

Date Adopted: Fall 1984
Date Reviewed: 1986, 1987, 1989, 1990,
1991, 1992, 1995, 1996, 1998, 2001, 2006
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1996, 1998, 2006

English 093
Basic English

I. Eng 093 – i3 Semester Hours

II. Course Description

This course is a review of composition skills and grammar. Emphasis is placed on coherence and the use of variety of sentence structures in the composing process and on standard American written English usage. Students will demonstrate these skills chiefly through the writing of paragraph blocks and short essays.

III. Prerequisite

Appropriate score on English/Reading Placement tests

IV. Textbooks

Edward P. Bailey and Philip A. Powell, *The Practical Writer with Readings, Eighth Edition*: Fort Worth: Harcourt.

Cheryl Glenn and Loretta Gray, *Hodges' Harbrace Handbook, Sixteenth Edition*. Fort Worth: Harcourt.

V. Course Objectives

- A. Write effective sentences
- B. Write effective narrative, descriptive, and expository paragraphs
- C. Write effective multi-paragraph papers
- D. Use the strategies inherent in composing and revising essays
- E. Display an ability to comprehend assigned readings

VI. Course Outline of Topics

Instruction in basic writing will include units on grammar and mechanics, sentence structure, paragraph development, writing essays, planning and revision strategies.

VII. General Course Competencies

To complete this course, the student must have, in the instructor's judgment, a reasonable mastery of the following competencies:

- A. The ability to write effective sentences
- B. The ability to write effective narrative, descriptive and expository paragraphs
- C. The ability to write effective multi-paragraph papers
- D. The ability to use the strategies inherent in the composing process from planning through revision of assigned writings
- E. The ability to comprehend assigned readings

VIII. Course Objectives stated in Performance Terms:

During the course, the student will do the following under the guidance of the instructor:

- A. Write sentences
 - 1. Create grammatical sentences in standard English
 - a. Identify phrases and dependent and independent clauses
 - b. Distinguish among sentences, sentence fragments, and fused sentences
 - c. Maintain subject-verb and pronoun-antecedent agreement
 - d. Use pronoun cases correctly
 - 2. Handle mechanics correctly
 - a. Avoid comma splices and fused sentences
 - b. Use other marks of punctuation correctly
 - c. Use correct spelling
 - 3. Improve sentence development
 - a. Use both coordination and subordination
 - b. Use parallel structure when needed
 - c. Avoid misplaced modifiers
 - d. Avoid dangling modifiers
 - e. Avoid shifts among sentence parts
- B. Plan and write at least six one-paragraph papers, the majority in class, in standard English
 - 1. Write the topic sentence
 - a. To restrict the topic sufficiently for detailed development
 - b. To express clearly the student's purpose in writing the paper
 - 2. Write the supporting sentences
 - a. To provide specific concrete details that both relevantly and adequately support the topic sentence
 - b. To display clear logical organization
 - c. To maintain a consistent point of view
 - d. To exhibit variety in sentence structure
 - e. To reflect appropriate diction
 - 3. Write the concluding sentence
- C. Plan and write at least three multi-paragraph papers (of approx. 500 words each), in Standard English.
 - 1. Write a paper that reflects the following structure
 - A. An introductory paragraph that
 - 1. Begins effectively
 - 2. Contains a thesis statement
 - (a) To restrict the topic sufficiently for detailed development
 - (b) To express clearly the student's purpose in writing the paper
 - B. Body paragraphs, each of which
 - 1. Contains a topic sentence
 - (a) To express clearly one aspect of the thesis statement

- (b) To indicate logical development of the thesis statement
- (c) To control the size and scope of the respective paragraphs
- 2. Contains specific, concrete details to relevantly and adequately support the topic sentence
- C. An effective concluding paragraph
- 2. Write a paper that displays the following attributes
 - a. Clear, logical organization
 - b. Clear sentence structure
 - c. Correct punctuation
 - d. Consistent point of view
 - e. Variety in sentence structure
 - f. Appropriate diction
- 3. Write a paper that is free of the following major errors
 - a. Sentence fragment
 - b. Comma splice
 - c. Fused sentence
 - d. Disagreement of subject and verb
 - e. Pronoun error (case, agreement, reference)
 - f. Verb error (principal part, tense, shift)
 - g. Three misspelled words (maximum of six per paper)

***Note:** Even though the organization and content of the paper are acceptable, 2 of these major errors will cause a single paragraph to be assigned an F, and 5 of these majors will cause a multi-paragraph paper to be assigned an F.

D. Practice the strategies in the composing process.

IX. Class Activities

Reading assignments

Listen to lectures

Participate in discussions and oral presentations

Plan papers

Write papers

Revise papers

X. Evaluation

To complete this course, the student must be able, in the instructor's judgment, to respond to an assigned, general-interest topic by writing an expository multi-paragraph paper that indicates a readiness to begin composition at the English 101 level. Grades will be based upon A = 90 – 100%, B = 80 – 89%, C = 70 – 79%, D = 60 – 69%, and F = below 60%.

XI. Attendance

Students are expected to attend all classes for which they are registered. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before poor attendance interferes with the student's ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid (Alabama Department of Postsecondary Education, Revised 1/12/05).

XII. Statement on Discrimination/Harassment

The College and the Alabama State Board of Education are committed to providing both employment and educational environments free of harassment or discrimination related to an individual's race, color, gender, religion, national origin, age, or disability. Such harassment is a violation of State Board of Education policy. Any practice or behavior that constitutes harassment or discrimination will not be tolerated (Alabama Department of Postsecondary Education, Revised 1/12/2005).

XIII. Americans with Disabilities

The Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 state that qualified students with disabilities who meet the essential functions and academic requirements are entitled to reasonable accommodations. It is the student's responsibility to provide appropriate disability documentation to the College (Alabama Department of Postsecondary Education, Revised 1/12/2005). The ADA Accommodations office is located in FSC 300 (205-856-7731).

Date Adopted: Fall 1984

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Alabama
Department of
Postsecondary Education
Representing Alabama's Public Two-Year College System
Jefferson State Community College

ENG 102
English Composition II

I. ENG 102 English Composition II – 3 Semester Hours

II. Course Description

English Composition II provides instruction and practice in the writing of six formal, analytical essays, at least one of which is a research project using outside sources and/or references effectively and legally. Additionally, English Composition II provides instruction in the development of analytical and critical reading skills in the composition process. English Composition II may include instruction and practice in library usage.

III. Prerequisite

A grade of “C” or better in ENG 101 or the equivalent.

IV. Textbook

Hodges' Harbrace handbook, Sixteenth Edition. Cheryl Glenn and Loretta Gray. US: Thomson/Wadsworth 2007.

Perrine's Literature, Harcourt Brace, current edition. Thomson/Wadsworth.

Supplementary material (instructor's option: such as paperbound dictionary, thesaurus)

V. Course Objectives

1. Develop and use strategies for writing essays from development of subject through revision of the essay.
2. Develop and use research skills for the completion of a research project using outside sources and/or references effectively and legally (e.g. documented essay).
3. Develop analytical and critical reading skills to be used as a basis for composition.

VI. Course Outline of Topics

Instruction in composition will include units on prewriting, composing, revising, and producing final drafts with concurrent instruction in reading and analytical skills.

VII. General Course Competencies

To complete this course, the student must have, in the instructor's judgment, a reasonable mastery of the following competencies:

- A. The ability to comprehend assigned readings, including poems and plays.
- B. The ability to respond to assigned readings by writing effective expository and multi-paragraph papers.
- C. The ability to use primary and secondary sources effectively and accurately.
- D. The ability to use electronic resources.

VIII. Course Objectives Stated in Performance Terms

During the course, the student will do the following under the guidance of the instructor:

- A. Analyze in oral and/or written discussions assigned poems and plays
 - 1. Use the language of the genre being studied
 - 2. Use evidence from assigned readings to support points in analyses
 - 3. Use strategies for writing essays for development of subject through revision of the essay

- B. Plan and write at least six multi-paragraph papers (of approximately 500 words each), the majority in class, in Standard English (generally accepted spelling, grammar, punctuation, and vocabulary)
 - 1. Write a paper that reflects the following structure
 - a. An introductory paragraph that
 - (1) Begins effectively
 - (2) Contains a thesis statement
 - (a) To restrict the topic sufficiently for detailed development
 - (b) To express clearly the student's purpose in writing the paper
 - b. Body paragraphs, each of which
 - (1) Contains a topic sentence
 - (a) To express clearly one aspect of the thesis statement
 - (b) To indicate logical development of the thesis statement
 - (c) To control the size and scope of the respective paragraphs
 - (2) Contains specific, concrete details that both relevantly and adequately support the topic sentence
 - c. An effective concluding paragraph
 - 2. Write a paper that displays the following attributes
 - a. Clear, logical organization
 - b. Clear sentence structure
 - c. Correct punctuation
 - d. Consistent point of view
 - e. Variety in sentence structure
 - f. Appropriate diction
 - 3. Write a paper that is free of the following major errors
 - a. Sentence fragment
 - b. Comma splice
 - c. Fused sentence
 - d. Disagreement of subject and verb
 - e. Pronoun error (case, agreement, reference)
 - f. Verb error (principal part, tense, shift)

g. Misspelled words

*NOTE: Even though the organization and content of the paper are acceptable, 3 of these major errors will cause it to be assigned an F.

IX. Class Activities

- A. Read assignments
- B. Listen to lectures
- C. Participate in discussions
- D. Plan papers
- E. Write papers
- F. Revise papers

X. Evaluation and Assessment

Each student must write at least six extended compositions or equivalent assignments. English Composition I should be taught with 25 or fewer students per section in compliance with National Council of Teachers of English standards. Grades will be given based upon A = 90 – 100%, B = 80 – 89%, C = 70 – 79%, D = 60 – 69%, and F = below 60%.

XI. Attendance

Students are expected to attend all classes for which they are registered. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before poor attendance interferes with the student's ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid.

XII. Statement on Discrimination/Harassment

The College and the Alabama State Board of Education are committed to providing both employment and educational environments free of harassment or discrimination related to an individual's race, color, gender, religion, national origin, age, or disability. Such harassment is a violation of State Board of Education policy. Any practice or behavior that constitutes harassment or discrimination will not be tolerated.

XIII. Americans with Disabilities

The Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 state that qualified students with disabilities who meet the essential functions and academic requirements are entitled to reasonable accommodations. It is the student's responsibility to provide appropriate disability documentation to the College. The ADA Accommodations office is located in FSC 300 (205-856-7731).

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Alabama
Department of
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Representing Alabama's Public Two-Year College System
Jefferson State Community College

ENG 101
English Composition I

I, ENG 101 English Composition – 3 Semester Hours

II. Course Description

English Composition I provides instruction and practice in the writing of at least six extended compositions and the development of analytical and critical reading skills and basic reference and documentation skills in the composition process. English Composition I may include instruction and practice in library usage.

III. Prerequisite

Successful completion of ENG 093; or a score of 20 or better on the ACT (or equivalent SAT score); or appropriate placement score.

IV. Textbook

eFictions, Joseph Trimmer, C. Wade Jennings, Annette Patterson. Fort Worth: Thomson/Wadsworth. 2002

Hodges' Harbrace Handbook, Sixteenth Edition. Cheryl Glenn and Loretta Gray. US: Thomson/Wadsworth 2007.

V. Course Objectives

1. Develop and use strategies for writing essays from development of subject through revision of the essay.
2. Develop and use focused structure, incorporating logical and coherent generalizations and details on a variety of subjects.
3. Develop basic reference and documentation skills with emphasis on quotes and paraphrases.
4. Develop analytical and critical reading skills as a tool for teaching composition skills.

VI. Course Outline of Topics

Instruction in composition will include units on prewriting, composing, revising, and producing final drafts with concurrent instruction in reading and analytical skills.

VII. General Course Competencies

To complete this course, the student must have, in the instructor's judgment, a reasonable mastery of the following competencies:

- A. The ability to comprehend assigned readings, including short fiction.
- B. The ability to respond to assigned readings by writing effective expository and argumentative multi-paragraph papers.
- C. The ability to construct effective outlines.
- D. The ability to use primary and secondary sources effectively and accurately.
- E. The ability to use electronic resources.

VIII. Course Objectives Stated in Performance Terms

During the course, the student will do the following under the guidance of the instructor:

- A. Analyze in oral and/or written discussions at least twelve assigned readings
 1. Use the language of the genre being studied
 2. Use evidence from assigned readings to support points in analyses
 3. Use strategies for writing essays from development of subject through revision of the essay

- B. Plan and write at least six multi-paragraph papers (of approximately 500 words each), the majority in class, in Standard English (generally accepted spelling, grammar, punctuation, and vocabulary)
 1. Write a paper that reflects the following structure
 - a. An introductory paragraph that
 - (1) Begins effectively
 - (2) Contains a thesis statement
 - (a) To restrict the topic sufficiently for detailed development
 - (b) To express clearly the student's purpose in writing the paper
 - b. Body paragraphs, each of which
 - (1) Contains a topic sentence
 - (a) To express clearly one aspect of the thesis statement
 - (b) To indicate logical development of the thesis statement
 - (c) To control the size and scope of the respective paragraphs
 - (2) Contains specific, concrete details that both relevantly and adequately support the topic sentence
 - c. An effective concluding paragraph
 2. Write a paper that displays the following attributes
 - a. Clear, logical organization
 - b. Clear sentence structure
 - c. Correct punctuation
 - d. Consistent point of view
 - e. Variety in sentence structure
 - f. Appropriate diction
 3. Write a paper that is free of the following major errors
 - a. Sentence fragment
 - b. Comma splice
 - c. Fused sentence
 - d. Disagreement of subject and verb
 - e. Pronoun error (case, agreement, reference)
 - f. Verb error (principal part, tense, shift)
 - g. Misspelled words

***NOTE:** Even though the organization and content of the paper are acceptable, 4 of these major errors will cause it to be assigned an F

- C. Construct outlines that follow the conventions of formal outlining
- D. Use primary and secondary sources for documentation
 - 1. In library work, locate sources through both the card catalog, computer sources, and other types of references such as periodical and subject indexes
 - 2. In taking notes and citing sources, observe the conventions of MLA documentation
 - 3. In writing documented papers, use responsibly both the words and ideas of other writers

IX. Class Activities:

- A. Read assignments
- B. Listen to lectures or read lecture notes (based on course delivery mode)
- C. Participate in discussions, group work, oral presentations, etc.
- D. Plan papers
- E. Write papers
- F. Revise papers

X. Evaluation and Assessment

Each student must write at least six extended compositions or equivalent assignments. English Composition I should be taught with 25 or fewer students per section in compliance with National Council of Teachers of English standards. Grades will be given based upon A = 90 – 100%, B = 80 – 89%, C = 70 – 79%, D = 60 – 69%, and F = below 60%.

XI. Attendance

Students are expected to attend all classes for which they are registered. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before poor attendance interferes with the student's ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid.

XII. Statement on Discrimination/Harassment

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XIII. Americans with Disabilities

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Alabama
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Representing Alabama's Public Two-Year College System

**ENG 246/247/248/249
Creative Writing**

I. ENG 246/247/248/249 Creative Writing – 5 Semester Hours

II. Course Description

These courses provide instruction and practice in the writing of imaginative works and critical analysis of imaginative forms of literature. Emphasis is placed on originality in the creative writing process, and these courses may include instruction on publishing. Students will compose a significant body of imaginative literature, which may be read by or to the class.

III. Prerequisite

Consent of Instructor.

IV. Textbook

Three Genres. Stephen Minot. Prentice Hall, Current Edition.

V. General Course Competencies:

To complete this course, the student must have, in the instructor's judgment, a reasonable mastery of the following competencies:

- A. The ability to analyze assigned works of world literature
- B. The ability to understand the relationships between the writers and their cultures
- C. The ability to understand literary terms such as neo-classicism, romanticism, realism, naturalism, and modernism
- D. The ability to see relationships among recurrent themes

VI. Course Objectives stated in Performance Terms:

- A. Create and revise five imaginative works
- B. Critique as assigned the works of classmates
 - 1. By noting the types of writing
 - 2. By analyzing the principles of such writing
 - 3. By analyzing the mechanics of such writing
 - 4. By analyzing the levels of quality of the writing

VII. Class Activities:

- A. Write imaginative works
- B. Read assignments
- C. Participate in discussions and oral presentations
- D. Critique the works of class members
- E. Write an in-class narrative as the final examination

VIII. Evaluation and Assessment

To complete this course, the student must be able, in the instructor's judgment, to demonstrate a reasonable mastery of the objectives stated above. The instructor will provide a specific grading scheme for this course.

IX. Attendance

Students are expected to attend all classes for which they are registered. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before poor attendance interferes with the student's ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid.

X. Statement on Discrimination/Harassment

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XI. Americans with Disabilities

The Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 state that qualified students with disabilities who meet the essential functions and academic requirements are entitled to reasonable accommodations. It is the student's responsibility to provide appropriate disability documentation to the College.

*Eng 246, 247, 248 and 249 are titled "Creative Writing." Thus, the student who wishes to do so may complete (for elective credit) three semesters of creative writing. Although four distinct courses exist in that each course requires entirely new works, Eng 246/248 are alike in structure, as are Eng 247/249. Each time that "Creative Writing" is offered, students register for Eng 246. Then the instructor creates whichever additional classes are needed to accommodate each student's progression through the numbered sequence and sorts the students into those classes.

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Alabama
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**ENG 251
American Literature I**

I. ENG 251 American Literature I – 3 Semester Hours

II. Course Description

This course is a survey of American literature from its inception to the middle of the nineteenth century. Emphasis is placed on representative works and writers of this period and on the literary, cultural, historical, and philosophical forces that shaped these works and that are reflected in them. Upon completion and in written compositions, students will be able to interpret the aesthetic and thematic aspects of these works, relate the works to their historical and literary contexts, and understand relevant criticism and research.

III. Prerequisite

ENG 102 or equivalent.

IV. Textbook

Norton Anthology of American Lit – Vols A & B, Baym. Latest Edition.

Norton Publishing.

Hodges' Harbrace Handbook. Sixteenth Edition. Cheryl Glenn and Loretta Gray. US: Thomson/Wadsworth 2007.

V. Course Objectives

1. The student will develop through the assigned literature the cognitive skills to read, interpret, and evaluate prose, poetry, and drama.
2. The student will identify cultural, historical, and philosophical forces revealed in and illustrated by the assigned literature.
3. The student will identify both the thematic and the aesthetic significance of the assigned literary works and will place the thematic and aesthetic concerns of a work in the context of the historical/literary period of the work.
4. The student will recognize the role that the assigned literature has played in creating the cultural and philosophical foundations of contemporary society.
5. The student will understand literary scholarship and its relation to the primary literary works.

VI. Course Outline of Topics

1. The topics presented will include the major themes and techniques characteristic of the literary movements covered in this course and illustrated by the works of representative writers.
2. The student will read a substantial body of primary literature appropriate to this course.
3. The student will write at least two major compositions that together analyze, synthesize, and evaluate literary works and/or related the assigned literature to other disciplines and to broader human concerns. At least one of the compositions will demonstrate the student's knowledge and understanding of literary research and scholarship.

VII. General Course Competencies

To complete this course, the student must have, in the instructor's judgment, a reasonable mastery of the following competencies:

- A. The ability to analyze examples of major works of the period
- B. The ability to understand the relationships between the writers and their times
- C. The ability to understand literary terms appropriate for 17th, 18th, 19th century American literature

VIII. Course Objectives stated in Performance Terms:

During the course, the student will do the following under the guidance of the instructor:

- A. Develop through the assigned literature the cognitive skills to read, interpret, and evaluate prose, poetry, and drama
- B. Identify cultural, historical, and philosophical forces revealed in and illustrated by the assigned literature
- C. Identify both the thematic and the aesthetic significance of the assigned literary works and will place the thematic and aesthetic concerns of a work in the context of the historical/literary period of the work
- D. Recognize the role that the assigned literature has played in creating the cultural and philosophical foundations of contemporary society
- E. Understand literary scholarship and its relation to the primary literary works

IX. Class Activities:

- A. Read assignments
- B. Listen to lectures or read lecture notes (based on course delivery mode)
- C. Participate in discussions, group work, oral presentations, etc.
- D. Write examinations
- E. Write papers using traditional libraries and electronic sources
- F. Take quizzes

X. Evaluation and Assessment

The student will take at least two examinations that entail considerable writing and that are devised to assess student achievement of course objectives.

Quizzes may be given to encourage and to assess the student's reading of assigned literature.

Grades will be given based upon A = 90 – 100%, B = 80 – 89%, C = 70 – 79%, D = 60 – 69%, and F = below 60%.

XI. Attendance

Students are expected to attend all classes for which they are registered. Students who are

unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before poor attendance interferes with the student's ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid.

XII. Statement on Discrimination/Harassment

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XIII. Americans with Disabilities

The Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 state that qualified students with disabilities who meet the essential functions and academic requirements are entitled to reasonable accommodations. It is the student's responsibility to provide appropriate disability documentation to the College.

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Alabama
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Postsecondary Education

Representing Alabama's Public Two-Year College System

**ENG 252
American Literature II**

I. ENG 252 American Literature II – 3 Semester Hours

II. Course Description

This course is a survey of American literature from the middle of the 19th century to the present. Emphasis is placed on representative works and writers of this period and on the literary, cultural, historical, and philosophical forces that shaped these works and that are reflected in them. Upon completion and in written compositions, students will be able to interpret the aesthetic and thematic aspects of these works, relate the works to their historical and literary contexts, and understand relevant criticism and research.

III. Prerequisite

ENG 102 or equivalent.

IV. Textbook

Norton Anthology of American Lit – Vols C, D, & E. Baym. Latest Edition.
Norton Publishing.

Hodges' Harbrace Handbook. Sixteenth Edition. Cheryl Glenn and Loretta Gray. US:
Thomson / Wadsworth 2007

V. Course Objectives

1. The student will develop through the assigned literature the cognitive skills to read, interpret, and evaluate prose, poetry, and drama.
2. The student will identify cultural, historical, and philosophical forces revealed in and illustrated by the assigned literature.
3. The student will identify both the thematic and the aesthetic significance of the assigned literary works and will place the thematic and aesthetic concerns of a work in the context of the historical/literary period of the work.
4. The student will recognize the role that the assigned literature has played in creating the cultural and philosophical foundations of contemporary society.
5. The student will understand literary scholarship and its relation to the primary literary works.

VI. Course Outline of Topics

1. The topics presented will include the major themes and techniques characteristic of the literary movements covered in this course and illustrated by the works of representative writers.
2. The student will read a substantial body of primary literature appropriate to this course.
3. The student will write at least two major compositions that together analyze, synthesize, and evaluate literary works and/or related the assigned literature to other disciplines and to broader human concerns. At least one of the compositions will demonstrate the student's knowledge and understanding of literary research and scholarship.

VII. General Course Competencies:

To complete this course, the student must have, in the instructor's judgment, a reasonable mastery of the following competencies:

- A. The ability to analyze examples of major works of the period
- B. The ability to understand the relationships between the writers and their times
- C. The ability to understand literary terms appropriate for 19th and 20th century American Literature

VIII. Course Objectives stated in Performance Terms:

During the course, the student will do the following under the guidance of the instructor:

- A. Develop through the assigned literature the cognitive skills to read, interpret, and evaluate prose, poetry, and drama
- B. Identify cultural, historical, and philosophical forces revealed in and illustrated by the assigned literature
- C. Identify both the thematic and aesthetic significance of the assigned literary works and will place the thematic and aesthetic concerns of a work in the context of the historical/literary period of the work
- D. Recognize the role that the assigned literature has played in creating the cultural and Philosophical foundations of contemporary society
- E. Understand literary scholarship and its relation to the primary literary works

IX. Class Activities:

- A. Read assignments
- B. Listen to lectures or read lecture notes (based on course delivery mode)
- C. Participate in discussions, group work, oral presentations, etc.
- D. Write examinations
- E. Write papers using traditional libraries and electronic sources
- F. Take quizzes

X. Evaluation and Assessment

The student will take at least two examinations that entail considerable writing and that are devised to assess student achievement of course objectives.

Quizzes may be given to encourage and to assess the student's reading of assigned literature.

Grades will be given based upon A = 90 – 100%, B = 80 – 89%, C = 70 – 79%, D = 60 – 69%, and F = below 60%.

XI. Attendance

Students are expected to attend all classes for which they are registered. Students who are unable to attend class regularly, regardless of the reason or circumstance, should

withdraw from that class before poor attendance interferes with the student's ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid.

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ENG 261

English Literature I

I. ENG 261 English Literature I – 3 Semester Hours

II. Course Description

This course is a survey of English literature from the Anglo-Saxon period to the Romantic Age. Emphasis is placed on representative works and writers of this period and on the literary, cultural, historical, and philosophical forces that shaped these works and that are reflected in them. Upon completion and in written compositions, students will be able to interpret the aesthetic and thematic aspects of these works, relate the works to their historical and literary contexts, and understand relevant criticism and research.

III. Prerequisite

ENG 102 or equivalent.

IV. Textbook

Norton Anthology of English Lit – Vol. 1, Greenblatt. Latest Edition.
Norton Publishing.

V. Course Objectives

1. The student will develop through the assigned literature the cognitive skills to read, interpret, and evaluate prose, poetry, and drama.
2. The student will identify cultural, historical, and philosophical forces revealed in by the assigned literature.
3. The student will identify both the thematic and the aesthetic significance of the assigned literary works and will place the thematic and aesthetic concerns of a work in the context of the historical/literary period of the work.
4. The student will recognize the role that the assigned literature has played in creating the cultural and philosophical foundations of contemporary society.
5. The student will understand literary scholarship and its relation to the primary literary works.

VI. Course Outline of Topics

1. The topics presented will include the major themes and techniques characteristic of the literary movements covered in this course and illustrated by the works of representative writers.
2. The student will read a substantial body of primary literature appropriate to this

course.

3. The student will write at least two major compositions that together analyze, synthesize, and evaluate literary works and/or related the assigned literature to other disciplines and to broader human concerns. At least one of the compositions will demonstrate the student's knowledge and understanding of literary research and scholarship.

VII. General Course Competencies:

To complete this course, the student must have, in the instructor's judgment, a reasonable mastery of the following competencies:

- A. The ability to analyze examples of major works of the period
- B. The ability to understand the history of literary development throughout the period
- C. The ability to understand the influences of various classical and contemporary literary traditions, values, and styles throughout the period
- D. The ability to understand the literary terms of the period

VIII. Course Objectives stated in Performance Terms:

During the course, the student will do the following under the guidance of the instructor:

- A. Develop through the assigned literature the cognitive skills to read, interpret, and evaluate prose, poetry, and drama
- B. Identify cultural, historical, and philosophical forces revealed in and illustrated by the assigned literature
- C. Identify both the thematic and the aesthetic significance of the assigned literary works and will place the thematic and aesthetic concerns of a work in the context of the historical/literary period of the work
- D. Recognize the role that the assigned literature has played in creating the cultural and philosophical foundations of contemporary society
- E. Understand literary scholarship and its relation to the primary literary works

IX. Class Activities

- A. Read assignments
- B. Listen to lectures or read lecture notes (based on course delivery mode)
- C. Participate in discussions, group work, oral presentations, etc.
- D. Write examinations
- E. Write papers using traditional libraries and electronic sources
- F. Take quizzes

X. Evaluation and Assessment

The student will take at least two examinations that entail considerable writing and that are devised to assess student achievement of course objectives.

Quizzes may be given to encourage and to assess the student's reading of assigned literature.

Grades will be given based upon A = 90 – 100%, B = 80 – 89%, C = 70 – 79%, D = 60 – 69%, and F = below 60%.

XI. Attendance

Students are expected to attend all classes for which they are registered. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before poor attendance interferes with the student's ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid.

XII. Statement on Discrimination/Harassment

The College and the Alabama State Board of Education are committed to providing both employment and educational environments free of harassment or discrimination related to an individual's race, color, gender, religion, national origin, age, or disability. Such harassment is a violation of State Board of Education policy. Any practice or behavior that constitutes harassment or discrimination will not be tolerated.

XIII. Americans with Disabilities

The Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 state that qualified students with disabilities who meet the essential functions and academic requirements are entitled to reasonable accommodations. It is the student's responsibility to provide appropriate disability documentation to the College.

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Alabama
Department of
Postsecondary Education

Representing Alabama's Public Two-Year College System

**ENG 262
English Literature II**

I. ENG 262 English Literature II – 3 Semester Hours

II. Course Description

This course is a survey of English literature from the Romantic Age to the present. Emphasis is placed on representative works and writers of this period and on the literary, cultural, historical, and philosophical forces that shaped these works and that are reflected in them. Upon completion and in written compositions, students will be able to interpret the aesthetic and thematic aspects of these works, relate the works to their historical and literary contexts, and understand relevant criticism and research.

III. Prerequisite

ENG 102 or equivalent.

IV. Textbook

Norton Anthology English Literature – Vol. 2, Greenblatt. Latest Edition.
Norton Publishing.

V. Course Objectives

1. The student will develop through the assigned literature the cognitive skills to read, interpret, and evaluate prose, poetry, and drama.
2. The student will identify cultural, historical, and philosophical forces revealed in and illustrated by the assigned literature.
3. The student will identify both the thematic and the aesthetic significance of the assigned literary works and will place the thematic and aesthetic concerns of a work in the context of the historical/literary period of the work.
4. The student will recognize the role that the assigned literature has played in creating the cultural and philosophical foundations of contemporary society.
5. The student will understand literary scholarship and its relation to the primary literary works.

VI. Course Outline of Topics

1. The topics presented will include the major themes and techniques characteristic of the literary movements covered in this course and illustrated by the works of representative writers.
2. The student will read a substantial body of primary literature appropriate to this course.
3. The student will write at least two major compositions that together analyze, synthesize, and evaluate literary works and/or related the assigned literature to other disciplines and to broader human concerns. At least one of the compositions will demonstrate the student's knowledge and understanding of literary research and scholarship.

VII. General Course Competencies:

To complete this course, the student must have, in the instructor's judgment, a reasonable mastery of the following competencies:

- A. The ability to analyze examples of major works of the period
- B. The ability to understand the history of literary development throughout the period
- C. The ability to understand the influences of various classical and contemporary literary traditions, values, and styles throughout the period
- D. The ability to understand the literary terms of the period

VIII. Course Objectives stated in Performance Terms:

During the course, the student will do the following under the guidance of the instructor:

- A. Develop through the assigned literature the cognitive skills to read, interpret, and evaluate prose, poetry, and drama
- B. Identify cultural, historical, and philosophical forces revealed in and illustrated by the assigned literature
- C. Identify both the thematic and aesthetic significance of the assigned literary works and will place the thematic and aesthetic concerns of a work in the context of the historical/literary period of the work
- D. Recognize the role that the assigned literature has played in creating the cultural and philosophical foundations of contemporary society
- E. Understand literary scholarship and its relation to the primary literary works

IX. Class Activities:

- A. Read assignments
- B. Listen to lectures or read lecture notes (based on course delivery mode)
- C. Participate in discussions, group work, oral presentations, etc.
- D. Write examinations
- E. Write papers using traditional libraries and electronic sources
- F. Take quizzes

X. Evaluation and Assessment

The student will take at least two examinations that entail considerable writing and that are devised to assess student achievement of course objectives.

Quizzes may be given to encourage and to assess the student's reading of assigned literature.

Grades will be given based upon A = 90 – 100%, B = 80 – 89%, C = 70 – 79%, D = 60 – 69%, and F = below 60%.

XI. Attendance

Students are expected to attend all classes for which they are registered. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before poor attendance interferes with the student's ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid.

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Alabama
Department of
Postsecondary Education

Representing Alabama's Public Two-Year College System

**ENG 271
World Literature I**

I. ENG 271 World Literature I – 3 Semester Hours

II. Course Description

This course is a study of selected literary masterpieces from Homer to the Renaissance. Emphasis is placed on representative works and writers of this period and on the literary, cultural, historical, and philosophical forces that shaped these works and that are reflected in them. Upon completion and in written compositions, students will be able to interpret the aesthetic and thematic aspects of these works, relate the works to their historical and literary contexts, and understand relevant criticism and research.

III. Prerequisite

ENG 102 or equivalent.

IV. Textbook

Norton Anthology Western Literature Vol. 1, LaWall. Latest Edition.
Norton Publishing Company.

V. Course Objectives

1. The student will develop through the assigned literature the cognitive skills to read, interpret, and evaluate prose, poetry, and drama.
2. The student will identify cultural, historical, and philosophical forces revealed in and illustrated by the assigned literature.
3. The student will identify both the thematic and the aesthetic significance of the assigned literary works and will place the thematic and aesthetic concerns of a work in the context of the historical/literary period of the work.
4. The student will recognize the role that the assigned literature has played in creating the cultural and philosophical foundations of contemporary society.
5. The student will understand literary scholarship and its relation to the primary literary works.

VI. Course Outline of Topics

1. The topics presented will include the major themes and techniques characteristic of the literary movements covered in this course and illustrated by the works of representative writers.
2. The student will read a substantial body of primary literature appropriate to this course.
3. The student will write at least two major compositions that together analyze, synthesize, and evaluate literary works and/or related the assigned literature to other disciplines and to broader human concerns. At least one of the compositions will demonstrate the student's knowledge and understanding of literary research and scholarship.

VII. General Course Competencies:

To complete this course, the student must have, in the instructor's judgment, a reasonable mastery of the following competencies:

- A. The ability to analyze examples of world literature
- B. The ability to understand the relationships between the writers and their cultures
- C. The ability to understand literary terms such as myth, tragedy, comedy, epic, lyric, satire
- D. The ability to see relationships among recurrent themes

VIII. Course Objectives stated in Performance Terms:

During the course, the student will do the following under the guidance of the instructor:

- A. Develop through the assigned literature the cognitive skills to read, interpret, and evaluate prose, poetry, and drama
- B. Identify cultural, historical, and philosophical forces revealed in and illustrated by the assigned literature
- C. Identify both the thematic and the aesthetic significance of the assigned literary works and will place the thematic and aesthetic concerns of a work in the context of the historical/literary period of the work
- D. Recognize the role that the assigned literature has played in creating the cultural and philosophical foundations of contemporary society

IX. Class Activities:

- A. Read assignments
- B. Listen to lectures or read lecture notes (based on course delivery mode)
- C. Participate in discussions, group work, oral presentations, etc.
- D. Write examinations
- E. Write papers
- F. Take quizzes

X. Evaluation and Assessment

The student will take at least two examinations that entail considerable writing and that are devised to assess student achievement of course objectives.

Quizzes may be given to encourage and to assess the student's reading of assigned literature.

Grades will be given based upon A = 90 – 100%, B = 80 – 89%, C = 70 – 79%, D = 60 – 69%, and F = below 60%.

XI. Attendance

Students are expected to attend all classes for which they are registered. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before poor attendance interferes with the student's ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid.

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Alabama
Department of
Postsecondary Education

Representing Alabama's Public Two-Year College System

**ENG 272
World Literature II**

I. ENG 272 World Literature II – 3 Semester Hours

II. Course Description

This course is a study of selected literary masterpieces from Renaissance to the present. Emphasis is placed on representative works and writers of this period and on the literary, cultural, historical, and philosophical forces that shaped these works and that are reflected in them. Upon completion and in written compositions, students will be able to interpret the aesthetic and thematic aspects of these works, relate the works to their historical and literary contexts, and understand relevant criticism and research.

III. Prerequisite

ENG 102 or equivalent.

IV. Textbook

Norton Anthology Western Literature-Vol. 2, LaWall. Latest Edition.
Norton Publishing Company.

V. Course Objectives

1. The student will develop through the assigned literature the cognitive skills to read, interpret, and evaluate prose, poetry, and drama.
2. The student will identify cultural, historical, and philosophical forces revealed in and illustrated by the assigned literature.
3. The student will identify both the thematic and the aesthetic significance of the assigned literary works and will place the thematic and aesthetic concerns of a work in the context of the historical/literary period of the work.
4. The student will recognize the role that the assigned literature has played in creating the cultural and philosophical foundations of contemporary society.
5. The student will understand literary scholarship and its relation to the primary literary works.

VI. Course Outline of Topics

1. The topics presented will include the major themes and techniques characteristic of the literary movements covered in this course and illustrated by the works of representative writers.
2. The student will read a substantial body of primary literature appropriate to this course.
3. The student will write at least two major compositions that together analyze, synthesize, and evaluate literary works and/or related the assigned literature to other disciplines and to broader human concerns. At least one of the compositions will demonstrate the student's knowledge and understanding of literary research and scholarship.

VII. General Course Competencies:

To complete this course, the student must have, in the instructor's judgment, a reasonable mastery of the following competencies:

- A. The ability to analyze assigned works of world literature
- B. The ability to understand the relationships between the writers and their cultures
- C. The ability to understand literary terms such as neo-classicism, romanticism, realism, naturalism, and modernism
- D. The ability to see relationships among recurrent themes

VIII. Course Objectives stated in Performance Terms:

During the course, the student will do the following under the guidance of the instructor:

- A. Develop through the assigned literature the cognitive skills to read, interpret, and evaluate prose, poetry, and drama
- B. Identify cultural, historical, and philosophical forces revealed in and illustrated by the assigned literature
- C. Identify both the thematic and aesthetic significance of the assigned literary works and will place the an aesthetic concerns of a work in the context of the historical/literary period of the work
- D. Will recognize the role that the assigned literature has played in creating the cultural and philosophical foundations of contemporary society
- E. Understand literary scholarship and its relation to the primary literary works

IX. Class Activities:

- A. Read assignments
- B. Listen to lectures or read lecture notes (based on course delivery mode)
- C. Participate in discussions, group work, oral presentations, etc.
- D. Write examinations
- E. Write papers
- F. Take quizzes

X. Evaluation and Assessment

The student will take at least two examinations that entail considerable writing and that are devised to assess student achievement of course objectives.

Quizzes may be given to encourage and to assess the student's reading of assigned literature.

Grades will be given based upon A = 90 – 100%, B = 80 – 89%, C = 70 – 79%, D = 60 – 69%, and F = below 60%.

XI. Attendance

Students are expected to attend all classes for which they are registered. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before poor attendance interferes with the student's ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid.

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<u>ESL</u>	<u>094</u>	<u>Beginning ESL</u>	<u>Appropriate Score on ESL Placement Test</u>
<u>Prefix</u>	<u>Number</u>	<u>Course Title</u>	<u>Pre-or Corequisites</u>
Credit hours: i3		Contact Hours:	Lecture <u>i 3</u> Laboratory _____ Clinical _____ Activity _____

I. Course Description:

Beginning ESL provides instruction and practice in English reading, writing, listening, and speaking for non-native speakers of English. Emphasis is placed on English grammar, listening skills, note-taking skills, reading comprehension, pronunciation, and sentence structure. Students will demonstrate these skills in short writing assignments, comprehension checks, pronunciation drills, and brief oral presentations.

II. General Course Competencies:

To complete this course, the student must have, in the instructor's judgment, a reasonable mastery of the following competencies:

- A. The ability to create written sentences that demonstrate knowledge of correct sentence structure and formation.
- B. Develop listening skills through peer interaction and teacher-student interaction as well as through oral presentations, note-taking, and comprehension activities.
- C. Practice speaking Standard American English through oral presentations, peer interaction, and class discussions as well as pronunciation exercises.
- D. Read English through various modalities such as the textbook, magazines, and other literature as well as complete reading comprehension activities.

III. Course Objectives Stated in Performance Terms:

During the course, the student will do the following under the guidance of the instructor:

- A. Write sentences
 1. Create grammatically correct sentences in Standard American English
 2. Demonstrate understanding of the structure of sentences in Standard American English
 3. Distinguish among sentences, sentence fragments, and fused sentences
 4. Maintain subject-verb and pronoun-antecedent agreement
 5. Practice taking notes in class
- B. Develop listening and note-taking skills
 1. Participate in aural comprehension checks
 2. Listen to lectures and peer presentations
 3. Communicate with classmates in peer and group activities
 4. Enhance cultural awareness through active listening in the classroom
 5. Practice note-taking skills
 6. Participate in aural vocabulary checks
- C. Practice speaking Standard American English
 1. Give brief oral presentations in class
 2. Interact with the instructor and peers in conversational activities
 3. Practice correct pronunciation of Standard American English in class discussions
 4. Practice pronunciation in class activities
- D. Read Standard English and exhibit understanding of assigned readings
 1. Read Standard English in the textbook as well as other authentic displays of the language such as newspaper articles, menus, and/or song lyrics
 2. Demonstrate understanding of assigned readings through comprehension checks and class discussion
 3. Identify main ideas in assigned readings
 4. Infer meanings from assigned readings
 5. Use reading strategies such as skimming and scanning
 6. Produce written responses to assigned readings

IV. Class Activities:

- a. Read assignments
- b. Listen to lectures

- c. Participate in discussions and oral presentations
- d. Peer work
- e. Written assignments and revisions

V. Evaluation:

To complete this course, the student must exhibit, in the instructor's judgment, readiness to begin ESL 096, which includes the ability to produce basic English conversation and have proficiency in sentence formation. Students must complete all class assessments with an average of at least 70% mastery of the objectives. The instructor will provide a specific grading scheme for this course.

SA=Satisfactory, 90-100%

SB=Satisfactory, 80-89%

SC=Satisfactory, 70-79%

IP=In Progress, 50-69% (must repeat course)

F=Unsatisfactory, below 50%

VI. Texts:

NorthStar: Beginning Reading and Writing, current edition.

NorthStar: Beginning Speaking and Listening, current edition.

Supplementary material: dictionary or thesaurus

VII. Attendance

Students are expected to attend all classes for which they are registered. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before poor attendance interferes with the student's ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid (Alabama Department of Postsecondary Education, Revised 1/12/05).

VIII. Statement on Discrimination/Harassment

The College and the Alabama State Board of Education are committed to providing both employment and educational environments free of harassment or discrimination related to an individual's race, color, gender, religion, national origin, age, or disability. Such harassment is a violation of State Board of Education policy. Any practice or behavior that constitutes harassment or discrimination will not be tolerated (Alabama Department of Postsecondary Education, Revised 1/12/2005).

IX. Americans with Disabilities

The Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 state that qualified students with disabilities who meet the essential functions and academic requirements are entitled to reasonable accommodations. It is the student's responsibility to provide appropriate disability documentation to the College (Alabama Department of Postsecondary Education, Revised 1/12/2005). The ADA Accommodations office is located in FSC 300 (205-856-7731).

<u>ESL</u>	<u>096</u>	<u>Intermediate ESL</u>	<u>Appropriate Score on ESL Placement Test</u>
<u>Prefix</u>	<u>Number</u>	<u>Course Title</u>	<u>Pre-or Corequisites</u>
Credit hours: i3		Contact Hours:	Lecture <u>i 3</u> Laboratory _____ Clinical _____ Activity _____

I. Course Description:

Intermediate ESL provides instruction and practice in English reading, writing, listening, and speaking for non-native speakers of English. Emphasis is placed on English grammar, sentence structure, paragraph development, study skills, reading articles and other short works, group and peer work, and presentation skills. Students will demonstrate these skills chiefly through the writing of paragraphs and giving oral presentations.

II. General Course Competencies:

To complete this course, the student must have, in the instructor's judgment, a reasonable mastery of the following competencies:

- A. The ability to categorize, organize, and logically sequence ideas into the components of sentences and paragraphs, using correct format and topic sentences.
- B. Develop listening and study skills through peer interaction and teacher-student interaction, as well as through oral presentations and comprehension activities.
- C. Practice speaking Standard American English through pronunciation exercises, oral presentations, peer interaction, and class discussions.
- D. Read English through various modalities such as the textbook, magazines and other literature, and complete reading comprehension activities.

III. Course Objectives Stated in Performance Terms:

During the course, the student will do the following under the guidance of the instructor:

- A. Write sentences and paragraphs
 1. Create grammatically correct sentences in Standard American English
 - a. Distinguish among sentences, sentence fragments, and fused sentences
 - b. Maintain subject-verb and pronoun-antecedent agreement
 2. Handle mechanics correctly
 - a. Avoid comma splices and fused sentences
 - b. Use other marks of punctuation correctly
 - c. Use correct spelling
 3. Plan and write at least six one-paragraph papers, the majority in class, in Standard American English
 - a. Use planning strategies
 - b. Write the topic sentence
 - c. Write the supporting sentences
 - d. Write the concluding sentence
 4. Revise written assignments
- B. Develop listening and study skills
 1. Participate in aural comprehension checks
 2. Listen to lectures and peer presentations
 3. Communicate with classmates in peer and group activities
 4. Enhance cultural awareness through active listening in the classroom
 5. Practice note-taking skills
- C. Practice speaking Standard American English
 1. Give brief oral presentations, readings, and recitations in class
 2. Interact with the instructor and peers in conversational activities
 3. Practice correct pronunciation of Standard American English in class discussions
 4. Develop an understanding of idiomatic expressions
 5. Express thoughts and opinions orally in class
- D. Read Standard English and exhibit understanding of assigned readings
 1. Read Standard English in the textbook as well as other authentic displays of the language such as newspaper articles, menus, and/or song lyrics

2. Demonstrate understanding of assigned readings through comprehension checks and class discussion
3. Identify main ideas in assigned readings
4. Infer meanings from assigned readings
5. Use reading strategies such as skimming and scanning
6. Produce written responses to assigned readings

IV. Class Activities:

- a. Read assignments
- b. Listen to lectures
- c. Participate in discussions and oral presentations
- d. Peer work
- e. Written assignments and revisions

V. Evaluation:

To complete this course, the student must exhibit, in the instructor's judgment, readiness to begin ESL 098, which includes proficiency in English sentence structure and paragraph formation. Students must complete all class assessments with an average of at least 70% mastery of the objectives. The instructor will provide a specific grading scheme for this course.

SA=Satisfactory, 90-100%

SB=Satisfactory, 80-89%

SC=Satisfactory, 70-79%

IP=In Progress, 50-69% (must repeat course)

F=Unsatisfactory, below 50%

VI. Texts:

NorthStar: Intermediate Reading and Writing, current edition.

NorthStar: Intermediate Speaking and Listening, current edition.

Supplementary material: dictionary or thesaurus.

VII. Attendance

Students are expected to attend all classes for which they are registered. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before poor attendance interferes with the student's ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid (Alabama Department of Postsecondary Education, Revised 1/12/05).

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IX. Americans with Disabilities

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<u>ESL</u>	<u>098</u>	<u>Advanced ESL</u>	<u>Appropriate Score on ESL Placement Test</u>
<u>Prefix</u>	<u>Number</u>	<u>Course Title</u>	<u>Pre-or Corequisites</u>
Credit hours: i3		Contact Hours:	Lecture <u>i 3</u> Laboratory _____ Clinical _____ Activity _____

I. Course Description:

Advanced ESL is an introduction to college reading and writing for students who are non-native speakers of English. This course provides instruction and practice in sentence structure, paragraph development, essay development, and oral presentation skills. Students will demonstrate these skills chiefly through the writing of paragraphs and short essays, and giving oral presentations.

II. General Course Competencies:

To complete this course, the student must have, in the instructor's judgment, a reasonable mastery of the following competencies:

- A. The ability to write simple and compound sentences, using the present, past, and progressive tenses as well as the present and past perfect tenses; sentences will display correct spelling, punctuation, and structure.
- B. The ability to compose original paragraphs that are well organized and developed on personal interest and current affair topics as well as topics from readings and literature.
- C. The ability to use the strategies inherent in the composing process from the planning through the revising of multi-paragraph essays, following basic conventions of spelling, punctuation, capitalization, and grammar.
- D. The ability to comprehend assigned readings.
- E. Exhibit improved vocabulary and oral communication skills through reading and class discussion, short oral presentations, and the use of structural analysis and contextual clues.

III. Course Objectives Stated in Performance Terms:

During the course, the student will do the following under the guidance of the instructor:

- A. Write sentences
 1. Create grammatically correct sentences in Standard American English
 - a. Identify phrases and dependent and independent clauses
 - b. Distinguish among sentences, sentence fragments, and fused sentences
 - c. Maintain subject-verb and pronoun-antecedent agreement
 - d. Use pronoun cases correctly
 - e. Use verb form and tenses correctly
 2. Handle mechanics correctly
 - a. Avoid comma splices and fused sentences
 - b. Use other marks of punctuation correctly
 - c. Use correct spelling
 3. Improve sentence development
 - a. Use both coordination and subordination
 - b. Use parallel structure when needed
 - c. Avoid misplaced modifiers
 - d. Avoid dangling modifiers
 - e. Avoid shifts among sentence parts
- B. Plan and write at least six one-paragraph papers, the majority in class, in Standard American English
 1. Write the topic sentence
 - a. To restrict the topic sufficiently for detailed development
 - b. To express clearly the student's purpose in writing the paper
 2. Write the supporting sentences
 - a. To provide specific, concrete details that both relevantly and adequately support the topic sentence
 - b. To display clear, logical organization
 - c. To maintain a consistent point of view
 - d. To exhibit variety in sentence structure

- e. To reflect appropriate diction
- 3. Write the concluding sentence
- C. Plan and write at least three multi-paragraph papers (of approx. 500 words each), in Standard American English
 - 1. Use planning strategies such as outlining.
 - 2. Write a paper that reflects the following structure
 - A. An introductory paragraph that
 - 1. Begins effectively
 - 2. Contains a thesis statement
 - (a) To restrict the topic sufficiently for detailed development
 - (b) To express clearly the student's purpose in writing the paper
 - B. Body paragraphs, each of which
 - 1. Contains a topic sentence
 - (a) To express clearly one aspect of the thesis statement
 - (b) To indicate logical development of the thesis statement
 - (c) To control the size and scope of the respective paragraphs
 - 2. Contains specific, concrete details that both relevantly and adequately support the topic sentence
 - C. An effective concluding paragraph
 - 3. Write a paper that displays the following attributes
 - a. Clear, logical organization
 - b. Clear sentence structure
 - c. Correct punctuation
 - d. Consistent point of view
 - e. Variety in sentence structure
 - f. Appropriate diction
 - 4. Write a paper that is free of the following major errors
 - a. Sentence fragment
 - b. Comma splice
 - c. Fused sentence
 - d. Disagreement of subject and verb
 - e. Pronoun error (case, agreement, reference)
 - f. Verb error (principal part, tense, shift)
 - g. Three misspelled words (maximum of six per paper)

***NOTE:** Even though the organization and content of the paper are acceptable, 2 of these major errors will cause a single paragraph to be assigned an F, and 5 of these major errors will cause a multi-paragraph paper to be assigned an F.

- D. Exhibit understanding of assigned readings
 - 1. Through reading comprehension activities
 - 2. Through class discussion
 - 2. In written assignments
- E. Demonstrate improved vocabulary and communications skills
 - 1. In class discussion
 - 2. In oral presentations
 - 3. In class work activities and written assignments

IV. Class Activities:

- a. Read assignments
- b. Listen to lectures
- c. Participate in discussions and oral presentations
- d. Plan papers
- e. Write papers
- f. Revise papers

V. Evaluation:

To complete this course, the student must be able, in the instructor's judgment, to respond to an assigned,

general-interest topic by writing an expository multi-paragraph paper that indicates a readiness to begin composition at the English 101 level. Students must complete all class assessments with an average of at least 70% mastery of the objectives. The instructor will provide a specific grading scheme for this course.

SA=Satisfactory, 90-100%

SB=Satisfactory, 80-89%

SC=Satisfactory, 70-79%

IP=In Progress, 50-69% (must repeat course)

F=Unsatisfactory, below 50%

VI. Texts:

NorthStar: Advanced Reading and Writing, current edition.

Writing Academic English, current edition.

Supplementary material: dictionary or thesaurus.

VII. Attendance

Students are expected to attend all classes for which they are registered. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before poor attendance interferes with the student's ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid (Alabama Department of Postsecondary Education, Revised 1/12/05).

VIII. Statement on Discrimination/Harassment

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IX. Americans with Disabilities

The Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 state that qualified students with disabilities who meet the essential functions and academic requirements are entitled to reasonable accommodations. It is the student's responsibility to provide appropriate disability documentation to the College (Alabama Department of Postsecondary Education, Revised 1/12/2005). The ADA Accommodations office is located in FSC 300 (205-856-7731).

**Alabama Department of
Postsecondary Education**

**Representing Alabama's Public Two-Year College
System**

Jefferson State Community College

RDG 085 Developmental Reading

I. RDG 085 Developmental Reading -- 3 Semester Hours

II. Course Description

This course is designed to assist students whose placement test scores indicate serious difficulty with decoding skills, comprehension, vocabulary, and study skills.

III. Co-requisite

ENG 093

IV. General Course Competencies

To complete this course, the student must (1) attend both class and lab sessions; (2) attain a College level score on the reading portion of the COMPASS Test' (3) attain a reasonable mastery of the following competencies;

- A. The ability to read critically
- B. Logical and analogous reasoning
- C. The ability to utilize a college-level vocabulary

V. Course Objectives stated in Performance Terms

During the course, the student will do the following under the guidance of the instructor:

- A. Read critically
 - 1. Analyze
 - a. Seek meaning beyond the literal level
 - b. Distinguish what has been directly stated from what has been merely implied
 - c. Identify questions, points, or issues to be addressed
 - d. Distinguish general idea(s) from specific details
 - e. Recognize connotative language
 - f. Recognize the following modes of development: definition, description, comparison, classification, and cause/effect
 - 2. Synthesize
 - a. Seek meaning beyond the literal level
 - b. Generalize from specific details, facts, or points (inductive reasoning)
 - c. Locate and gather specific support for general statements
 - d. Summarize
 - 3. Apply
 - a. Relate information to already acquired knowledge or experience
 - b. Relate information to later readings

B. Utilize a college-level vocabulary

1. Determine a word's meaning by employing various kinds of context clues
2. Focus on word parts from Latin and Greek
3. Read in various content areas
4. Use dictionary skills
5. Acquire a readiness for the ever-changing language of technology

VI. Class Activities

- A. Read Assignments
- B. Complete written assignments
- C. Participate in small group discussions
- D. Participate in whole class discussions
- E. Present assigned projects
- F. Engage in testing
 1. Participate in diagnostic and assessment testing
 2. Take quizzes and major tests covering assigned reading material

VII. Lab Activities

- A. Attain mastery level of the following
 1. Plato tutorials
 2. Advanced Reading Strategies
 3. Various comprehension and vocabulary computer tutorials
- B. Attain an average of at least 70% mastery on supplemental printed exercises

VIII. Evaluation

To complete this course the student must do the following

- A. Pass all class quizzes and tests with an average of at least 70% mastery of the objectives
- B. Complete all contracted lab assignments
- C. Attain a college level score on the reading portion of the COMPASS Test

IX. Texts

Reading Between the Lines, Advanced College Reading Skills, First Edition. JoAnn Yaworski. New York, San Francisco: Pearson/Longman
Word-part packet

Materials for lab including books and computer software programs, ranging in difficulty levels

X. Attendance

Students are expected to attend all classes for which they are registered. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before poor attendance interferes with the student's ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid.

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**Alabama Department of
Postsecondary Education**

Representing Alabama's Public Two-Year College System
Jefferson State Community College

RDG 114
Critical Reading for College

I. RDG 114 - 3 Semester Hours

II. Course Description

This course is designed to enhance critical reading skills. Topics include vocabulary enhancement; reading flexibility, metacognitive strategies, extracting implied meaning, drawing conclusions, responding to written material, and advanced comprehension skills, including analyzing author's purpose, tone, and style. Upon completion, students should be able to comprehend, analyze, and respond effectively to college-level reading material. (On demand)

III. Prerequisite

Successful completion of RDG 085; or appropriate reading placement score.

IV. Textbook

[An Introduction to Critical Reading](#), Leah Mcraney, Fifth Edition. Forth Worth: Thomason/Wadsworth,2004

V. Course Objectives

The student who successfully completes RDG 114 will be able to:

1. Approach a college textbook in a logical and efficient manner
2. Be able to employ logical and analogous reasoning skills tactics
3. Have a large and varied vocabulary at his command
4. Read college level material with a minimum of 80% comprehension

VI. Course Outline of Topics

Instruction in RDG 114 Critical Reading for College will include units on critical reading skill, vocabulary enhancement, reading flexibility, metacognitive strategies, and analytical skills with concurrent instruction in sentence structure and communications skills.

VII. General Course Competencies

At the completion of this course, the student should be able to:

1. The ability to read critically, including propaganda and biased reading
2. The ability to employ logical and analogous reasoning
3. Employ a variety of vocabulary enhancement techniques
4. Identify the stated and implied main idea of written material
5. Recognize connotative language
6. Make inferences and draw conclusions from written material
7. Demonstrate an understanding of figurative language
8. Analyze author's purpose, tone, style, and bias
9. Demonstrate comprehension by responding to written material in a variety of methods
10. Inductive and deductive reasoning
11. To increase reading rate
12. To continually improve

VIII. Evaluation and Assessment

To complete this course the student must demonstrate, in the instructor's judgment, the ability to comprehend college level textbooks, complete all assigned class work, maintain an average of at least 70% on class work, complete all lab assignments, and pass all quizzes and test with an average of at least 70% mastery of the objectives. Grades will be give based upon A= 90-100%, B= 80-89%. C= 70-79%, D= 60-69%, and F= below 60%.

IX. Attendance

Students are expected to attend all classes for which they are registered. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before poor attendance interferes with the student's ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid.

X. Statement on Discrimination/Harassment

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XI. American with Disabilities

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Alabama
Department of
Postsecondary Education
Representing Alabama's Public Two-Year College System

SPA 101
Introductory Spanish I

I. SPA 101 Introductory Spanish I - 4 Semester Hours

II. Course Description

This course provides an introduction to Spanish. Topics include the development of basic communication skills and the acquisition of basic knowledge of the cultures of Spanish speaking areas.

III. Prerequisite

As required by program.

IV. Textbook

Due to the varied selection of quality college level textbooks, each college will select the textbook needed to meet the requirements of this course.

V. Course Objectives

- A. The student will be able to recognize and reproduce the basic sounds and rhythm of the language.
- B. The student will develop an elementary vocabulary.
- C. The student will be able to comprehend and respond to simple spoken Spanish.
- D. The student will be able to carry on a basic conversation.
- E. The student will be able to understand readings containing familiar vocabulary and grammar structures as well as simple unfamiliar passages with cognates.
- F. The student will be able to construct phrases and sentences and to write brief compositions.
- G. The student will exhibit knowledge of the customs, lifestyles, and environments of Spanish-speaking areas.

VI. Course Outline of Topics

- A. Pronunciation
- B. Indicative mood
- C. Vocabulary
- D. Grammatical Structures
 1. Gender
 2. Pronouns
 3. Adjectives
 4. Prepositions
 5. Affirmative and negative sentences

E. Culture

VII. General Course Competencies:

To complete this course, the student must begin to develop the following:

- A. The ability to comprehend spoken Spanish
- B. The ability to write the Spanish language
- C. The ability to read the Spanish language
- D. The ability to speak the Spanish language
- E. The ability to understand the culture of the Hispanic people

VIII. Course Objectives stated in Performance Terms:

During this course, the student will do the following under the guidance of the instructor:

- A. Comprehend spoken Spanish
 - 1. Comprehend simple statements and questions spoken by a fluent speaker in the classroom
 - 2. Comprehend spoken Spanish presented on tapes used with the lab manual
- B. Develop an ability to write the Spanish language
 - 1. Write responses to simple questions asked in Spanish
 - 2. Write simple paragraphs in Spanish on topics assigned by the instructor
 - 3. Translate simple statements into Spanish
- C. Develop an ability to read the Spanish language
 - 1. Read passages in the textbook
 - 2. Read selections in Spanish newspapers and magazines
 - 3. Use Spanish dictionaries and other reference materials
- D. Develop an ability to speak the Spanish language
 - 1. Participate in rapid oral drills led by the instructor
 - 2. Respond to questions posed by the instructor
 - 3. Respond orally to exercises on the tapes
- E. Develop an understanding of the culture of the Hispanic people
 - 1. Learn about some of the customs of the Spanish
 - 2. Learn to value the Hispanic culture
 - 3. Become aware of some of the contributions and achievements of the Hispanic people

IX. Class Activities:

- | | |
|-----------------------------|---|
| A. Lecture | F. Oral reading |
| B. Oral drill | G. Tape listening |
| C. Written exercises | H. Choral repetition of words, phrases, and sentences |
| D. Conversations in Spanish | I. Examinations |
| E. Dictation | |

X. Evaluation and Assessment

Oral and written quizzes

Written exams

Brief written compositions

Oral presentations / skits

Interviews / individual oral tests

Homework

Grades will be given based upon A = 90 – 100%, B = 80 – 89%, C = 70 – 79%, D = 60 – 69%, and F = below 60%.

XI. Attendance

Students are expected to attend all classes for which they are registered. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before poor attendance interferes with the student's ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid.

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XIII. Americans with Disabilities

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Revised on 2/8/2006 8:14 AM 2

Date Adopted: 1965
Date Reviewed: 1987, 1998
Date Revised: 1987, 1998, 2005, 2006, 2008

Alabama
Department of
Postsecondary Education
Representing Alabama's Public Two-Year College System
Jefferson State Community College

SPA 102
Introductory Spanish II

I. SPA 102 Introductory Spanish II - 4 Semester Hours

II. Course Description

This continuation course includes the development of basic communication skills and the acquisition of basic knowledge of the cultures of Spanish-speaking areas.

III. Prerequisite

SPA 101 or equivalent

IV. Textbook

Due to the varied selection of quality college level textbooks, each college will select the textbook needed to meet the requirements of this course.

V. Course Objectives

- A. The student will be able to comprehend and respond to structures and vocabulary previously learned.
- B. The student will increase his/her vocabulary.
- C. The student will be able to speak and write about experiences, thoughts, and emotions.
- D. The student will be able to understand readings containing familiar vocabulary and grammar structures as well as unfamiliar passages with cognates.
- E. The student will be able to write brief compositions.
- F. The student will broaden their knowledge of the customs, lifestyles and environments of Spanish-speaking areas.

VI. Course Outline of Topics

- A. Indicative mood
- B. Subjunctive mood
- C. Imperative mood
- D. Vocabulary
- E. Grammatical structures
- F. Written and spoken sentences
- G. Culture

VII. General Course Competencies:

To complete this course, the student must begin to develop the following:

- A. The ability to comprehend spoken Spanish

- B. The ability to write the Spanish language
- C. The ability to read the Spanish language
- D. The ability to speak the Spanish language
- E. The ability to understand the culture of the Hispanic people

VIII. Course Objectives stated in Performance Terms:

During this course, the student will do the following under the guidance of the instructor:

- A. Comprehend spoken Spanish
 - 1. Comprehend simple statements and questions spoken by a fluent speaker in the classroom
 - 2. Comprehend spoken Spanish presented on tapes used with the lab manual
- B. Develop an ability to write the Spanish language
 - 1. Write responses to simple questions asked in Spanish
 - 2. Write simple paragraphs in Spanish on topics assigned by the instructor
 - 3. Translate simple statements into Spanish
- C. Develop an ability to read the Spanish language
 - 1. Read passages in the textbook
 - 2. Read selections in Spanish newspapers and magazines
 - 3. Use Spanish dictionaries and other reference materials
- D. Develop an ability to speak the Spanish language
 - 1. Participate in rapid oral drills led by the instructor
 - 2. Respond to questions posed by the instructor
 - 3. Respond orally to exercises on the tapes
- E. Develop an understanding of the culture of the Hispanic people
 - 1. Learn about some of the customs of the Spanish
 - 2. Learn to value the Hispanic culture
 - 3. Become aware of some of the contributions and achievements of the Hispanic people

IV. Class Activities:

- | | |
|-----------------------------|---|
| A. Lecture | F. Oral reading |
| B. Oral drill | G. Tape listening |
| C. Written exercises | H. Choral repetition of words, phrases, and sentences |
| D. Conversations in Spanish | I. Examinations |
| E. Dictation | |

X. Evaluation and Assessment

Oral and written quizzes

Written exams

Brief written compositions

Oral presentations / skits

Interviews / individual oral tests

Homework

Grades will be given based upon A = 90 – 100%, B = 80 – 89%, C = 70 – 79%, D = 60 – 69%, and F = below 60%.

XI. Attendance

Students are expected to attend all classes for which they are registered. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before poor attendance interferes with the student's ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid.

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Alabama
Department of
Postsecondary Education
Representing Alabama's Public Two-Year College System
Jefferson State Community College

SPA 201
Intermediate Spanish I

I. SPA 201 Intermediate Spanish I - 3 Semester Hours

II. Course Description

This course includes an overview and further development of communication skills. Topics include readings of literary, historical, and/or cultural texts.

III. Prerequisite

SPA 102 or equivalent

IV. Textbook

Due to the varied selection of quality college level textbooks, each college will select the textbook needed to meet the requirements of this course.

V. Course Objectives

- A. The student will be able to comprehend and respond to structures and vocabulary previously learned.
- B. The student will increase his/her vocabulary.
- C. The student will be able to speak and write about experiences, thoughts, and emotions.
- D. The student will be able to understand readings containing familiar vocabulary and grammar structures as well as unfamiliar passages with cognates.
- E. The student will be able to write one-half to two-page compositions in response to readings.
- F. The student will exhibit knowledge of specified literary, historical and/or cultural figures and events.

VI. Course Outline of Topics

- A. Review and further development of grammar and syntax learning in SPA 101-102.
- B. Vocabulary.
- C. Development of reading, listening, speaking, and writing skills through one or more of the following: literary works, historical writings, current events, cultural essays.

VII. General Course Competencies:

To complete this course, the student will do the following:

- A. Refine his comprehension skills
- B. Refine his writing skills
- C. Refine his reading skills
- D. Refine his speaking skills
- E. Expand his understanding of the culture of the Hispanic people

VIII. Course Objectives stated in Performance Terms:

During this course, the student will do the following under the guidance of the instructor:

- A. Refine his comprehension skills
 - 1. Comprehend the instructor and his classmates in discussion
 - 2. Understand relatively complex statements made by a native Spanish speaker
- B. Refine his writing skills
 - 1. Write responses to relatively complex questions asked in Spanish
 - 2. Write narrative and expository paragraphs on assigned topics
 - 3. Write essays analyzing the literature which he has read
- C. Refine his reading skills
 - 1. Read and comprehend passages in the text
 - 2. Read and comprehend selected works of Hispanic literature
 - 3. Demonstrate the acquisition of an expanded vocabulary
 - 4. Continue to improve his ability to use reference materials
- D. Refine his speaking skills
 - 1. Respond accurately in oral exchanges
 - 2. Demonstrate the acquisition of an expanded vocabulary
 - 3. Make oral presentations on assigned topics
- E. Expand his understanding of the culture of the Hispanic people
 - 1. Read and participate in discussions about the customs of the Hispanic people
 - 2. Learn to value the Hispanic culture
 - 3. Become aware of some of the contributions and achievements of the Hispanic people

IX. Class Activities:

- | | |
|--------------------------------------|------------------------------------|
| A. Lecture | F. Written assignments |
| B. Reading assignments | G. Conversation on assigned topics |
| C. Discussion of reading assignments | H. Viewing of video tapes |
| D. Oral reading by students | I. Language laboratory assignments |
| E. Oral presentations by students | J. Examinations |

X. Evaluation and Assessment

Oral and written quizzes

Written exams

Summaries of readings

Short essays

Oral presentations

Interviews

Homework

Grades will be given based upon A = 90 – 100%, B = 80 – 89%, C = 70 – 79%, D = 60 – 69%, and F = below 60%.

XI. Attendance

Students are expected to attend all classes for which they are registered. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before poor attendance interferes with the student's ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility

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Alabama
Department of
Postsecondary Education

Representing Alabama's Public Two-Year College System
Jefferson State Community College

SPA 202
Intermediate Spanish II

I. SPA 202 Intermediate Spanish II - 3 Semester Hours

II. Course Description

This continuation course includes a review and further development of communication skills. Topics include readings of literary, historical, and/or cultural texts.

III. Prerequisite

SPA 201 or equivalent

IV. Textbook

Due to the varied selection of quality college level textbooks, each college will select the textbook needed to meet the requirements of this course.

V. Course Objectives

- A. The student will be able to comprehend and respond to structures and vocabulary previously learned.
- B. The student will increase his/her vocabulary.
- C. The student will be able to speak and write about experiences, thoughts, and emotions.
- D. The student will be able to understand readings containing familiar vocabulary and grammar structures as well as unfamiliar passages with cognates.
- E. The student will be able to write one-half to two-page compositions in response to readings.
- F. The student will exhibit knowledge of specified literary, historical and/or cultural figures and events.

VI. Course Outline of Topics

- A. Review and further development of grammar and syntax learning in SPA 201.
- B. Vocabulary.
- C. Development of reading, listening, speaking, and writing skills through one or more of the following: literary works, historical writings, current events, cultural essays.

VII. General Course Competencies:

To complete this course, the student will do the following:

- A. Refine his comprehension skills
- B. Refine his writing skills
- C. Refine his reading skills
- D. Refine his speaking skills
- E. Expand his understanding of the culture of the Hispanic people

VIII. Course Objectives stated in Performance Terms:

During this course, the student will do the following under the guidance of the instructor:

- A. Refine his comprehension skills
 - 1. Comprehend the instructor and his classmates in discussion
 - 2. Understand relatively complex statements made by a native Spanish speaker
- B. Refine his writing skills
 - 1. Write responses to relatively complex questions asked in Spanish
 - 2. Write narrative and expository paragraphs on assigned topics
 - 3. Write essays analyzing the literature which he has read
- C. Refine his reading skills
 - 1. Read and comprehend passages in the text
 - 2. Read and comprehend selected works of Hispanic literature
 - 3. Demonstrate the acquisition of an expanded vocabulary
 - 4. Continue to improve his ability to use reference materials
- D. Refine his speaking skills
 - 1. Respond accurately in oral exchanges
 - 2. Demonstrate the acquisition of an expanded vocabulary
 - 3. Make oral presentations on assigned topics
- E. Expand his understanding of the culture of the Hispanic people
 - 1. Read and participate in discussions about the customs of the Hispanic people
 - 2. Learn to value the Hispanic culture
 - 3. Become aware of some of the contributions and achievements of the Hispanic people

IX. Class Activities:

- | | |
|--------------------------------------|------------------------------------|
| A. Lecture | F. Written assignments |
| B. Reading assignments | G. Conversation on assigned topics |
| C. Discussion of reading assignments | H. Viewing of video tapes |
| D. Oral reading by students | I. Language laboratory assignments |
| E. Oral presentations by students | J. Examinations |

X. Evaluation and Assessment

Oral and written quizzes

Written exams

Summaries of readings

Short essays

Oral presentations

Interviews

Homework

Grades will be given based upon A = 90 – 100%, B = 80 – 89%, C = 70 – 79%, D = 60 – 69%, and F = below 60%.

XI. Attendance

Students are expected to attend all classes for which they are registered. Students who are unable to attend class regularly, regardless of the reason or circumstance, should

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Revised on 3/4/2004 11:18 AM 2

Date Adopted: 1998
Date Reviewed: 2001
Date Revised: 2001, 2004, 2008

Alabama
Department of
Postsecondary Education
Representing Alabama's Public Two-Year College System
Jefferson State Community College

SPH 106
Fundamentals of Oral Communication

I. SPH 106 Fundamentals of Oral Communication - 3 Semester Hours

II. Course Description

This is a performance course that includes the principles of human communication: intrapersonal, interpersonal, and public. It surveys current communication theory and provides practical application.

III. Prerequisite

As required by program

IV. Textbook

Due to the varied selection of quality college level textbooks, each college will select the textbook needed to meet the requirements of this course.

V. Course Objectives

The student will demonstrate a knowledge of:

- A. Intrapersonal communication – students will learn how intrapersonal communication affects everyday interactions
- B. Interpersonal communication – students will (1) learn how interpersonal communication affects everyday interactions and (2) develop better skills through study and everyday interaction
- C. Group communication – students will (1) learn the concepts involved in small group communication and (2) develop group communication skills through study and everyday interaction
- D. Public speaking – students will learn (1) theory and concepts involved and (2) develop speaking skills and deliver public speeches.

VI. Course Outline of Topics

- A. Process of Intrapersonal Communication

- B. Process of Interpersonal Communication
- C. Process of Group Communication Skill Development
- D. Process of Public Speaking

VII. General Course Competencies:

- A. The student will demonstrate a knowledge of intrapersonal communication.
- B. The student will demonstrate a knowledge of interpersonal communication.
- C. The student will demonstrate a knowledge of small group communication.
- D. The student will demonstrate a knowledge of public speaking.

VIII. Course Objectives Stated in Performance Terms:

During the course, the student will do the following under the guidance of the instructor:

- A. Demonstrate a knowledge of intrapersonal communication
 - 1. correctly identify the elements in the basic communication model
 - 2. demonstrate an understanding of the history of human communication
 - 3. identify the basic categories of nonverbal communication
 - 4. demonstrate knowledge of perceptions and how they affect the communication process
- B. Demonstrate a knowledge of interpersonal communication
 - 1. demonstrate an understanding of how to give and receive feedback effectively
 - 2. demonstrate an understanding of the role of self disclosure in the communication process
 - 3. understand and demonstrate basic interviewing skills
 - 4. understand basic rules, regulations, and nuances of language
 - 5. understand what passive, assertive, and aggressive behavior and language are
 - 6. demonstrate an understanding of different conflict management styles and their influence on human communication
 - 7. understand the difference between defense-causing and supportive communication and their impact on human communication
- C. Demonstrate a knowledge of small group communication
 - 1. understand the various types of group communication
 - 2. demonstrate an understanding of the characteristics and cultural differences in groups
 - 3. understand the various problem-solving formats groups can use
 - 4. understand group member roles and leadership roles that may be exhibited in groups
 - 5. study the advantages and disadvantages of working in groups
 - 6. demonstrate research skills in group problem-solving
- D. Demonstrate a knowledge of the public speaking situation
 - 1. choose and develop a topic for a presentation/speech to be given in class
 - 2. demonstrate a knowledge of outlining a speech by submitting a speech outline to accompany each presentation/speech given in class
 - 3. understand the basic parts of a speech and apply them in a presentation/speech in class
 - 4. understand and apply the basics of good physical and vocal delivery in a presentation/speech in class
 - 5. use the guidelines for successful audience analysis by choosing an appropriate topic to speak on in a presentation/speech presented in class
 - 6. demonstrate an understanding of effective visual aid use

7. demonstrate a knowledge of methods for overcoming speech anxiety
8. demonstrate research skills by providing support from primary and secondary sources in a presentation/speech

IX. Class Activities:

- A. Interview assignment
- B. Informative speech
- C. Persuasive speech
- D. Group presentations
- E. Classroom activities and discussion
- F. Examinations

X. Evaluation and Assessment

Written exams

Oral communication activities

Formal Speeches

Writing Assignments

Grades will be given based upon A = 90 – 100%, B = 80 – 89%, C = 70 – 79%, D = 60 – 69%, and F = below 60%.

XI. Attendance

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Date Adopted: 1965
Date Reviewed: 1987, 1998, 2001
Date Revised: 1994, 1998, 2001, 2004, 2008

Alabama
Department of
Postsecondary Education
Representing Alabama's Public Two-Year College System
Jefferson State Community College

SPH 107
Fundamentals of Public Speaking

I. SPH 107 Fundamentals of Public Speaking - 3 Semester Hours

II. Course Description

This course explores principles of audience and environment analysis as well as the actual planning, rehearsing and presenting of formal speeches to specific audiences. Historical foundations, communication theories and student performances are emphasized.

III. Prerequisite

As required by program

IV. Textbook

Due to the varied selection of quality college level textbooks, each college will select the textbook needed to meet the requirements of this course.

V. Course Competencies and Objectives

Competencies:

- A. The student will understand the basic organization of a speech.
- B. The student will demonstrate improved physical delivery skills.
- C. The student will analyze audiences and situations and adaptations to each.
- D. The student will distinguish rhetorical devices and skills.
- E. The student will understand the speech – communication process.
- F. The student will demonstrate a knowledge of the history tradition of rhetoric.
- G. Characteristics of three types of conflict resolution

Objectives:

- 1. Construct (research, organize, outline) speeches for diverse audiences.
- 2. Deliver informative, persuasive and special occasion speech.
- 3. Develop listening and analytical skills.
- 4. Develop strategies to manage performance anxiety.

VI. Course Outline of Topics

- 1. The speech communication process

2. Speech communication delivery skills
3. Strategies for researching, writing, practicing, and delivery of a public speech
4. Strategies for developing informative, persuasive, and special events speeches

VII. General Course Competencies:

- A. The student will understand the basic organization of a speech.
- B. The student will demonstrate improved physical delivery skills.
- C. The student will analyze audiences and situations and adaptations to each.
- D. The student will distinguish rhetorical devices and skills.
- E. The student will understand the speech communication process.
- F. The student will utilize research skills in preparation of speech assignments.

VIII. Course Objectives Stated in Performance Terms:

During the course, the student will do the following under the guidance of the instructor:

- A. Understand the basic organization of a speech
 1. construct speech outlines
 2. exhibit knowledge of various patterns of organization for the body of a speech in classroom exercises
 3. demonstrate a knowledge of patterns of organization appropriate to an informative speech
 4. demonstrate a knowledge of patterns of organization appropriate to a persuasive speech
 5. use the parts of a speech and the purpose of each correctly in classroom speeches
- B. Acquire improved delivery skills
 1. utilize eye contact in speeches
 2. demonstrate articulation and pronunciation skills
 3. make speeches with clear and understandable delivery
 4. utilize one or more of the four methods of delivery
 5. demonstrate effective nonverbal communication skills
- C. Analyze audiences and situations and adaptations to each
 1. demonstrate a knowledge of the differences among partisan, neutral and hostile audiences
 2. adapt to listener feedback during presentations
 3. exhibit listening skills as taught by the instructor in classroom speeches
 4. be able to determine appropriate language for different audiences
 5. demonstrate ethical behavior in classroom speeches
- D. Distinguish rhetorical devices and skills
 1. exhibit knowledge of attention devices in speeches and exercises
 2. exhibit knowledge of propaganda devices in speeches and exercises
 3. utilize the various types of evidence taught in class in speeches
 4. exhibit knowledge and use of emotional appeal in speeches
 5. demonstrate the appropriate use of visual aids in speeches
 6. become familiar with the use and effect of the language
- E. Understand the speech communication process
 1. use at least 50% of class time on speech assignments
 2. understand the relationship of the speaker, the audience, and the speech (message)
 3. understand various aspects of credibility
 4. conform to speaking time limits established by the instructor

5. understand conventions of effective informative speaking
 6. understand conventions of effective persuasive speaking
- F. Utilize research skills in preparation of speech assignments.
1. determine credibility of sources
 2. construct questionnaires and/or conduct interviews
 3. utilize proper oral citation during presentations
 4. demonstrate knowledge of using various means of evidence/support
 5. utilize the various Internet and online databases for evidence/support for presentations
 6. conduct library research

IX. Class Activities:

- A. At least five graded speech assignments
- B. Other ungraded speech activities
- C. Examinations
- D. Classroom exercises
- E. Class discussion

X. Evaluation and Assessment

Written exams

Oral communication activities

Formal speeches

Writing assignments

Grades will be given based upon A = 90 – 100%, B = 80 – 89%, C = 70 – 79%, D = 60 – 69%, and F = below 60%.

XI. Attendance

Students are expected to attend all classes for which they are registered. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before poor attendance interferes with the student's ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid.

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Alabama
Department of
Postsecondary Education

Representing Alabama's Public Two-Year College System
Jefferson State Community College

SPH 116
Introduction to Interpersonal Communication

I. SPH 116 Introduction to Interpersonal Communication - 3 Semester Hours

II. Course Description

This course is an introduction to the basic principles of interpersonal communication.

III. Prerequisite

As required by program

IV. Textbook

Due to the varied selection of quality college level textbooks, each college will select the textbook needed to meet the requirements of this course.

V. Course Competencies and Objectives

Competencies:

The student will understand:

- A. Basic introductory concepts of interpersonal communication
- B. Basic concepts regarding self-concept
- C. Basic concepts regarding perception
- D. Basic concepts regarding emotions
- E. Basic concepts regarding language (verbal communication)
- F. Basic concepts regarding non-verbal communication
- G. Basic concepts regarding listening
- H. Basic concepts regarding intimacy and distance in interpersonal communication
- I. Basic concepts regarding communication climates
- J. Basic concepts regarding managing communications conflict
- K. Five types of conflicts
- L. Characteristics of three types of conflict resolution

Objectives:

- 1. Students will understand the basic concepts of interpersonal communication.
- 2. Students will develop and improve interpersonal communication skills.

VI. Course Outline of Topics

- 1. Basic concepts of interpersonal communication
- 2. Self-concept and communication

3. Perception and communication
4. Communication climate
5. Resolving conflict
6. Building interpersonal relationships
7. Practical application of interpersonal communication

VII. General Course Competencies:

- A. The student will demonstrate knowledge of self-concept development.
- B. The student will demonstrate knowledge of the perception process.
- C. The student will understand the relationship of language to culture, power and communication competence.
- D. The student will demonstrate understanding of effective nonverbal communication.
- E. The student will understand effective communication in relationships.
- F. The student will demonstrate knowledge of effective listening skills.

VIII. Course Objectives Stated in Performance Terms:

- A. The student will demonstrate knowledge of self-concept development.
 1. The student will demonstrate an understanding of theories of self-concept development.
 2. The student will exhibit knowledge of how culture affects the self-concept.
 3. The student will exhibit knowledge of the characteristics of the self-concept.
 4. The student will demonstrate knowledge of identity management theories.
- B. The student will demonstrate knowledge of the perception process.
 1. The student will exhibit knowledge of the stages of the perception process.
 2. The student will demonstrate understanding of the influences on the perception process.
 3. The student will demonstrate knowledge of theories related to the perception of others.
 4. The student will utilize perception-checking skills.
- C. The student will understand the relationship of language to culture, power and communication.
 1. The student will exhibit knowledge of the characteristics of language.
 2. The student will exhibit the use of effective language in oral performances.
 3. The student will demonstrate understanding of the relationship of language to power.
 4. The student will demonstrate understanding of the influences of gender and culture on language.
- D. The student will demonstrate an understanding of effective nonverbal communication.
 1. The student will exhibit understanding of the characteristics of nonverbal communication.
 2. The student will utilize effective nonverbal communication in oral performances.

3. The student will understand the relationship of gender and culture to nonverbal communication.
4. The student will demonstrate knowledge of effective body orientation, posture and gestures.
5. The student will demonstrate knowledge of the effective use of eye contact and facial expressions.
6. The student will demonstrate understanding of proxemic communication.
7. The student will demonstrate understanding of chronemic communication.
8. The student will utilize effective vocal qualities in oral presentations.
9. The student will understand the importance of artifactual communication.
10. The student will demonstrate an understanding of touch communication.

- E. The student will understand effective communication in relationships.
1. The student will demonstrate an understanding of how and why relationships develop.
 2. The student will demonstrate the causes and effects of conflict in relationships.
 3. The student will distinguish between effective and ineffective conflict management techniques.
 4. The student will demonstrate an understanding of effective self-disclosure and feedback.
 5. The student will demonstrate an understanding of the importance of communication climates in relationships.

- F. The student will demonstrate a knowledge of effective listening skills.
1. The student will demonstrate an understanding of the elements in the listening process.
 2. The student will utilize effective listening techniques.
 3. The student will demonstrate an understanding of the different types of listening.
 4. The student will demonstrate an understanding of the barriers to effective listening.

IX. Class Activities:

- a. Examinations
- b. Classroom activities
- c. Oral Reports
- d. Essay
- e. Classroom discussion

X. Evaluation and Assessment

Written assignments

Oral communication activities

Written exams

Projects

Grades will be given based upon A = 90 – 100%, B = 80 – 89%, C = 70 – 79%, D = 60 – 69%, and F = below 60%.

XI. Attendance

Students are expected to attend all classes for which they are registered. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before poor attendance interferes with the student's ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid.

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Alabama
Department of
Postsecondary Education

Representing Alabama's Public Two-Year College System
Jefferson State Community College

THR 120
Theater Appreciation

I. THR 120 Theater Appreciation - 3 Semester Hours

II. Course Description

This course is designed to increase appreciation of contemporary theater. Emphasis is given to the theater as an art form through the study of history and theory of drama and the contributions to modern media. Emphasis is placed on the contribution of the playwright, actor, director, designer and technician to modern media. Attendance at theater productions may be required.

III. Prerequisite

As required by program.

IV. Textbook

Due to the varied selection of quality college level textbooks, each college will select the textbook needed to meet the requirements of this course.

V. Course Objectives

- A. The students will discover that the complex art of theatre is woven into the fabric of human culture.
- B. The students will have an understanding of the art of theatre and how the theatre is connected with other aspects of human experience.
- C. The students will explore the concept of interaction itself and the levels of interaction that can be found in any theatre experience.
- D. The students will develop an understanding and knowledge of the art of critical writing for the theatre.

VI. Course Outline of Topics

- A. The role of the audience
- B. Purpose and perspective: theatrical genres
- C. The playwright
- D. The performers and the director
- E. The designers
- F. Overview of the origins of theatre and theatre history

VII. General Course Competencies:

- A. The student will learn the practices and influences of the modern theatre by studying the major historical periods of drama.
- B. The student will see these practices and influences in modern productions.

VIII. Course Objectives stated in Performance Terms:

During the course, the student will do the following under the guidance of the instructor:

- A. The student will learn the practices and influences of the modern theatre by studying the major historical periods of drama by:
 - 1. showing his knowledge of the Greek Period
 - 2. showing his knowledge of the Roman period
 - 3. showing his knowledge of the Medieval period
 - 4. showing his knowledge of the Elizabethan period
 - 5. showing his knowledge of Restoration period
 - 6. showing his knowledge of the Neo-Classical period
 - 7. showing his knowledge of the "Modern" drama
 - 8. showing his knowledge of the contemporary drama
- B. The student will see these practices and influences in modern productions by:
 - 1. reading a play from each of the historical periods
 - 2. giving a report or presenting a scene from a play from one of the historical periods
 - 3. attending one or more amateur or professional theatrical presentations

IX. Class Activities:

- A. Lectures
- B. Discussion and recitation
- C. Scene presentation
- D. Oral and Written reports
- E. Play attendance
- F. Play reading
- G. Film or video tape viewing
- H. Audio tape listening
- I. Examinations

X. Evaluation and Assessment

Group projects

Written exams

Brief written compositions

Grades will be given based upon A = 90 – 100%, B = 80 – 89%, C = 70 – 79%, D = 60 – 69%, and F = below 60%.

XI. Attendance

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Alabama
Department of
Postsecondary Education

Representing Alabama's Public Two-Year College System
Jefferson State Community College

THR 126
Introduction to Theater

I. THR 126 Introduction to Theater - 3 Semester Hours

II. Course Description

This course is designed to teach the history of the theater and the principles of drama. It also covers the development of theater production and the study of selected plays as theatrical presentations.

III. Prerequisite

As required by program.

IV. Textbook

Due to the varied selection of quality college level textbooks, each college will select the textbook needed to meet the requirements of this course.

V. Course Objectives

- A. The students will develop an understanding of the principles of drama as a form of artistic communication.
- B. The student will develop an understanding of the elements of a theatrical production.
- C. The students will develop an understanding of significant events/developments in the history of the theatre.
- D. The students will develop an understanding of the important plays in the development of theatre as a form of performance arts.
- E. The students will develop a basic vocabulary of the theatre.

VI. Course Outline of Topics

- A. Students will be introduced to the different aspects of theatre, which will include:
 - 1. Theatre history
 - 2. Drama theory
 - 3. The director and the actor
 - 4. Performance, audience and critic
 - 5. Playwrights and producers
 - 6. Costume and makeup

7. Set design

8. Lighting, sound and multimedia

B. Basic concepts

1. The nature of theatre

2. The script, dramatic structures, form and style

C. The development of the theatre

1. The theatre of ancient Greece, Rome, Medieval, Elizabethan, Renaissance, 18th and 19th centuries, and modern theatre

VII. General Course Competencies:

A. The student will learn of the evolution of drama.

B. The student will learn about the functions of people and equipment in the production of a play.

VIII. Course Objectives States in Performance Terms:

A. The student will learn of the evolution of drama by:

1. studying plays from various historical periods
2. studying the historical milieus in which the plays are set
3. studying the stage conventions of the period in which the plays are set

B. The student will learn about the functions of people and equipment in the production of a play by:

1. studying what the playwright, actor, director, and various technicians do
2. studying how lighting, sound equipment, costume, sets, properties, and special-effects machines contribute to the overall production
3. attending one of more amateur or professional theatrical presentations

IX. Class Activities

1. Lectures
2. Discussion and recitation
3. Oral and written reports
4. Play attendance
5. Play reading
6. Film or video tape viewing
7. Audio tape listening
8. Examinations

X. Evaluation and Assessment

Written critic of plays viewed by students

Written exams

Brief written compositions

Oral presentations

Grades will be given based upon A = 90 – 100%, B = 80 – 89%, C = 70 – 79%, D = 60 – 69%, and F = below 60%.

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