

ACADEMIC FREEDOM STATEMENT

Brooks Institute is committed to protecting and encouraging the principles of academic freedom. Academic freedom provides the foundation for scholarship, teaching and learning, and reflects the Institutes fundamental mission to promote collaboration, critical thinking, and creativity. Essential elements for the intellectual vitality of a college include: the ability to exchange ideas and concepts freely, to explore and disseminate new knowledge, and to speak openly as a professional and as a private citizen. All are encouraged to promote a learning environment that provides opportunities for the free exchange of ideas between faculty, staff and students.

Programmatic Student Learning Outcomes/Mission

The **Liberal Arts** program prepares graduates who will connect their lives as artists to a world of constant change with a historically informed and global perspective. Through the Liberal Arts curriculum, students receive the breadth of learning that forges links between reflective thought, creative endeavor, and ethical practice. Courses in the humanities, social sciences and sciences provide a foundation of creativity, an appreciation of other cultures and ways of living, communication skills, information literacy, and a love of learning. The Liberal Arts aims to create graduates who will thrive in their personal and professional lives.

Upon Completion of Liberal Arts, students should be able to:

- Assess themselves as individuals and global citizens (Visual Literacy, Global, Ethics, Problem Solver)
 - Evaluate history and the arts (Adept, Visual Literacy, Global)
 - Produce imaginative and innovative work. (Adept, Problem Solver)
 - Evaluate ideas critically to formulate their own conclusions.
 - Generate written work across various contexts (Problem Solver)
 - Create prepared, purposeful oral presentations (Problem Solver)
 - Apply quantitative reasoning to solve problems in practical situations (Adept, Problem Solver)
 - Develop a habit of reflection on prior learning to enhance their knowledge throughout their life-times (Ethics)
 - Analyze information and sources critically (Problem Solver)
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Course Title	English Fundamentals
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Course Code	ENG099
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Credit Hours	3 Semester
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Contact Hours	3 Hours
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Prerequisites	None
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Course Type	Lecture
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Instructor	Erika Tremblay
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Course Syllabus

Term Start/End Date September 8 – December 18, 2015

Course Description

English Fundamentals is a foundational reading and writing course. The course is designed to enhance student's reading comprehension, writing skills and critical thinking skills. Students will explore writing as a process to be discovered and controlled, and as a skill to be mastered and applied. Instruction will cover advanced reading strategies, conventions of written expression, idea generation, paragraph development and essay construction.

NOTE: THIS COURSE DOES NOT COUNT FOR GRADUATION CREDIT.

Learning Objectives:

- Develop confidence in reading and writing abilities while learning the conventions and expectations of university classrooms
- Develop an awareness of the activities in writing classrooms and the terms used to talk about writing.
- Recognize principles of essay structure including thesis development, supporting details and conclusions and integrate all elements of paragraphs such as topic sentences, supporting details and effective closings in varied essay structures.
- Identify and classify different essay styles and structure.
- Construct effective summaries.
- Revise essays by integrating instructor feedback.
- Define and distinguish between plagiarized works and not.
- Demonstrate an improvement in vocabulary skills, study skills, test taking skills, and memory enhancement strategies.
- Make logical inferences from reading assignments.
- After reading, accurately recall main ideas and details.
- Demonstrate an improvement in pre-reading strategies, vocabulary skills, test taking skills and memory enhancement strategies.
- Define an accurate use of basic punctuation and grammar awareness.

Required Textbook(s)

Handouts of grammar, punctuation, reading selections of current event materials and certain authors compiled by Claudia Mc Garry. Novels: My Scorpio Soul and Beignet and Grandpa Au Lait, written by Claudia McGarry (found on amazon.com and in local stores).

Course Outline

Week 1: Introduce structure of the class, require binders divided into proper sections for writing, vocabulary, and personal and reading response journals. Assign all journal topics, introduce first novel (My Scorpio Soul) prologue and chapters 1-3, novel characters and expectations of the future writing assignments and vocabulary quizzes. Discuss articles, film clips and reading responses required as semester gets underway.

Week 2: Introduce examples of first essay style, My Most Significant Memory (narrative essay) and beginning grammar review, proceed with second journal assignment, read chapters 4-7, begin writing chapter summaries, review vocabulary words and take quiz.

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Week 3: Proceed with novel reading chapters 8-15, new vocabulary words, next journals, take vocabulary quiz, move ahead with grammar and punctuation review. Do second essay (descriptive: Someone I Admire). Proceed with chapter summaries.

Week 4: Read chapters 16-22 in novel, do new vocabulary assignments, progress through grammar and punctuation review handbook, do chapter summaries of those read, rewrite first two essays as needed, take vocabulary quiz.

Week 5: Read chapters 23-30 in novel, do new vocabulary assignments, progress through grammar and punctuation review handbook, do chapter summaries of those read, continue rewrites of first two essays as needed, and take new vocabulary quiz. Begin exploring topic of terrorism for future fourth essay, expository style based on readings and film clips. Watch clips of A Mighty Heart and do reading responses to articles which relate to the topic of terrorism in the world today.

Week 6: Read chapters 31-40 in novel, do new newest vocabulary assignments, progress through grammar and punctuation review handbook, do chapter summaries of those read, continue rewrites of first two essays as needed, and take new vocabulary quiz. Assign third essay: a Process essay. Watch clips from The Secret Life of Bees and discuss Civil Rights and the role of women, especially minority women throughout the 60s and 70s in combination with readings and assignments of the same topic.

Week 7: Read chapters 41-50 in novel, do new vocabulary assignments, progress through grammar and punctuation review handbook, do chapter summaries of those read, continue rewrites of first three essays as needed, and take new vocabulary quiz.

Week 8: Read chapters 51-58 in novel, do new vocabulary assignments, progress through grammar and punctuation review handbook, do chapter summaries of those read, continue rewrites of first two essays as needed, take new vocabulary quiz, answer reading discussion questions as posed at end of the novel. Introduce MLA research guidelines with appropriate and relative assignments given.

Week 9: Read chapters 1-5 in second novel, do new vocabulary assignments, progress through grammar and punctuation review handbook, do chapter summaries of those read, continue rewrites of first three essays as needed, and take vocabulary quiz. Continue with reading responses in ongoing fashion. Expository essay on topic of terrorism is due.

Week 10: Read chapters 6-10 in second novel, do newest vocabulary assignments, progress through grammar and punctuation review handbook, do chapter summaries of those chapters read, continue rewrites of essays as needed, take new vocabulary quiz.

Week 11: Read final chapters in novel, do vocabulary assignments, progress through grammar and punctuation review handbook, do chapter summaries of those read, continue rewrites of first three essays as needed, and take new vocabulary quiz.

Week 12: Progress through grammar and punctuation review hand book, continue rewrites of first three essays as needed and do final draft of Terrorism essay.

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Week 13: Take a practice exam similar to final exit exam to be given in week 14

Week 14: Take final in class writing exam:

Week 15: Meet with instructor for portfolio analysis and grade, turn in digitally and in hard copy format all drafts of essays, all journals are due.

GENERAL ASSESSMENT CRITERIA AND METHODS OF EVALUATING STUDENTS

Letter grades (A, A-, B+, B, etc.) based on 15 personal journals, 3 essays of a narrative, descriptive and process analysis nature, chapter summaries from the novels and vocabulary exercises and quizzes. A final exit exam is given which is evaluated along with the entire portfolio of the entire semester's workload.

The student's overall pass or no pass grade for this class is derived from a combination of in class and online instructional activity, class participation, reading and writing assignments, vocabulary quizzes, projects, and a final assessment exam. A student's pass or no pass final status will be adversely affected by being tardy to class and by any unexcused absence. Only the instructor can authorize exceptions to class policies, deadlines or grades. Students must confirm (in writing) any exceptions to class policies or deadlines with the instructor. Class work is weighted as follows:

Grade Weighting		Grading Scales		
		Percent	Letter	Numeric
Course Area	20%	93–100	A	4.00
		90–92	A-	3.70
Class Participation	20%	87–89	B+	3.30
		83–86	B	3.00
Homework	25%	80–82	B-	2.70
		77–79	C+	2.30
Midterm	n/a	73–76	C	2.00
		70–72	C-	1.70
Final Exam	35%	67–69	D+	1.30
		63–66	D	1.00
Total	100%	0–62	F	0.00

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DEFINITIONS OF CRITERIA USED IN GRADING

Outstanding = A	Outstanding work, showing insight and demonstrating excellence in skill and craft. Work goes well beyond what is required
Superior = A-, B+	Superior work, shows clear understanding and thorough demonstration of skill and craft
Good = B, B-	Competent work, clear understanding, often showing creativity and good use of skills
Satisfactory = C+, C, C-	Adequate understanding, inconsistent demonstration of skills, some elements missing or problems with priorities
Unsatisfactory = D, F	Lacks understanding, inadequate amount of time and effort demonstrated, many missing elements, inconsistent participation, skill and craftsmanship not demonstrated

ATTENDANCE POLICY

Faculty takes attendance for each class period and posts it to the student's record through the campus management system. Upon reaching three unexcused absences, faculty may lower the final grade for the course one full grade and may drop the grade again for each absence after the fourth one. Students may review their attendance through the Student Portal under each course the student is enrolled in.

Students who do not attend during the first week of class may be subject to withdrawal. Brooks Institute may also withdraw any student who has not been in attendance for 14 consecutive days. However, the institute will withdraw any student who has had non-attendance for 35 consecutive days; this timeframe may be extended due to extraordinary circumstances that affect the entire student population. Students will be responsible for all financial obligations incurred if and when they are withdrawn for lack of attendance

Regular classroom attendance is not only an essential ingredient for academic achievement, but it is also a fundamental building block for success. As part of the course requirements, students must attend at least 80 percent of the scheduled time for each course in order to achieve satisfactory attendance. Students in any of the internship courses are required to complete all scheduled hours and record attendance throughout the scheduled course to achieve satisfactory attendance. Students who do not achieve satisfactory attendance may earn a failing grade on their transcripts and may be required to repeat the course. Absences will include tardiness or early departures. Students who are not in attendance for any portion of a class will accrue time absent calculated in percentage increments of 25, 50, or 100 percent of the class period as reflected on each daily roster. Students who have been absent from all their scheduled classes for more than 14 consecutive calendar days, not including scheduled Institutional holidays or breaks, and/or students who officially withdraw from all current courses may be administratively withdrawn from the Institution.

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Academic Integrity

Brooks Institute expects all students to exemplify integrity in all academic work. Brooks Institute will not permit students to engage in the following dishonest acts:

- **Cheating** – Cheating includes, but is not limited to, the following: using unauthorized notes, study aids, electronic or other devices not authorized by the instructor. Using or borrowing information from another person, or submitting someone else’s work as one’s own work including images and motion clips. Using work previously submitted for another purpose, without the instructor’s permission, is prohibited. Duplicated use of copyrighted material in violation of federal copyright laws is prohibited.

- **Plagiarism** – Submitting as one’s own work, in whole or in part, words, ideas, art, designs, text, drawings, images, motion clips, etc. that were produced by another person without attributing that person as the rightful source of the work. Plagiarism includes, but is not limited to: using words, word passages, pictures, etc. without acknowledgement; paraphrasing ideas without quotation marks or without citing the source.

- **Accessory to Dishonesty** – Knowingly and willfully supplying material or information to another person for the purpose of using the material or information improperly.

- **Falsification or Alteration of Records and Official Documents** - The following are examples of acts under this category, but the list is not exhaustive: altering academic records, forging a signature or authorization on an academic document, or falsifying information on official documents, grade reports, or any other document designed to attest to compliance with school regulations or to exempt from compliance.

- **Software Code of Ethics** – Unauthorized duplication of copyrighted computer software violates the law and is contrary to our organization’s standards of conduct. Brooks Institute disapproves of such copying and recognizes the following principles as a basis for preventing its occurrence:

- Brooks Institute will neither engage in nor tolerate the making or using of unauthorized software copies under any circumstances.

- Brooks Institute will only use legally acquired software on our computers.

- Brooks Institute will comply with all license or purchase terms regulating the use of any software we acquire or use.

- Brooks Institute will enforce strong internal controls to prevent the making or using of unauthorized software copies, including effective measures to verify compliance with these standards and appropriate disciplinary measure for violation of these standards.

- **Communication Devices**-To maintain academic integrity and to eliminate distractions for other students the use of electronic devices in the classroom is dictated by the instructor.

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CREDIT ASCRIPTION ADDENDUM

ENG 099: Note: This course does not count for graduation credit and is a pass/fail class.

Type: Lecture/Discussion

Credit Ascription- The minimum number of hours spent outside of class per assignment, and assignment alignment with Course Learning Objectives

Learning Objectives:

1. Develop confidence in reading and writing abilities while learning the conventions and expectations of university classrooms
2. Develop an awareness of the activities in writing classrooms and the terms used to talk about writing.
3. Recognize principles of essay structure including thesis development, supporting details and conclusions and integrate all elements of paragraphs such as topic sentences, supporting details and effective closings in varied essay structures.
4. Identify and classify different essay styles and structure.
5. Construct effective summaries.
6. Revise essays by integrating instructor feedback.
7. Define and distinguish between plagiarized works and not.
8. Demonstrate an improvement in vocabulary skills, study skills, test taking skills, and memory enhancement strategies.
9. Make logical inferences from reading assignments.
10. After reading, accurately recall main ideas and details.
11. Demonstrate an improvement in pre-reading strategies, vocabulary skills, test taking skills and memory enhancement strategies.
12. Define an accurate use of basic punctuation and grammar awareness.

	Assignment Title	Homework Hours	Assignment Objectives
Week 1	Reading/Intro to syllabus/objectives of class/organizing binders/papers	3	1,2
Week 2	Reading Introduction to first essay/journals	3 6	1 1, 2, 3, 4
Week 3	Reading Narrative writing/vocabulary	2 2	1 2, 7,8,9,10
Week 4	Reading/introduction to summarizing Evaluation/narrative essay, start second essay topic discussion/punctuation and grammar handbook	3 8	1 2, 3, 4, 6, 7, 8, 9, 12
Week 5	Reading Descriptive writing/vocabulary Continue punctuation lessons	3 3 3	1 2, 3, 4, 5, 6, 7, 8, 9, 12
Week 6	Reading Evaluation/descriptive essay	3 4	1 2,3,4,5,6,7, 8, 9
Week 7	Reading/finish first novel, Vocabulary test/Begin discussion of expository essay style	3 5 5	1, 1, 2, 3, 4, 6, 7, 9,10,11
Week 8	Reading/summarizing Process essay/vocabulary/continue terrorism topic discussion/expand on grammar lessons	3 3 3	1 1, 2, 3, 4, 5, 6, 7, 9, 12
Week 9	Reading/Terrorism essay due/punctuation	2	1

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	and grammar lessons	2 1	2,3,4,5,6,7, 8, 9, 12
Week 10	Reading/chapter summaries Finish second novel	2 5	1 9,10,11
Week 11	Reading, all essays turned in with all drafts	1 2	1,2,3,4
Week 12	Vocabulary final preparation	10	1, 2, 3, 4, 6, 7, 8, 9,10,11
Week 13	Vocabulary final	5	1,6,7,8,9,
Week 14	Final reading/writing exam prep.	10	1, 2, 3, 4, 5, 6, 7, 8, 9,
Week 15	Final exam	5	1, 4, 8, 9, 10
	Total homework hours	110	