



Arkansas Northeastern
COLLEGE

Faculty Guide

Early College Program

2021-2022

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EARLY COLLEGE PROGRAM OVERVIEW

The Arkansas Northeastern College Early College Program (ECP) is a community service offered to area high school students enabling them to earn college credit while attending their own high school. The program is a partnership between ANC and participating school districts that provides the opportunity for eligible high school students to get a jump start on college while still in high school. ECP courses include the identical content as those offered on the College campus and follow the ANC course syllabus which includes a detailed course description and prescribed learning outcomes.

Early College Programs have grown in recent years because they are associated with positive outcomes and greater academic achievement. Students in early college credit programs are more likely to graduate from high school, to enroll and persist in college and to achieve higher grade point averages than the those students who do not participate in the programs. ECP coursework allows a wide range of students to reap the benefits of earning college credit while taking classes in the comfort of a high school environment.

Definitions

The ANC Early College Program offerings:

1. **Concurrent Enrollment**: Concurrent enrollment is the enrollment of a high school student in a college course for both high school and college credit. It may be taught at a high school, on a college campus, or online. Courses maybe include general education or career and technical education courses.
2. **Blended AP/Concurrent Credit**: This concurrent option allows students enrolled in high school Advanced Placement (AP) courses to concurrently enroll in the comparable college course. To deliver these courses the high school and college instructors work together to coordinate student assignments which meet both college and AP learning objectives without duplicating student effort. These courses are general education courses such as English, mathematics, history, or psychology.
3. **Career and Technical Education (CTE) Concurrent Credit**: CTE credit is a concurrent credit option that allows enrollment of a high school

student to enroll in a career or technical course that carries both high school and college credit. These courses are typically taught at the ANC Secondary Center and maybe courses such as welding, advanced manufacturing, criminal justice, or nursing assistant.

- 4. Dual Enrollment:** Dual enrollment is the enrollment of a high school student in a college course for college credit only. High school credit may or may not be awarded. This is a decision made by the high school. These courses may be general education courses or career and technical education courses.

The following chart provides a summary of ANC’s Early College Program:

| | Concurrent Credit Courses | Blended AP / Concurrent Credit Courses | Career & Technical Credit Concurrent Courses | Dual Credit Courses |
|---|--|--|---|--|
| Taught by | College or High School Instructor | College or High School Instructor | High school Instructor | College Instructor |
| Course is held on | ANC or High School campus | ANC or High School campus | ANC’s Secondary Technical Center campus | ANC campus |
| Credit is awarded upon completion and appears on: | *College transcript *High school transcript | *College transcript *High school transcript | *College transcript *High school transcript | *College transcript |
| High School Graduation Requirements | High school decides which courses meet high school graduation requirements | High school decides which courses meet high school graduation requirements | Typically satisfies High School career focus credit | High school decides which courses meet high school graduation requirements |
| Course Examples | Core academic courses like English, History, Math, Government | Core academic courses like English, History, Math, Government | Welding, Advanced Manuf., Criminal Justice, & Nursing Asst. | Any course if student meets college prerequisites |

Types of Delivery

| | Face-to-Face | Hybrid | Blended AP/Concurrent | Online |
|-------|---------------------|---|--|---------------|
| Meets | 100% face-to-face | *50% face-to-face at a set time each week plus *50% online | *Content 100% online *Daily face-to-face *Supplemental instruction in high school with facilitator | 100% online |

Benefits of Early College Programs

There are many benefits to offering early college courses for high school students, high school faculty, and college faculty including:

- *Providing high schools the opportunity to expand offerings, thereby affording both high school teachers and students a more varied, stimulating and scholarly learning experience.
- *High school teachers have the chance to interact with their college counterparts and to form a network of colleagues with who to share teaching methodologies and information on trends in the discipline.
- *Closer interaction between high school and college instructors provides the opportunity for collaboration and better alignment of high school and college curricula.
- *Helping students become more familiar with college requirements, form realistic expectations of college-level work, and to learn what it takes to achieve success in college.
- *Providing students a head start when they eventually enter college as full-time students because ANC credits are transferable to most colleges and universities. By starting the full-time college career with credits already earned, students have more confidence in their ability to cope with the rigors of college work, less pressure to take on a heavy load of coursework and by extension a more stress-free college experiences.
- *Avoiding the repetition of basic instruction commonly encountered in both high school classes and college courses allowing more time for higher level work.
- *Acquiring college credits while in high school may allow students to finish college earlier. Alternatively, they may choose to dual major, study abroad, or participate in internship opportunities.
- *Taking college courses while in high school may help students gain admission to more selective colleges. The successful completion of college courses demonstrates a serious attitude toward scholarship and a proven ability for college-level work. In fact, many colleges are now seeking students who have earned college credit while in high school and are using completion of dual credit courses as a criterion for admission.
- *Saving money by reducing future college costs. ANC offers scholarships to offset 60% of the tuition and 100% of the fees. Not only are there cost savings for ANC courses, there are greater savings when the student transfers up to 30 hours of college credit towards a bachelor's degree to a four year university.
- *Offering a more viable option to Advanced Placement (AP) since transfer of the AP credit is dependent upon the final test score earned at the end of the course. Variations exist in college admission policies with regard to the level of AP accepted for credit.
- *Have access to the College campus resources including complete library privileges, academic advising, career services, tutoring, Help Desk, and exposure to a wealth of cultural events such as plays, concerts and exhibits.
- *Early College Program students are more likely to remain in and graduate from college than high school students who enter college without participating in Early College courses.

Early College Credit Program Approval

In an effort to ensure Arkansas Northeastern College's Early College Program (ECP) has the degree of rigor and quality for which the college is known, ANC's ECP is approved by the Arkansas Higher Education Coordinating Board. This approval strengthens the programs credibility and enhances course transferability. As a requirement of approval, the Early College Program has demonstrated compliance with the standards established by the Arkansas Higher Education Coordinating Board.

These standards include:

- | | |
|--------------------------------|---|
| *Faculty Credentials | *Student Eligibility |
| *Course Quality | *Assessment of Curriculum and Instruction |
| *Syllabi/Textbook Requirements | *Evaluation of Student Success |

The ANC Early College Program is offered as a partnership between Arkansas Northeastern College and surrounding area school districts. The courses offered and methods of delivery may vary from district to district.

EARLY COLLEGE PROGRAM COURSE REQUIREMENTS

Concurrent courses are freshman or sophomore level college courses approved through ANC's established processes and included in ANC's catalog. Students can earn college credit and/or one unit of high school credit for successful completion of each general education concurrent course or each blended AP/concurrent course that is a minimum of 3 semester credit hours. Students can earn college credit and/or up to one unit of high school credit for successful completion of each CTE course that is a minimum of 3 semester credit hours. Current listings of both general education and CTE courses are included in appendix A and B respectively.

Concurrent courses must meet the same standards as traditional ANC courses. To ensure these standards are met, ANC has direct oversight of all aspects of the concurrent course including course content, textbooks, learning outcomes, and course assessment.

1. Course Content

ANC requires ECP instructors to use the approved common course syllabus and first day handout. The departmental course syllabus is the curricular blueprint for a course. It is to be used as the common course syllabus for all instructors who teach a given course. Because the syllabus is the official curriculum, it may not be altered by an individual instructor. (An example is included in appendix C.) It includes:

- | | |
|--|--|
| *Course Title | *End of Course Objective |
| *Course Number | *Unit/Topic Outlines with Objectives |
| *Prerequisite and/or co-requisites | *Rational for the Course |
| *Course Description | *Assessment (common to all sections) |
| *Recommended Text | *Grading Scale (if common to all sections) |
| *Course Requirements/policies (common to all sections) | |

ANC requires each instructor to provide a First Day Handout (FDH) to each student during the first week of classes. The First Day Handout (FDH) will contain specific information about the course including description, course overview/rationale, end of course objectives, course credit, pre-requisite requirements, required textbook(s) and materials, basis for final grade and grading scale, grade dissemination, course policies on make-up work, late work, extra credit, important dates to remember, student expectations, attendance policy, topic/unit outline with rationale and performance objectives, etc. The FDH will be consistent with the departmental syllabus objectives and be developed according to the approved template provided in appendix D.

The course FDH is an essential part of the educational process at ANC and academic policy requires a copy of the FDH to be on file with the appropriate Dean prior to the beginning of each semester in which they are teaching. The FDH must also be posted on the class page in the Portal (myANC) and uploaded on the Resources tab, FDH section. To view FDHs for any course, go to the Portal, FDH section, and click on the course on the left side of the screen.

2. Textbook Policy

The academic departments at ANC require our concurrent credit partners to use the same textbooks that are used by ANC faculty. In some cases, academic

departments may approve a different textbook with aligned content and course learning outcomes for a particular subject area. A full review of the book must be performed by the appropriate Dean and/or faculty member teaching the same course.

3. Learning Outcomes and Outcomes Assessment

Common learning outcomes with appropriate common assessments have been identified and approved for each college course. The approved outcomes and assessment strategies have been recommended by ANC faculty and serve as the standard for the course. Instructors of concurrent credit courses must adopt the learning outcomes for each course and assess those outcomes as identified in the ANC course syllabus and first day handout. In courses where a common departmental assessment is used, that same assessment will be administered to the concurrent credit students. Where a common grading system or rubric is used, it will be applied in the concurrent course in the same manner.

If departmental exams are used or other common assessment tools are used in ANC traditional courses, these assessment strategies must be used in ECP courses. The approved outcomes and assessment strategies have been recommended by ANC faculty and serve as the standard for the course. ANC will ensure that concurrent course content and learning outcomes are aligned with the requirements of traditional courses. Sample assessments include:

Mathematics Division

MA 14043 College Algebra

- * Common homework assignments
- * Common quizzes
- * Common chapter exams
- * Comprehensive final exam

English Division

EN 12003 English Comp I

- * Common number of required formal essays and one impromptu final essay
- * Common assignments which require students to read, discuss, summarize and synthesize various pieces

EN 12013 English Comp II

- * Common requirement of 2 short papers and one long research paper
- * Common grading rubric for student essays and research papers

EN 22003 World Literature I
EN 22013 World Literature II

- * Common reading assignments all with required responses
- * Common requirement for a comprehensive final/writing exam

Social Science Division

HI 13003 World Civilization to 1600
HI 13013 World Civilization Since 1600
HI 23003 United States History to 1876
HI 23013 United States History Since 1876

- * Common requirement of content to be covered
- * Common methods of student learning outcomes to include essays, online discussion, and weekly assessment of student learning/participation

4. Course Assessment

Concurrent courses will be assessed in three ways. First, the students will evaluate the course by completing surveys distributed during the class period within the semester. The Student Evaluation Survey is identical to the survey distributed to students in traditional courses. Results are tabulated and later provided to the concurrent instructor for their use in self-evaluation and improvement.

Secondly, every section of a concurrent course will be observed by an ANC faculty liaison or Dean at least once per semester. The liaison or Dean will meet with the instructor to provide constructive feedback.

Third, the success and persistence of students in each class will be tracked to determine if the concurrent credit students are performing at the expected level. Student success rates (earning a grade of “C” or better) and persistence from course to subsequent courses will be tracked.

FACULTY REQUIREMENTS

Instructor Credentials

Faculty teaching ECP general education concurrent courses must have a master’s degree with a minimum of 18 graduate college credit hours in the subject area being taught.

Faculty members teaching concurrent credit courses in the ECP non-transfer, technical/occupational programs or developmental education should have the minimum of the baccalaureate degree, related industrial-business expertise, and/or applicable nationally recognized specialty certification/licenses generally accepted by other community/technical colleges.

Faculty who teach a blended/AP concurrent course must have the master’s degree with 18 graduate hours in the subject area taught AND current AP certification in the subject area. Proof of AP certification must be provided to ANC.

To apply to teach an ECP course, the individual should submit the Application for Employment, official transcripts and resume' to the appropriate Dean. The Dean will review the documentation and if the minimum requirements are met, may schedule an interview. Based on the credential review and interview, the Dean will determine if the applicant will be recommended to teach an ECP course. Decisions will be made on a case by case basis in accordance with ANC's hiring policies.

ANC will have final approval of ECP faculty and each instructor must be approved by the appropriate Dean and the Chief Academic Officer prior to teaching a course. Official college transcript(s), resume, AP certification, and any other required certifications must be on file in the Office of Academic Affairs.

Child Maltreatment and Criminal Background Check

College faculty who travel to a high school and/or have direct contact with students must have a criminal background check and complete the Child Maltreatment training prior to the first day of class. Documentation of both the background check and certificate for maltreatment training must be provided to the Office of Academic Affairs.

ANC Faculty Handbook/Faculty Guide Compliance

All instructors of concurrent credit classes are expected to abide by the policies and procedures set forth in the ANC Faculty and Academic Staff Handbook. A copy of the handbook will be provided to each concurrent credit course instructor at the beginning of each academic year and is available on the ANC website. In addition, each ECP instructor will be provided with an Early College Program Faculty Guide with additional information specific to expectations of ECP faculty.

EARLY COLLEGE PROGRAM FACULTY ORIENTATION

Early College Program faculty are required to participate in an ECP Faculty Orientation prior to teaching a concurrent credit course. All newly selected ECP faculty will attend the orientation offered in August of each year. The Early College Program Faculty Guide will be reviewed with the policies and procedures for teaching an ECP course which include but are not limited to:

- | | |
|---|--------------------------------------|
| *Syllabi Requirements | *Faculty Check List |
| *First Day Handout Requirements | *Faculty Evaluation Process |
| *Grading and Reporting Responsibilities | *Academic Integrity Policy |
| *Academic Calendar | *Use of e-Learning Management System |

EARLY COLLEGE PROGRAM FACULTY EXPECTATIONS

Prior to instructing an ECP course the instructor is required to meet one-on-one with their respective Dean to review the course syllabus, first day handout, course content and delivery, student learning outcomes and evaluation, textbook, instructional materials, and resources.

The Dean will explain ANC's specific expectations related to teaching an ECP course.

These expectations include:

- Instructors will follow the approved ANC common course syllabus.
- Instructors accept the responsibility for maintaining academic integrity and high expectations.
- An approved first day handout must be given to each student no later than the end of the first week of classes.
- Instructors must adopt or align with the same learning outcomes and assignments as those developed for the course offered on ANC's campus with limited exceptions approved by ANC.
- Instructors must use the same course grading standards as those on ANC's campus. Instructors must publish a grading scale on their first day handout for the concurrent credit course and submit the same grades/assessments received at the high school and for college credit. If departmental exams or other common assessments are used at ANC's campus courses, then those course exams and assessments must be used at the high school site.
- Instructors agree to review class rosters at the beginning and middle of the terms.
- Instructors understand that there will be periodic site visits and classroom observations. Since concurrent credit students receive college credit from ANC, the purpose of these observations is to facilitate alignment of course curricula, learning objectives, and assessment methods. It is also hoped that communication among faculty at our partner high schools and ANC faculty and administration will be beneficial to our mutual educational goals.
- Instructors must participate in annual ANC professional development workshops at least once each year. If the College identifies a pattern of absence over a two year period, the Dean will meet with the ECP instructor to discuss continued participation in the program.

- Newly approved concurrent credit instructors will take part ECP Faculty Orientation in August at ANC prior to teaching an ANC concurrent credit course at their school.
- Newly approved concurrent credit instructors will meet with their departmental Dean to review their course syllabus, textbook, instructional materials and resources prior to instructing an ANC concurrent credit course at their school.
- All ANC instructors are required to request students complete the ANC end of course evaluation each semester for each course they instruct. Surveys may be completed online or on paper.

ACADEMIC DISHONESTY POLICY

ANC promotes academic integrity as the only fair and ethical way to achieve ones educational goals. Cheating, plagiarism, collusion, giving or receiving test questions, use of annotated texts or teachers' editions are all violations of this code.

ANC has adopted a formal Academic Integrity Policy which is included in the Faculty and Academic Staff Handbook, the ANC catalog, ANC Student Handbook, and is integrated into the first day handout for each course. (Appendix E)

EARLY COLLEGE PROGRAM PROFESSIONAL DEVELOPMENT

ANC provides professional development activities on its campus for instructors at least twice each year, in August and in January. ECP instructors will be invited to attend each of these sessions to have the opportunity for interaction with other college faculty. Topics for these sessions may include course content discussions, methods of course delivery, assessment of student learning, student success strategies, or other topics related to professional development in their field of study. ANC will give notice to ECP faculty concerning upcoming professional development so they may have access to all the resources provided to fulltime ANC faculty.

ECP faculty will be required to participate in annual ANC professional development workshops at least once each academic year. If the College identifies a pattern of absence over a two year period, the appropriate dean will meet with the ECP instructor to discuss continued participation in the Early College Program.

Faculty Evaluation Process

In compliance with Act 244 of 1989, ANC completes an evaluation of every faculty member once each year. The evaluation is based upon input from multiple sources including student evaluations, peer evaluations, faculty self-evaluation, and dean/chairperson conferences. The process includes:

1. Student evaluations from every course taught
2. Peer/liaison observation
3. Dean/chairperson evaluation, including review of student success/productivity
4. Faculty self-evaluation narrative to include: and including the following:
 - A. Response to student evaluations
 - B. Discussion of strengths and weaknesses
 - C. Discussion of professional improvement
 - D. Plan of Action
5. Dean conferences with faculty member and makes a recommendation to the Chief Academic Officer based on:
 - A. Faculty Professionalism Rating
 - B. Student Rating
 - C. Peer Rating
 - D. Supervisor's rating of classroom observation

All INET instruction will be evaluated as follows (In addition to the required Student Evaluations):

- *A course evaluation performed by the Coordinator of Academic Technology and Distance Education prior to being offered for the first time by INET
- *An instructor evaluation performed by the Coordinator of Academic Technology and Distance Education prior to teaching online for the first time
- *Self-evaluations by the instructor the first time a course is offered by INET

The evaluations listed here will not be used in the performance evaluation rating outlined above but will be used for continuous improvement of online instruction.

Timelines/Deadlines

Each semester instructors are provided with deadlines of the last date to add, drop, withdraw, and when grades are due. The Early College Program instructors and students follow the regular ANC Academic Calendar. It is critical that deadlines are met as follows:

Academic Calendar

| <i>FALL 2021</i> | |
|---|---|
| Monday, August 9 | Reconvening |
| Wednesday, August 11 | Registration Closes |
| Monday, August 16 | Classes Begin |
| Friday, August 20 | No Show Rosters Payment Deadline Last Day to Declare Audit Status |
| Monday, August 23 | Classes Begin for Early College Specific Courses |
| Wednesday, August 25 | No Show Rosters for Early College |
| Friday, August 27 | Last Day for 100% Refund Last day to charge books on deferment |
| Monday, August 30 | Census Day (11 th Day) |
| Monday, September 6 | Labor Day (College Closed) |
| Friday, October 8 | Mid-Term Grades Due at Noon |
| Monday, October 11 | 2 nd 8 Weeks begins |
| Friday, October 15 | 2 nd 8 Weeks No Shows/Purge |
| Monday, October 25 | Spring Registration Opens |
| Friday, November 19 | Last Day to Withdraw |
| Monday, November 22 – Friday, 26 | Fall Break (Faculty/Students) |
| Thursday, November 25 – Friday, November 26 | Thanksgiving Holiday - COLLEGE CLOSED |
| Thursday, December 2 | Last day for TH classes |
| Monday, December 6 | Last day for MW classes |
| Tuesday, December 7 – Friday, December 10 | Finals |
| Friday, December 10 | Grades Due at Noon |

| <i>SPRING 2022</i> | |
|--|---|
| Monday, January 3 | Reconvening |
| Wednesday, January 5 | Registration Closes |
| Monday, January 10 | Classes Begin |
| Friday, January 14 | No Show Rosters Payment Deadline Last Day to Declare Audit Status |
| Monday, January 17 | MLK, Jr. Day – College Closed |
| Monday, January 24 | Last Day for 100% Refund Last day to charge books on deferment |
| Tuesday, January 25 | Census Day (11 th Day) |
| Monday, February 14 | Graduation Applications Due for those who intend to participate in ceremony |
| Monday, February 21 | Presidents Day – College Closed |
| Friday, March 4 | Mid-Term Grades Due at Noon |
| Monday, March 7 | 2 nd 8 Weeks begins |
| Friday, March 11 | 2 nd 8 Weeks No Shows/Purge |
| Monday, March 21 – Friday, March 25 | Spring Break (Students, Faculty) |
| Friday, March 25 | Spring Break – College Closed |
| Friday, April 15 | Good Friday – College Closed |
| Monday, April 18 | Registration Opens: Summer 2022 and Fall 2022 |
| Friday, April 22 | Last Day to Withdraw |
| Wednesday, April 27 and Thursday, April 28 | Early College Finals |
| Friday, April 29 | Early College Grades Due at Noon |
| Tuesday, May 3 | Last day for TH classes |
| Wednesday, May 4 | Last Day for MW classes |
| Thursday, May 5, and Monday, May 9- Wednesday, May 11 | Finals |
| Thursday, May 12 | Grades Due at Noon |
| Friday, May 13 | Commencement |

In addition, a Faculty Checklist is provided to all instructors which outlines an academic timeline for each semester. The checklist follows:

Faculty Checklist

To access the myANC, Resources, Faculty Page, sign in to myANC, click on the Resources tab, then click on the Faculty Page on the left side of the screen (<https://myanc.anc.edu/ICS/Resources/Faculty.jnz>)

Before class begins:

- Prepare your First Day Handout using the FDH template on the myANC, Resources, Faculty Page
- For previously prepared FDHs, verify any changes using the latest FDH template found on the myANC, Resources, Faculty Page
- Verify your FDH course objectives against the latest departmental syllabus course objectives
- Fulltime faculty make contact with any adjunct faculty teaching courses you mentor
- Adjunct faculty make contact with your fulltime faculty mentor (if unknown, contact the subject area department head for guidance)
- Review your myINFO button information for accuracy and update as necessary. Instructions are on the myANC, Resources, Faculty Page
- Contact the Resource and Training Zone for training (as needed). Email address RATZ@smail.anc.edu

The first week of class:

- Review your FDH with your students
- Take attendance! Contact students that do not show immediately.
- Post your FDH on your myANC course (even if you generally do not use myANC)
- Post the Academic Integrity Policy in your myANC course
- Obtain signatures on the Academic Integrity Policy as desired (or requested by your department head)
- Hold class the entire class period beginning with the first meeting
- Verify your rosters (No Show Roster) by the due date/time - time sensitive! Instructions are on the Faculty Page

The second week of class:

- Work closely with the Registrar's office to solidify student registrations - time sensitive!

The eighth week of class:

- Post mid-term grades by the due date/time - time sensitive! Instructions are on the myANC, Resources, Faculty Page

Prior to and the week of withdrawal deadlines:

- Counsel students that are failing on the importance of the withdrawal deadline date. The date can be found on the Academic Calendar.

Prior to finals week:

- Check the finals week schedule for your appointed final time slot (2 hour time slots). Schedule posted approximately 1 month prior to finals.
- Ascertain that required assessments for your course and your department have been administered/gathered/delivered

Finals week: Post final grades by the due date/time - time sensitive! Instructions are on the myANC, Resources, Faculty Page.

Non-Compliance with Instructor Expectations

Non-compliance with any of the outlined instructor expectations including annual professional development or concerns identified from site visits or end of term course evaluations will result in a conference with the appropriate dean. Concurrent Credit instructors are provided with the resources and/or support necessary to assist them in meeting the required expectations during the following semester and academic year. Additional follow-up visit(s) and conference(s) may likely occur during the next academic year. If non-compliance continues in year two, the instructor's contract to participate in ANC's Early College Program will not be renewed for following academic years.

e-LEARNING MANAGEMENT SYSTEM

All courses have a component in Jenzabar e-Learning, the portal's Learning Management System. As a minimum, instructors are required to use the Attendance page for all non-INET courses. Use of the Email and Gradebook pages is encouraged. Instructors log into the portal using their employee ID and a randomly generated password. Employees should never share their password. For security reasons, passwords cannot be given out over the phone. Faculty with password needs should contact the MITS department at 762-1020, ext. 1182.

Questions directly related to using e-Learning (not password related) should be directed to the Coordinator of Academic Technology and Distance Education at 762-1020, ext. 1207. Answers to many e-Learning questions can be found by logging in to myANC and clicking on the Resources tab. Instructors that are just beginning to use e-Learning often benefit from a one-on-one session in the Resource and Training Zone (RATZ). RATZ also offers training in a variety of software programs and is a great place to discuss online learning and online pedagogy. Contact the Coordinator of Academic Technology and Distance Education for an appointment and then come to RATZ, located in room B205.

REPORTING/GRADING REQUIREMENTS

Access to Class Rosters

ANC Early College Program Faculty are provided access to student and course data through a program called Faculty Campus Connect. This program can be opened on the internet from the MyANC portal website. Faculty and advisors are required to sign a statement accepting responsibility for the protection of the information provided to him/her.

Registration Verification

All faculty are required to review their rosters using the Faculty Campus Connect prior to the first day of classes. Paper rosters will not be provided. Faculty are encouraged to check their rosters regularly during the first week of classes to determine which students are officially enrolled. Internet students should be engaged during the first week to ensure that he or she is on the roster.

Students whose names do not appear on the roster are not officially enrolled and must be sent to the Registrar's Office. In the case of concurrent credit students, the Concurrent Credit Coordinator or Career Coach should be contacted immediately.

ANC will provide a current roster for all classes delivered in a high school. The high school will verify roster enrollment accuracy by noting, signing, and faxing the verified roster back to the Registrar's Office by the end of the first week of class.

Grade Reporting

At the beginning of the course, the instructor will inform students of the criteria to be used in determining the final grade and published in the course first day handout. Early College Program students need to understand the implications of starting a college transcript:

*Their grades in concurrent credit courses become part of permanent college transcript.

*Poor grades in the concurrent credit courses could have an impact on college academic standing and eligibility for financial aid after high school.

*Students should be made aware of any differences in the way that final grades will be calculated for their college transcript grade and their high school credit grade.

*Students should understand the difference between dropping a course and withdrawal from a course.

*Students should be familiar with ANC's calendar deadlines.

Instructors, including ECP instructors, are required to enter grades at mid-term and at the end of the term. It is crucial that the grades be entered by the deadline specified. Grades cannot be processed until all grades have been entered. Any instructor who experiences problems entering grades should contact the Registrar's Office at 870-762-3182.

The letter grades that will be assigned to classes are A, B, C, D, F, W, and I. The "W" will represent the grade for student who officially withdraw from a course and must be assigned by the Registrar's Office. If the "W" appears on the roster, the instructor will not be able to assign another grade.

All credit attempted and earned through the Early College Program will be posted to the student's ANC transcript and will become a part of the student's permanent academic and financial aid record. The grades earned as well as credit attempted and earned will be included in all grade point averages and completion rates to determine satisfactory progress for both academic and financial aid calculations.

Grades of “F”

If a grade of “F” is assigned, the instructor must verify a last date of attendance for the student. If the student earned the grade based upon performance in the class, this is described as an academic “F”. If an academic “F” is assigned, the instructor must put the last day of final exams for the semester in the date field. If the grade of “F” is assigned because the student stopped attending class, the instructor should enter the last actual date of the student’s attendance or class participation in the date field.

Incomplete “I” Grades

If a student was unable to complete work during the term due to special circumstances beyond the student’s control, an “I” (Incomplete grade) should be submitted in the final grading field. The incomplete must be completed and a final grade submitted by mid-term of the following Fall/Spring term. If the Grade Change Form is not received by the Registrar’s Office by the deadline, a grade of “F” will be assigned.

Dropping and Withdrawing Processes

Dropping is the formal removal from a course. It is done prior to the term’s “census” date, the course does not appear on the college transcript, and tuition/and fee charges are reversed.

Withdrawing is a formal withdrawal from a course. It must be completed by the withdrawal date and will appear as a “W” on the student’s transcript. This shows the course was attempted, but it does not factor into the student’s grade point average.

Steps to Drop/Withdraw from a Course:

To drop or withdraw from a class, the student must:

- *meet with the High School Counselor or Career Coach
- *complete an ANC Early College Program Drop/Withdrawal Form
- *submit form to ANC Registrar’s Office by the deadline to be officially withdrawn

Because dropping/withdrawing from a course may impact high school graduation, future college admission, and/or financial aid eligibility, ANC requires a Principal/Counselor, Advisor's (ECP Coordinator or Career Coach), and Parent signature on the Drop/Withdrawal Form. This ensures students have discussed the results of not completing a course. If a student does not drop or withdraw from a course, they will receive a final grade.

If a student is not making satisfactory progress in your class, please contact the high school counselor or Career Coach to schedule a conference with the student. Because ECP grades become part of the permanent academic and financial aid record, it may be advantageous for the student to withdraw from the class **PRIOR** to the published withdrawal deadline.

To Enter Grades

Sign in to myANC and click on the Campus Connect tab. Under the Faculty Links section, click on Grade Entry, select the term, then the course for which you want to submit grades. Click the word GO.

*Enter the appropriate letter grade and corresponding numerical grade in the boxes next to each student's name. You may click into each subsequent box using your mouse or you can use the Tab key to move from box to box. If a grade of "W" has already been assigned, you will not be allowed to enter another grade for that student. Remember if you assign a grade of "F" you must enter a last date of attendance.

*Carefully review your accuracy.

*Submit your roster using the buttons at the bottom of the screen. The question regarding "Final Grades?" should always be answered "Yes". This applies to verification rosters, mid-term and final grade rosters.

Once you have submitted your grades, you cannot see the grade entry page for that course again nor make any changes. You will receive in your College email account a notification that your grades have been successfully submitted.

Contact the Registrar's Office with questions you may have regarding grade entry or if an error has been made and you need to make a grade change prior to the processing

of grades. Once grades have been processed a formal Grade Change Request will have to be submitted.

Grade Change Policy

Grades can be changed only by the instructor who assigned them and must be approved by the Dean and the Chief Academic Officer. Grade changes must occur within one year from the time the original grade was assigned. Grade changes should be submitted on the Grade Change Form with the required signatures to the Registrar's Office.

EARLY COLLEGE PROGRAM RESOURCES/CONTACT INFORMATION

Arkansas Northeastern College recognizes the importance of ensuring that Early College Program faculty have access to the resources offered by ANC. These resources include:

Faculty Liaison

ANC will appoint a faculty liaison to assist ECP instructors. The ANC liaison will provide support to new concurrent faculty in the form of one-on-one consultation, materials and resources, meeting syllabus and first day handout requirements, textbook information, on-site classroom visitation, and feedback regarding the observations. The liaison will assist new instructor with the use of the ANC portal and e-Learning Management system.

It will be the responsibility of the faculty liaison to monitor the concurrent course to ensure use of the approved common college syllabus and textbook, as well as adoption of the same learning outcomes, learning outcomes assessments, and course grading/assessment standards as those used on the college campus. The liaison will also assist with development of tests and assignments and recommend evaluation methods to ensure that learning outcomes are being measured in the same manner as traditional courses. The liaison will continue to provide guidance, visit classes and share best practices with concurrent credit instructors after their initial semester.

ANC Library Services

ANC's Adams/Vines Library is located on the main campus in Blytheville. It provides learning resources for students, faculty and staff. The library is open five days a week and is staffed with trained personnel to help student's access resources. The Library's card catalog is fully automated and may be viewed at <http://anc.booksys.net/opac/anc/>. All electronic resources may be accessed from any computer with an internet connection.

The library also provides computers with Internet access and word processing capabilities, private study rooms equipped to view videotapes, listen to music, or have study groups, and a copy machine for student use.

The library subscribes to four online journal databases: EBSCO, ProQuest, Gale Health and Wellness, and Credo Reference Online. These databases provide access to over 7,500 current, full-text journals and newspapers. Access is via the library's card catalog (OPAC) or individual web addresses using the user IDs and corresponding passwords listed below.

EBSCO, Credo Reference Online, & ProQuest:

Username – anclibrary

Password – 72315

Gale Health and Wellness:

Username – bly64983

Password – bly64983

Faculty/Staff Professional Development Opportunities

ANC considers all of its faculty as professionals in their service to the College's students. The college also recognizes that in order to provide maximum contribution toward the College's learner centered focus; all faculty should be supported and encouraged in their professional growth. Each faculty member, fulltime or part-time, is encouraged to participate in professional development which may take many forms including credit and non-credit course work, seminars, workshops, and conferences. Early College Program instructors are encouraged to participate in

these activities. A listing of ANC resources and services available are provided in the following table.

ANC Resource Table

| Service | Location and Description | Contact Information | Phone |
|----------------------------|---|---|--------------|
| Academic Advising | Statehouse Hall Academic & Career Enrichment Center Room S145 | www.anc.edu/advising/index.htm | 870-838-2913 |
| Adams/Vines Library | Blytheville Campus Access to on-site/online resources Call the library with ANC ID number to request a library card number. | Karen Ellis Director of Library Services www.anc.edu/library/ | 870-762-3172 |
| Bookstore | Sullins Administration Building D wing | Bookstore Manager https://anc.textbooktech.com/ | 870-824-6102 |
| ANC Help Desk | Sullins Administration Building Room B205 | Coordinator of Academic Technology/Distance Education ANCHelp@smail.anc.edu | 870-780-1262 |
| ANC Student ID | Sullins Administration Building D wing Creates ANC Student ID card | Public Safety Security Office | 870-762-3158 |
| Business Office | Sullins Administration Building A wing Tuition & Fee payments | Rene Marshall | 870-762-3120 |
| Career Services | Adams/Vines Building Community Relations Room L48 | Becky Brister bbrister@smail.anc.edu | 870-780-1280 |
| Computer Lab | Sullins Administration Building Room B202 | Danny Graham www.anc.edu/computer_labs/index.htm | 870-838-2957 |
| Disability Services | Statehouse Hall Room S114 | Courtney Fisher cfisher@smail.anc.edu www.anc.edu/admissions/disabilities.htm | 870-762-3105 |
| myMath Lab | Adams/Vines Building Room L105 | Ryan Perkins rperkins@smail.anc.edu | 870-762-3146 |
| Registrar's Office | Statehouse Hall Registration, Transcripts, Academic Policies Room S113 | Rosemary Lowe rlowe@smail.anc.edu | 870-762-3182 |
| Testing Center | Statehouse Hall Placement Testing Services S146 | www.anc.edu/testingcenter/index.htm | 870-762-3104 |
| Tutoring | Statehouse Hall Academic Success Center Room S144 | www.anc.edu/advising/testing_tutoring_services.htm | 870-762-3104 |
| Writing Labs | Adams/Vines Building Room L102 | Ryan Perkins rperkins@smail.anc.edu | 870-762-3146 |

Career Coaches

The Career Coaches are housed in the high schools and work in conjunction with the high school counselor to provide guidance services to students moving from high school to college. The coaches help prepare students in grades 8-12 for a more successful college experience and career by assisting them to set and achieve realistic goals and develop the knowledge and skills necessary to succeed. Each Career Coach is a certified career development facilitator and trained to assist students with EdReady and Accuplacer testing. For additional ANC Early College Program information, please contact the Career Coach, High School Counselor, Early College Program Coordinator, or Early College Program Faculty Liaison.

Early College Program Contact Information

| Early College Program Coordinator | | High School(s) Served | |
|---|---|---|--|
| Melissa Arledge 870-838-9165 marledge@smail.anc.edu | *Campbell High School *Clarkton High School *Cooter High School *Delta C-7 High School | *Holcomb High School *Kennett High School *South Pemiscot High School | |
| Early College Program Specialist | | High School(s) Served | |
| Emily Crosskno 870-780-1201 ecrosskno@smail.anc.edu | *Buffalo Island Central High School *Caruthersville High School *East Poinsett County High School *Hayti High School *KIPP *Manila High School | *North Pemiscot High School *Portageville High School *Senath-Hornersville High School *Southland High School *The Delta School | |
| Career Coach | High School(s) Served | Phone | Email |
| Sara Creecy Lead Career Coach | *Rivercrest High School | 870-838-9905 | sjcreecy@smail.anc.edu |
| Susie Scott | *Armored High School | 870-838-9904 | sscott@smail.anc.edu |
| Mary Gaston | *Osceola High School | 870-838-9903 | mgaston@smail.anc.edu |
| Robilyn Key | *Blytheville High School | 870-838-9901 | rkey@smail.anc.edu |
| Blythe Mullins | *Gosnell High School | 870-838-9902 | bmullins@smail.anc.edu |
| Charlie Sullivan | JAG Program | 870-281-7881 | csullivan@smail.anc.edu |
| Early College Faculty Liaison | | | |
| Ryan Perkins | Dean, Arts & Sciences | 870-762-3146 | rperkins@smail.anc.edu |

Student Affairs

Ms. Rosemary Lowe, Registrar, 870-762-3182

Ms. Courtney Fisher, Director of Student Services, 870-762-3105

Academic Affairs

Dr. Keith McClanahan, Vice President for Instruction/Chief Academic Officer,
870-762-3151, kmccclanahan@smail.anc.edu

STUDENT RIGHTS AND RESPONSIBILITIES**Student Academic Due Process/Appeals Procedure**

The Petitions Committee, an ad hoc committee to the Academic Affairs Committee, reviews student academic appeals. Students may make an appeal to the Committee by completing the petition (forms available in the Registrar's Office). Petitions must be discussed with a counselor or advisor prior to submission to the committee. The decision of the Petitions Committee is considered final.

Grade Challenge Policy

Students who wish to challenge a grade must do so within one calendar year after the grade was assigned.

Student Complaint Procedure

Students wishing to register a complaint shall follow the steps:

- a) First state the complaint to the staff member involved in an attempt to resolve the problem,
- b) if the problem remains unsolved, the student should next contact the immediate supervisor i.e. chairperson dean or director coordinator, etc.
- c) if the problem remains unsolved, the student should contact the respective vice president.

Guidelines for handling complaints are outlined in the Policy Manual available on the myANC website.

Students with Disabilities

Arkansas Northeastern College abides by Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." Disabilities covered by law include, but are not limited to,

learning disabilities, hearing, sight, or mobility impairments. Academic accommodations and related supports are available to ANC students with disabilities through Student Services located in Statehouse Hall.

If a student has received special education services (IEP or 504 Plan) or the student has a disability or medical concern which may impact progress in the Early College Program and would like to request accommodations when attending ANC, please contact Student Services for more information.

It is important for a high school student to understand that access to ANC courses are subject to ANC student eligibility requirements, admissions requirements, and all processes. Any IEP or 504 Plan (already in existence with the high school) may or may not apply to your college course enrollment.

There are significant differences in the process of using academic accommodations in the college setting as compared to the high school. ANC works with students and faculty collaboratively to coordinate reasonable academic accommodations for students. However:

- 1) Students must contact Student Services to begin the process - self-identification is required
- 2) Students must also submit documentation in support of their request; the College does not conduct diagnostic assessment/evaluation services
- 3) Students are very actively involved in the accommodation process and parent(s) or legal guardian(s) are not typically directly involved. When parents/legal guardians are involved, it is at the invitation of the student.
- 4) Students must contact their instructors themselves to make their needs known. Student Services will provide materials, information, and guidance on this process.

Release of Student Information (FERPA)

ANC complies with the Family Educational Rights and Privacy Act of 1974. In compliance with this federal law, ANC has adopted policies and procedures regarding student education records. The Family Educational Rights and Privacy Act (FERPA)

grants specific privacy rights to any student enrolled in a college-level course even if they are not yet eighteen years old.

Students have the right to:

- a) review educational records
- b) seek to amend education records
- c) have some control over disclosure of records

The College has designated certain student education record information as directory information. Under FERPA, the college may make public information which has been designated “directory information.” The following is considered directory information:

- | | |
|---------------------------------------|---|
| *Student Name | *Major Fields of Study |
| *Student ANC Email Address | *Classification by Year |
| *Telephone Number | *Number of Hours Enrolled & Completed |
| *Dates of Attendance | *Financial Aid Awards Received, type/date |
| *Date of Birth | *Dates of attendance, including |
| *Degrees, honors, and awards received | matriculation and withdrawal dates |

A student may request that directory information be withheld from the public by completing a Non-Disclosure Declaration Form which becomes effective on the date of receipt in the ANC Registrar’s Office and is not retroactive.

Parent Requests

While FERPA gives parents certain rights with respect to their children’s educational records, these rights transfer to the student when they reach the age of 18 **or** register for an ANC course. Parents can obtain directory information without written consent of the student. Only under limited circumstances can non-directory information be released to the parents without written consent of the student.

Because parents/guardians are an important support system for student success in college, ANC obtains written consent from the student, each semester, to release specific information to the parents/guardians and appropriate high school personnel. This release appears on the ANC Early College Program Registration Form that is completed and signed each semester by both the student and parent. The information to be released upon request includes:

- *Mid-Term Grades
- *Final Grades
- *Official College Transcript each term

A student may request that directory information be withheld from the parent by completing a Non-Disclosure Declaration Form which becomes effective on the date of receipt in the ANC Registrar's Office and is not retroactive.

Student Evaluation of Instruction

Arkansas Northeastern College students complete evaluations of their ANC courses each semester and, as part of the ANC student body, Early College Program students also complete evaluations of their concurrent credit courses to fulfill this requirement.

ECP instructors will provide students with class time to complete this survey. Students are asked complete a separate evaluation for each course in which they are concurrently enrolled even if the teacher is the same. Students enrolled in INET classes will have access to an online version of the Student Evaluation Form. The College encourages its students to take this process seriously and provide honest, thoughtful, and respectful evaluations.

The results of these evaluations are tabulated by the respective dean with the compiled results forwarded to the Office of Academic Affairs. The anonymous totals for each class will be shared with the concurrent credit instructor, and their respective Dean and Chief Academic Officer. These survey results are included the faculty member's overall evaluation.

ASSURANCES

Sexual Harassment Policy

The College community is considered to be a place of work and study free of harassment, which includes sexual harassment and all forms of sexual intimidation and exploitation. The determination of sexual harassment will vary with the particular circumstances, but may be described generally as inappropriate or unwanted sexual behavior such as physical contact, verbal comments, or suggestions which adversely affect the working or learning environment of others. Anyone who is subjected to offensive sexual behavior is encouraged to contact the Affirmative Action/Equal Opportunity Officer.

Equal Opportunity/Affirmative Action Policy Statement

ANC does not discriminate against any individual on the basis of race, color, sex, religion, national origin, age or disability in making decisions regarding employment, student admission or other functions, operations or activities.

The College is in compliance with Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act of 1990 (ADA).

Persons having questions or seeking information regarding the College's compliance with and implementation of the aforementioned assurance regulations should contact:

Affirmative Action/Equal Opportunity Officer/Human Resources

Mr. Don Ray, Vice President of Administration
Arkansas Northeastern College
P.O. Box 1109; Blytheville, AR 72316

Phone: (870)762-1020
Email: dray@smail.anc.edu

Title IX Coordinator

Dr. Chris Heigle, Vice President for Student Services
Arkansas Northeastern College
2051 S. Division Street; Blytheville, AR 72315

Phone: (870)762-1020
Email: cheigle@smail.anc.edu

Deputy Title IX Coordinator

James Hartley, Media Director
Arkansas Northeastern College
2501 S. Division Street; Blytheville, AR 72315

Phone: (870)762-1020
Email: jehartley@smail.anc.edu

Child Maltreatment & Reporting Policy

ANC abides by the Child Maltreatment and Reporting Act A.C.A. 12-18-103 (2011), which states in cases which the suspected abuse is caused by someone other than a family member, or which the abuse involves sexual abuse or severe injury to the child, are considered crimes and must be cross-reported to law enforcement agencies for investigation.

Administrative Procedures

Memorandum of Understanding

Annually, the College and each participating district will mutually develop a Memorandum of Understanding (MOU) that will include: the courses to be offered in the next academic year, process for selecting and expectations of faculty, requirements for approval and assessment of courses, requirements for syllabi, first day handout, and textbooks, faculty non-compliance statement, and calendar or timeline with dates ANC and the high school must comply.

Early College Course Request Process

The high school principal or designee will select concurrent credit courses appropriate to his/her high school from the list of available courses and submit a request for those courses to the Coordinator of the Early College Program. The course request will be forwarded to the appropriate Dean who will secure an instructor and schedule the requested courses.

Early College Course Composition

When it is not feasible to offer a class that totally separates concurrent credit students from non-concurrent credit students, those classes with a mixed population must have at least a majority of the students enrolled for concurrent credit; and **all high school students enrolled in the early college course must meet the same requirements for completion of the course whether or not the student is registered for college credit.**

Enrollment Process

Each student must meet with their high school counselor or Career Coach to discuss eligibility for the Early College Program. All required documents must be completed and submitted to ANC for verification of eligibility. The completed package will include the ECP Application for Admission, placement scores, and required authorization forms. A parent or guardian's signature is required for the ANC ECP Student/Parent

Authorization Form. Failure to return the required documents by the deadline will prevent the student from enrolling in classes. Questions regarding enrollment policies and procedures should be directed to the ECP Program Coordinator.

Student Eligibility Requirements

Students are placed in courses based on the ACT, Accuplacer, or PLAN scores. ANC relies on Career Coaches and high school guidance counselors to identify students who meet eligibility requirements for concurrent credit classes. The Career Coach and/or high school counselor will assess student skill level, knowledge base, and preparation for the level of work required in a particular concurrent credit class through the use of required ACT or other approved placement testing. Students who fail the first course in a sequence are not permitted to register for the subsequent course.

ANC's eligibility requirements for concurrent enrollment students are:

- a. The student has completed the 8th grade
- b. The student has been recommended by the high school principal or designee.
- c. The student has a demonstrated readiness to take a college level course.
- d. The student has successfully completed any pre-requisite classes.
- e. The student has demonstrated, through an approved placement test, the skills/knowledge necessary for the concurrent credit class being taken.

Evaluation of Student Success and Persistence

ANC continuously reviews the success rate of all its students. Course success rates and success rates of cohorts of students are monitored on a semester basis to identify patterns of student performance for the purpose of implementing appropriate interventions when necessary. The concurrent high school students will be added as a cohort of ANC students to be evaluated at the end of each term, using data elements similar to those currently being tracked on first-time, fulltime freshmen.

Concurrent credit students will be monitored by course and by individual high school to ensure they are able to succeed at a rate at least as high as that of traditional college students in the same classes. The progress of these students from term to term, year to

year, and through high school graduation will be tracked as well.

In addition to tracking success of students while they are still in high school, in individual classes, the students will be tracked post high school to determine if they enroll at ANC and if so, how well they perform once they matriculate into college.

Transferring Arkansas Northeastern College Credit

Every college and university has its own policies governing transfer credit. Arkansas Colleges/Universities are required by law, to accept any course listed as an Arkansas Course Transfer System (ACTS) Course. The credit students earn while participating in the Early College Program are, of course, accepted at ANC. All general education courses are transferable to any college/university in Arkansas. These courses are listed in ACTS where the ANC course number and the comparable number at the accepting institution can be found.

It is recommended that students check with colleges they are interested in transferring to inquire about their policies regarding transfer credits.

Students may request an official ANC transcript by mail, fax, or in person by completing a Transcript Request Form.

Third party pickup: If anyone other than the student is to pick up a transcript, a written request from the student stating their name and the student's signature with the above information must be presented by that person. He or she must supply ID before release of the transcript. The student's signature will be verified with the signature in his/her file.

Note: Please keep in mind that grades for Concurrent Credit courses are posted after the College semester ends. If a student requests a transcript mid-semester, all courses/grades may not appear.

Appendix A

Arkansas Northeastern College Early College Program

General Education Course Table



ANC Early College Program General Education Course Table

(870) 838-9165
www.anc.edu
 2501 South Division
 P.O. Box 1109
 Blytheville, AR 72316

| High School Course Substitution | Semester Offered | ANC Course Name | Course Number | Unit College Credit | Pre-Req | | Arkansas Course Transfer System Number (ACTS) |
|---------------------------------|------------------|-------------------------------|---------------|---------------------|--|--|---|
| Beyond Algebra II | Fall / Spring | College Algebra | MA14043 | 3 | *Reading Score: ACT – 19 ACCUPLACER – 78 NEXT GEN – 252 | *Math Score: ACT - 19 NEXT GEN – Q260 | MATH 1103 |
| English 12 Literature | Fall / Spring | English Composition I | EN12003 | 3 | *Reading Score: ACT – 19 ACCUPLACER – 78 NEXT GEN – 252 | *Writing Score: ACT - 19 ACCUPLACER – 83 NEXT GEN - 252 | ENGL 1013 |
| | Fall / Spring | English Composition II | EN12013 | 3 | Complete EN12003 English Comp I with "C" or better | | ENGL 1023 |
| United States History | Fall | US History To 1876 | HI23003 | 3 | *Reading Score: ACT – 19 ACCUPLACER – 78 NEXT GEN – 252 | *Writing Score: ACT - 19 ACCUPLACER – 83 NEXT GEN - 252 | HIST 2113 |
| | Spring | US History Since 1876 | HI23013 | 3 | | | HIST 2123 |
| World History | Fall | World Civilization to 1600 | HI13003 | 3 | *Reading Score: ACT – 19 ACCUPLACER – 78 NEXT GEN – 252 | *Writing Score: ACT - 19 ACCUPLACER – 83 NEXT GEN - 252 | HIST 1113 |
| | Spring | World Civilization Since 1600 | HI13013 | 3 | | | HIST 1123 |
| English 11 Literature | Fall | World Literature I | EN22003 | 3 | *Reading Score: ACT – 19 ACCUPLACER – 78 NEXT GEN – 252 | *Writing Score: ACT - 19 ACCUPLACER – 83 NEXT GEN - 252 | ENGL 2113 |
| | Spring | World Literature II | EN22013 | 3 | | | ENGL 2123 |
| Fine Arts | Fall | Art Appreciation | AR22003 | 3 | *Reading Score: ACT – 19 ACCUPLACER – 78 NEXT GEN – 252 | | ARTA 1003 |
| | Spring | Music Appreciation | MU22003 | 3 | | | MUSC 1003 |



ANC Early College Program General Education Course Table

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www.anc.edu
 2501 South Division
 P.O. Box 1109
 Blytheville, AR 72316

| High School Course Substitution | Semester Offered | ANC Course Name | Course Number | Unit College Credit | Pre-Req | | Arkansas Course Transfer System Number (ACTS) |
|---------------------------------|------------------|--|--------------------|---------------------|--|--|---|
| Sociology | Fall / Spring | Introduction to Sociology | SO23013 | 3 | *Reading Score: ACT – 19 ACCUPLACER – 78 NEXT GEN – 252 | | SOCI 1013 |
| Psychology | Fall / Spring | General Psychology | PY23003 | 3 | *Reading Score: ACT – 19 ACCUPLACER – 78 NEXT GEN – 252 | | PSYC 1103 |
| Physical Science | Fall | Physical Science AND Physical Science Lab | PS14003 PS14011 | 3 1 | *Reading Score: ACT – 19 ACCUPLACER – 78 NEXT GEN – 252 | *Math Score: ACT - 19 NEXT GEN – Q260 | PHSC 1004 PHSC 1004 |
| Biology | Spring | General Biology AND General Biology Lab | BI14033 BI14041 | 3 1 | *Reading Score: ACT – 19 ACCUPLACER – 78 NEXT GEN – 252 | *Writing Score: ACT - 19 ACCUPLACER – 83 NEXT GEN - 252 | BIOL 1014 BIOL 1014 |
| Computer Science | Fall | Computer Applications | CS11033 | 3 | *Reading Score: ACT – 19 ACCUPLACER – 78 NEXT GEN – 252 | | CPSI 1003 |
| Speech | Fall / Spring | Introduction to Communication | SP12103 | 3 | *Reading Score: ACT – 19 ACCUPLACER – 78 NEXT GEN – 252 | | SPCH 1003 |

*Note any general education courses that are in the Arkansas Course Transfer System are also eligible for the Early College Program. Students are guaranteed the transfer of applicable credits and the equitable treatment in the applications of credits for the admissions and degree requirements at any public college/university in Arkansas.

Appendix B

Arkansas Northeastern College Early College Program

Career and Technical Education Course Table



ANC Early College Program CTE Course Table

(870) 838-9165
www.anc.edu
 2501 South Division
 P.O. Box 1109
 Blytheville, AR 72316

| Course Name on ADE Course Management System | High School Course Number | ANC Class Offering | Concurrent Credit Course # | College Credit Hours | Pre-Req | College Pathways | Credentials & Certifications (obtainable in 4 semesters) |
|---|---------------------------|---|----------------------------|----------------------|--|---|--|
| Industrial Technologies | | | | | | | |
| ACE Conc Credit Industrial Technologies I | 590820 | Introduction to Manufacturing | MT15003 | 3 | | *Advanced Manufacturing *Industrial Technology *Steel Industry Technology | Certificate of Proficiency in Advanced Manufacturing (12 hours) |
| ACE Conc Credit Industrial Technologies II | 590830 | Manufacturing Power & Equipment Systems | MT15033 | 3 | | | |
| ACE Conc Credit Industrial Technologies III | 590840 | Basic Electricity I | EL15003 | 3 | Reading Score: ACT – 11 NEXT GEN – 224 English Score: ACT – 11 NEXT GEN – 224 Math: ACT – 13 NEXT GEN – 236A | | |
| ACE Conc Credit Industrial Technologies IV | 590850 | Manufacturing Production Processes | MT15023 | 3 | | | |
| ACE Conc Credit Industrial Technologies V | 592630 | Basic Hydraulics & Pnuematics | ME15013 | 3 | | | |
| Construction | | | | | | | |
| ACE Conc Credit Construction Technology | 590190 | Construction Craft Skills | CT17003 | 3 | | Construction | Construction Certificate of Proficiency (12 hours), |
| ACE Conc Credit Construction Technology II | 590610 | Construction Technology I | CT17014 | 3 | | | |
| ACE Conc Credit Construction Technology III | 590620 | Construction Technology II | CT17024 | 3 | | | |

| Course Name on ADE Course Management System | High School Course Number | ANC Class Offering | Concurrent Credit Course # | College Credit Hours | Pre-Req | College Pathways | Credentials & Certifications (obtainable in 4 semesters) |
|--|---------------------------|----------------------------------|----------------------------|----------------------|--|--|---|
| ACE Conc Credit Construction Technology IV | 590630 | Basic Electricity I | EL15003 | 3 | Reading Score: ACT – 11 NEXT GEN – 224 English Score: ACT – 11 NEXT GEN – 224 Math: ACT – 13 NEXT GEN – 236A | | NCCER, OSHA 10 |
| ACE Conc Credit Construction Technology V | 592430 | Project Management | IS15053 | 3 | | | |
| <u>Criminal Justice</u> | | | | | | | |
| ACE Conc Credit Law & Public Safety I | 590310 | Introduction to Criminal Justice | CJ15003 | 3 | | Criminal Justice | 12 hours towards Criminal Justice AA |
| ACE Conc Credit Law & Public Safety II | 590730 | Forensic Science | CJ25093 | 3 | | | |
| ACE Conc Credit Law & Public Safety III | 590740 | Police and Society | CJ25193 | 3 | | | |
| ACE Conc Credit Law & Public Safety IV | 590750 | Introduction to Corrections | CJ15013 | 3 | | | |
| ACE Conc Credit Law & Public Safety V | 592510 | Criminology | CJ25203 | 3 | | | |
| ACE Conc Credit Law & Public Safety VI | 590520 | Criminal Investigation | CJ25013 | 3 | | | |
| <u>Aviation</u> | | | | | | | |
| Aviation Technology I | 590350 | Aviation Fundamentals | AV15023 | 3 | | Aviation Maintenance | General Aviation Certificate of Proficiency (17 hours) |
| Aviation Technology II | 592830 | Aviation Math & Physics | AV15004 | 4 | | | |
| Aviation Technology III | 592840 | Aircraft Electricity | AV15033 | 4 | | | |
| Aviation Technology IV | 592850 | Aircraft Structures I | AV15014 | 3 | | | |
| Aviation Technology V | 592860 | Aircraft Drawing & Weighing | AV15143 | 3 | | | |
| <u>Medical Professions</u> | | | | | | | |
| Foundations of Healthcare (Medical Professions & Medical Procedures) | 495350 | none | | | | *Certified Nursing Assistant *Emergency | Emergency Medical Technician or CNA Certificate |
| Anatomy & Physiology | 424030 | none | | | | | |

| Course Name on ADE Course Management System | High School Course Number | ANC Class Offering | Concurrent Credit Course # | College Credit Hours | Pre-Req | College Pathways | Credentials & Certifications (obtainable in 4 semesters) |
|---|---------------------------|---|----------------------------|----------------------|---------|--|---|
| ACE Concurrent Credit Health Services II | 590680 | Medical Terminology | AH16011 | 1 | | Medical Technician *Paramedic *Nursing | of Proficiency (8 hours) |
| Emergency Medical Responder | 494140 | none | | | | | |
| ACE Concurrent Credit Health Services III <i>(only open to seniors by application)</i> | 590690 | Emergency Medical Technician | EM18008 | 8 | | | |
| Welding | | | | | | | |
| ACE Conc Credit Welding I | 590860 | Oxygen Acetylene & Safety Orientation AND SMAW Structural Welding (PJP) | WE17001 | 1 | | Welding | Welding Certificate of Proficiency (16 hours), NCCER |
| | | | WE17094 | 4 | | | |
| ACE Conc Credit Welding II | 590870 | SMAW Structural Welding (CJP) | WE17104 | 4 | | | |
| ACE Conc Credit Welding III | 590880 | Gas Metal Arc Welding | WE17064 | 4 | | | |
| ACE Conc Credit Welding IV | 590890 | Gas Tungsten Arc Welding | WE17074 | 4 | | | |
| ACE Conc Credit Welding V | 592670 | SMAW Pipe Welding | WE17034 | 4 | | | |
| ACE Conc Credit Welding VI | 592680 | Gas Tungsten Arc Welding - Pipe | WE17044 | 4 | | | |
| ACE Conc Credit Welding VI | 592690 | Flux Core Arc Welding | WE17084 | 4 | | | |

**Career and technical courses will meet requirements for degree/certificate programs at ANC. Transfer of these courses to another college/university is not guaranteed.*

Appendix C

Arkansas Northeastern College Early College Program

Sample Syllabus



EN 12003: English Composition I
Division of Arts and Sciences
Arkansas Northeastern College
Departmental Syllabus

Course Catalog Description

EN 12003 ENGLISH COMPOSITION I—This course encourages students to write with purpose and express their ideas logically in writing. The course integrates reading and writing and emphasizes acceptable grammatical options, appropriate usage, sentence and paragraph variety, organizational patterns, and adequate content. Prerequisites: C or above in CP 02023 Fundamentals of Language and CP 02032 Language Lab or minimum ACT English 19 and Reading 19 or Accuplacer English 83 and Reading 78.

Course Overview

The approach will be toward purposeful writing, stressing self-expression through written communication by logical presentation of ideas. Emphasis will be placed on acceptable grammatical options and paragraph structure, principles and techniques of expository and persuasive composition, analysis of texts with introduction to research methods, and critical thinking.

Course Rationale

People must often use written communication, both at home and at work. If they receive a phone call, they may jot down certain items to remember from the conversation; thus, they have summarized. If they want their opinions to be known by others and agreed with, they may write an article or a letter to the editor to express those views; hence, they would have to utilize persuasive techniques. At other times in written communication, they might need to give examples, to compare, to contrast, to analyze—or even to do all of these at one time.

Whatever type of written communication people may be writing, whether a friendly letter, a business letter, a report, a summary, etc., they must have the kind of vocabulary to adequately relate their thoughts and probably will need an understanding of the dictionary to use as an aid to their composition skills. In fact, they may also need to understand how the library can help them and may need to know how to use the library efficiently when preparing written work.

In essence, English Composition I is designed to help students expand their composition skills because all are essential at certain points in order to communicate effectively and appropriately in written form.

Course Objectives

Successful completion of English Composition I depends on the student's demonstration of his/her ability:

1. To use writing and reading for inquiry, learning, thinking, and communicating.
2. To use collaborative writing processes when and where appropriate.
3. To write a logical paragraph either on an assigned topic or one s/he chooses that includes (a) a topic sentence, (b) sentences that support, explain, illustrate, clarify, or limit the topic, and (c) a concluding sentence that restates in "fresh" language the main idea or that shows consequences or reactions that could come about from points made in the paragraph.
4. To write an essay that includes an appropriate introduction, body paragraphs that explain, support, clarify, or illustrate the main idea presented by the introduction, and a conclusion that summarizes or restates the main idea.
5. To exhibit a knowledge of English grammar by using punctuation, spelling, and capitalization effectively and writing compositions that are relatively free of the following errors:
 - a. comma splice
 - b. fragment
 - c. failure in subject-verb agreement
 - d. failure in pronoun-antecedent agreement
 - e. shift in tense
 - f. shift in point of view
 - g. shift in voice
 - h. the use of you for generalization
 - i. run-on or fused sentences

Course Prerequisites

A grade of "C" or better in Fundamentals of Composition, ACT score of 19 or above, or ASSET score of 45 or above or a COMPASS score between 75-100. Students must make "C" or better in this course to earn an associate degree.

Course Credits: 3 hours class credit

Texts and Materials

See teacher's First Day Handout

Basis for Final Grade

See teacher's First Day Handout

In addition to the assignments listed above, you will have to write a timed fifty-minute final exam essay during the final exam period for this class. You will write a final exam essay on an assigned topic that will be assessed on a pass/fail basis. If you write a passing final, you will receive the grade that has been accumulated through the course. If you write a failing final, you will receive one grade lower than has been accumulated. For example, if you have a B average on assignments previous to the final and fail the final exam essay, your grade for the semester would be a C. The final exam essay must conform to the format taught in this class. Also, you cannot make more than five major grammar errors in the composition. Major errors are those listed in [course objective # 5 above](#).

The following grading scale will be used in all English Composition I classes:

| | | |
|------------|---|---|
| 90-100 | = | A |
| 80-89 | = | B |
| 70-79 | = | C |
| 60-69 | = | D |
| 59 & below | = | F |

Grade Dissemination

Students will be required to write a minimum of six essays. One of these must be a timed in-class writing on an assigned topic. At least 70% of a student's grade will be based on these essays.

Students may also be asked to do additional activities at the direction of the instructor. These may include activities such as completion of chapter worksheets, grammar exercises and quizzes, a portfolio of student work, etc.

Paragraph assignments may be graded using the attached Paragraph Scoring Rubric developed by Dr. Blanche Hunt for the Fundamentals of Composition class.

Essays may be graded using the attached 1-3-1 Checklist or the attached Holistic Grading Rubric.

Each major grammar, usage & mechanics error (see Course Objective #5 above) should receive a minimum penalty of three points per error. Other grammar, usage & mechanics errors should receive a minimum one-point per error penalty.

All out-of-class essays will be typed in MLA format.

In-class essays may be typed or handwritten.

Course Policies: Grades

Late Work and Make-up Policy: See teacher's First Day Handout

Extra Credit Policy: See teacher's First Day Handout

Grades of "Incomplete":

The current College policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the mid-term of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

Essay Commentary Policy: See teacher's First Day Handout

Course Policies: Technology and Media

Email: Arkansas Northeastern College has partnered with Google to host email addresses for ANC students. myANCmail accounts are created for each student enrolled in the current semester and is the email address your instructor will use to communicate with you. Access your email account by going to <http://mail.google.com/a/smail.anc.edu> and using your first and last names, separated by a period for your username. Your default password is the last six digits of your

Student ID. If you cannot access your student email, contact the MITS department at 762-1020 ext 1150 or ext 1207 or send an email to ANChelp@smail.anc.edu.

Internet:

Your class has a portal on the MyANC [website](#). In the English Composition I class portal, I will sometimes post handouts and links that I think will be helpful to you. I will also post your assignment grades in the portal so that you will know what your grade is at all times during the semester. You may also email me through the portal.

Computer/Laptop Usage:

Computers, whether desktop or laptop, should not be used during lectures. They should only be used in doing assignments given by the teacher. Anyone using the computer to check email, surf the Web, etc., during a class lecture will be warned. On the second warning, the student will be asked to leave the classroom.

Classroom Devices:

Cell phones should be turned off or put in silent mode during the class period. Recording devices may be used with permission.

Computer Labs:

In addition to general-purpose classrooms, a number of [computer labs](#) are provided for instructional and student use. These networked laboratories are state-of-the-art and fully equipped with computers, printers, Internet connections and the latest software. The labs are open to students enrolled in one or more credit hours at the College.

Technology Support:

A lab assistant is generally present in the computer lab in B202 for assistance in using the College computers. These assistants cannot help you with course assignments; specific questions regarding the technology requirements for each course should be directed to the instructor of the course. Problems with myANC or College email accounts should be addressed by email to ANChelp@smail.anc.edu.

Course Policies: Student Expectations**Disability Access:**

Arkansas Northeastern College is committed to providing reasonable accommodations for all persons with disabilities. This First Day Handout is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the instructor to request accommodations. Students who need accommodations must be registered with Blythe Gillen in Statehouse Hall, 762-3180.

Attendance Policy:

Regular attendance is important because all of the class discussion and much of the lecture is available only in class and not in the text. Also, as much of the assigned writing as possible is done in class where the instructor is available when questions come up. In addition, some assignments are in-class only. For these reasons, regular attendance is necessary in order for you to do well in this class.

Professionalism Policy:

Mobile phones, iPods, and other such devices **must be silenced** during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to

not disrupt the learning environment. Please arrive on time for all class meetings.

You are expected to follow rules of common courtesy in all email messages and discussions. Inappropriate or offensive responses will be forwarded to the department chair, and appropriate action will be taken, not excluding expulsion from the course.

Academic Conduct Policy:

Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult the Arkansas Northeastern College Academic Integrity Policy at the end of this First Day Handout for further details. Students are expected to do their own work. Plagiarism, using the words of others without express permission or proper citation, will not be tolerated. Any cheating (giving or receiving) or other dishonest activity will, at a minimum, result in a zero on that test or assignment and may be referred, at the discretion of the instructor, to the Department Chair and/or Vice President of Instruction for further action.

Learning Assistance Center:

The Learning Assistance Center (LAC) is a free resource for ANC students. The LAC provides drop-in assistance, computer tutorials and audio/visual aids to students who need help in academic areas. Learning labs offer individualized instruction in the areas of mathematics, reading, writing, vocabulary development and college study methods. Tutorial services are available on an individual basis for those having difficulty with instructional materials. The LAC also maintains a shelf of free materials addressing specific problems, such as procedures for writing essays and term papers, punctuation reviews, and other useful materials. For more information, visit the LAC website at <http://www.anc.edu/LAC> or stop by room L104 in the Adams/Vines Library Complex.

Other Student Support Services:

Many departments are ready to assist you reach your educational goals. Be sure to check with your advisor; the Learning Assistance Center, Room L104; Student Support Services, Room S145; and Student Success, Room L101 to find the right type of support for you.

Withdrawal from Class:

To withdraw from the class, you must initiate an official withdrawal through the registrar's office. **This is your responsibility.**

Important Dates to Remember

See ANC academic calendar

Tentative Class Timeline

See teacher's First Day Handout

Remember that a grade of C or better is required in this class in order to take English Composition II.

Disclaimer: This First Day Handout was prepared under certain limited assumptions. Therefore, if the students in the class seem to "fit" the design for the course and if events occur as planned, the schedule, assignments, and assessments will be followed. The instructor has the option, however, to eliminate or add assignments and/or assessments if he/she feels it is in the best interest of the students.

Example Units and Instructional Objectives

REQUIRED UNITS

Unit 1 - Course Introduction

Rationale

The activities at the beginning of the course allow students to gain an overview of what will be expected of them and what resources will be available to assist them.

Objectives

The student will be able to do the following:

1. Understand what the course requires of him or her.
2. Demonstrate his or her ability to do work at this level.
3. Become familiar with equipment and support material.

Suggested Activities & Assessment

1. Read the First-Day Handout.
2. Complete sample writing assignment.

Unit ? - Essay Overview (1-3-1 Structure)

Rationale

Students must understand all of the parts that make up a 1-3-1 essay in order to progress to more advanced essays.

Objectives

Students will work to improve their understanding to do the following:

1. Choose and limit a topic.
2. Write an introduction that contains reader-interest sentences, a thesis, and a division sentence.
3. Write body paragraphs which include primary and secondary support.
4. Write a conclusion which reinforces the thesis and leaves a lasting impression on the reader.

Suggested Activities and Assessment

1. Practice pre-writing activities
2. Practice writing reader-interest sentences in introduction
3. Practice writing and positioning thesis statement
4. Practice writing and positioning plan-of-action sentence
5. Practice writing strong topic sentences that reflect thesis and plan-of-action
6. Practice methods for writing conclusions

Unit ? - Writing to Inform – Process Analysis, Illustration, and Definition

Rationale

These methods of development are essential for good communication. When students write to inform, they gain the ability to write about facts, ideas, and ways of doing and defining. Using informative writing requires that students understand and employ strong organization skills and concepts that will be beneficial in many situations in their college and professional experiences.

Objectives

Students will work to improve their ability to do the following:

1. Use process analysis as a method of development.
2. Use illustration as a method of development.
3. Use definition as a method of development.

Activities and assessment

1. Write a paragraph or essay using process analysis as a method of development
2. Write a paragraph or essay using illustration as a method of development
3. Write a paragraph or essay using definition as a method of development

Unit ? - Writing to Analyze – Comparison & Contrast, Classification & Division, and Cause & Effect

Rationale

These methods of development are essential for good communication. When students write to analyze, they develop skills needed to understand complex issues and processes and to compare, classify, and evaluate information. Using analytic writing requires that students be able to use effective organization, cohesion, and evaluation techniques and skills that will be beneficial in many situations in their college and professional experiences.

Objectives

Students will work to improve their ability to do the following:

1. Use comparison & contrast as a method of development.
2. Use classification & division as a method of development.
3. Use cause & effect as a method of development.

Activities and assessment

1. Write a paragraph or essay using comparison & contrast as a method of development
2. Write a paragraph or essay using classification & division as a method of development
3. Write a paragraph or essay using cause & effect as a method of development

Unit ? - Writing to Convince - Persuasion/Argumentation

Rationale

Students encounter arguments daily in casual conversations, in newspapers, in classrooms, and on the job. Therefore, the ability to construct and write sound arguments is an important skill in good communication.

Objectives

Students will work to improve their ability to do the following:

1. Determine a position and organize support regarding a debatable topic.
2. Divide and develop this information into groupings which will support that position.
3. Understand how the library and source materials benefit the student.
4. Integrate original ideas with those of others.
5. Correctly document researched information.

Activities and assessment

1. Write a short persuasive essay that includes the use of approximately two outside sources, parenthetical (in-text) citations, a paragraph of concession/refutation (rebuttal), and a Works Cited page.

Unit ? - Pass/Fail Final Exam Essay

Rationale

Students are often required to write well-organized, relatively error-free compositions in a timed environment in their classes and professional environments.

Objectives

The student will be able to do the following:

1. Write a timed in-class essay on a topic chosen by the student from a list of appropriate topics given by the instructor.
2. Conform to the 1-3-1 checklist in writing the essay.
3. Make no more than five (5) major errors (*See Course Objectives, #3*).

This final essay will be graded on a Pass/Fail basis. A student who passes will receive the grade he or she has accumulated throughout the semester. If a student fails the final essay, he or she will receive one grade lower than the grade accumulated throughout the semester.

Results from this essay are used for course-level assessment purposes as well.

OPTIONAL UNITS

Unit ? - Grammar, Usage & Mechanics Review

This unit is optional because some teachers, instead of having a separate unit for review, will review grammar, usage & mechanics during the writing process for each essay, others will give a weekly grammar quiz, etc. What is important is that students learn to strengthen any weaknesses they may have in grammar, usage & mechanics.

Rationale

Students should be given instruction in the major areas of weakness in grammar, usage and mechanics. This review should continue throughout the semester.

Objectives

The student will be able to increase their understanding of the rules for punctuation and capitalization and to increase their ability to avoid the following errors:

- a. comma splice
- b. fragment
- c. failure in subject-verb agreement
- d. failure in pronoun-antecedent agreement
- e. shift in tense
- f. shift in point of view
- g. shift in voice
- h. the use of you for generalization
- i. run-on or fused sentences

Suggested Activities & Assessment

1. Students will take a diagnostic grammar test (This test can be a diagnostic test in a textbook or on a textbook's companion website, or it can be one that the instructor designs.)
2. Students will explore resources in the textbook/textbook's companion website.
3. Teachers may require students to take one or more grammar quizzes during the semester to assess their progress.

Unit ? - Paragraph Structure Review

This unit is optional because some teachers may review paragraph structure during the writing process for the essays instead of having a separate unit on the paragraph. What is important is that students be able to write a well-developed, well-organized, cohesive paragraph.

Rationale

Students need to review paragraph structure before being required to write longer essay assignments.

Objectives

The student will be able to do the following:

1. Choose and limit a topic by writing a strong topic sentence.
2. Identify primary and secondary support sentences used to establish levels of generality in the paragraph.
3. Write primary support sentences which back up the controlling idea of the paragraph.
4. Use secondary support sentences to develop the topic sentence and primary supports into a unified and coherent expository paragraph.

Suggested Activities and Assessment

1. Identify topic sentences in paragraphs
2. Identify primary support points in paragraphs
3. Identify secondary support points in paragraphs.
4. Identify concluding sentences in paragraphs.
5. Identify transitional words and phrases

Unit ? - Writing to Explore – Narration and Description*Rationale*

These methods of development are essential for good communication. When students write to explore, they often discover new ideas and gain new perspectives. Using exploratory writing to examine ideas, people, and places will help students recognize, analyze, and solve problems in their college and professional career. Students will often use these two methods to develop and enhance essays of all types.

Objectives

Students will work to improve their ability to do the following:

1. Use narration as a method of development.
2. Use description as a method of development.

Activities and assessment

1. Write a paragraph or essay using narration as a method of development.
2. Write a paragraph or essay using description as a method of development

Unit ? - Revising and Editing*Rationale*

Students need to learn to revise and edit their work and to use available technology tools to assist them in this process. Focusing on revision and editing promotes professionalism and an understanding of the importance of clear, effective communication.

Objectives

Students will work to improve their ability to do the following:

1. Determine whether their paragraph or essay has a clear purpose and audience.
2. Determine whether their the thesis statemenet is clearly stated.
3. Determine whether their topics sentences support the thesis and are clearly worded.
4. Determine whether their paragraph or essay has a strong introduction and conclusion.
5. Determine whether their paragraphs are well developed.
6. Determine whether their sentences are clearly and precisely worded.
7. Determine whether their paragraphs have sufficient sentence variety.

English Composition I Assessment Responsibilities for Instructors

Mid-semester

- 1. Give a quiz on the three major sentence structure errors (run-on sentences, sentence fragments, and comma splices).**

The test may be given online through the myANC portal (the test will be placed in all English Composition I classes after late registration has ended) or in hard copy form in the classroom. A copy of a scantron Answer Key has been included. In order to maintain the integrity of the test, the test must be supervised and students should not have access to the test before or after it is given.

Tally the number of students who took the test and the number of students who made 70% or above on the test.

End of semester

- 1. Give the grammar, usage and mechanics post-test.**

The test may be given online through the myANC portal (the test will be placed in all English Composition I classes by Carol Mills some time during the semester) or in hard copy form in the classroom. A copy of a scantron Answer Key has been included. In order to maintain the integrity of the test, the test must be supervised and students should not have access to the test before or after it is given.

Tally the number of students who took the test and also the average score on the test.

- 2. Have students write the competency (pass/fail) final essay.**

The competency final is a timed in-class essay on a topic assigned by the instructor. In order to pass the competency final, students must write an essay that conforms to the 1-3-1 composition checklist and contains no more than five major grammar errors. According to the department syllabus, the grade of any students who do not take or do not pass the competency final will be lowered by one letter grade.

Tally the number of students who wrote the competency final essay.

Tally the number of students who passed the competency final.

Tally the number of students who made no more than two major sentence structure errors (run-on sentence, sentence fragments, and comma splices) in the essay.

Tally the number of students completing (receiving a grade in) this class.

Reporting your assessment results

An assessment results form in which to record these results will be emailed to you at your myANC email address toward the end of the semester. You will fill out the form and hit SUBMIT.

A form must be submitted for each class.

You must turn in your assessment results by the time you turn in your semester grades.

Paragraph Scoring Rubric

Scale:

- 1=Major Weaknesses
- 2=Weak
- 3=Recurrent Problems
- 4=Slight Problems
- 5=No Problems

| Criteria or Standard | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|----------|----------|----------|
| The first sentence is the topic sentence and expresses the controlling idea... | | | | | |
| The primary support sentences break down the topic sentence. | | | | | |
| The secondary support sentences break down the primary support sentences and give specific details | | | | | |
| The concluding sentence restates the topic sentence. | | | | | |
| Effective simple sentences | | | | | |
| Effective compound sentences | | | | | |
| Effective complex sentences. | | | | | |
| Effective compound- complex sentences. | | | | | |
| Effective use of transitions (primary support level) | | | | | |
| Comma Splice | | | | | |
| Run –on Sentence | | | | | |
| Use of you for generalization | | | | | |
| Other comma faults | | | | | |
| Subject verb agreement. | | | | | |
| Pronoun antecedent agreement. | | | | | |
| Parallelism | | | | | |
| Shifts (tense, person, voice, and mood) | | | | | |
| Capitalization | | | | | |
| Other problem areas | | | | | |

1-3-1 ESSAY CHECK LIST

Check the item if your answer to the question is YES.

Introduction Paragraph

- ___ 1. Does your essay have a title?
- ___ 2. Does your introduction have sentences that capture the reader's interest?
- ___ 3. Does your introduction have a thesis statement?
- ___ 4. Does the thesis establish the writer's attitude or take a stand or make a contention regarding the subject of the essay?
- ___ 5. Does your introduction end with a division sentence? Are your three areas, points, or main ideas parallel (expressed in the same grammatical structure)?

Body Paragraph I

- ___ 1. Does your first body paragraph begin with a topic sentence that directly addresses the first point that you listed in your division sentence, and does it also make a contention or express an attitude toward that first point?
- ___ 2. Does this paragraph have at least two primary support sentences that develop and support your topic sentence?
- ___ 3. Does this paragraph have adequate secondary support? Have you used:
 - A. Concrete description
 - B. Statistics, facts, authorities
 - C. Quoted dialogue
 - D. Specific situations
 - E. Personal experience
 - F. Specific names, brands, titles, etc.
- ___ 4. Does this paragraph have a concluding sentence that sums up this paragraph and also establishes a connection between this point and the thesis statement?

Body Paragraph II

- ___ 1. Does your second body paragraph include a
 - A. Transition
 - B. Topic sentence which expresses the writer's attitude toward this point?
- ___ 2. Does this paragraph have at least two primary support sentences?
- ___ 3. Does this paragraph have adequate secondary support using the methods outlined above?
- ___ 4. Does this paragraph have a good concluding sentence?

Body Paragraph III

- ___ 1. Topic sentence?
- ___ 2. Transition?
- ___ 3. Primary supports? (At least two)

- ___ 4. Secondary supports?
- ___ 5. Concluding sentence?

Conclusion Paragraph

- ___ 1. Does this paragraph restate in fresh language the thesis and three points of your essay?
- ___ 2. Does this paragraph draw any additional conclusion from the actual information included in the essay?
- ___ 3. Does this paragraph make any forecasts, predictions, suppositions about your thesis?

Mechanics- Have you avoided the following errors in your composition?

- ___ 1. Comma splice
- ___ 2. Fragment
- ___ 3. Failure in subject-verb agreement
- ___ 4. Failure in pronoun-antecedent agreement
- ___ 5. Shift in tense
- ___ 6. Shift in point of view
- ___ 7. Shift in voice
- ___ 8. The use of *you* for generalization
- ___ 9. Run-on or fused sentence

Manuscript Form

Have you used the correct MLA manuscript form for your essay?

YOUR ESSAY WILL BE GRADED ACCORDING TO THIS 1-3-1 CHECKLIST.

FINAL EXAM ESSAY

IN ADDITION TO CONFORMING TO THE FORM AND ORGANIZATION OUTLINED IN THE ABOVE CHECKLIST, YOU MUST NOT MAKE MORE THAN FIVE MAJOR GRAMMAR ERRORS IN YOUR FINAL EXAM ESSAY TO PASS.

THE FINAL EXAM ESSAY WILL BE GRADED ON A PASS/FAIL BASIS. IF YOU PASS, YOU WILL RECEIVE THE GRADE YOU HAVE ACCUMULATED THROUGHOUT THE SEMESTER. IF YOU FAIL THE FINAL ESSAY, YOU WILL RECEIVE ONE LETTER GRADE LOWER THAN YOU HAVE ACCUMULATED.

ARKANSAS NORTHEASTERN COLLEGE ACADEMIC INTEGRITY POLICY

Integrity: firm adherence to a code

<http://www.merriam-webster.com/dictionary/integrity>

Arkansas Northeastern College promotes academic integrity as the only fair and ethical way to achieve your educational goals. Cheating, plagiarism, collusion, giving or receiving test questions, use of annotated texts or teacher's editions are all violations of this code. Ultimately, you are held responsible for all college work that you do - inside and outside of class. To help you keep to the level of integrity ANC requires, the College provides the following definitions:

Cheating: to practice fraud or trickery; to violate rules dishonestly

<http://www.merriam-webster.com/dictionary/cheat>

Examples: giving or receiving test questions/answers; copying computer files from another student; submitting another's work as your own; using any method to retrieve information in violation of the instructor's guidelines

Plagiarism: to steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source : to commit literary theft : present as new and original an idea or product derived from an existing source

<http://www.merriam-webster.com/dictionary/plagiarize>

Examples: using the exact wording of another without the proper use of quotation marks and citations; paraphrasing another's ideas without giving credit to the producers or writers of the source

Collusion: secret agreement or cooperation especially for an illegal or deceitful purpose

<http://www.merriam-webster.com/dictionary/collusion>

Examples: assisting another in an act of academic dishonesty; providing/accepting papers, projects, computer files or test answers to/from another student; allowing another student to copy one's work, including, but not limited to, essays, term papers, homework assignments, math problems, lab exercises and science lab manuals; working together on an assignment or take-home exam when instructed not to do so; removing tests or answer sheets from a test site; copying test questions, in any form, from the computer screen in an Internet course; allowing another student to view test/quiz items in an Internet course, whether purposefully or negligently (not logging out of myANC in a public area)

Academic dishonesty is a serious offense and will not be tolerated at ANC. The following consequences are in effect for all ANC courses:

1st Offense: The instructor will determine the consequences of the academic dishonesty based on his/her policy in the First Day Handout for that course. The student's name and documentation of the offense will be submitted to the office of the Dean/Chair of that Division.

2nd Offense: The student will be required to meet with the Division Dean/Chair and/or Vice President of Instruction. At that time, the Dean/Chair and/or VP of Instruction will decide the appropriate consequences of the academic dishonesty, possibly including a failing grade in the course. If the first and second offenses occurred in internet courses, then that student will be banned from enrolling in future internet courses at ANC. Second offense does not have to occur in the same class or same division as the first offense; this policy is in effect for all ANC courses.

Instructors have additional policies in effect for their particular courses, and these are clearly stated in the First Day Handout. Consult with your instructor if you have any doubt as to what constitutes violations of academic integrity in his/her particular course.

Acknowledgment of Academic Integrity Policy

I have read the above policy about academic integrity, and I understand that if I cheat in any class at ANC, I will face the consequences outlined above. It is my responsibility to read the above policy and ask my instructor if I do not understand any aspect of it. I have done this, and I supply my signature and the date below, indicating that I have been informed of and accept responsibility for abiding by this policy.

Signature _____

Date _____

Instructor's Signature _____

Date _____

Comments:

Appendix D

Arkansas Northeastern College Early College Program

First Day Handout Checklist & Sample Course First Day Handout



Arkansas Northeastern College First Day Handout Checklist

(870) 780-1200
www.anc.edu
 2501 South Division
 P.O. Box 1109
 Blvtheville, AR 72316

| First Day Handout | √ |
|--|---|
| Number of Course/Title/Division | |
| Instructor's name | |
| Location of class and office | |
| Office hours/Term | |
| Welcome | |
| Course Description (catalog) | |
| Course Overview/Rationale | |
| End of Course Objectives (performance based) | |
| Course credit and Course prerequisite (if any) | |
| Required texts and Materials | |
| Basis for final grade with Grading Scale | |
| Grade dissemination | |
| Course Policies on grades: make-up; late work; extra credit; | |
| Course policies on technology: email; internet; use of computer labs; ANC help | |
| Course Policies on Student Expectations: Disability guidance; attendance policy; Academic Integrity policy; LAC support services | |
| Important dates to remember (academic calendar) | |
| Topic or Unit outline with rationale and performance objectives | |
| Disclaimer | |



EN 12003S: Composition I
 Division of Arts and Sciences
 Arkansas Northeastern College
First Day Handout

| | | | |
|-------------|--|----------------------|-----------|
| Instructor: | Cameron Klein | Term: | Fall 2017 |
| Office: | C3 | Class Meeting Days: | I-net |
| Phone: | 870-762-1020 ext. 1210 | Class Meeting Hours: | |
| E-Mail: | cklein@smail.anc.edu | Class Location: | |

Welcome!

In this class I hope to help you sharpen your writing skills. You can think of this class as you might a reality competition show. In each unit, I will introduce a set of specific “skills” that you will master. The degree to which you master them will be assessed on the final copies of the essays that you write. Your goal is to become “Paper Master” by the end of the course, successfully mastering the skills that will help you become a more effective writer.

Course Catalog Description

This course will stress purposeful writing that incorporates self-expression but still conforms to standard rules of grammar and mechanics. In addition to acceptable grammar and appropriate usage, I will also focus on variety in sentence and paragraph structure as well as organizational patterns and content. Students must earn a grade of “C” or higher before enrolling in English Composition II.

Course Overview

I will present most of the formal instruction in this composition course through on-line lecture, but the majority of what I assess, the student will complete through application of what the he or she has gleaned from instruction. Students will respond to discussion prompts each week and complete required activities.

This on-line class will help you develop a proficiency in writing college-level academic essays. While most of the communication and many of the assignments will be completed on line, students will still be required to meet periodically on campus. Please pay close attention to due dates and course requirements.

- Students are required to view the weekly PowerPoint presentations and respond to discussion questions.
- Students will submit completed assignments via the myANC Portal.
- Students will occasionally collaborate with course mates to complete activities.

Course Rationale:

In this class, I will focus on helping you develop effective and deliberate practices for any writing you may need to do in the future, whether it is academic or professional. Through the course, I will assign several short stories, articles, and parts of books that all deal with a common theme, “Visions of the Future,” because college is about the future and how we see ourselves as a part of it. You will respond to these selections in various and deliberate ways, which will help you master the basics of effective written communication. While the plots and themes of the selections may not pertain directly to your field of study, the processes of analysis

and synthesis that we will use to respond to them are universal. In essence, Composition I is designed to help the student expand, not only his or her composition skills, but to see him or herself as a part of something bigger than before, part of a community that values progress and education. The ability to respond critically and effectively to any type of media is essential in any field or occupation. Using effective composition techniques will help hone those skills.

Course Objectives

- Respond in writing to various rhetorical situations, purposes, and audiences (**Information Literacy**).
- Inquire, learn, think, and communicate using various reading and writing techniques and activities, integrating original ideas with those of others where appropriate and documenting outside sources wherever they are used. (**Critical Thinking**)
- Develop and use flexible strategies for generating, revising, editing, and proof-reading writing assignments and activities. (**Critical Thinking**)
- Collaborate with the instructor and/or other students whenever appropriate on specific assignments such as group activities or peer reviews and critiques. (**Diversity Awareness**)
- Demonstrate knowledge of structure, paragraphing, tone, and diction in essays and other writing activities. (**Information Literacy**)
- Create compositions using standard punctuation, spelling, capitalization, and usage, that are relatively free of the following errors : (**Communication Fluency**)
 - Comma splice
 - Fragment
 - Run-on or fused sentences
 - Failure in subject-verb agreement
 - Failure in pronoun-antecedent agreement
 - Shift in tense, point-of-view, and voice
 - The use of *you* for generalization

Course Prerequisites

According to the course catalog, a grade of “C” or better in Fundamentals of composition, a score of 19 on the English portion of the ACT, or 80-100 on the COMPASS is required for this course.

The main prerequisite, however, for this course is a willingness to learn. Potential students must come to class with the understanding that their work will be scrutinized to make them stronger writers.

Course Credits

Through the completion of this course students will earn 3 credit hours. Students must earn a “C” or better in this course to earn an associate degree.

Required Texts and Materials

McWhorter, Kathleen T. *Successful College Writing: 4th Ed.* Boston: Bedford/St. Martin’s, 2009.

Supplementary (Optional) Texts and Materials

Optional Resource: a dictionary and/or thesaurus

Basis for Final Grade

| Assessment | Percent of Final Grade | Grading Scale (%) | |
|-----------------------------------|------------------------|-------------------|---|
| Response Essay | 10% | 90 - 100 | A |
| Comparison or Contrast essay | 10% | 80 - 89 | B |
| Causal Analysis Essay | 10% | 70 - 79 | C |
| Division and Classification Essay | 10% | 60 - 69 | D |
| Argumentative Essay | 10% | 0 - 59 | F |
| Final Exam Essay | 10% | | |
| Daily Grades and Quizzes | 40% | | |
| | 100% | | |

Grade Dissemination

You can access your assignment grades online by logging in to this myANC course and clicking on Coursework (<http://myanc.anc.edu>). Mid-tem and final grades can be accessed using Campus Connect on myANC. Please note that scores returned mid-term are unofficial grades. If you need help accessing myANC contact the ANC Helpdesk by email: ANChelp@smail.anc.edu.

Course Policies: Grades**Late Work and Make-up Policy:**

Students will have sufficient time to view the posted lectures and complete the required assignments. One freedom of the online course is the ability to work at one's own pace and on one's own schedule; therefore, attendance should not be an issue. All weekly and bi-weekly assignments will be due by either 11:55pm or 12:00 pm (noon), depending on the type of assignment and due date. Work turned in later than this due date will not be accepted. Weekly discussion assignments cannot be made up.

Grades of "Incomplete":

The current College policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

Essay Commentary Policy:

Commentary on essays will be delivered in written format via features of the Portal system.

Course Policies: Technology and Media

Email: Arkansas Northeastern College has partnered with Google to host email addresses for ANC students. myANC mail accounts are created for each student enrolled in the current semester and is the email address your instructor will use to communicate with you. Access your email account by going to <http://mail.google.com/a/smail.anc.edu> and using your first and last names, separated by a period for your username. Your default password is your Student ID, no hyphens. If you cannot access your student email, contact the MITS department at 762-1020 ext 1150 or ext 1207 or send an email to ANChelp@smail.anc.edu.

Internet: This course has a web component on myANC. I will use the Portal to post worksheets, supplemental information, and presentation notes as well as to post grades and assignments.

Laptop Usage: You may use your laptop in this course if its use does not interfere with the operation of the course.

Computer Labs: In addition to general-purpose classrooms, a number of computer laboratories are provided for instructional and student use. These networked laboratories are state-of-the-art and fully equipped with computers, printers, Internet connections and the latest software. The labs are open to students enrolled in one or more credit hours at the College.

Technology Support: A lab assistant is generally present in the computer lab in B202 for assistance in using the College computers. These assistants cannot help you with course assignments; specific questions regarding the technology requirements for each course should be directed to the instructor of the course. Problems with myANC or College email accounts should be addressed by email to ANCHelp@smail.anc.edu.

Course Policies: Student Expectations

Disability Access: Arkansas Northeastern College is committed to providing reasonable accommodations for all persons with disabilities. This First Day Handout is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the instructor to request accommodations. Students who need accommodations must be registered with Blythe Gillen in Statehouse Hall, 762-3180..

Attendance Policy: Attendance in this on-line course will be monitored based on your access and usage of the Portal pages. In other words, I will monitor when you have accessed the pages and will consider that “coming to class.”

Professionalism Policy: It is important in an on-line class, especially, that students are aware of the sensitivities of other class members. Please remember, while posting in general forum discussion or through collaboration, that we are responsible for our comments and reactions in the digital world the same way that we are in the real one. I expect a level of professionalism and sensitivity in the class toward others.

Academic Integrity Policy: Academic dishonesty in any form will not be tolerated. Students are expected to do their own work. Plagiarism, using the words of others without express permission or proper citation, will not be tolerated. Any cheating (giving or receiving) or other dishonest activity will, at a minimum, result in a zero on that test or assignment and may be referred, at the discretion of the instructor, to the Department Chair and/or Vice President of Instruction for further action. If you are uncertain as to what constitutes academic dishonesty, please consult the Academic Integrity Policy for further details.
(http://www.anc.edu/docs/Academic_Integrity_Policy.pdf)

Academic Success Center: The Academic Success Center (ASC) is a free resource for ANC students. The ASC provides drop-in assistance, computer tutorials and audio/visual aids to students who need help in academic areas. Learning labs offer individualized instruction in the areas of mathematics, reading, writing, vocabulary development and college study methods. Tutorial services are available on an individual basis for those having difficulty with instructional materials. The ASC also maintains a shelf of free materials addressing specific problems, such as procedures for writing essays and term papers, punctuation reviews, and other useful materials. For more information, visit the ASC website at <http://www.anc.edu/asc/> or stop by room L104 in the Adams/Vines Library Complex.

Other Student Support Services: Many departments are ready to assist you reach your educational goals. Be sure to check with your advisor; the Academic Success Center, Room L104; Student Support Services, Room S145; and Student Success, Room L101 to find the right type of support for you.

Important Dates to Remember

Last Day to *Change* Classes: Aug 23

Last Day to Withdraw with a "W": Nov. 22
 Last Day of class: Dec. 6
 See below for course specific dates.

Unit and Instructional Objectives with Schedule*

UNIT I: *Course Introduction*

Rationale:

Certain activities at the beginning of the course allow the student to gain an overview of what I will expect of him or her and what resources he or she has available.

Objectives:

The student will be able to:

1. Understand what the course requires of him or her.
2. Demonstrate his or her ability to do work at this level.

Activities:

Read: First-day handout
 Complete: Sample writing assignment

Evaluation:

Choosing any topic from the list provided, complete at least one page of writing. This may be one long paragraph or several and should be done as carefully and correctly as possible.

UNIT II: *Grammar Review*

This unit may be done at any time during the semester and may be repeated during the semester.

Rationale:

Students must use correct grammar usage in composition in order to communicate clearly. For this reason, a brief review of the grammar rules used most often in writing is useful for the student.

Objectives:

The student will:

1. Identify writing errors: comma splice, fragment, pronoun-antecedent agreement, run-on sentence, change in tense, change in voice.
2. Apply subordination and coordination in writing.
3. Continue to eliminate errors in writing throughout the semester.

Activities:

Exercises will be assigned in accordance with group performance on diagnostic tests.

Evaluation:

This unit will constantly be evaluated on every paper the student writes during the semester.

UNIT III: *The Writing Process*

Rationale:

All writers follow some process to complete writing assignments. Recognizing and understanding the steps of the writing process will give the writer additional confidence in his or her own process and enable the writer to overcome various obstacles that may occur in the completion of any writing assignment.

In this section I introduce my students to the strategies of summary, analysis, and synthesis. I assign them various short stories, listed below, that they will read and summarize. They will be expected to use prewriting strategies to develop an understanding of the material.

Objectives:

The student will:

1. Recognize and utilize the steps in the writing process to develop any writing assignment.
2. Use the writing process to address and solve any problems encountered in completing a writing assignment.
3. Develop a sentence-level plot outline for a work of fiction

Activities:

Read:

1. "By the Waters of Babylon," Stephen Vincent Benet
2. "Harrison Bergeron," Kurt Vonnegut
3. The second chapter of *Oryx and Crake*, Margaret Atwood.
4. "Kyoto, Japan" chapter of *World War Z*

Evaluation:

Complete activities to reinforce the concepts discussed.

UNIT IV: Paragraph Structure**Rationale:**

The basic unit of composition is the paragraph. By analyzing the various parts of a paragraph, the student can better understand how these parts fit together as a form of clear communication.

In this section, I have student develop analytical summaries for the selections based on a common theme that three of the selections share. That "underlying theme" will become the thesis of the first essay.

Objectives:

The student will be able to:

1. Identify and write a strong topic sentence.
2. Identify and write primary and secondary support sentences.
3. Identify and write a concluding sentence.
4. Demonstrate an ability to summarize a source through effective paragraphing

Activities:

Read

1. Various handouts and complete various exercises and paragraphs assigned by the instructor

Evaluation:

This unit will be evaluated on each paper written throughout the semester.

UNIT V: Effective Essay Structure and Content**Rationale:**

The 1-3-1 essay form is the basic, traditional organizational pattern for effective expository writing. This form allows the writer to develop an idea and to present information in an orderly manner. The goal, however, is to master this form and use it as the content demands.

In this section, the student will develop the analytical summaries into body paragraphs. They will develop a strong thesis and use an engaging introduction and compelling conclusion technique for the essay.

Objectives:

The student will be able to:

1. Write an introductory paragraph with a thesis statement and a method of development that sets up the major points of support.
2. Develop body paragraphs that support the thesis statement and method of development.
3. Complete the essay with a concluding paragraph.
4. Compare the completed essay to the checklist established for Composition I.
5. Understand when to deviate from the traditional structure.

Activities:

Read:

1. Several selected essays

Evaluation:

Complete the essay begun during Unit III, utilizing the steps of the writing process.

UNIT VI: Response Essay**Rationale:**

Using the illustration method of development is the easiest to master and is often used in other types of expository writing, such as the response essay.

This section will focus on revising the essay begun in the previous unit. They will incorporate quotes and internal citations effectively and develop a works cited page according to MLA format.

Objectives:

The student will be able to:

1. Incorporate summaries previously written into an effective essay.
2. Use summaries as examples to develop an effective thesis statement
3. Use these summaries to support the thesis statement

Activities:

Read selections listed on the unit assignment sheet and complete required activities.

Evaluation:

Complete an essay using examples to develop the support of the thesis statement.

UNIT VII: Comparison/Contrast

Rationale:

The use of comparison or contrast makes information easier to understand. Writing by means of comparison or contrast presents a logical and balanced method of organization.

Continuing with the theme of "Visions of the Future," students will read another selection and use strategies of comparison and contrast to show how the visions share similarities and differences.

Objectives:

The student will be able to:

1. Organize his or her knowledge on the basis of similarities or differences.
2. Write using either the subject-by-subject pattern or the topic-by-topic pattern.
3. Develop a comparison/contrast essay that conforms to the Composition I checklist.

Activities:

Students will read "The Long Watch," Robert Heinlein

Evaluation:

Complete an essay using the point-by-point pattern of comparison/contrast to develop the support of the thesis statement.

UNIT VIII: Causal Analysis

Rationale:

The strategy of cause and effect allows the writer to explore why an event happened or a situation exists or to explore what happens because of an event or a situation. Either cause or effect is effective as a method of communicating information.

In this unit, students will read the first chapter of The Hunger Games and use information in it to develop a causal analysis.

Objectives:

The student will be able to:

1. Organize his or her knowledge of an event or situation from either a cause or an effect approach.
2. Divide the information into three major groupings, each of which constitutes a support idea for the thesis.
3. Develop a well-developed essay concentrated on either cause or effect.

Activities:

Read selections listed on the unit assignment sheet and complete exercises listed on the unit assignment sheet.

If time allows, we will watch a visual representation of a futuristic vision.

Evaluation:

Complete an essay using either cause or effect as the development strategy.

UNIT IX: Division and Classification

Rationale:

In most areas of study, defining by dividing or classifying is a technique that gives structure to a mass of information. This pattern may be used more often in other classes than any strategy the student will learn this semester.

In this section, students will analyze popular media to find ways to understand how they portray or imply visions of the future. They will classify or divide according to some consistent underlying principle.

Objectives:

The student will be able to:

1. Choose a term and define that term narrowly by placing it in a class and then citing its differentiating characteristics.
2. Write a thesis statement containing the term and its class.
3. Develop the members of the whole in such a way that the reader clearly understands the relationship of the parts.
4. Write a clear division or classification essay

Activities:

Read selections listed on the unit assignment sheet and complete exercises listed on the unit assignment sheet.

Evaluation:

Complete an essay using definition to develop the support of the thesis statement.

UNIT X: Argumentation/Persuasion**Rationale:**

Every writer needs to know the art of deliberate and rational persuasion. This unit will prepare the student to understand logical fallacies, methods of persuading, and acknowledgment of the opposition through refutation. This method also prepares the student for the next level of composition, English Composition II.

In this unit, students will be introduced to the five-part classical argument, which includes a clear argument, opposition and rebuttal, and an effective justification. The topic they will investigate is what they think the future holds for America and humanity

Objectives:

The student will be able to:

1. Identify logical fallacies in writing and avoid those logical errors in the composition.
2. Present a logical argument on a debatable issue that includes a refutation of the opposing side.

Activities:

Read selections listed on the unit assignment sheet and complete exercises listed on the unit assignment sheet.

Evaluation:

Complete an essay using argumentation or persuasion to develop the support of the thesis statement.

UNIT XI: Final Exam**Rationale:**

After completing the classes and writing the essays for Composition I, it is necessary to test the student's competency in the minimum requirements for the course. No students should take Composition II without passing this final.

Objectives:

The student will be able to:

1. Write an effective essay on a topic chosen by the student from a list of appropriate topics given by the instructor.
2. Conform to the essay checklist in writing the final essay
3. Make no more than five major errors

Evaluation:

This final essay will be graded on a 6-point scale. This essay will be 10% of the final grade.

***This is a tentative outline of each unit covered in this class. It may be subject to modification.**

Essay and Project Assignments

The main portion of your grade will be derived from scores on written compositions. You will write at least five formal compositions—not including the final exam.

Students will earn points equivalent to their mastery of the skills assessed on each formal composition. These points are based on a 15 point holistic scale. The scale is broken into three areas: Structure, Content, and Mechanics. The holistic scoring guide then has percentage grade equivalents. (See example below for clarification.)

The following set scale will be used in all English Composition I classes:

- A = 90 to 100% of the points available
- B = 80 to 89% of the points available
- C = 70 to 79% of the points available
- D = 60 to 69% of the points available
- F = 59% or less of the points available

Grades for the course will be averaged and measured against the above scale.

In sequential English courses a grade of C or better will be required to advance to the next level course.

COMPOSITION GRADING SYSTEM:

General Composition Rubric

| | | |
|---|------------------|--|
| Structure: *Clear Introduction Technique (attention grabber, Thesis Statement, focus), * Three unified body paragraphs, *Clear conclusion technique (Summary of key ideas, reiteration of thesis, closing) | 5, 4, 3, 2, 1 | |
| Content: Active Thesis Statement, Topic Sentences/transitions, Adequate level of content for topic sentence, Developing Details/Details directly support thesis, Unique Ideas, fresh content, provocative. | 5, 4, 3, 2, 1 | |
| Mechanics/Style: *Completeness & Clarity (no run-ons or fragments, *Consistency of tense and person *Action *Variety *Correctness in form, usage, tone *Word choice, agreement, mechanics | 5, 4, 3, 2, 1 | |
| Total | 15 Points | |

- Grade A (exceptional) 15 = 100; 14 = 95, 13 = 90
- Grade B (Good) 12 = 87; 11 = 83; 10 = 80;
- Grade C (average) 9 = 77; 8 = 73; 7 = 70;
- Grade D (poor) 6 = 67, 5 = 63, 4 = 60;

- Grade F (Unacceptable) 3 = 57, 2 = 53, 1 = 50;
- 0 = 45 (unless assignment incomplete or blatantly incorrect)

For a passing grade, students must receive a “C” or above

THIS HOLISTIC SCALE REFLECTS THE RUBRIC ON THE FOLLOWING PAGE. IN ADDITION TO THE GUIDELINES ON THE RUBRIC, OTHER ESSAY-SPECIFIC SKILLS WILL BE ASSESSED ON EACH PAPER. THE GUIDELINES ON THE FOLLOWING PAGE ARE THE NECESSARY CRITERIA, BUT OTHER ELEMENTS WILL DEMONSTRATE YOUR MASTERY AS WELL.

Tentative Outline of Classes

Week 1: Introduction and Grammar Review

Activities:

- Write Sample writing assignment
- Review Grammar essentials

Week 2: The Writing Process

Activities:

- Use and understand the steps in the Writing Process
- Read selected essays

Week 3: Paragraph Structure

Activities:

- Discuss selections and write thesis
- Write primary and secondary supports to prove thesis

Week 4: Using Sources

Activities:

- Employ effective strategies to effectively use sources in academic essays
- Discuss Plagiarism

Week 5: Effective Essay Essentials: Structure and Content

Activities:

- Write an outline and rough copy for a well-developed essay
- Discuss purpose and audience

Week 6: Revising the 1-3-1

Activities:

- Complete a peer evaluation of the essay
- Write Final Copy
- Using sources effectively and writing a “works cited” page.

Week 7: Comparison and Contrast

Activities:

- Write Outline for Comparison/Contrast Essay
- Review Grammar Essentials

Week 8: Comparison & Contrast

Activities:

- Complete Developmental Strategy
- Mid-Term Quiz**
- Write Outline of C&C

Week 9: Comparison & Contrast

Activities:

- Explore different strategies of developing the C&C essay
- Write the rough copy

Week 10: Comparison & Contrast

- Self evaluation of C & C
- Write Final Copy

Week 11: Cause and Effect

Activities:

- Read selected anchor text
- Write Outline and Rough copy

Week 12: Cause and Effect

Activities:

- Peer Evaluation of essay
- Write final Copy of Essay

Week 13: Division and Classification

Activities:

Write Outline and Rough Copy

Week 14: Division and Classification

Activities:

Peer Evaluation

Write Final Copy of Essay

Read Ch 16

Week 15: Writing Arguments

Activities:

Read and summarize selected readings

Read Ch 17

Write Outline and Rough copy of essay

Week 16: Writing Arguments

Activities:

Peer evaluation and Revision

Write Final Copy of Essay

Week 17: Review for Final Exam

Final exam

Disclaimer: This First Day Handout was prepared under certain limited assumptions. Therefore, if the students in the class seem to "fit" the design for the course and if events occur as planned, the schedule, assignments, and assessments will be followed. The instructor has the option, however, to eliminate or add assignments and/or assessments if he/she feels it is in the best interest of the students.

General Composition Evaluation Rubric

| Criteria | Exemplary | Distinguished | Proficient | Basic | Unacceptable |
|--|--|---|--|--|---|
| ANY EVIDENCE OF ANY SOURCE OR QUOTATION NOT CITED--0 FOR ENTIRE PAPER | | | | | |
| Structure | <p>Thesis is readily apparent to the reader, concisely stated in a single sentence, which is engaging and thought provoking. This is written as a 3-part thesis in the Active Voice. The ideas in the body are arranged logically to support the purpose. Transitions link paragraphs effectively. It's easy to follow the line reasoning. Paragraphs have solid topic sentences. Topic sentences are active and clearly reflect the thesis in form and content. Engaging introduction and compelling conclusion are organic to the content.</p> | <p>Thesis is readily apparent to the reader; concisely stated in a single sentence, which is engaging, and thought provoking. The ideas are arranged logically to support the purpose. Transitions link paragraphs. It's easy to follow the line reasoning. Paragraphs have solid topic sentences. Relevance of topic to class or audience is apparent in the introduction. The conclusion technique ties ideas together.</p> | <p>Thesis is clear but may sometimes digress in the paper and it is stated in a single sentence. The ideas are arranged logically to support the central purpose. Transitions usually link paragraphs. For the most part, the reader can follow the line of reasoning. There may be a few paragraphs without strong topic sentences. A good attempt is made in the introduction as to why the topic is pertinent but may be slightly unclear, or lacking in insight or originality. The conclusion reiterates a thesis, but makes no larger connection to the audience</p> | <p>Thesis is not consistently clear; stated in a single sentence. In general, ideas are arranged logically, but sometimes ideas fail to make sense together. The reader is fairly clear about what the writer intends; many paragraphs without topic sentences. Intro may be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper. The conclusion is unoriginal and diverges from the content.</p> | <p>Thesis is generally unclear; Incomplete, unfocused, or absent. Ideas are not logically organized. Frequently, ideas fail to make sense together. The reader cannot identify a line of reasoning. Few or no topic sentences. The intro has no reference to the topic, audience or relevance. The conclusion (if there is one) has little or no relationship to the rest of the essay.</p> |
| Content | <p>Clear examples support specific topic sentences and support the overall purpose; reader gains important insight; analysis poses novel ways to think of the material; quoted material well integrated; depth of coverage without being redundant. Clear evidence of primary and secondary supports incorporate transitional devices both within and between paragraphs.</p> | <p>Clear examples support specific topic sentences and support the overall purpose; reader gains important insight; analysis poses novel ways to think of the material; quoted material well integrated; depth of coverage without being redundant.</p> | <p>Examples support most topic sentences and support general purpose; reader gains some insight; occasional evidence of novel ways to think about the material. Quotes well integrated into sentences. Topics adequately addressed but not in the detail or depth expected.</p> | <p>Examples support some topic sentences; reader gains little insight; The essay shows little of the writer's own thought relying instead on quotes and paraphrasing that are poorly connected. Examples support some topic sentences; no evidence of novel thinking and intermittent support of thesis through the composition.</p> | <p>The essay relies on stringing together quotes or close paraphrasing; Failure to support statements with major content omitted; Quotes not integrated, or are integrated improperly.</p> |
| Mechanics | <p>The essay is essentially free of grammatical errors. The writer maintains a consistent point of view and verb tense. The word choice and tone are appropriate to the audience and the motivating occasion.</p> | <p>The essay may have occasional grammatical errors, but they don't represent a major distraction or obscure meaning. The word choice and tone are generally professional and academic.</p> | <p>Several grammatical errors which pose a distraction to the reader. Point of view, verb tense, and pronoun shifts are common. Fragments and run-ons may be evident.</p> | <p>More errors cause distractions but do not completely obscure the meaning. The essay shows some effort at grammatical consistency, but rarely achieves it.</p> | <p>Pattern of ungrammatical writing are so evident that meaning is obscured. The reader is confused and stops reading.</p> |

Appendix E

Arkansas Northeastern College Early College Program

Academic Integrity Policy

ARKANSAS NORTHEASTERN COLLEGE ACADEMIC INTEGRITY POLICY

Integrity: firm adherence to a code

<http://www.merriam-webster.com/dictionary/integrity>

Arkansas Northeastern College promotes academic integrity as the only fair and ethical way to achieve your educational goals. Cheating, plagiarism, collusion, giving or receiving test questions, use of annotated texts or teacher's editions are all violations of this code. Ultimately, you are held responsible for all college work that you do - inside and outside of class. To help you keep to the level of integrity ANC requires, the College provides the following definitions:

Cheating: to practice fraud or trickery; to violate rules dishonestly

<http://www.merriam-webster.com/dictionary/cheat>

Examples: giving or receiving test questions/answers; copying computer files from another student; submitting another's work as your own; using any method to retrieve information in violation of the instructor's guidelines

Plagiarism: to steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source : to commit literary theft : present as new and original an idea or product derived from an existing source

<http://www.merriam-webster.com/dictionary/plagiarize>

Examples: using the exact wording of another without the proper use of quotation marks and citations; paraphrasing another's ideas without giving credit to the producers or writers of the source

Collusion: secret agreement or cooperation especially for an illegal or deceitful purpose

<http://www.merriam-webster.com/dictionary/collusion>

Examples: assisting another in an act of academic dishonesty; providing/accepting papers, projects, computer files or test answers to/from another student; allowing another student to copy one's work, including, but not limited to, essays, term papers, homework assignments, math problems, lab exercises and science lab manuals; working together on an assignment or take-home exam when instructed not to do so; removing tests or answer sheets from a test site; copying test questions, in any form, from the computer screen in an Internet course; allowing another student to view test/quiz items in an Internet course, whether purposefully or negligently (not logging out of myANC in a public area)

Academic dishonesty is a serious offense and will not be tolerated at ANC. The following consequences are in effect for all ANC courses:

1st Offense: The instructor will determine the consequences of the academic dishonesty based on his/her policy in the First Day Handout for that course. The student's name and documentation of the offense will be submitted to the office of the Dean/Chair of that Division.

2nd Offense: The student will be required to meet with the Division Dean/Chair and/or Vice President of Instruction. At that time, the Dean/Chair and/or VP of Instruction will decide the appropriate consequences of the academic dishonesty, possibly including a failing grade in the course. If the first and second offenses occurred in internet courses, then that student will be banned from enrolling in future internet courses at ANC. Second offense does not have to occur in the same class or same division as the first offense; this policy is in effect for all ANC courses.

Instructors have additional policies in effect for their particular courses, and these are clearly stated in the First Day Handout. Consult with your instructor if you have any doubt as to what constitutes violations of academic integrity in his/her particular course.

Appendix F

Arkansas Northeastern College Early College Program

Program Timeline

Early College Program (ECP) Timeline

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|------------------|---|
| August | <p>Reconvening and Professional Development Activities ECP Faculty Orientation ECP fall semester registration packets completed in the high schools Fall semester registration packets delivered to ANC and verified/processed by Registrar's Office Fall semester registration completed by first day of classes First payment deadline for fall semester</p> |
| September | <p>Last day to drop with 100% refund - 10th day of classes Fall rosters verified and finalized Second payment deadline for fall semester</p> |
| October | <p>Mid-term grades provided to the high school Verify concurrent credit courses for spring ECP presentations to students and parents Offer placement testing opportunities for potential early college students Third payment deadline for fall semester</p> |
| November | <p>Last day to withdraw for fall semester Spring registration begins in the high school Student Evaluation of Faculty Survey conducted and submitted to ANC</p> |
| December | <p>Spring registration on going Finals grades due to ANC ANC provides final grades to high schools</p> |
| January | <p>Reconvening and Professional Development Activities ECP spring registration packets completed in the high schools Spring registration packets delivered to ANC and verified/processed by Registrar's Office Late registration completed by first day of classes Last day to drop with 100% refund - 10th day of classes Spring rosters finalized First payment deadline for spring semester</p> |
| February | <p>Request dates for concurrent presentations to students and parents Course requests from high schools for next academic year Prepare and deliver Early College Program packets to high schools Second payment deadline for spring semester</p> |
| March | <p>Mid-term grades provided to high schools Draft ECP Memorandum of Understanding (MOU) with each high school ECP presentations to students and parents Offer placement testing opportunities to potential early college students Review of faculty credentials for potential ECP instructors by ANC Third payment deadline for spring semester</p> |
| April | <p>Collect signed ECP MOU's from each high school Last day to withdraw for spring Registration for summer and fall semesters begins in the high school Student Evaluation of Faculty Survey conducted and submitted to ANC</p> |
| May | <p>Final grades due to ANC ANC provides final grades to high schools Registration for summer and fall semesters on going</p> |
| June | <p>Pick up high school transcripts of potential early college students with test scores</p> |
| July | <p>Fall registration on going</p> |