Moberly Area Community College
Common Syllabus

LAL053 Academic Literacy

Instructor: 
Office number: 
Office hours: 
Contact information: 
Classroom Number: 
Class days and times: 

Catalog Description: LAL053 Academic Literacy (3-0-3)
Academic Literacy is an intensive reading and writing skills course whose purpose is to use the connection of reading with writing and writing with reading to prepare students for college-level work in both content areas. 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 class is a pre-requisite course for Composition I. (FA, SP, SU)

Pre-requisite/Co-requisite: 

Text: Materials for this class are electronic and provided within the course.
Title: Connect Integrated Reading and Writing
Publisher: McGraw Hill

Other Required Materials: jump drive, online storage of assignments

Purpose of Course: LAL053 will teach students the strategies and methods of successful readers, strategies that throughout the course will be applied to a significant number of college-level readings. Critical thinking discussions regarding the readings will prepare students for writing. The class will focus on the writing process steps, including the concepts of prewriting, organization, unity, development, introductions, conclusions, and revision. There will be emphasis on clarity and coherence, which includes review of grammar, usage, sentence structure, word choice, and punctuation. College study and success skills will also be discussed and practiced.

Please note that because Academic Literacy focuses on the foundations of writing academically and preparing students to enter the Composition sequence, it does not include research in any of its writing assignments.

Course Objectives: Successful completion of this course certifies that the student has met the following competencies:
• Developing and reinforcing basic reading strategies at the college level
• Critical reading and discussion
• Learning and building vocabulary through context clues and analyzing words
• Recognizing topics, main ideas, and supporting details
• Paragraph structure
• Recognizing patterns of organization
• Writing Process
• Drawing inferences and conclusions from texts
• Evaluating the author’s purpose and tone
• Evaluating points of view
• Reflective writing
• Grammar and Standard English usage
• Essays

This course will include four to six complete essays with a minimum of ten pages of total writing for the semester.

Course Content:
• Writing process
• Critical reading and discussion
• College preparedness and study skill development
• Grammar and standard English usage
• Evaluating an author’s purpose and tone
• Evaluating points of view
• Drawing inferences from readings
• Building vocabulary through reading skills and context clues
• Reflective writing

Assessment of Student Learning: This course will include four to six complete essays with a minimum of ten pages of total writing for the semester. These essays will also account for at least 50% of your final grade.

Essays/homework/in-class assignments/group work/quizzes/tests/ = points will vary

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

*Students must earn a 70% or higher to pass the course and satisfy required developmental coursework for entry into Composition I.
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:
- In-class writing: in-class writing will prepare you for future courses containing essay exams and for spontaneous writing. We will do a variety of in-class writing assignments both related and unrelated to the present assignment. This is an excellent way to improve your writing, thinking, and communicative skills that you will need for your future at MACC and beyond.
- Quizzes: Quizzes will cover assigned material and readings. Make sure you stay current.

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 of topics to be covered. Example course outlines are attached.

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

- Higher Order Thinking: Students will demonstrate the ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; and to reflect upon and refine those problem-solving skills. This outcome involves creative thinking, critical thinking, and quantitative literacy.
- Communication: Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.

College / Instructor Policies:

Community Standards: All students are expected to participate in class discussions and in-class assignments. The attitudes and expressions of everyone in this class are governed by community standards. Our standard is one of relaxed decorum. Please be respectful of the instructor and of each other. In my classroom, everyone’s opinion has merit, and everyone is free to express it. Please be as respectful of others as you would like them to be of you. The Golden Rule definitely applies.

Plagiarism and 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.

My policy: Plagiarism – submitting as your own, whether deliberately or accidentally, a piece of work or a part of a piece of work that is not your own – is a serious academic offense and will be dealt with seriously. I “spot check” all papers for any evidence of plagiarism and impose appropriate penalties, which may result in a zero for an assignment and disciplinary action. You are expected to do your own work in this class at all times.

I run all significant writing assignments through plagiarism software, which means you are required in this course to submit an electronic copy of all essays in addition to handing them in during class. Failure to do so by the essay due date will result in late work penalties, potentially leading to a 0 score.

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**

<table>
<thead>
<tr>
<th>In Seat Course</th>
<th>Physically attending scheduled, face-to-face, class meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
</tr>
<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>
</tr>
<tr>
<td></td>
<td>• Completion of quizzes or exams during class meetings and online</td>
</tr>
<tr>
<td></td>
<td>• Submission of assignments during class meetings and online</td>
</tr>
<tr>
<td></td>
<td>• Participation in discussions during class meetings and online</td>
</tr>
<tr>
<td>Online Course</td>
<td>Active participation in an online course includes the following:</td>
</tr>
<tr>
<td></td>
<td>• Completion of quizzes or exams</td>
</tr>
<tr>
<td></td>
<td>• Submission of assignments</td>
</tr>
<tr>
<td></td>
<td>• Participation in threaded discussions</td>
</tr>
</tbody>
</table>

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)

**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 x11240 or the Columbia office at (573) 234-1067 x12120, 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 Cheryl.Lybarger@macc.edu.