ENG-0980: LANGUAGE FUNDAMENTALS I

Cuyahoga Community College

Viewing: ENG-0980 : Language Fundamentals I

Board of Trustees:
October 2018

Academic Term:
Fall 2019

Subject Code
ENG - English

Course Number:
0980

Title:
Language Fundamentals I

Catalog Description:
Emphasis on mastery of language fundamentals.

Credit Hour(s):
6

Lecture Hour(s):
6

Lab Hour(s):
0

Other Hour(s):
0

Requisites

Prerequisite and Corequisite
Appropriate score on English placement test; or departmental approval.

I. ACADEMIC CREDIT

Academic Credit According to the Ohio Department of Higher Education, one (1) semester hour of college credit will be awarded for each lecture hour. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. For laboratory hours, one (1) credit shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required since three hours will be in the lab (i.e. Laboratory 03 hours). Whereas, one (1) credit shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following up the laboratory experience (i.e. Laboratory 02 hours). Credit is also awarded for other hours such as directed practice, practicum, cooperative work experience, and field experience. The number of hours required to receive credit is listed under Other Hours on the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. Make sure you can prioritize your time accordingly. Proper planning, prioritization and dedication will enhance your success in this course.

The standard expectation for an online course is that you will spend 3 hours per week for each credit hour.

II. ACCESSIBILITY STATEMENT

If you need any special course adaptations or accommodations because of a documented disability, please notify your instructor within a reasonable length of time, preferably the first week of the term with formal notice of that need (i.e. an official letter from the Student Accessibility Services (SAS) office). Accommodations will not be made retroactively.

For specific information pertaining to ADA accommodation, please contact your campus SAS office or visit online at http://www.tri-c.edu/accessprograms. Blackboard accessibility information is available athttp://access.blackboard.com.
III. ATTENDANCE TRACKING

Regular class attendance is expected. Tri-C is required by law to verify the enrollment of students who participate in federal Title IV student aid programs and/or who receive educational benefits through other funding sources. Eligibility for federal student financial aid is based in part on enrollment status.

Students who do not attend classes for the entire term are required to withdraw from the course(s). Additionally, students who withdraw from a course or stop attending class without officially withdrawing may be required to return all or a portion of their financial aid based on the date of last attendance. Students who do not attend the full session are responsible for withdrawing from the course(s).

Tri-C is responsible for identifying students who have not attended a course before financial aid funds can be applied to students’ accounts.

Therefore, attendance is recorded in the following ways:

• For in-person and blended-learning courses, students are required to attend the course by the 15th day of the semester (or equivalent for terms shorter than five weeks) to be considered attending. Students who have not met all attendance requirements for in-person and blended courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

• For online courses, students are required to login at least two times per week and submit one assignment per week for the first two weeks of the semester, or equivalent to the 15th day of the term. Students who have not met all attendance requirements for online courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

At the conclusion of the first two weeks of a semester or equivalent, instructors report any registered students who have “Never Attended” a course. Those students will be administratively withdrawn from that course. However, after the time period in the previous paragraphs, if a student stops attending a class or wants or needs to withdraw, for any reason, it is the student’s responsibility to take action to withdraw from the course. Students must complete and submit the appropriate Tri-C form by the established withdrawal deadline.

Tri-C is required to ensure that students receive financial aid only for courses that they attend and complete. Students reported for not attending at least one of their registered courses will have all financial aid funds held until confirmation of attendance in registered courses has been verified. Students who fail to complete at least one course may be required to repay all or a portion of their federal financial aid funds and may be ineligible to receive future federal financial aid awards. Students who withdraw from classes prior to completing more than 60 percent of their enrolled class time may be subject to the required federal refund policy.

If illness or emergency should necessitate a brief absence from class, students should confer with instructors upon their return. Students having problems with coursework due to a prolonged absence should confer with the instructor or a counselor.

IV. LEARNING OUTCOMES ASSESSMENT

Occasionally, in addition to submitting assignments to their instructors for evaluation and a grade, students will also be asked to submit completed assignments, called ‘artifacts,’ for assessment of course and program outcomes and the College’s Essential Learning Outcomes (ELOs). The artifacts will be submitted in Blackboard or a similar technology. The level of mastery of the outcome demonstrated by the artifact DOES NOT affect the student’s grade or academic record in any way. However, some instructors require that students submit their artifact before receiving their final grade. Some artifacts will be randomly selected for assessment, which will help determine improvements and support needed to further student success. If you have any questions, please feel free to speak with your instructor or contact the Learning Outcomes Assessment office.

V. CONCEALED CARRY STATEMENT

College policy prohibits the possession of weapons on college property by students, faculty and staff, unless specifically approved in advance as a job-related requirement (i.e., Tri-C campus police officers) or, in accordance with Ohio law, secured in a parked vehicle in a designated parking area only by an individual in possession of a valid conceal carry permit.

As a Tri-C student, your behavior on campus must comply with the student code of conduct which is available on page 29 within the Tri-C student handbook, available athttp://www.tri-c.edu/student-resources/documents/studenthandbook.pdfYou must also comply with the College’s Zero Tolerance for Violence on College Property available athttp://www.tri-c.edu/policies-and-procedures/documents/3354-1-20-10-zero-tolerance-for-violence-policy.pdf

Outcomes

Course Outcome(s):

Demonstrate improved listening skills to follow oral and written directions.
Objective(s):
1. Identify barriers or distractions that detract from one's ability to listen effectively.
2. Use active listening skills in class, evidenced by asking appropriate questions and taking lecture notes.

Course Outcome(s):
Demonstrate improved reading fluency and comprehension.

Objective(s):
1. Use context clues and the dictionary to select word meanings appropriate for a given context.
2. Read text material.
3. Survey text to locate the main idea and supplementary ideas.
4. Distinguish between main idea and supporting details.
5. Distinguish between general and specific terms and concepts.
6. Distinguish between fact and opinion.
7. Read charts, maps, and diagrams in context.
8. Identify patterns and sequences.
9. Identify rhetorical patterns.
10. Determine author's point of view, judgments, and assumptions.

Course Outcome(s):
Plan and write single-paragraph and multi-paragraph compositions.

Objective(s):
1. Plan written compositions by engaging in planning strategies, such as brainstorming, journal writing, free writing, and outlining.
2. Write single-paragraph compositions containing topic sentences, supporting sentences with details, and conclusions; providing transitional words and phrases within the paragraphs; following proper paragraph formatting; and having been revised, edited, and finally, proofread.
3. Write multi-paragraph compositions containing introductory paragraphs and thesis statements, body paragraphs with topic sentences and supporting details, and concluding paragraphs. These compositions should include transitional words and phrases, and they should follow proper paragraph and essay formatting. They should be revised, edited, and proofread.
4. Use correct grammar and mechanics, including capital letters, end punctuation, plural nouns, subject-verb agreement, and sentence structures avoiding fragments and run-ons, properly using independent/main clauses, and properly using dependent/subordinate clauses.

Methods of Evaluation:
1. Reading comprehension
2. Standardized tests
3. Textbook assignments
4. Quizzes
5. Tests
6. Examinations
7. Class exercises
8. Class participation
9. Writing assignments

Course Content Outline:
1. Vocabulary development
   a. Use of context clues
   b. Utilization of the dictionary to select word meanings appropriate for a given context
2. Improving listening skills including the ability to follow oral and written directions
3. Reading text material
   a. Surveying text to locate the main idea and supplementary ideas
   b. Reading charts, maps, and diagrams in context
   c. Distinguishing between main idea and supporting details
   d. Identifying patterns and sequences
   e. Identifying rhetorical patterns
f. Distinguishing between general and specific terms and concepts

g. Distinguishing fact from opinion

h. Determining author’s point of view, judgments, and assumptions

4. Planning written compositions: engaging in such planning strategies as follow

a. Brainstorming

b. Journal writing

c. Free writing

d. Outlining

5. Writing single paragraph compositions

a. Writing paragraphs with topic sentences, supporting sentences and details, and conclusion

b. Providing transitional words and phrases within paragraphs

c. Following proper paragraph format

d. Proofreading and editing compositions

6. Writing multi-paragraph compositions

a. Writing essays with introductory paragraphs and thesis statements

b. Writing body paragraph, which contain topic sentences and supporting details

c. Writing concluding paragraphs

d. Writing transitional words and phrases

e. Following proper paragraph and essay format

f. Proofreading and revising compositions

7. Grammar and mechanics

a. Correct use of capital letters

b. Correct use of end punctuation: periods, question marks

c. Correct formation of plural nouns

d. Agreement of subject and verb

e. Correct sentences: avoiding sentence fragments and run-on sentences

f. Independent and dependent clauses

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**Resources**


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