Moberly Area Community College
Common Syllabus

LAL024 Technology Enhanced Fundamentals of Writing II

Current Term

Instructor: 
Office number: 
Office hours: 
Contact information: 
Classroom number: 
Class days and time: 

Catalog Description:  LAL024 Technology Enhanced Fundamentals of Writing II  (2-0-2)
This course is a continuation of LAL023. Students who complete module 12 have met the prerequisite for LAL101. Prerequisite: A grade of “C” or higher in LAL023. (FA, SP, SU)

Text:  Title:  Real Essays with Readings
       Author:  Anker
       Publisher:  MPS
       ISBN:  978-0-312-64808-4

Other Required Materials:  pen, pencil, paper, two-pocket folder for submitting essays, flash (“jump”) drive

Purpose of Course:  Fundamentals of Writing is designed to teach students the writing process by focusing on the concepts of prewriting, organization, unity, development, introductions, conclusions, and revision, with emphasis on clarity and coherence, which includes review of grammar, usage, sentence structure, word choice, and punctuation. It is also the purpose of all developmental classes to help each student become successful through the development of a variety of college study skills.

This alternative format provides individualized instruction and mastery-based learning for students. Instead of a traditional classroom setting, in this redesigned course students will work at their own pace, spending more time on content that is difficult for them while working more quickly through content in which they are already comfortable.

Course Objectives:  Successful completion of this course certifies that the student has met the following Missouri Department of Higher Education mandated entry-level competencies for Composition I:

- Demonstrate the writing, thinking, reading, and communicative skills necessary for success in all college courses;
- Demonstrate mastery of the complexity of the full writing process – choosing a topic, prewriting, drafting, revising, editing;
• Demonstrate writing fluency through the composition of sound sentences, paragraphs, and essays, the production of sound discourse, and correct usage of standard English, including grammar and punctuation skills;
• Demonstrate understanding of the complex relationship between the self and the greater community via a diverse collection of writing samples;
• Recognize what plagiarism is and how to avoid it;
• Be familiar with site resources, such as the Library, Learning Center, or Resource Room.

Course Content:
• Writing process
• Critical reading and discussion
• College preparedness and study skill development
• Reflective writing
• Paragraph structure
• Understanding of audience and purpose in writing
• Grammar and standard English usage
• Essays

This course will include four complete essays. These essays will constitute at least 50 percent of the overall course grade for the semester. The main course objective is to prepare students for success in LAL101 and other college courses that may require academic essay writing.

Assessment of Student Learning: Each major writing assignment will be scored according to the instructor’s policies and by an accompanying LAL101 competency rubric. The rubric will show the student how his or her work is progressing toward the necessary state-determined competencies needed to enter LAL101 (the next course in sequence). The rubric is attached to this common syllabus for reference.

Grading Scale:
100%-90% = A
89%-80% = B
79%-70% = C
69%-60% = D
59% or below = F

Grades will be calculated on total points and 70% mastery will be necessary for satisfactory completion of the course. All students will begin in the first module and will be required to master (70% or above) each module before moving to the next.

Students will need to complete 12 modules to meet the prerequisite for LAL101 and at least 8 modules to enroll in LAL024 the following semester.
Expected Study Time Commitments: Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

Description of Major Assignments: Per instructor’s policy

Schedule of Student Assignments/Activities: Instructors will identify a Student Assignment/Activities schedule. Instructors have the prerogative to construct the schedule by class periods, weeks, or an overview to be covered.

Statement to Connect Course with General Education Outcomes or Technical Program Outcome Statement:
In compliance with MACC’s General Education outcomes, the student who successfully completes this course will be able to:

- The student will demonstrate effective written and oral communication skills.

College / Instructor Policies:

Academic Dishonesty: MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (Policy Handbook, M.010). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

Attendance Policy: Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”
Term Length Drop Calculations

16-week: Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

8-week: Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

4-week: Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Intersession: Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

Definition of Course Attendance

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<tr>
<th>In Seat Course</th>
<th>Physically attending scheduled, face-to-face, class meetings</th>
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<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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<tr>
<td>Hybrid Course</td>
<td>Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:</td>
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<td></td>
<td>• Completion of quizzes or exams during class meetings and online</td>
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<td></td>
<td>• Submission of assignments during class meetings and online</td>
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<td></td>
<td>• Participation in discussions during class meetings and online</td>
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<tr>
<th>Online Course</th>
<th>Active participation in an online course includes the following:</th>
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<tr>
<td></td>
<td>• Completion of quizzes or exams</td>
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<td></td>
<td>• Submission of assignments</td>
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<td>• Participation in threaded discussions</td>
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Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. (*Policy Handbook*, I.090 & M.095)

**Conferences:** At least once in the semester, each student will meet one-on-one with the instructor for approximately 15 minutes to discuss individual progress and current grade, overall strengths, and areas of weakness. This conference may occur during workshop times in class or during the appointed office hours of the instructor, and may be in conjunction with a current writing assignment. The conferences will be designated in advance so that both instructor and student can be prepared with comments, questions, and concerns.

**Tardiness:** *Per instructor’s policy*

**Make-up and late work:** *Per instructor’s policy*

**Extra-credit work:** *Per instructor’s policy*

**Student Email:** MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

**ADA Statement:** Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x 11240 or the Columbia office at (573) 234-1067 x 12120, or visit our web page at [http://www.macc.edu/index.php/services/access-office](http://www.macc.edu/index.php/services/access-office).

**Title IX Statement:** MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see [http://www.macc.edu/sexual-misconduct-policy](http://www.macc.edu/sexual-misconduct-policy) (links to an external site) or contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu.
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<th>LAL04 Scoring Rubric</th>
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<tr>
<td><strong>Content and Ideas</strong></td>
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<tr>
<td><strong>Purpose and Organization</strong></td>
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<tr>
<td><strong>Word Choice, Sentence Variety, and Voice</strong></td>
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<td><strong>Conventions</strong></td>
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This scoring rubric is purposely designed around the Entry-Level Competencies determined by the Missouri Department of Education for LAL101. Therefore, the goal for each student is to achieve a score of 3 in each of the given categories. Doing so means that they have achieved what the full-time faculty deems appropriate for a beginning LAL101 student (i.e. the first draft of an LAL101 student’s first essay in a given semester.)

This rubric will also be used in the LAL022 course, in all sections, as a supplement to the individual instructor’s current grading mechanism.