

Faculty Procedures

Bainbridge College



Learning Support 2009

Faculty Procedures: Learning Support

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1. SYLLABI:

A. Your syllabus [sample at Appendix A] MUST include the following basic information:

Instructor's Name:	
Class Time & Room:	
Office & Office Hours:	FULL-TIME FACULTY—10 hours/week for office hours PART-TIME FACULTY—before and/or after class
Email:	
Phone:	229.248.2560 (Division)
Fax:	229.248.2555 (Division)

B. Your syllabus must include the following common information:

- course outcomes (Use common course outcomes from Appendix H.)
- tentative schedule, including college holidays, professional leave, final exam date, and Compass testing
- attendance requirements (Please use Divisional policy on sample syllabus.)
 - statement of attendance policy
 - statement that attendance records will be maintained (as required by governmental regulations)
 - explanation of an excused absence
 - policy on attendance and grading
 - details of penalties for absences
 - policy on late or missed work
- a statement that withdrawal after midterm produces an automatic "WF" unless approved by the Vice President of Academic Affairs and that Learning Support students cannot withdraw from LS classes and keep credit classes
- policy on plagiarism and cheating
- formula for grading
- ADA statement: The college is committed to providing accessibility to all students in accordance to ADA/504 guidelines. Students should contact Arlene Cook, College Counselor, at 229-248-2508, regarding accessibility.
- Statement on incompletes: An "I" (incomplete) grade is available only for nonacademic reasons. A student must secure permission for an incomplete PRIOR to the ending of the semester. Students must complete the missed assignments/tests during the next semester or the grade becomes an "F" automatically. Students may not re-register for the class, and they must be able to finish the work without returning to the classroom.
- Learning Support policy: Degree students who fail to exit a Learning Support area in THREE attempts will be suspended from taking any classes for THREE years within the University System of Georgia. All grades except W count as an attempt. Suspensions may be appealed, and two more attempts may be granted in an area. If a fifth attempt is needed, the student may take that Learning Support course ONLY.
- A signature sheet for students to sign.

C. All syllabi must be uploaded to the BC website by the instructor at <http://syllabus.bainbridge.edu/>

2. ROSTERS: Print your class rosters from Banner. [Appendix B] As soon as possible, please confirm that your students belong in your class by checking [Bainbridge College Student Information](#) in Banner and looking at their Compass scores and Academic History and comparing this information to the requirements found in the attached Learning Support Advising Manual. Please contact the Division Chair immediately if there is a problem. **ADVISING ERRORS HAPPEN—BUT YOU CAN FIX THEM BEFORE CLASSES START!** Also, continue to check your rosters periodically and make sure everyone attending is on the roster. Rosters do change! A student who finishes your class without being on the roster will not receive credit for the course—and will not be a happy camper!

3. DIAGNOSTIC TESTING IN 0097 CLASSES: If you administer a diagnostic test during the first week of your 0097 non-exit classes and have NEW students who do well on the diagnostic test, you may want to “bump” them to the 0099 exit course. Please contact me to document the “bumps” and register the student for the exit level course. NOTE: Students who have received an IP* or F* or FN* in the 0097 course within the last three years and are repeating 0097 are not eligible to be bumped to the exit-level class. Also, if you need a diagnostic test, please let me know.

4. FERPA: The Family Educational Rights and Privacy Act prevents faculty from revealing information to parents of students who are 18 years of age or older unless the parent(s) can prove that the student is a dependent student or unless the student agrees in writing for you to share information with the parent. It is also a violation of the FERPA to post grades without password protection or to tell a student another student’s grade.

5. FIRST WEEK ATTENDANCE REPORT: To document students’ attendance, a sign-in sheet works well. Students reported as non-attending will not receive financial aid for the class unless you document an error on your part. [Appendix C]

6. MIDTERM WARNING REPORT: At least one grading experience must be completed and returned to students prior to midterm (last day to drop without penalty). One week before midterm, you will be required to enter F*s in BANNER electronically for those students who have an average below 75% in your classes. [Appendix D]

7. FINAL GRADES: Since no grades can be distributed to students until ALL grades have been submitted electronically, it is important that faculty meet the published deadline for this activity [Appendix E]. Learning Support grades in reading, English, and math include the following:

A*	90-100%
B*	80-89%
C*	75-79%
IP*	60-74% (OR nonpassing score on the Compass Test for students in 0099 classes) An IP indicates the student has attended class but has not yet mastered the material, so he or she is “in progress” and needs to enroll in the course again. An IP is counted as successful for financial aid progress.
FN*	Student failed for missing too many classes
F*	0-59% (for students who attended but didn’t do required work)
I	Incomplete (Students cannot take next level of classes, though, until the I is made up, so use IP instead and we can change grade when student completes work.)

Note that 0099 students must pass the Compass Test (and the exit essay in English 0099) in order to receive an A*, B*, or C*. **LS grades DO count toward the Hope Scholarship GPA.**

In Regents' Skills classes, the only grades are S* (passed the Regents' Test) or U* (failed the Regents' Test). Students cannot sit for the Regents' Tests without having an average of at least 75% in class.

As soon as you have entered your grades in Banner, **print out the grade sheets (and write the passing Compass Scores by each grade) and turn them into the Division**, along with printouts of COMPASS scores for your students so that Learning Support suspension and warning letters can be prepared. Please enter grades as soon as possible.

8. INCOMPLETES. If you agree that a student may be allowed an "I" grade, you must complete a special form for the Records Office. [Appendix F]

An incomplete grade is available for nonacademic reasons only and only when the student's request is made before grades are due. An "I" must be completed during the next semester, or it becomes an F. (Students may petition for one additional semester.) Students may not re-register for the class. An I also indicates that a student can complete the remainder of missed assignments without needing seat time in the classroom or help from the instructor. (For example, an "I" might be given to a student who becomes sick and is unable to take the final exam until after grades have been posted.) Students cannot take next level of classes, though, until the I is made up, so use an IP instead and we can change the grade when the work is completed.

9. EXIT TESTING: Students in 0099 classes must have at least a 75% average (and have passed the exit essay in ENGL 0099) in order to qualify to take the Compass Test as their final exam. Students who fail the test the first time may retest once. (In special circumstances, a second retest is permitted, such as a student on a final attempt in a Learning Support area or a student within a few points of passing.) (Appendix G)

Students in their second or more attempts in an exit-level class *may* request an "early exit" at midterm in lieu of a retest at the semester's end (with the instructor's approval). There will be no refund of fees or books because such students are still registered in class. The grade for the class will be assigned at the end of the term.

10. FACULTY ABSENCE FROM CLASS: Because the primary objective of the college is the promotion of learning, faculty members are expected to meet all scheduled classes or to make arrangements for the meeting of those classes when they know in advance about a conflict, such as professional or medical leave. (Please note that 10-month faculty do not have personal or vacation days.) Faculty must make clear their plans to the Division Chair and notify students in advance when they know that they will be unable to attend class. In the event of an emergency, such as illness, accident, or family crisis, the faculty member should contact the Division Chair, and with the chairperson's assistance, make every reasonable effort to notify students if the class has to be cancelled. Only in the most extreme emergency should a faculty member ask a colleague or staff member to post a "no-class today" sign—**and the Division Chair needs to be notified as well, please.** In addition, faculty members should normally hold class for the duration of the period unless there are extenuating circumstances.

11. FACULTY TRAVEL: Faculty may not travel without completed and approved travel request forms. See Section IV of the online Faculty Handbook for additional information.

12. FACULTY PURCHASES: Faculty must complete a purchase request that is submitted to the Division Chair.

13. TEXTBOOK REQUISITIONS: Faculty will receive an order form from the bookstore each semester and return it to the Division Chair for approval. Please inform the Division Chair if instructor's texts or manuals are needed. Student editions of each text are on reserve in the library behind the counter.

14. **ADVISING:** Learning Support degree students are advised by full-time Learning Support faculty, and certificate students with Learning Support requirements can be advised by the Technical faculty members over their areas. Please familiarize yourself with the Advising Manual.

15. **FACULTY MANUAL:** Please read all sections at http://www.bainbridge.edu/facstaff/fac_h the college website.

Bainbridge College, Fall 2008
Reading 0099: Developmental Reading, Exit Level

Instructor's Name:
Class Time & Room:
Office & Office Hours:
Email:
Phone:
Fax:

Course Description

This course involves the continued application and reinforcement of basic reading skills and the development of advanced critical reading and vocabulary skills. Group and individual work focuses on college survival skills, test taking, and reading rate. (This class is for institutional credit only, but its grade is figured into your HOPE GPA.) This class is enhanced with WebCT Vista.

Course Objectives

In this course you will

- become more aware of the reading process and the multiplicity of reading materials,
- identify and correct your own reading deficiencies,
- improve your comprehension skills,
- increase your vocabulary,
- develop a flexible reading rate that is dependent upon purpose/material,
- develop an appreciation (and possibly even a passion) for the written word,
- learn how to study-read efficiently using organized methods, and
- learn how to synthesize, analyze, and evaluate printed material.

Course Outcomes

- Given unknown words in a reading passage, the student will use context clues to identify the correct meaning of the words.
- Given a reading passage, the student will identify the correct supporting details in the passage.
- Given a reading passage, the student will choose the topic and main idea of the passage.
- Given a reading passage, the student will recognize the clues in the passage and choose the correct inference made by the author.
- Given a reading passage, the student will identify the author's purpose in writing the passage.
- Given a reading passage, the student will identify the correct tone/mood/attitude used by the author toward the subject of the passage.
- Given a reading passage, the student will identify and interpret figurative language.
- Given a reading passage, the student will identify the style and pattern of organization used by the author toward the subject of the passage.
- The student will achieve competency in reading comprehension as demonstrated by a passing score on the Compass exit exam.

Texts/Supplies

- *Ten Steps to Advancing College Reading Skills*
John Langan
ISBN: 1-59194-023-0
- *10 Steps to Advancing Vocabulary*
Sherrie Nist/Caole Mohr
ISBN: 1-59194-023-0

Class Policies

- **ATTENDANCE:** You are expected to come to every class and to be prepared to contribute to the learning community. Much of the value and meaning of this class will come from what happens in class, so you must be here in order to experience the benefits. To succeed in this class, you must be here--on time. However, at times we all experience sickness, car breakdowns, and emergencies, and you will not be unduly penalized for a day or two thus missed--but you must call me or give me a written explanation for your absence. I will maintain an accurate written record of your attendance in class. **Furthermore, if you miss more than four classes, you may be failed in this class except for highly unusual circumstances. In order to assure that you are not failed after four absences, it is the student's responsibility to keep an open line of communication with the instructor.** In addition, absence from class for whatever reason does not excuse you from full responsibility for class work or assignments missed. Students on school-related activities should inform me beforehand of their intended absences.
- **PROMPTNESS:** I will be here on time. I expect the same from you. Each time you are tardy or leave early, it will ... put your penalty here, such as "count as an absence" or "cost you 15 points" or "prevent you from taking the quiz that day."
- **PROGRESS:** Because you are responsible for your performance and progress in this class, please to talk with me if you experience difficulties. Also, please note that this 4-credit-hour course will require from eight to twelve hours of preparation outside of class each week or about an hour each day. (FOR A/B terms, change to twelve to sixteen hours.)
- **LATE WORK:** Except for unusual circumstances, late work will be penalized.
- **CLASSROOM CONDUCT:** You are expected to treat your fellow students and instructor with respect and fairness and to refrain from any disruption to the learning community. Disruptive behavior includes, but is not limited to, talking while the instructor is talking, coming in late, gathering belongings before class has been dismissed, and bringing anything disruptive to the classroom, such as pets, children, or phones. Your cell phones must be turned off and put away during class. (Please inform me of any special circumstances, however.)
- **ACADEMIC DISHONESTY:** Your work must be your own. Cheating and plagiarism will result in a zero on the assignment. In addition, if you cheat, you may be failed in this class or be required to appear before the College Disciplinary Committee.
- **ADA STATEMENT:** The college is committed to providing accessibility to all students in accordance to ADA/504 guidelines. Students should contact Arlene Cook, College Counselor, at 229-248-2508, regarding accessibility.
- **SIGNATURE STATEMENT:** Please have students sign a form indicating they understand the syllabus. Keep their forms on file:
With my signature, I certify that I have read the syllabus and that I understand it is a contract between the instructor and me. I realize that I am responsible for my performance and progress in this class and that I need to talk with the instructor if I experience difficulties. I also understand that this course will require 8 to 12 hours a week of preparation outside class.
- **LEARNING SUPPORT POLICY:** Degree students who fail to exit a Learning Support area in THREE attempts will be suspended from taking any classes for THREE years within the University System of Georgia. All grades except W count as an attempt. Suspensions may be appealed, and two more attempts may be granted in an area. If a fifth attempt is needed, the student may take that Learning Support course ONLY.

- **FINANCIAL AID POLICY:** Federal funds cover just seven Learning Support classes—including withdrawals. HOPE Grant and HOPE Scholarship also have caps for state aid for programs.
- **EARLY EXIT:** Students in their second or more attempts in an exit-level class *may* request an “early exit” at midterm in lieu of a retest at the semester’s end if they received an “IP” in their last attempt. There will be no refund of fees or books because such students are still registered in class. The grade for the class will be assigned at the end of the term.
- **WITHDRAWAL:** To officially drop a course without penalty, you must complete a Drop/Add form, with appropriate signatures, before midterm. Please note that you cannot drop your Learning Support classes and keep your credit classes. In addition, although a W does *not* count as an attempt in Learning Support, it does count against the requirement for a 67% success rate for Satisfactory Academic Progress (SAP) for financial aid. An “IP” counts as successful for SAP.

Exit Requirements for Learning Support Reading

- FIRST: Class average of at least 75%; all assigned exercises completed
- SECOND: Score of 74 or greater on the Compass Reading Test

You must meet these requirements IN ORDER. In other words, you cannot take the Compass Test unless you have a class average of at least 75% and have completed all assigned textbook exercises.

Points for Grading

Chapter Reading Quizzes (10 @ 20 points each)	200 points possible
Comprehensive Reading Quizzes	170 points possible
Vocabulary Quizzes (12 @ 10 points each) and Review Tests (3 @ 20 points)	180 points possible
Journal (10 @ 10 points each)	100 points possible
Class Notebook	50 points possible
Homework Checks (must be present for credit)	200 points possible
PAD (Participation, Attendance, Determination) Perfect attendance= 100 points	100 points possible
Bonus Credit (additional Townsend novels & journals; up to 100 points each novel w/10 journal entries)	
Total Points	1000 points possible

Grading Scale

LS GRADES COUNT TOWARD HOPE SCHOLARSHIP.

A*	900-1000 points; all exercises completed AND passing score on Compass Reading Exam
B*	800-899 points; all exercises completed AND passing score on Compass Reading Exam
C*	750-799 points; all exercises completed AND passing score on Compass Reading Exam
IP*	600-749 points (OR nonpassing score on Compass Reading Exam)
F*	0-599 points even though you have been attending class
FN*	Failed for missing too many classes
I	An incomplete grade is available for nonacademic reasons only and only when the student's request is made before grades are due. An I must be completed during the next semester, or it becomes an F. (Students may petition for one additional semester.) Students may not re-register for the class. Students cannot register for classes until any Incompletes have been completed in Learning Support.
	*Student must retake READING 0099.

Please note that students are responsible for any changes to the syllabus and schedule.

Including a class schedule is a good idea on your syllabus—here is the one from my online Regents' writing class:

DUE DATE <i>Thursday midnight</i>	Lesson Title	GeorgiaVIEW Lesson	Essay	Language Use: Do text exercises as needed (and score them) and Townsendpress.com exercises before you take VISTA quizzes
8-28	1. What is this course all about?	Orientation to GeorgiaVIEW Regents' policies & procedures	1	Create an account at TownsendPress.com for <i>English Essentials</i> Ch. 1 & 23—Subjects/Verbs Ch. 2—Irregular Verbs GEORGIAVIEW QUIZ 1: Subjects & Verbs
9-4	2. How should I approach the essay?	Essay structure Thesis statements	2	Ch. 3 & 24—Subject/Verb Agreement GEORGIAVIEW QUIZ 2: Subject/Verb Agreement
9-11	3. How do I get started?	Choosing Questions Point of view Prewriting	3	Ch. 4—Sentence Types Ch. 5—Fragments I Ch. 6—Fragments II GEORGIAVIEW QUIZ 3: Fragments
9-18	4. What is an effective introduction?	Introduction methods Thesis bridges	4	Ch. 7—Run-ons I Ch. 8—Run-ons II Ch. 27—More about Run-Ons & Comma Splices GEORGIAVIEW QUIZ 4: Run-ons
9-25	5. What is a well-developed body	Topic sentences Specific details Transitions	5	Ch. 17—Pronoun Forms Ch. 18—Pronoun Problems GEORGIAVIEW QUIZ 5: Pronouns

	paragraph?			
10-2	6. When do I stop writing?	Conclusions	6	Ch. 9 & 28—The Comma Ch. 10 & 29—The Apostrophe Ch. 11 & 30—Quotation Marks GEORGIAVIEW QUIZ 6: Punctuation
10-9	7. How do I review my essay?	Proofreading	7	Ch. 19—Adjectives/Adverbs GEORGIAVIEW QUIZ 7: Adjectives/Adverbs
10-16	8. How should I prepare for the test?	Test anxiety Test preparation Final checklist	8	Ch. 12 & 31—Homonyms GEORGIAVIEW QUIZ 8: Correct Words
10-23		REVIEW	9	Ch. 20—Modifiers GEORGIAVIEW QUIZ 9: Modifiers
10-30		REVIEW	10	Ch. 14—Parallelism GEORGIAVIEW QUIZ 10: Parallelism
11-6	Extending Time Testing if all work is completed & your average is 75% or greater: Thursday, Nov. 6, at noon or 7:30 p.m.			

SIGNATURE STATEMENT: Please have students sign a form indicating they understand the syllabus and keep their forms on file:

With my signature, I certify that I have read the syllabus and that I understand it is a contract between the instructor and me. I realize that I am responsible for my performance and progress in this class and that I need to talk with the instructor if I experience difficulties. I also understand that this course will require 8 to 12 hours a week of preparation outside class.

APPENDIX B: PRINTING YOUR CLASS ROSTERS

- Go to https://bainbridge.gabest.usg.edu/pls/B620/twbkwbis.P_WWWLogin
(Or you can click on the BC Home Page; click on Banner Web under SERVICES.)
- Put in your user ID 9000 number.
- Put in your user PIN [This is not the password you use to get to your email. It is the number assigned with your BANNER account.]
- Click on Faculty and Advisors.
- At the next screen, click on the Printable Faculty Course Roster link
- Select the term and course.
- Click PRINT SCREEN for each course.

APPENDIX C: FIRST WEEK ATTENDANCE REPORTING

- Go to https://bainbridge.gabest.usg.edu/pls/B620/twbkwbis.P_WWWLogin
(Or you can click on the BC Home Page; click on Banner Web under SERVICES.)
- Put in your user ID 9000 number.
- Put in your user PIN [This is not the password you use to get to your email. It is the number assigned with your BANNER account.]
- Click on Faculty and Advisors.
- At this screen, click on **FINAL Grades** link.
- Select the term and course.
- You will get a screen with a pull-down box containing all the classes you're teaching for that semester. Click on the one you want.
- Your student list should come up.
- When entering attendance, make sure you are in Final Grades; then tab over to "Attend Hours" field. Enter a "0" if a student has never attended and enter a "9" if the student HAS ever attended or has contacted you.
- You may have more students than will fit on the screen, so be sure to click on the next set of records to enter data for all of your students. Be sure to click SUBMIT after attendance data have been entered or your grades/attendance will not be saved.

APPENDIX D: MIDTERM WARNING REPORT

- Go to https://bainbridge.gabest.usg.edu/pls/B620/twbkwbis.P_WWWLogin
(Or you can click on the BC Home Page; click on Banner Web under SERVICES.)
- Put in your user ID 9000 number.
- Put in your user PIN [This is not the password you use to get to your email. It is the number assigned with your BANNER account.]
- Click on Faculty and Advisors.
- At this screen, click on **MIDTERM Grades** link.
- Select the term and course.
- You will get a screen with a pull-down box containing all the classes you're teaching for that semester. Click on the one you want.
- Your student list should come up.
- Enter F* under Midterm for those students with less than 75%.
- You may have more students than will fit on the screen, so be sure to click on the next set of records to enter data for all of your students. Be sure to click SUBMIT after attendance data have been entered or your grades/attendance will not be saved.

Appendix E: FINAL GRADE REPORTING

- Go to https://bainbridge.gabest.usg.edu/pls/B620/twbkwbis.P_WWWLogin
(Or you can click on the BC Home Page; click on Banner Web under SERVICES.)
- Put in your user ID 9000 number.
- Put in your user PIN [This is not the password you use to get to your email. It is the number assigned with your BANNER account.]
- Click on Faculty and Advisors.
- At this screen, click on **FINAL Grades** link
- Select the term and course.
- You will get a screen with a pull-down box containing all the classes you're teaching for that semester. Click on the one you want.
- Your student list should come up.
- Enter grades with ASTERISKS only (A*, B*, C*, IP*, F*, FN*). **NOTE THAT FN* IS USED FOR STUDENTS WHO HAVEN'T ATTENDED ENOUGH CLASSES TO PASS; IP* (IN PROGRESS) INDICATES THE STUDENT HAS ATTENDED CLASS BUT HAS NOT YET MASTERED THE MATERIAL, SO HE OR SHE IS "IN PROGRESS" AND NEEDS TO ENROLL IN THE COURSE AGAIN. AN IP IS COUNTED AS SUCCESSFUL FOR FINANCIAL AID PROGRESS.**
- You may have more students than will fit on the screen, so be sure to click on the next set of records to enter data for all of your students. Be sure to click SUBMIT after attendance data have been entered or your grades/attendance will not be saved.

Appendix F: INCOMPLETE FORM

INCOMPLETE GRADE ASSIGNMENT FORM

Georgia Board of Regents' Policy requires that all "I" grades must be assigned only for nonacademic reasons. This form must be completed for each "I" grade assigned as required by state auditors, and the form must be submitted to the Records Office.

Student's Name: _____

ID: _____

Course Reference Number: _____ Course Prefix & Number: _____

Instructor's Name: _____ Semester: _____

Reason for Assignment of "I" grade: **MUST BE NON-ACADEMIC**

IMPORTANT NOTE:

AN "I" MUST BE SATISFACTORILY COMPLETED DURING THE FOLLOWING ACADEMIC SEMESTER OR THE SYMBOL "I" WILL BE CHANGED TO THE GRADE "F" BY THE RECORDS OFFICE.

Exit Testing

Students must have a 75% average in the class to qualify for exit testing.

I have practice tests and other helpful exercises to prepare for the Compass at my website (COMPASS TESTING button) at http://fsweb.bainbridge.edu/tstrickland/compass_testing.htm .

The instructor will set up the Compass Test for each student prior to students entering the room, using the ID and password provided by the Division Chair. Choose 07 for Exit Reading, 08 for Exit Writing, or 011 for Exit Algebra. The instructor will then administer the Compass Test, allowing each student as much time as needed to complete the test but not giving any content help to students during the test. You may give the student blank paper during testing so the student can outline passages or write notes, but collect the paper after testing. The instructor is responsible for maintaining a proper testing environment free from noise and interruptions. ESL students should be given the Compass ESL and headphones.

Students will see their scores immediately on their screens at the conclusion of their testing sessions. They may leave quietly. At the conclusion of all testing, print the screens and turn in the printouts to our Division. **Close out of all COMPASS screen with ALT/S. DO NOT LEAVE COMPASS OPEN or UNATTENDED.**

Students who do not exit should be given a retest. In unusual circumstances, and with the Division Chair's permission, a second retest may be given.

Special arrangements may be made with Testing Services to exit-test an occasional student, but you must submit the request in writing to the testing director, Jessica Long. Testing Services cannot do any exit testing without written permission from the instructor or Division Chair.

The English Exit Essay

Learning Support 0099 English students cannot take the Compass Test unless they have passed the Exit Writing Sample.

- minimum 300 words
- choice of 4 topics (chosen by instructor; may include topics from the Regents' site at <http://www2.gsu.edu/~wwwrtp/topics.htm>)
- written as two drafts over two class periods of 100 minutes each
- evaluated holistically and anonymously with the attached rubric
- passed by at least 2 of three evaluators (other English faculty)
- maintained in instructor files (full-time faculty) or division files (adjunct faculty)

Administration of the Exit Writing Sample

DAY 1: Students will be given printed instructions similar to those attached. Each student will use his or her 9000 number for the ID.

Each student will be given a blank disk from the Division for saving his or her essay. (Disks are available from the Division.) Students may use online resources (like m-w.com) or personal reference books (like a dictionary or thesaurus).

At the end of class, the instructor will gather the printouts of the essays, along with computer disks. Students found taking their essays in any form (electronic, email, or paper) from the classroom will fail the essay. The instructor will evaluate the drafts, circling problem areas and

writing comments that will help the student write an improved final draft on Day 2. The instructor may also conference with students who request additional help after writing their drafts.

DAY 2: Disks and printed drafts (with teacher comments) will be returned to each student, who will then have 100 minutes to revise the essay written on Day 1. Students may use online resources (like m-w.com) or personal reference books (like a dictionary or thesaurus). The final draft will be labeled FINAL and will be stapled behind the instruction sheet.

Adjunct instructors then bundle the essays and turn them into the Division Chair, who will have them scored and provide the instructor with the results. Full-time faculty will have the essays scored by other English faculty. Full-time faculty should archive the essays and evaluation sheets with other student work from their classes in case a student has questions about the scoring of the essay. Essays submitted by adjunct faculty will be maintained in the division files.

Except for extenuating circumstances, students who miss Day 1 will have just Day 2 to write their essays. Students missing Day 2 (except for extenuating circumstances) will have the essay that was written on Day 1 evaluated.

EXAMPLE TOPICS FOR EXIT ESSAY

ID # _____

Choose one of the following four questions. Make sure you have an introduction with a thesis statement, a body with specific examples/details, and a conclusion that makes a final point.

- What were your favorite activities as a child? Why?
- What is your favorite holiday? Why?
- What is your favorite source of entertainment? Explain why.
- When you are unhappy, what do you do that usually makes you feel better? Explain.

Holistic Essay Rubric for ENGL 0099

Score	Content	Organization	Development	Use of Language
PASS	central idea	sense of order	enough details/evidence to develop ideas	acceptable word choice; language use errors don't impair communication
FAIL	lacks a central idea	lacks clear organizational plan; reader is confused	lack of development or repetitious, incoherent, illogical development	limited vocabulary; language use errors impair communication

Example Score Sheet for Essays

EVALUATOR: _____ DATE _____

ID	PASS or FAIL	Comments

COMMON COURSE OUTCOMES FOR LEARNING SUPPORT

ENGLISH: LEARNING OUTCOMES FOR THE NON-EXIT LEVEL COURSE

Upon completion of the non-exit level course, students will have met the following expectations:

- Can develop clear and specific topic sentences for paragraphs as well as thesis statements for essays as demonstrated in their writing.
- Can develop coherent and unified paragraphs using transitional expressions, suitable semantics, and logical organization as demonstrated in their writing.
- Can employ variety in sentence structure, including simple, compound, complex, and compound/complex sentences, as demonstrated in their writing.
- Can construct paragraphs that are relatively free from errors in standard written American English, including errors in sentence structure; subject/verb agreement; verb form and tense; pronoun agreement, reference, and case; modifiers, parallelism; shift in person; word choice, capitalization; punctuation; and spelling, as demonstrated in their writing.
- Can respond analytically and critically to their own writing as demonstrated in the contrast between their drafts and revisions.

ENGLISH: LEARNING OUTCOMES FOR THE EXIT LEVEL COURSE

Upon completion of the exit level course, students will have met the following expectations:

- Can show competency in the writing process—specifically the ability to generate ideas beyond the simplistic to support an essay thesis with subtopics that are substantially different, logically related, balanced, and able to be elaborated; to write a draft that is well-organized (including an introduction, a thesis statement, a body of support, and a conclusion) and sufficiently elaborated; to revise that writing for content; and to edit that writing for language use as demonstrated on the exit writing sample of at least 300 words.
- Can show competency in standard written American English to include the conventions of grammar and spelling as demonstrated on an exit writing sample of at least 300 words. (Those conventions of grammar include sentence structure; subject/verb agreement; verb form and tense; pronoun agreement, reference, and case; modifiers; parallelism; shift in person; word choice, capitalization; and punctuation.)
- Can show competency in editing essays for form and content as demonstrated by a passing score on the COMPASS exit exam.

READING: LEARNING OUTCOMES FOR THE EXIT LEVEL COURSE

Upon completion of the exit level course, students will have met the following expectations related to four skill areas:

- **Vocabulary:** Can identify the meaning of a word by (1) using context clues and by (2) using knowledge of affixes.
- **Literal Comprehension:** Can (1) recognize facts and details explicitly stated in a reading selection, (2) identify relationships explicitly stated in a reading selection, and (3) use sentence components to determine facts and ideas explicitly stated in a reading selection.
- **Inferential Comprehension:** Can (1) recognize the main idea, (2) recognize the author's beliefs and assumptions about a subject discussed in a reading selection, (3) interpret

figurative language or other language used to convey an idea, and (4) use deductive reasoning to recognize implied conclusions, generalizations, summaries of ideas and relationships among ideas.

- **Analytical Comprehension:** Can (1) identify literary devices, including the author's means of development, in a reading passage, (2) identify author's tone, irony, and levels of language, (3) recognize the differences between fact and opinion statements, (4) identify the functional relation between words, phrases, sentences, and paragraphs in a reading selection, and (5) identify information from graphs, charts, tables, and other visual aids.

NOTE: A non-exit level reading course would incorporate learning outcomes dealing with essentially the same skill areas but at a lower level of competency.

MATHEMATICS: LEARNING OUTCOMES FOR THE NON-EXIT LEVEL COURSE

Upon completion of the non-exit level course, students will have met the following expectations:

- Can translate verbal expressions into variable expressions.
- Can simplify and evaluate exponential and variable expressions.
- Can solve first degree equations (including literal equations for one variable), equations containing rational expressions, and first degree inequalities in one variable.
- Can solve application problems involving concepts such as consecutive integers, consecutive even or odd integers, percents, area and perimeter of rectangles, measures of angles, and other formulae.
- Can demonstrate competency in concepts involved in graphing linear equations including (1) finding the x and y intercepts of a line given the equation of the line and (2) graphing a linear equation.
- Can demonstrate competency in operations involving polynomials and rational expressions, including (1) adding, subtracting, multiplying, and factoring polynomials (including factoring binomials, trinomials, and larger polynomials by grouping) and (2) adding, subtracting, multiplying, dividing, and simplifying rational expressions.

MATHEMATICS: LEARNING OUTCOMES FOR THE EXIT LEVEL COURSE

Upon completion of the exit level course, students will have met the following expectations in addition to those cited in the non-exit level course:

- Can simplify and evaluate exponential and variable equations written in functional notation.
- Can solve quadratic equations by factoring.
- Can solve systems of linear equations by the substitution and addition methods.
- Can solve problems using the Pythagorean Theorem and the formulae for the length and midpoint of a line segment.
- Can demonstrate competency in concepts involved in graphing linear equations including (1) finding the slope and intercepts of a line given the equation of the line, (2) finding the slope of a line given 2 points on a line, (3) graphing a linear equation and the solution set of a linear inequality, and (4) writing the equation of a line given a point and the slope (or direction) of the line, two points on the line, or a point and information about whether the new line is parallel or perpendicular to a given line.
- Can demonstrate competency in operations involving polynomials and rational and radical expressions including (1) adding, subtracting, and multiplying polynomials, rational expressions (including complex fractions), and radical expressions, (2) factor polynomials (including factoring binomials, trinomials, and larger polynomials by grouping), and (3) simplifying rational and radical expressions and rationalizing denominators.

NOTE: While there may be some of the same skills taught in both the non-exit and exit level courses, the level of skill increases between the two courses.

A PROFESSIONAL CONTRACT FOR FIFTEEN WEEKS TOGETHER between (Student’s name here) and (Instructor’s name here)

Welcome to (name of course) _____.

Counting today, we will be spending fifteen weeks together for ____ minutes (200 for a 4-hour class or 150 minutes for a 3-hour class; 100 for 4-hour web-enhanced and 75 minutes for 3-hour web-enhanced) every week. To show your commitment to the course, you are asked to read and sign the following contract. Here are the terms of the contract.

MY ROLE IN THE CONTRACT My role will be to help you master _____. This course will be concerned directly with helping you learn and strengthen the _____ skills that will be vital for job success in the twenty-first century.

YOUR ROLE IN THE CONTRACT Your role in this contract will be to come to every class ON TIME and to give a full effort. Much of the value and meaning of this course will come from what happens in class, so you must be here on a steady basis. Imagine trying to learn another skill without being present: for example, imagine learning how to drive without the experience of actually being in the car and working with the controls and getting feedback from your instructor. How much would you learn about the skill of driving if you relied only on the notes of a classmate? In a similar way, to really learn _____, you need direct experience and practice. So if you miss classes, then, you are in effect missing the course. Some people start college with a “minimalist mindset.” They are passive; they do the minimum they need to get by; their attention is elsewhere; they are like the living dead. Gradually these people realize that they don’t have to be in college, and they are no longer part of the sad game played out in many high schools, where they receive a free ride and promotion no matter how little they do. If your attitude about learning has been hurt by what happened in high school or anywhere else, then part of your role is to change your attitude. You can do so, and this contract will help.

You should try not to miss any classes. But in the professional environment of this class, like in the work world, everyone is entitled to a set number of sick days as well as personal days. In this course, you will have a total of ____ such days—which can cover such real-world happenings as sickness, car breakdowns, or even the death of someone you know. If you missed more than this amount of time in a real-world job contract, you would be let go. (Only in some extraordinary situation, such as an extended illness confirmed by a doctor’s report, might an exception apply.) The professional terms of the work world will apply here: if you miss more than ____ classes, you CANNOT pass the course. In addition, if you miss NO classes, you will be rewarded. If you are present and on time for every class, your final grade in the class will be increased by ____ (one letter grade or a set number of points).

If you do miss a class, you are responsible for getting the assignments for the following class. To do so, call a classmate. Write down the names and phone numbers of two people in the room. (For now, use the people sitting on either side of you; you can always change these names later.)

Classmate # 1: Name _____ Phone _____
Classmate # 2: Name _____ Phone _____

Note that you must turn in all assignments or you cannot pass the course. If a quiz or test is given on a day you miss class, you cannot ordinarily make them up. Instead, you will receive a grade of M (Missing) for each missed quiz or test. When all your grades are averaged at the end of the semester, two M’s will be omitted; the rest will convert to zeros.

I’ve read this contract, and the terms seem fair to me. (I like the fact that this college class is being treated as a professional situation, and I’m learning the ground rules up front.) I accept the responsibility and the challenge to make this course worth my time and money.

Signed by _____ (student name here)

Date _____

My signature: _____ (include it before you copy the contracts)