via the drop box unless other arrangements are made with the instructor.

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## **ONLINE - CORE ABILITIES**

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Although the primary setting for learning in this course is online, you are a member of a learning community just as you would be in a classroom course. As members of an online learning community, we share responsibility for creating and maintaining an environment that communicates mutual respect, supports learning for all members, and provides opportunities for all members of the community to learn from one another. Throughout this learning experience we will strive to build the following online learning core abilities:

Learn effectively

You will know you are practicing effective online learning habits:

- o you actively engage in the online learning community
- o you use the syllabus, learning plans, performance assessment tasks, and learning materials to guide learning
- o you use online learning tools such as Profiles, Orientation, Learning Plans, Discussion, Chat, In/Out Box, WorkSpace, GradeBook, Help Desk
- o you take responsibility for self as a learner
- o you use resources that are provided and find additional resources to meet learning needs
- o you produce evidence of learning that meets the performance expectations

Work cooperatively

You will know you are effectively contributing to the online learning community when:

- o you complete assigned tasks for team/group work
- o you use collaborative strategies to complete tasks
- o you exchange information, ideas, and opinions in group and/or class discussions
- o you actively provide feedback through Peer Review process



## Act responsibly

You will know you are taking responsibility for your online learning when:

- o you complete assigned tasks according to prescribed deadlines
- o you complete assigned tasks according to prescribed criteria
- o you are an active participant in your cyber community
- o you observe the rules of netiquette

## Think critically and creatively

You will know you are thinking critically and creatively when:

- o you respect other points of view
- o you apply the principles and strategies of purposeful, organized thinking to problem solving and decision making
- o you distinguish between fact and opinion
- o your contributions to online discussions show original thought
- o you synthesize information from a variety of sources

## NETIQUETTE

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Each member of our cyber community should expect courtesy and respect from all other members. Because it's a new and different kind of class for some of us, we may not realize it when we are rude or inconsiderate online. There are some dos and don'ts of courteous behavior online, called "netiquette."

Please visit the Albion Netiquette Web Site at <http://www.albion.com/netiquette/corerules.html>. Read details about "The Core Rules of Netiquette:"

- 1 Remember the human.
- 2 Adhere to the same standards of behavior online that you follow in real life.
- 3 Know where you are in cyberspace. (Adjust your behavior to fit the site or "lurk before you leap.")
- 4 Respect other people's time and bandwidth.
- 5 Make yourself look good online.
- 6 Share expert knowledge.
- 7 Help keep flame wars under control.
- 8 Respect other people's privacy.
- 9 Don't abuse your power.
- 10 Be forgiving of other people's mistakes.

The "Core Rules of Netiquette" quoted from NETIQUETTE by Virginia Shea as presented at

<http://www.albion.com/netiquette/corerules.html>. Test your netiquette knowledge by completing the ten-question netiquiz. <http://www.albion.com/netiquette/netiquiz.html>

## ONLINE - EMOTICONS

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In a face-to-face conversation auditory cues and visual cues, or body language, play an important part in communicating the emotions and feelings behind the message. In an online learning community, we strive to build relationships that enhance our ability to support learning for each member of the community. It can be difficult to build rapport through written conversations because they may seem to lack feeling or personality.

To overcome the lack of visual or auditory cues in e-mail and online discussions, users have come up with something called "smilies" or "emoticons" (emotional icons). They are made up of combinations of keyboard characters that are inserted in the e-mail or discussion text to convey the writer's emotions (cues). The most common example is :-). Turn your head to the left and you should see a happy face (the colon are the eyes, the dash is the nose and the parentheses is the mouth).

Writers usually insert "smilies" at the end of a sentence to refer back to the prior statement. There are hundreds of "smilies" and their interpretation is by no means universal, so I recommend you use them sparingly. If you stick with the examples and their definitions below, everyone in the class will know how you intend for them to be interpreted. If you find or make up additional emoticons, please clue us in so we know what you mean!

:-) smile variation: :^)

:-) big smile (and you can make it bigger) :-))))))

:-( frown

;-) wink

:-P sticking out tongue <hold the "alt" key down & use your number pad to press 0222 to make the tongue>

8-) smile with glasses

:-D laughing

:-O "oh!"

{{{{ name}}}} a cyber hug. You'll see xoxoxox too.

:-| indifference

:-> devilish grin

:-/ perplexed

:-e disappointment

:-@ scream

:-} leer

:- male

-< female

## **ONLINE - INSTRUCTOR ROLE AND RESPONSIBILITIES**

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As your instructor, I am responsible for providing an environment in which an opportunity for learning exists. I will work with you and assist you in your quest for understanding. I cannot make you learn anything. As a resource person and facilitator, I will organize the course, schedule learning activities, and evaluate the short-run "products" of your learning process. Recognizing that even asynchronous online communication is time sensitive, I will monitor threaded discussions and respond to queries within 48 hours of the time they were posted. Since the Writing and Thinking Skills and Individual Reflections are significant pieces of writing, it may take a little longer to assess them. I will be giving your work, as well as that of your fellow learners, careful consideration.

## **ONLINE - LEARNER ROLE AND RESPONSIBILITIES**

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You are an adult learner and as such you are responsible for your own learning. No one else can be a "stand in" for you in the learning process. You will be held accountable for all assigned activities. You matter and what you do does make a difference. You will have an opportunity to share your unique ideas and experiences with your student peers and instructor. The form and content of your participation will determine the level of achievement, satisfaction, and enjoyment that you experience. Because others are depending on you to keep the course moving, you have an obligation to meet deadlines for completing assignments and postings.

## **ONLINE - READING TIPS**

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In a typical classroom course, you can get the information you need to learn a skill by listening to lectures and discussions, by viewing presentations and demonstrations, by reading, or by hands-on experience. In an online learning course, you will need to get much of your information by reading. The SQ4R method of reading offers tips to help you

get more out of the learning materials you read:

S = Survey

Q = Question

R = Read

R = Recite

R = Reflect

R = Review

**SURVEY:**

Reading your text:

Survey the whole text. Skim the preface, table of contents, summary, glossary, etc., before beginning to read any assigned chapter.

Survey the chapter. Read the introduction, chapter headings, charts, summary, chapter questions, etc., before reading each chapter.

Survey other reading materials. Read the headings and subheadings, look at the pictures and read the captions, skim the content before reading the material in detail.

Why? It gives you a picture of the content and difficulty of the book or reading. To identify learning aids such as a glossary, questions or summaries at the end of the chapters, objectives at the beginning of the chapters, margin notes that highlight main points.

**QUESTION:**

Turn each heading/subheading into a question before you start to read. Also, read to answer chapter questions, if provided.

Why? It makes reading an active process.

**READ:**

Read each section to answer the question you asked. Read one paragraph or short section at a time. Ask yourself what is the main idea in each paragraph.

**RECITE**

Recite in your own words or paraphrase what you've just read. Check to make sure you're right.

Why? It helps you concentrate, understand and remember.

**REFLECT**

Think about how what you have just learned ties in with ideas from previous readings. Think about how you can use what you learned from this reading.

Why? It assists with recall and greater understanding.

**REVIEW**

Review the entire piece or chapter immediately after you finish reading it.

Why? It puts together all the separate parts of the piece or chapter.

**Mark your Textbook**

If you purchased your textbook and intent to keep it, highlight main points and make notes that give the reading meaning to you. These strategies will help you with later review.

Underline or highlight by reading a section first, then going back to underline or highlight. Concentrate on key ideas. Avoid highlighting too much.

Key words. Write down key words and/or brief notes in the margin.

Summary notes could be made on a separate sheet of paper, in your own words.

Diagramming/mind mapping. Develop a diagram to illustrate main ideas and relationships between ideas.

Test questions. Make up your own test questions for the reading.

## SCHEDULE

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Date/Session		Activity
WEEK 1	Grammar Review	
WEEK 2	Punctuation Review	
WEEK 3	Descriptive essay	
WEEK 4	Descriptive essay Peer reviews	
WEEK 5	Narrative essay	
WEEK 6	Narrative essay Peer reviews	
WEEK 7	Compare/contrast essay	
WEEK 8	Compare/contrast Peer reviews	
WEEK 9	Definition essay	
WEEK 10	Definition essay Peer reviews	
WEEK 11	Process essay	
WEEK 12	Process essay Peer reviews	
WEEK 13	Evaluative essay	

Date/Session		Activity
WEEK 14	Evaluative essay	
WEEK 15	Evaluative essay Peer reviews	
WEEK 16	Final exam	