



**COWLEY COLLEGE
& Area Vocational Technical School**

COURSE PROCEDURE FOR

**ENGLISH COMPOSITION SUPPLEMENTAL SEMINAR
EBE2208 3 Credit Hours**

Student Level:

This course is open to students who earn a satisfactory assessment score.

Catalog Description:

EBE 2208 – ENGLISH COMPOSITION SUPPLEMENTAL SEMINAR (3 hrs)

Supplemental Seminar follows the Accelerated Learning Program (ALP) model, which is designed to enable students to complete a traditional Comp I. This opportunity enables students to develop more quickly the writing skills needed to succeed by pairing Comp I with additional support via Supplemental Seminar. Reading and writing activities will be chosen to maximize student success and will be supplemented by grammar/mechanics exercises as needed. This course does not fulfill AS, AA, AAS, or AGS English degree requirement.

Prerequisites:

There are no prerequisites for this course. The course is for students who assess into the Accelerated Learning Program. Students who enroll in Seminar must also enroll in the corresponding section of Comp I. If students are taking at least one face-to-face course at Cowley, they must enroll in a face-to-face Supplemental Seminar/Comp I set. The online course is reserved for those who are unable to take courses on ground.

Controlling Purpose:

Supplemental Seminar follows the Accelerated Learning Program (ALP) model, which is designed to enable students to complete an enhanced gateway course. This opportunity enables students to develop more quickly the writing skills needed to succeed by supporting students in the gateway course instead of simply preparing them for it.

The course covers the essentials of writing essays while also building college-level reading and student success skills.

Learner Outcomes:

Upon completion of the course, students will be able to generate ideas, develop and support a thesis, and revise and edit for clarity and correctness. Students will also learn to practice active reading skills such as annotation, identifying main and supporting ideas, and summarizing accurately. Much of our content is student-driven, meaning that each class session will be tailored to students' questions and needs.

Units Outcomes and Criterion Based Evaluation Key for Core Content:

The following defines the minimum core content not including the final examination period. Instructors may add other content as time allows.

Evaluation Key:

- A = All major and minor goals have been achieved and the achievement level is considerably above the minimum required for doing more advanced work in the same field.
- B = All major goals have been achieved, but the student has failed to achieve some of the less important goals. However, the student has progressed to the point where the goals of work at the next level can be easily achieved.
- C = All major goals have been achieved, but many of the minor goals have not been achieved. In this grade range, the minimum level of proficiency represents a person who has achieved the major goals to the minimum amount of preparation necessary for taking more advanced work in the same field, but without any major handicap of inadequacy in his background.
- D = A few of the major goals have been achieved, but the student’s achievement is so limited that he is not well prepared to work at a more advanced level in the same field.
- F = Failing, will be computed in GPA and hours attempted.
- N = No instruction or training in this area.

UNIT 1: REVIEWING THE BASICS						
Outcomes: The student will write using basic grammar, sentence structure, and mechanics.						
A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Construct a complete sentence.
						Utilize punctuation correctly.

UNIT 2: BUILDING READING AND STUDENT SUCCESS SKILLS

Outcomes: The student will build active reading skills.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Improve reading comprehension using a four-step reading process.
						Recognize topic and main idea in a reading selection.
						Identify patterns of organization.
						Draw accurate conclusions.
						Develop and use a study schedule.
						Locate campus support resources.
						Evaluate need for a financial plan.

UNIT 3: DISCOVERING THE ESSAY

Outcomes: The student will use the stages of the writing process to develop an essay.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Employ an invention strategy.
						Select a topic and write a thesis statement.
						Choose appropriate details.
						Arrange ideas into a plan.
						Draft and revise an essay.

UNIT 4: DEVELOPING THE ESSAY

Outcomes: The student will develop a variety of essays.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Construct a narrative essay.
						Compose an informative essay.
						Write an evaluative essay.
						Develop a persuasive essay.
						Explain the difference between a paragraph and an essay.
						Identify subject, audience, and purpose.

Projects Required:

In-class activities, quizzes, assignments, and/or readings

Homework as necessary

Peer and instructor conferencing

Final project

Textbook:

Contact Bookstore for current textbook.

Materials/Equipment Required:

If the student is enrolled in an online Seminar, it is the student's responsibility to have (or have access to) a working computer with reliable Internet access. Weekly virtual meetings will take place at a time advertised in the academic schedule; students should enroll in a section offering a meeting time in which they can regularly participate. To facilitate these meetings, a web cam and microphone are required for the online Seminar students.

Attendance Policy:

Students should adhere to the attendance policy outlined by the instructor in the course syllabus.

Grading Policy:

The grading policy will be outlined by the instructor in the course syllabus.

Maximum class size:

Ten students face to face; twelve students online

Course Timeframe:

The U.S. Department of Education, Higher Learning Commission and the Kansas Board of Regents define credit hour and have specific regulations that the college must follow when developing, teaching and assessing the educational aspects of the college. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hour of credit or an equivalent amount of work over a different amount of time. The number of semester hours of credit allowed for each distance education or blended hybrid courses shall be assigned by the college based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format.

Refer to the following policies:

[402.00 Academic Code of Conduct](#)

[263.00 Student Appeal of Course Grades](#)

[403.00 Student Code of Conduct](#)

Disability Services Program:

Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If a student has a disability, which may impact work in this class which requires accommodations, contact the Disability Services Coordinator.