Moberly Area Community College
Common Syllabus

LAL090 Composition I Corequisite

Current Term

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

Catalog Description: LAL090: Composition I Corequisite (3-0-3)
This course is designed for high-level developmental English students needing only supplemental instruction in conjunction with the college-level Composition I coursework. Composition I Corequisite is a co-requisite course with Composition I, and successful completion of both courses will satisfy any and all developmental writing and reading requirements as well as Composition I. Composition I Corequisite coursework will complement and enhance students’ comprehension of the Composition I curriculum by focusing on building necessary foundation skills through tailored and individualized instruction. (FA, SP, SU)

Prerequisite: Eligible placement score

Corequisite: LAL101 Composition I

Text: Title: *Make It Stick*
      Author: Peter Brown
      Edition: 2014
      Publisher: Harvard University Press
      ISBN: 978-0-674-72901-8

Other Required Materials: jump drive

Purpose of Course:
This course is designed for high-level developmental English students needing only supplemental instruction in conjunction with the college-level Composition I coursework. Composition I Corequisite is a co-requisite course with Composition I, and successful completion of both courses will satisfy any and all developmental writing and reading requirements as well as Composition I.

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;
• Demonstrate ability to analyze, synthesize, and evaluate written material;
• Demonstrate expanded, college-level vocabulary;
• Demonstrate familiarity with various literary genres;
• Demonstrate note-taking and paraphrasing skills.

The main course objective is to provide tailored and individualized instruction of the underlying foundations of reading and writing to assist students with the accompanying Composition I coursework.

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:
Homework/in-class assignments/group work/quizzes = points will vary

Grading Scale:
A – 90-100%
B – 80-89%
C – 70-79%
D – 60-69%
F – 0-59%

This course is a pass/fail course. 70% or higher is required to pass a developmental English course at MACC. A passing grade is earned through attendance, participation in class, and completion of class assignments.
**You cannot just pass this Composition I Corequisite as a satisfaction of your developmental education requirements. You must pass this corequisite course in conjunction with passing Composition I.

**Further, if you drop Composition I, you will be dropped from this accompanying corequisite. If you drop this course, you will also be dropped from Composition I.

**Description of 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.

**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.

- **Managing Information:** Students will demonstrate the ability to discern when there is a need for information; and to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

**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**

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

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)

**Attendance is two-fold. First, you must be in attendance physically, but you must also be present in the class mentally if you intend to learn and succeed. Your motivation and dedication to learn, participate, and challenge yourself in and outside of the classroom will profoundly affect your level of success. Physically sitting in class is not enough to pass this course.**

**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.

**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.

**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 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.