I. Course Code: HTEC 061 TEC English, Sections 43710, 43711, 43712  
Credit: NA  
Lecture: NA  
Lab: NA  
Other: NA

II. Prerequisite: High School English 9 and High School English 10  
Restriction:  
Co-requisite Course:  
Recommended:  

List topics as tentative

III. COURSE DESCRIPTION:  
College Prep English: Students will read complex texts, using comprehension strategies to determine meaning. Students will respond to the reading in a variety of ways including various modes of writing like argument, cause and effect, and narrative. The focus will be on informational texts, in both reading and writing, and sometimes closely aligned with current topics in TEC science and social studies. Students will acquire new vocabulary and increase their understanding of standard written and spoken English. Students will practice a variety of communication skills: speaking, listening, and using media and technology. The Early College Success Skills curriculum is interwoven with this course.

IV. INSTRUCTIONAL MATERIALS:  
A. Textbooks:
   3. Course pack as prepared by instructor

B. Other Materials/Resources:
   Daily access to computer for additional course readings word-processed papers, searches using library databases, course communication.
   3-ring binder with lined paper, tabs for organizing, etc. (See Success Skills curriculum)
   Reading materials for class
   Acceptable independent reading material

C. Tools, Equipment or Apparel (required of the student):
   Blue or black ink pen
   Color marking utensils
   Two number 2 pencils

V. STUDENT LEARNING OUTCOMES (Department Specified):

The State of Michigan High School Content Expectations (HSCE) for English Language Arts and the grade 11/12 English Language Arts Common Core Standards (CCS), combined with the TEC Success Skills curriculum constitute the learning outcomes for this course.
VI. METHODS OF INSTRUCTION

Classroom Discussion
Lecture
Student presentations
Projects
Problem-solving
Research

VII. METHODS OF EVALUATING STUDENT ACHIEVEMENT/PROGRESS:

A. The following methods are used in this class.

<table>
<thead>
<tr>
<th>Method</th>
<th>Department</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation/Discussions/</td>
<td></td>
<td>10 - 20%</td>
</tr>
<tr>
<td>Assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay(s)</td>
<td></td>
<td>20 - 30%</td>
</tr>
<tr>
<td>Projects/Reports/Presentations</td>
<td></td>
<td>10 - 20%</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td></td>
<td>10 - 20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td></td>
<td>20 - 30%</td>
</tr>
</tbody>
</table>

Additional Information (By Department)

B. Success Skills Credentialing for College Readiness – Refer to TEC Handbook. Students will be evaluated for college readiness, and must be credentialed before enrolling in college English or writing courses. A student will be credentialed as college ready only when they have successfully mastered the Success Skills Curriculum and they have demonstrated an appropriate level of mastery in this English course.

C. Grading Scale:

<table>
<thead>
<tr>
<th>College Grading Standards</th>
<th>Recommended Guidelines For Student Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0       --- Excellent</td>
<td>4.0       --- 91 -100%</td>
</tr>
<tr>
<td>3.5       --- 86 - 90%</td>
<td></td>
</tr>
<tr>
<td>3.0       --- Good</td>
<td>3.0       --- 81 - 85%</td>
</tr>
<tr>
<td>2.5       --- 76 - 80%</td>
<td>2.5       --- 71 - 75%</td>
</tr>
<tr>
<td>2.0       --- Satisfactory</td>
<td>2.0       --- 66 - 70%</td>
</tr>
<tr>
<td>1.5       --- Poor</td>
<td>1.0       --- 60 - 65%</td>
</tr>
<tr>
<td>0.0       --- 0 - 59%</td>
<td></td>
</tr>
</tbody>
</table>

D. Writing Rubrics

Various rubrics will be used to assess student learning and to measure student performance.
VIII. COURSE PRACTICES

College-wide policies are stated in the Lansing Community College Catalog and include those on attendance, withdrawals and incomplete grades. The catalog is available on the internet at http://www.lcc.edu/catalog/

Additional Course Practices in this class are:

1. Complete all assignments, projects, tests, and quizzes on time
2. Actively participate in class discussions and activities.
3. If a student fails to participate in class discussion 3 times, does not engage in group work with the members of their group, or falls asleep during class, it is viewed as not fulfilling the obligations and criteria of the Early College Program.
4. Follow the Rules and Guidelines of TEC and the classrooms as laid out in the Student handbook, and this syllabus.
5. Behave in a respectful manner

Attendance, Absences and Late Work

1. You must adhere to TEC attendance policy. See the Student Handbook for more information.
2. Late work will not be accepted.
3. It is important that students attend class on a regular basis and on time. Failure to do so will affect a student’s ability to succeed in this course and will ultimately affect their grade
4. If a student is late, leaves early, or misses class, she must see the teacher during office hours or at an appropriate time during class regarding any missed instruction (do not interrupt instruction for this purpose).
5. Students must arrange to make-up any missed tests/quizzes, etc. The Assessment Center will be used when appropriate.
6. For official policy regarding attendance, see the TEC attendance policy.
7. Attendance is an important part of this class. For the purposes of this class, leaving class early or entering class late counts as an absence. Failure to follow the TEC attendance policy is viewed as not fulfilling the obligations and criteria of the Early College Program

Classroom Procedures

1. Quiet Reading: Students will be expected to do independent reading when their work is done and they are waiting for the next activity/lesson.
2. Extra Help: Students wanting extra help should see Mr. Greenburg during office hours. Office hours will be held Tuesday, Wednesday, and Thursday during Mr. Greenburg’s planning hour; in the morning from 7:30-7:45; in the afternoon from 3:05-3:40. Other times are available by appointment. Note: Mr. Greenburg is often available for office hours prior to 7:00 each day.
3. Behavior: Students are required to be familiar with, and abide by, the College’s Student Code of Conduct and the General Rules and Guidelines. Violations of the Student or General Rules will be reported to The Office of Student Compliance immediately. Listed below are some specific examples of behaviors that would warrant disciplinary action.
   • Sleeping
   • Use of inappropriate language (verbal or written)
   • Verbal abuse of teacher or student(s)
   • Persistent disruptive behavior
   • Insubordination
   • Grooming during class
   • Any other behavior that would threaten the safety of a student or teacher or that would disrupt the learning environment.
   • Dishonesty/Cheating
   • Distracting the teacher or other students
   • Unauthorized use of electronic devices in the classroom
   • Cell Phones – The use of cell phones during class interferes with the instructional process and is therefore prohibited. Camera cell phones and video cell phones are prohibited in locker rooms and restrooms. Cell phones and texting are considered disruptive to my instructional process. Phones should be either turned off or placed on silent during class. Phone use in the classroom during classroom instruction is strictly prohibited.

   Repeat offenders will experience more significant consequences.
### IX. DETAILED OUTLINE OF COURSE CONTENT AND SEQUENCING – TENTATIVE

Note: Whole class and small group discussions will play an integral role in the classroom. Students should expect to actively participate in these discussions.

Note: In addition to the outline below, the instructor will assign short writing exercises and readings from the text, from handouts, or from online resources.

Note: To assist in your development as a writer, you will reflect on your growth over the semester in a manner desired by your instructor. These reflections may take the form of journals, written essays, oral presentations, a short film, as poster presentation, etc.

Note: Throughout the semester, there may be additional assessments administered in order to measure student growth.

<table>
<thead>
<tr>
<th>Week</th>
<th>Intro, rhetoric/argument/diction; Rhetoric</th>
<th>Lecture; practice activities; quizzes; Success Skills: Suit Up and Show Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Library Critical reading strategies (e.g., SOAPStone; Toulmin model)</td>
<td>Lecture; practice activities; readings; essay; quiz; Success Skills: Preparation</td>
</tr>
<tr>
<td>Week 3</td>
<td>Writing process; Personal writing</td>
<td>Lecture; orientation to library; reading; practice activities; Test; Success Skills: Follow-Through</td>
</tr>
<tr>
<td>Week 4</td>
<td>Logical Fallacies; “Love is a fallacy,” Max Shulman</td>
<td>Reading, practice activities; essay; Success Skills: Communication Presentation; Logical Fallacies Test</td>
</tr>
<tr>
<td>Week 5</td>
<td>Modes: Narration</td>
<td>Reading, practice activities; essay; Success Skills: Responsibility Essay #1</td>
</tr>
<tr>
<td>Week 6</td>
<td>Modes: Description; Reflection</td>
<td>Reading, practice activities; essay</td>
</tr>
<tr>
<td>Week 7</td>
<td>Modes: Illustration; Definition; Process</td>
<td>Reading, practice activities; essay Essay #2</td>
</tr>
<tr>
<td>Week 8</td>
<td>Modes: Division/Classification; Analogy</td>
<td>Reading, practice activities; essay</td>
</tr>
<tr>
<td>Week 9</td>
<td>Modes: Compare and Contrast</td>
<td>Reading, practice activities; essay Essay #3</td>
</tr>
<tr>
<td>Week 10</td>
<td>Modes: Cause and Effect; Dialogue</td>
<td>Reading, practice activities; essay</td>
</tr>
<tr>
<td>Week 11</td>
<td>Modes: Argument</td>
<td>Reading, practice activities; essay Rhetorical Terms Test</td>
</tr>
<tr>
<td>Week 12</td>
<td>Modes: Argument cont’d; Rhetorical Terms</td>
<td>Lecture, Library visit, practice activities, quiz</td>
</tr>
<tr>
<td>Week 13</td>
<td>MLA in-text citations; Modes: Research</td>
<td>Reading, practice activities; essay Essay #4</td>
</tr>
<tr>
<td>Week 14</td>
<td>Modes: Research cont’d</td>
<td>Reading, practice activities; essay</td>
</tr>
<tr>
<td>Week 15</td>
<td>Modes: Creativity</td>
<td>Reading, practice activities; essay Writing Reflection</td>
</tr>
<tr>
<td>Week 16</td>
<td>Final Examination</td>
<td>Reading, review Final Examination</td>
</tr>
</tbody>
</table>
X. TRANSFER POTENTIAL

Not applicable

XI. STUDENT ACADEMIC INTEGRITY

The very nature of higher education requires that students adhere to accepted standards of academic integrity. It is the student's responsibility to be aware of behaviors that constitute academic dishonesty.

Classroom behavior that interferes with the instructional process is not tolerated.

Academic dishonesty of any kind will not be tolerated in this class. If you are caught cheating or plagiarizing, you will receive a “0” for the assignment. In addition, since academic dishonesty is a violation of the Student Code of Conduct, anyone caught cheating or plagiarizing will be reported to The Office of Student Compliance.

Students are required to be familiar with, and abide by, the College’s Student Code of Conduct and the General Rules and Guidelines. Violations of the Student or General Rules will be reported to The Office of Student Compliance immediately.

XII. OTHER COURSE INFORMATION

Writing Support: If you would like assistance with writing assignments, we encourage you to visit The Writing Center in Room 251 of the Arts & Sciences Building. Peer Writing Assistants are available to help you work on your writing at any stage of the writing process. You may call for an appointment at 483-1907, or you may drop in during open hours (posted on the door).

Technology Use: The following statement may be found in the LCC Course Schedule Book for the current semester: Students should be prepared to use computer technology in their coursework, including gaining regular access to the Angel course site associated with each class. Every section at LCC has an Angel site associated with it that may be used by the instructor as a mandatory part of the class. Angel can be accessed from any computer with an Internet connection and Web browsing software, including computers in the College’s computer lab, TLC 100. Student Angel Orientation training is available at http://www.lcc.edu/helpdesk/angel/student.htm

By Department:
OFFICE OF DISABILITY SUPPORT SERVICES
Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Office of Disability Support Services, Gannon Building, Room 204 or by calling 517-483-1904 as soon as possible to better ensure that such accommodations are implemented in a timely fashion.