TBR COURSE REVITALIZATION INITIATIVE  
Fall 2014-Spring 2015  

GRANT PROPOSAL  
Deadline for Submission: December 15, 2013  

Institution: Pellissippi State Community College  

Course Number and Name: ENGL 1010 Composition I  

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<th>NAME OF FACULTY MEMBER</th>
<th>ANTICIPATED DISTRIBUTION OF WORK (MUST = 100%)</th>
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<tr>
<td><strong>PROJECT LEADER</strong></td>
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<tr>
<td>Tara E. Lynn</td>
<td>35%</td>
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<td><strong>PROJECT TEAM MEMBER</strong></td>
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<td>Heather L. Schroeder</td>
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<tr>
<td>Dr. Kelly Rivers</td>
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Please provide the following information for each member of your revitalization team.  

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<tr>
<th>NAME</th>
<th>DEPARTMENT</th>
<th>Mailing Address</th>
<th>PHONE</th>
<th>EMAIL</th>
<th>ROLE IN THE PROJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tara E. Lynn</td>
<td>English</td>
<td>PSCC, MC329 English Department, 10915 Hardin Valley Road, Knoxville, TN 37933</td>
<td>865-539-7210</td>
<td><a href="mailto:tlynn@pstcc.edu">tlynn@pstcc.edu</a></td>
<td>Team leader, teacher of pilot section, facilitator of grant, liaison between 1010 grant committee and Dean / English department / 1020 grant committee, oversee collection of data</td>
</tr>
<tr>
<td>Heather L. Schroeder</td>
<td>English</td>
<td>PSCC, MC329 English Department, 10915 Hardin Valley Road, Knoxville, TN 37933</td>
<td>865-694-6692</td>
<td><a href="mailto:hlschroeder@pstcc.edu">hlschroeder@pstcc.edu</a></td>
<td>Teacher of pilot section, facilitator of grant, liaison between 1010 grant committee and English department, collection of data</td>
</tr>
<tr>
<td>Dr. Kelly A. Rivers</td>
<td>English</td>
<td>PSCC, MC329 English Department, 10915 Hardin Valley Road, Knoxville, TN 37933</td>
<td>865-981-5320</td>
<td><a href="mailto:karivers@pstcc.edu">karivers@pstcc.edu</a></td>
<td>Teacher of pilot section, facilitator of grant, liaison between 1010 grant committee and 1020 grant committee, collection of data</td>
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1) Describe the revitalized course in its complete implementation, especially how it differs from the traditional course.

Pellissippi State’s (hereafter PSCC) proposed revitalized ENGL 1010, Composition I (hereafter ENGL 1010) course targets the most common reasons that our students are unsuccessful in the course and specifically addresses these issues in an attempt to increase our successful completion rates. At PSCC, 38.2% of our students do not successfully complete ENGL 1010 (APPENDIX A).

One of the most important realities we needed to acknowledge at the outset of our revitalization process is that ENGL 1010 (Composition I) is a gateway course for all subsequent courses, and we should treat it as such. ENGL 1010 is the only course at PSCC that is required for all students, both those in the university parallel program and those in two-year technology degree programs.

Therefore, the role of ENGL 1010 is to adequately prepare all of our students to enter any college course and be equipped to write in that course. As such, the student in ENGL 1010 must learn those critical thinking skills and rhetorical strategies necessary for a variety of academic requirements. Every discipline has its own unique writing expectations, and it is up to the entry-level courses in every department respectively to communicate those specialized expectations to their students. But each department will know what skills it can expect its students to have learned in ENGL 1010. We would thus add a subtitle to our revitalized course name: ENGL 1010, Composition I: Introduction to Academic Writing.

This revitalized course will put more emphasis on writing as a process of recursive skills that begin on the sentence level and extend to the source-driven argumentative essay. In order to highlight the writing process, we will stress the mastery of common and basic grammatical skills in the first weeks of the course; more importantly, we will place greater emphasis on writing as an incremental and measured process that cannot be compressed into a single sitting.

We will designate a standard set of collegiate writing skills for which a student must demonstrate mastery before he/she can successfully matriculate to more advanced courses. Outlining these skills on our course syllabus communicates clear, concise academic expectations to our students from the first day of class. They will know exactly what skills they must master to successfully complete the course and, as such, this shifts the impetus for learning these skills back to where it belongs - the student.

Our designation of these skills is part of a corresponding effort in the PSCC English department to present our ENGL 1010 master syllabus and course expectations in language more specifically directed toward our students and less toward fellow academics. The PSCC Curriculum Development Committee approved the revised student learning outcomes for ENGL 1010 at its most recent meeting, and those updated outcomes are utilized on our revitalized course master syllabus (Appendix B).

We have also created a core set of writing assignments in coordination with our ENGL 1020 (Composition II) grant team. This core group of writing assignments does not constitute an effort to modularize or create universal conformity for our ENGL 1010 course. We reject any such attempts because we believe they undermine the pedagogical strengths of our faculty. Instead, every professor, adjunct or full-time, will be aware of both the specific skill set and the designated composition modes that he/she will need to teach in his/her unique method as part of his/her
ENGL 1010, Composition I course; the course readings, activities, assignments, and exact course schedule will remain at the discretion of each professor.

Furthermore, our core set of writing assignments requires one less formal paper than we have previously required. We will call for the same number of written words (4,000-5,000) from each student, but we will place more emphasis on shorter and more frequent writing assignments (including drafts) within the course. We believe that consistent writing implanted throughout the course and with more immediate, focused, and holistic feedback will establish a more effective method of measuring a student's success in his/her mastery of the requisite skills in lieu of six or seven formal essays.

In addition to outlining required student skill mastery and designating core assignments, the reconceptualized course will focus on two of the most common reasons our students do not successfully complete the course: a lack of understanding about successful academic behaviors and lack of academic preparation.

Though each professor will be able to create his/her own schedule, the revitalized course will require professors to spend at least three weeks at the beginning of the semester discussing academic expectations and covering basic grammar and sentence mechanics concepts, though these lessons will also extend as needed throughout the semester. We have seen aspects of a similar course structure successfully remediate inadequately prepared students in our ENGL 0820-1010 sections. The students who test into ENGL 1010 do not have the same level of academic deficiencies as those in ENGL 0820-1010, but we will no longer assume that entrance into ENGL 1010 indicates mastery of basic grammar and sentence mechanics.

And finally, the consistently demonstrated lack of student academic preparation necessitates another step: required, embedded, co-requisite remediation for those students who have historically been our least successful. In our revitalized courses, all students who fit certain criteria must register for a co-requisite writing workshop, ENGL 1030. Any student who has an ACT score of 18 or lower in English or Reading, has earned a C or lower in preceding Transitional Studies courses, or who has earned a D or an F in a previous attempt of ENGL 1010 will be required to register for an accompanying section of ENGL 1030 in addition to his/her ENGL 1010.

These ENGL 1030 writing workshop courses will be supervised by the student's ENGL 1010 instructor in order to enhance the connection with that student's specific experience in Composition I. Each section of ENGL 1030 will be capped at eight students to ensure individual attention for each student and will meet in a computer lab for one hour each week. We realize that in our pilot phase of twelve sections of ENGL 1010 we will not be able to meet the staffing demand that these standards for co-requisite remediation require. Our expectation is that the measurably increased success rates of the students in these specialized writing labs will encourage the use of such embedded remediation in all of our ENGL 1010 courses, with the caveat that course credit hours and teaching load hours must increase to reflect the added work for the professor.

All of our additions to the traditional ENGL 1010 master syllabus/course (Appendix B) are clearly designated in our attached revitalized master syllabus for ENGL 1010 (Appendix A).
Our approach to this revitalized ENGL 1010 differs from the traditional course in several ways:

- PSCC's reconceptualized ENGL 1010 will focus on overall writing process and procedure as demonstrated through the students' mastery of a specifically designated set of academic writing skills, utilizing fewer formal essays in lieu of repeated and consistent writing practice in the classroom. This shift in focus will increase the students' abilities to write across the curriculum. We anticipate that our pilot phase will prove that students who master the designated writing skills will have a much higher successful completion rate for the course than those who do not. These students will also likely achieve greater success in meeting the overall course learning outcomes, which will increase our student success rates in ENGL 1010 and may impact future writing-intensive course outcomes as well.

- The reimagined ENGL 1010 will outline a core set of essays and writing assignments for every section. The diagnostic writing assignment, the final exam, and the respective rubrics for each will be the same across all sections. Three core essays - summary/response, rhetorical analysis, and an argumentative research essay - will bring more regularity to course instruction and allow the department to clearly define standards of what we expect from every student attempting to move on to further courses. These core assignments also create a more strongly unified composition course discursive strategy. These changes augment each student's consistency of experience in the course and highlight the requisite writing skills within particular academic modes he/she will certainly encounter in future courses and assignments regardless of his/her chosen career path.

- This revitalized course will focus more directly on the grammar and writing skills with which all students struggle on some level. In a sense, then, this revitalized course will make fewer assumptions about the preparedness of the students in the course and concentrate on either strengthening those skills or, in the case of better-prepared students, refining them.

- In this course, professors will grade assignments more holistically. Recent research suggests that students are often overwhelmed by copious marginalia and end notes. Our more holistic approach will emphasize infographic feedback, visual representations (such as rubrics, charts, a pyramid of writing concerns, or bullet points) of a student's successes and opportunities for improvement. Though one of the main strengths of our department is each professor's distinctive approach to teaching and grading, we will emphasize uniformity of an evaluation process by utilizing a standard departmental rubric for grades.

- A standard rubric for a student's frequent self-evaluation of his/her writing skills and the immediate association with his/her engagement in the course will emphasize the internal locus of control our students possess to dramatically affect their grades in ENGL 1010.

- ENGL 1010 professors teaching our revitalized course will discuss academic behaviors and habits which will improve student success and successful course completion during the first few weeks of the semester. We believe that such a discussion, in addition to clearer, specific expectations of what skills a student must master, will empower each student to accept individual responsibility for his/her successful completion of course. We will stress that our recurrent use of active learning strategies to further student engagement also places an onus on each student to choose to be actively engaged and involved in his/her own learning.
• Our reimagining of PSCC's ENGL 1030 as an access point to co-requisite remediation requires more contact hours for vulnerable students, who will be identified before the onset of the course. Instructors will be able to target these students from the first meeting instead of relying solely on diagnostic writings which can be misleading. Course work in ENGL 1030 will target these students' opportunities for improvement as they relate to the overall learning outcomes and designated mastery skills for ENGL 1010.

• The course syllabus and consistently updated course schedule, every assignment and an example of that assignment, and professor-selected course readings outside the textbook will be available via the ENGL 1010 course website on D2L so that our students can access course information via mobile means. Making most of our materials available online will increase the mobilization of this course, increasing the ability of each student to independently accept responsibility for successful course completion while also increasing the course's transferability into web or hybrid course formats.

2) Explain the academic problems that the revitalized course addresses:

Inconsistent academic preparation:

Since the 2011 lowering of the English ACT admission scores into ENGL 1010 to 18, those students who have an 18 have consistently demonstrated that they do not have the knowledge or skill set to be in a collegiate-level writing course. PSCC data shows that 52% of these students entering a Composition I classroom directly without learning support courses will fail the course. These students are simply not prepared for the rigors of college writing.

According to internal assessment data, students originating from within the PSCC English Transitional Studies courses are also not adequately prepared for ENGL 1010. In fact, 48% of PSCC students who successfully completed Learning Support English courses did not successfully complete ENGL 1010. In comparison, only 37% of students who enrolled in ENGL 1010 without previous remediation did not successfully complete ENGL 1010.

It is important to note that numerous other factors, including a student's individual academic deficiencies previous to his/her enrollment in PSCC and non-cognitive external issues (such as divorce, family concerns, illness, etc), have a tremendous impact on whether or not a student is successful in any college course.

We recognize that underperforming area high schools; inconsistency of previous teaching; a continued lack of focus on critical thinking, reasoning, and problem solving in high school curriculum in lieu of testing; and inconsistency of behavioral expectations of students all play a significant role in the broad range of educational preparation we are seeing in ENGL 1010.

For maximum effectiveness and impact on student success, Transitional Studies English course outcomes should be aligned with the revitalized ENGL 1010 outcomes and should be clearly communicated as expectations for students. The skills gained from ENGL 0800 and ENGL 0820 should directly correlate with the expectations for students entering ENGL 1010. Our hope is that our revitalized syllabus including its core set of assignments and its designated skill set will once
again open a dialogue between our two departments so that students who are successfully completing our Learning Support courses will have a better opportunity to successfully complete ENGL 1010 as well.

In addition, recent declines in the observed student knowledge-base across the board have led us to anticipate a wide variance in the level of familiarity about basic concepts of writing, such as the parts of speech and sentence structure. Discussion of any collegiate writing skill requires that a majority of the students in a class begin at a similar level of knowledge, which our students as a whole are not exhibiting.

As such, the first three weeks of our revitalized ENGL 1010 will examine parts of speech, sentence construction, grievous sentence errors, paragraph structure, and other remedial writing skills as determined by that class' diagnostic writing essays. The creation of a uniform diagnostic writing tool to be utilized across all sections of the revitalized ENGL 1010 will also establish an assessment data trail in order to demonstrate students' increased writing proficiencies.

Our anticipated use of ENGL 1030 as a writing workshop for students who meet certain criteria will enable students who lack adequate academic preparation to receive the consistent, sustained individualized attention they require throughout the semester while also remaining part of a traditional ENGL 1010 course. Requiring certain students to enroll in an embedded, co-requisite remediation also creates a cohort/learning community because each section of ENGL 1030 will be composed of eight students from one specific ENGL 1010 section who share common experiences, common goals, and common challenges.

Lack of student awareness of/understanding of collegiate academic expectations

Even if a student has had a strong background in writing as an academic subject, many of our students simply do not understand what is required to pass a course in a college environment.

This revitalized course assumes that a lack of student knowledge/understanding about collegiate academic expectations in terms of student participation, assignment completion, the necessity of attendance, standards of classroom behavior and exhibited attitude, and an individual determination to improve often contributes to a student's failure or non-successful completion of the course.

Though the members of this committee have each been in this profession less than twenty years, we have been surprised and appalled by the notable increase in student attitudinal and behavioral issues in the last few years. Many of our students behave in ways which suggest they feel entitled, lack self-motivation, and view their college experience as a retail transaction - they have paid money and they expect a grade in return from their employees (the faculty their tuition pays) with little to no effort on their part.

Because ENGL 1010 is a gateway course, it is imperative that we as professors of this course quickly and clearly dissuade our students from several of these uninformed notions about their collegiate experience.

In this revitalized course, the class participation grade will now become a reflection of a student's efforts to maintain a professional academic demeanor in his/her interactions with the faculty member and with his/her classmates. Clear expectations for how students should conduct their
academic business in order to complete course outcomes will be outlined during the first week of ENGL 1010. A standardized one-page contract of appropriate behavior and expectations of the level of student participation and engagement will be created by this committee working alongside our English Student Success Coordinator, our Composition Coordinator, our Dean, the PSCC Behavioral Intervention Team, and other relevant parties. This contract will be part of the syllabus in our revitalized ENGL 1010, and each student will be required to sign and date that he/she agrees to the conditions of the course based on this contract.

**Student ownership of his/her measurable progress**

Students who have a clear understanding of their individual challenges as writers have the ability to improve on those challenges. This may seem obvious, but many of our current students cannot identify their three or four most costly and consistent writing errors. This is not due to a lack of communication about what those errors are; this is largely due to the fact that they are overwhelmed by the copious marginalia, line edits, and end notes that some of us employ in our grading/feedback. They cannot decipher which of these comments is the most important or even gauge what they should be working on in order to improve. An overwhelmed student is often a disengaged student.

As a result of being overwhelmed or of having no clear concept of where and how they should begin an effort for self-improvement, our students are not internalizing their feedback and targeting these individual writing deficiencies (in-between essays, outside of class) in order to improve their own mastery of these skills.

Our revitalized ENGL 1010 emphasizes more holistic grading strategies which we believe will aid students in building their individual skill sets throughout the semester. In other words, we will hold our students accountable for addressing the three or four significant concerns we note in the first essay before they submit the second essay. The second essay will outline three to four additional writing concerns for each student. Repeating identical errors throughout the semester will have significantly increasing consequences on each subsequent essay. This approach to feedback and to how we assign grades (the effort to improve and demonstrate student growth) places the responsibility for improvement directly onto the student.

We assert this revitalized approach to our feedback across our pilot sections will enable our students to take more ownership of their writing issues and will encapsulate revision and empowerment of self-improvement in this course.

In addition, our creation of a required set of skills for successful students to demonstrate allows each student to measure his/her progress throughout the semester. In our comments on each essay, we will enumerate which skills the student has successfully demonstrated and the progress he/she is making toward that targeted, revitalized course outcome. In our doing so, each student will be able to track where he/she is in terms of current skill mastery and be able to focus future efforts on targeting the skills he/she still lacks.

**Consistency of experience leading into future courses / ENGL 1020**

Another major aspect of this revitalization of ENGL 1010 that we considered was the average student’s inconsistent experience across sections in this course. The effectiveness of PSCC as an academic environment relies on the insistence on and support for academic freedom for its professors to effectively evaluate their students in each individual, unique classroom. The English
The department has taken full advantage of this luxury, and we believe that our students are better educated because our faculty is able to craft their courses in ways which emphasize their own individual strengths and interests as teachers, in addition to their professional awareness of classroom dynamics and individual student needs. We strongly reject the notion that unifying all aspects of a curriculum will increase student success or student retention, or create significant improvement in course outcomes.

With that stipulation aside, in our department evaluation processes, a routine concern we as faculty express about our ENGL 1020 (Composition II) students is that they do not exhibit the skills and knowledge we expect them to have after successfully completing ENGL 1010.

Therefore, creating a standardized list of required ENGL 1010 writing skills a student must master before advancing into other courses provides ENGL 1020 professors with a baseline of core knowledge from which they can begin. Also, a shared core of writing assignments in ENGL 1010 allows a progressive continuation of skill development from ENGL 1010 through ENGL 1020.

Other professors across the curriculum will also benefit from our course revisions. Students who demonstrate mastery of our designated academic writing skills will be more prepared for the rigors of writing appropriate to their chosen area of study.

3) **Explain how the revitalized course will enhance student learning and improve student success:**

The pedagogical implications for our suggested enhancements to ENGL 1010 are numerous.

Through ENGL 1030 and the remediation material presented in the first few weeks of the semester, this revitalized course is meant to increase our most vulnerable students’ chances for success, with a stronger emphasis on best composition practices from the outset. These students tend to be overwhelmed by the expectations of a college writing course, and this version of this course intends to break down those expectations into finer, more manageable skills so that students have a greater opportunity to gain confidence in them before moving on to the more complex abilities necessary for success in college-level academic writing.

Moreover, ensuring that most of the students in a particular section are beginning the course on similar footing and with similar knowledge will only increase the sense of community and connectedness these students feel in relation to each other and to the course itself.

In utilizing aspects of current game theory, in which a majority of our students are well-practiced, the laying out of the goals for the course and the expectations for the required mastery of these goals and specific skills in order to advance beyond one's current level is an intentional application of their daily knowledge in this regard. A gamer knows that he/she cannot move to the next level until his/her character has completed all of the tasks or quests presented. Likewise, our ENGL 1010 students have multiple opportunities to demonstrate their skills. In order to successfully complete the expected academic outcomes, they must use a combination of strategies, seek advice from a master-mentor, create allegiances with new allies, navigate through challenging environments, continuously develop and refine their skills, learn from past mistakes, and remain committed to
completing their mission. The PSCC revitalized ENGL 1010 builds upon this model and emphasizes student empowerment and self-determination as critical aspects toward student success.

4) Describe the pilot phase and its project objectives:

Pilot Phase

Rather than approaching the revitalization of ENGL 1010 and ENGL 1020 as two separate courses, we have chosen to utilize one group of six faculty to collaboratively revitalize the entire first year, freshman composition experience.

We will separate into two groups of three in respect to who oversees the implementation of each revitalized course, but we felt that it made more sense to incorporate consistent, directly connected improvements for both courses and to increase the number of pilot sections for both ENGL 1010 and ENGL 1020. With a larger number of revitalized course pilot sections, our progressive assessment data set will be expanded, and our statistical results and measureable outcomes will consequently be valid and more significant.

Therefore, we respectfully request a pilot phase of one year rather than one semester, beginning Fall 2014 and concluding in Spring 2015. Because our suppositions for the revitalization of ENGL 1020 require that a student has completed our revitalized version of ENGL 1010, we need two full semesters for that data cohort of students to move through the complete first year experience of composition at PSCC before we can make valid conclusions about the measurable outcomes of our revitalization efforts.

During our pilot year, all six faculty members on this first year composition team will teach at least two sections of our revitalized ENGL 1010 in Fall 2014 and at least two sections of the revitalized ENGL 1020 in Spring 2015. All six faculty members will also offer embedded remediation (ENGL 1030) in at least one of their ENGL 1010 courses. But in order to create a demonstrable control situation for this pilot, we maintain that some sections of the revitalized ENGL 1010 should not include the embedded remediation in order to demonstrate differentiation in the success rates and other measurable outcomes for students who did have embedded remediation in addition to the revitalized course versus those who did not.

Our pilot phase will thus offer 12 sections of ENGL 1010 and 12 sections of ENGL 1020, which will result in approximately 300 students participating in each revitalized course. We anticipate that approximately 20-30% of the ENGL 1010 students in the revitalized courses will also be incorporated into our co-requisite, embedded remediation ENGL 1030 course.

In addition, four sections of each revitalized course will be offered at our Blount County campus; some of these ENGL 1010 sections will include the opportunity for a student to also enroll in the ENGL 1030 embedded remediation course, allowing student access to the English workshop course on that campus for the first time. We believe that the success of our pilot phrase and its positive, measurable outcomes will increase the likelihood that embedded remediation will become a standard part of ENGL 1010 at PSCC in all of its locations.
Project Objectives

Our ENGL 1010 revitalization has a two-fold objective: 1) to streamline and synchronize the 1010 curriculum, and 2) to increase student retention and successful course completion through a restructured standardization of student expectations and through embedded remediation for identified, at-risk students.

Overall, the pilot phase of 1010 will include twelve sections that will teach from the same master syllabus, which outlines a structured progression of the study of writing. This revitalization aims to synchronize 1010 sections so that students will be studying rhetorical strategies and designing essays from a chosen style set rather than from a larger array of writing modes. The redesign focuses on a set of skills that will be assessed and measured throughout the semester as the students work progressively toward fulfilling the Required Mastery of Skills section of the master syllabus.

For the co-requisite remediation aspect of the pilot phase, sections will be designated as Enhanced, meaning that students who meet particular criteria (previously described) will also register for ENGL 1030. The designated students in these enhanced sections will meet not only during the regularly scheduled class time, but also during an additional hour in a writing lab. The extra meeting time is designed to offer targeted periods for concentrations on key elements of the writing process—sentence structure, grammar, unity, and mechanics. Students in the enhanced sections will follow the same curriculum as all other 1010 sections but will have added instruction as the remediation element.

The objectives of this project are to create consistency among ENGL 1010 sections to ensure that students who are continuing in ENGL 1020 are prepared for the next level of writing and to prepare those students who are not continuing in English for other college-level writing assignments. The embedded remediation sections will address a growing need for remediation at the college level.

Our last objective is to return responsibility and ownership for a student's writing and his/her successful completion of course objectives back to that student. Our revitalized course emphasizes each student's individual responsibility to demonstrate his/her progress in the course and his/her mastery of its requisite skills. A student must show his/her continued progress via formal academic essays, in-class writing, reflective self-evaluations, and written acknowledgements of what skills he/she has and/or has not mastered at various points throughout the semester.

5) Outline all of the steps that will be required to complete the project:

For the overall revitalization process, a six-member committee was formed with the task of examination, exploration, and evaluation of the PSCC’s current ENGL 1010 and ENGL 1020 curriculum. The committee identified several specific academic issues that needed to be addressed and discussed a variety of methods to enhance student learning as a means of improving student success.

The committee’s project will include the following tasks:

- Construct an ENGL 1010 master syllabus in order to enhance focus on learning objectives, outcomes, and weekly tasks (assigned work, topics of instruction, etc.). This revitalized
master syllabus will maintain the learning outcomes and objectives of the redesigned course and illustrate a focus on logical progression and development of writing techniques. It will also outline the skills each student will be required to acknowledge and master before advancing to future courses.

- Designate a predetermined curriculum for the required rhetorical mode and number of assigned essays throughout the semester.

- Choose textbooks for their applicability to the revitalized course goals and objectives.

- Refine the standard departmental grading rubric.

- Create a standardized rubric which clearly identifies for the student his/her three or four immediate areas of concern that need to be addressed before he/she submits the next essay.

- Craft a standard evaluation tool and rubric for a student's self-evaluation of his/her writing skills.

- Compose a uniform, one-page contract which establishes appropriate student behavior and responsibilities in addition to the professor's expectations in the level of student participation and engagement.

- Revise the ENGL 1010 Instructor Café on D2L to include a more readily accessible system for instructor materials.

- Upon the selection of our proposal, work in collaboration with various support departments throughout PSCC to oversee proper registration of students within our "enhanced" pilot sections. Enrollment in ENGL 1030 must be controlled to ensure only qualified students are registered for the appropriate courses.

- Define "embedded remediation" and establish instructor materials to successfully aid faculty members with its implementation.

- Facilitate the implementation of “embedded remediation” through a series professional development opportunities to outline and familiarize faculty members with instructor materials.

- Teach 12 sections of the revitalized version of ENGL 1010 in Fall 2014.

- Collect all relevant assessment data from these sections.

- Examine and evaluate the collected assessment data in order to ascertain any discernible differences in student success, course completion, and measurable student learning outcomes between our revitalized sections of ENGL 1010 and the current ENGL 1010.
• Make recommendations concerning ENGL 1010 to the English Dean based on our observations and the data which result from this pilot.

• Share our revitalized ENGL 1010 data, our evaluation of the data, our observations, and our subsequent recommendations with TBR by the end of December 2014.

• Transition as many students as possible from the initial cohort in a Fall 2014 revitalized ENGL 1010 section into a revitalized ENGL 1020 section in Spring 2015.

6) Explain the formative evaluation methods (reflective process used to measure and improve the quality of student learning during the pilot phase):

Formative evaluations should include a set number of formal essays over the course of the semester to assess student progress in his/her mastery of the course skills. These formal essays will be preceded by numerous workshop opportunities which break down the writing process into more manageable parts, so that instructors and/or peers can provide feedback on the student's writing. Students will be asked to brainstorm in class and to formulate thesis statements, outlines, introductions, and/or rough drafts at regular intervals between formal essay assignments. In addition, informal essays and short writing assignments will keep the students routinely writing in class and help them develop their ideas more clearly and easily.

Each essay a student submits will be evaluated using a set rubric (may be unique to each section/professor) which is designed to reflect specific goals and objectives for each assignment. These rubrics will be discussed with the students and shared with them as a means of maintaining a sense of transparency. In addition, the feedback for each essay will holistically highlight three or four specific areas of concern taken from the course list of requisite skills outlined on the syllabus. Students will be held accountable for improving on each of these designated areas of concern before the submission of a future essay. As the semester progresses, students will be expected to show marked and noticeable improvement on all writing assignments and to show improved mastery of the set of skills listed on the syllabus.

Attendance will be tracked, and students will be held responsible for keeping up with all assignments, as both course participation and student engagement with the material have been established as predictive indicators of student success.

Material will be posted on D2L for the purpose of course mobilization and increased accessibility to the course content.

In addition to the utilization of essays and a student's successful demonstration of each skill in his/her mastery set, periodic in-class assessments (CATs) will be used to assess student engagement and retention of knowledge.

Finally, professors will utilize a uniform, in-class Diagnostic Essay. The most prolific writing errors for each student will be noted and then compared to that student's writing errors in the department-wide, uniform, in-class Final Exam. This is an additional specific measure of whether that student has improved his/her writing skills over the course of the semester.
7) Explain the summative evaluation methods (reflective process used to measure the effectiveness of course-delivery methods in achieving project objectives):

The final exam, given at the end of the semester, is an in-class essay that requires students to use the various skills—forming a thesis statement, creating topic sentences, using rhetorical appeals, and so on—that they have acquired over the course of the semester. This final exam does not vary from class to class, so the scores on it are a valid, valuable measure of student success in all of the ENGL 1010 courses combined.

The final exams from our revitalized ENGL 1010 courses will be evaluated in terms of successful completion of the expected student outcomes alongside the traditional ENGL 1010 courses. The successful completion outcomes of our final exams will be compared against the results of the traditional ENGL 1010 final exams. We assert that our revitalized course structure and course-delivery methods will measurably enhance student success in satisfying the final exam expected student outcomes. The final examination will also demonstrate the student's overall progress in developing writing skills when evaluated in comparison with the initial diagnostic essay.

Further, PSCC's Quality Enhancement Plan encourages faculty members, including ENGL 1010 instructors, to conduct activities which measure the extent to which students understand concepts and the professor's effectiveness in communicating those concepts. For instance, after the instructor discusses how a writer should paraphrase, he/she might pass out a sheet of quotations to students and instruct them to paraphrase the quotations. The instructor would then grade the activity and use it to determine the extent to which students do or do not grasp how to paraphrase. In addition, surveys of student perceptions about the course materials, instruction, and evaluative techniques will allow instructors to assess areas of improvement. Through these active learning strategies, engagement activities, and student perception responses, the instructor can thus evaluate the efficacy of his/her teaching methods as needed and make any necessary adjustments.

8) Identify who has to take the course:

Every student at PSCC is required to take ENGL 1010, and he/she must pass the course with at least a D to get credit for the course.

ENGL 1010 is an essential part of any student's academic experience, regardless of major or career plans, as it teaches students to be critical thinkers; to evaluate, incorporate, and cite source material; and to write in a variety of circumstances and addressing various contexts. Additionally, ENGL 1010 helps students to tackle sentence-level issues in their writing and to be more aware of their intended audience. All of these skills are valuable across the disciplines and, therefore, better prepare students for college in general.

For the purposes of our revitalization effort, in order to better ensure student success, any ENGL 1010 student with an 18 or below earned on the ACT, a C earned in ENGL 0820 (Learning Support English), or a grade of D/F earned in a previous attempt of ENGL 1010 section must also enroll in ENGL 1030 Writing Workshop as a co-requisite to his/her ENGL 1010. The English 1030 sections will be capped at eight students and will be taught by the students' English 1010 instructor for one additional contact hour per week. Therefore, these students will get one-on-one attention with the instructor who will be evaluating their progress and with whom they feel comfortable.
9) Identify the average annual course enrollment or justify the estimated annual course enrollment if different:

PSCC's course enrollment for English 1010 in the 2012-2013 academic year was 3,783 students. With a newly opened fifth site campus, PSCC is currently accessible to even more students. In turn, we expect that enrollment in English 1010 will continue to increase.

10) Is this redesign part of a collaborative with another submission? If so, please identify which one and discuss the nature of the collaboration:

We are working in collaboration with Pellissippi State, English 1020, Composition II, for this submission.

Rather than approach this effort as two separate grants, a team of six faculty members worked to revitalize both ENGL 1010 and ENGL 1020 at PSCC. Though we are submitting a grant proposal for each course, in reality, all six team members collaborated to evaluate and develop new ideas regarding both courses.

Our goal was to refine and refresh the first year of composition at PSCC and to create a unified, first year experience in composition. We attempted to modify these courses in ways that would increase our student retention rate, our student success rate, and our student course completion rate in both ENGL 1010 and ENGL 1020. We assert that because these courses are so closely linked in our revitalization of them, one cannot be revitalized without also revising the other.

If our grant proposals are accepted, we will split into two teams of three to direct the implementation of the necessary modifications in both courses. But all six members of our team will teach the pilot sections for these revitalized courses; we will each teach two sections of the revitalized ENGL 1010 in Fall 2014 (as a team led by Tara E. Lynn) and two sections of the revised ENGL 1020 in Spring 2015 (as a team led by Alex Fitzner). We believe that the collection of 12 sections of assessment data for each course will produce more valid, measurable, and statistically significant assessment results for the course modifications we are proposing.
APPENDIX A

ENGL 1010 - Fall 2012

Pellissippi State Fall 2012 - Total Enrollment 2272
64.3% Success Rate for Course Enrollees

ENGL 1010 - Spring 2013

Pellissippi State Spring 2013 - Total Enrollment 1308
56% Success Rate for Course Enrollees
APPENDIX B

PELLISSIPPI STATE COMMUNITY COLLEGE

Revitalized MASTER SYLLABUS

COMPOSITION I
ENGL 1010

Class Hours: 3 Credit Hours: 3
Laboratory Hours: 0 Date Revised: Fall 2013

Catalog Course Description: Study and practice of expository and persuasive writing. Topics include essays, letters and reports, with emphasis on writing processes, effective formatting, and research.

Entry Level Standards: The student is expected to be able to conceive ideas about a topic and to organize and develop them in coherent paragraphs and compositions that are free of patterns of major grammatical error. He or she should be able to vary writing style for different readers and purposes and to improve his or her own writing by restructuring and re-writing. The student should be able to employ basic research techniques in gathering and reporting information.

The student should be able to read on the college level and to reason logically.

Prerequisites: Satisfactory test scores or completion of learning support writing courses; for non-native speakers, TOEFL score of at least 525 or satisfactory completion of learning support writing courses.

Co-requisites: Any student scoring 18 or below on the ACT, who earned a C in ENGL 0820, or who made a D/F in a previous attempt of ENGL 1010 must also register for ENGL 1030, Writing Workshop.

Textbooks:

I. Week/Unit/Topic Basis:

This is a suggested plan of assignments for the semester. Instructors should choose readings, prepare writing assignments, and provide their own schedule and weighting of assignments. All instructors should utilize a core set of writing assignments: summary/response, rhetorical analysis, and argumentative research essay, with one or two additional essays of their choice. Instructors should choose where to incorporate material from the Common Academic Experience text.
Week  Topic Basis:

1  Introduction to course; Writing Sample; College Success/Grit discussion

2  Discussion of reading processes; Chapters 1 and 2, *MFW*  
   Accompanying reading selections chosen by professor  
   Discussion and practice of parts of speech and sentence structure

3  Discussion and practice of grievous sentence errors (comma splice, fragment, fused sentence)  
   Discussion and practice of paragraph structure/development  
   Chapter 7, *MFW*; Chapter 1, *ALA*  
   Accompanying reading selections chosen by professor

4  Discussion and practice of summary/response  
   Discussion and practice of critical thinking skills  
   Reading selections from *MFW* and *ALA*  
   Accompanying reading selections chosen by professor

5  **Submission of Summary/Response**  
   Introduction to rhetorical analysis/analysis of “text;” Chapter 2, *ALA*  
   Discussion and practice of sentence variety; Chapter 9, *MFW*

6  Discussion, workshop on Rhetorical Analysis essay  
   Discussion and practice of thesis statements; Chapter 3, *MFW*  
   Discussion and practice of unity and organization; Chapters 4 and 5, *MFW*

7  **Submission of Rhetorical Analysis**  
   Reading selections from *MFW* and *ALA*  
   Accompanying reading selections chosen by professor

8  Discussion of rhetorical modes  
   Begin discussion of next essay (professor’s choice from essay types in *MFW*)  
   Reading selections from *MFW* and *ALA*

9  Begin discussion of argumentation; *ALA*, Chapters 3 and 4; and *MFW*, Chapter 21  
   Accompanying reading selections chosen by professor

10  **Submission of Professor’s Choice Essay**  
    Introduction to academic research  
    Discussion, work on research and MLA documentation; *ALA*, Chapters 5 and 6

11  Continued discussion and work on research essays, *MFW*, Chapter 22  
    Accompanying reading selections chosen by professor

12, 13  Writing workshops; *ALA*, Chapter 7  
   Accompanying reading selections chosen by professor  
   Discussion and practice of proper syntax and advanced diction
Submission of Argumentative Research Essay
Prepare for final assessment essay
Completion and submission of folders

Final exam period: Students write final assessment essay.

II. Course Goals*:

The course will:

A. Guide students through the elements of the writing process.  I.4

B. Build student ability to analyze and evaluate written and/or oral expression through critical reading, careful listening, and an enhanced awareness of diverse points of view. I.1

C. Enhance students’ ability to plan, organize, and develop essays that fulfill a particular and appropriate rhetorical purpose designed for a chosen audience and situation. I.2, I.3, I.4

D. Develop and refine students’ skills in writing essays that employ correct diction, syntax, usage, grammar, and mechanics.  I.5

E. Expand students’ awareness of and facility with using information gathered from multiple sources to serve their particular rhetorical purposes.  I.6, I.7

*Roman numerals after Course Goals reference TBR General Education Goals

III. Expected Learning Outcomes*:

The student will:

1. Demonstrate an understanding of writing as a process that begins with idea generation and moves through several steps, including multiple drafts, before becoming a finished product. A

2. Write a clearly stated or implied thesis statement supported by the entire essay. A, C

3. Plan and organize essays in a coherent and clear progression of paragraphs. A, C

4. Produce essays that demonstrate awareness of audience and rhetorical situation. A, C

5. Construct essays that contain sufficient evidence and quality examples. A, B, C, E

6. Analyze and evaluate texts representing diverse points of view and use the information effectively in essays. B, E

7. Demonstrate correct diction, syntax, grammar, and mechanics in writing assignments. D
8. Make appropriate and effective use of multiple sources. E

8. Use MLA style to document those sources correctly in the text of a paper and to create a Works Cited page. E

*Letters after performance expectations reference the course objectives listed above.

**IV. Required Mastery of Skills:**

In order to successfully complete ENGL 1010, a student must demonstrate his/her proficiency in the following skills AND submit all assigned essays:

1. Create a debatable assertion which will act as an essay’s thesis statement
2. Compose topic sentences
3. Display clear organization throughout an essay
4. Understand and utilize rhetorical appeals
5. Synthesize and analyze information
6. Fully develop ideas within a paragraph and throughout an essay
7. Write complex and compound sentences
8. Recognize and respond to differences in style/context/audience
9. Transition, connection, and correlation of ideas
10. Exhibit knowledge of academic research
11. Evaluate sources
12. Integrate and correctly cite sources
13. Paraphrase/summarize/correctly quote secondary sources
14. Critical thinking

**V. Evaluation:**

A. Four or five major writing assignments will constitute a minimum of 70 percent of the final grade and will be weighted at the discretion of the instructor. Assignments will be written in class as appropriate. Other writings, such as responses, essay questions, letters/memos, exercises, and quizzes, as well as peer reviews, homework assignments, and corrections may constitute 30 percent of the final grade. Suggested point weightings are listed below:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary/Response</td>
<td>10%</td>
</tr>
<tr>
<td>Rhetorical Analysis</td>
<td>15%</td>
</tr>
<tr>
<td>Mode of Choice Essay</td>
<td>15%</td>
</tr>
<tr>
<td>Argumentative Research Essay</td>
<td>20%</td>
</tr>
</tbody>
</table>
Final Exam 10%

Other assignments 30%

(including exercises, quizzes, oral presentations, peer reviews, journals, corrections) 100%

B. Instructors will assign grades based on agreed upon departmental standards.

C. Other Evaluation Methods:

Within the limits outlined above, the instructor is free to set individual performance standards for revisions, folder submission, absenteeism, required paper formatting, etc. Each instructor will adhere to the College attendance policy and the policy on academic dishonesty as described below.

VI. Policies

A. Attendance Policy:

Attendance, promptness, and participation are essential to success in college courses. The general attendance policy of the College states that students must be present for at least 75 percent of scheduled class meetings in order to receive credit for the course; thus, students who miss more than 25 percent of class meetings will fail the course. Therefore, any student who must miss an excessive number of classes for any reason is advised to withdraw from the College under the "Mitigating Circumstances" provision as described in the PSCC 2013-2014 Catalog & Handbook.

B. Academic Dishonesty:

Any student found engaging in an act of academic dishonesty will be promptly dismissed from the course with a grade of F. According to the PSCC 2013-2014 Catalog & Handbook,

Prohibited activities include but are not limited to the following practices:

- Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments
- Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source
- Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one’s own work
- Taking an exam for another student
- Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor
- Any of the above occurring within the Web or distance-learning environment.
C. Correction and Return of Essay Assignments:

Essays will be returned within two to three weeks. Instructors will evaluate each essay as a holistic product and will narrow a student’s focus to his/her particular areas of weakness. It is a student’s responsibility to consider his/her feedback and to improve on the issues the instructor has highlighted before submitting the following essay.

Essays will be marked with symbols from the Little, Brown Essential Handbook and with instructor comments. Students are required to make all corrections according to the instructor's directions before the grade on an essay is final. Essays, revisions, and corrections will be kept in a folder throughout the semester and collected by the instructor at the end of the semester. The English Department does not return student folders. Students who wish to retain copies of essays should make photocopies.

D. Accommodations for Students with Disabilities:

If you need accommodation because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please inform the instructor immediately, either privately after class or in the instructor's office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. To request accommodations, contact SSWD: Goins 125, 127 or 131; (865) 539-7153, 7091, 7249 or (865) 694-6751 Voice/TDD.

E. Financial Aid

Maintaining continuous attendance is important both for academic success and for financial aid reasons. Students receiving financial aid should check with the Financial Aid Office before dropping or withdrawing from a course because a reduction in credit hours can adversely affect financial aid awards and/or lottery scholarship eligibility.
APPENDIX C

PELLISSIPPI STATE COMMUNITY COLLEGE
MASTER SYLLABUS
COMPOSITION I
ENGL 1010

Class Hours: 3 Credit Hours: 3
Laboratory Hours: 0 Date Revised: Fall 2013

Catalog Course Description:
Study and practice of expository and persuasive writing. Topics include essays, letters and reports, with emphasis on writing processes, effective formatting, and research.

Entry Level Standards:
The student is expected to be able to conceive ideas about a topic and to organize and develop them in coherent paragraphs and compositions that are free of patterns of major grammatical error. He or she should be able to vary writing style for different readers and purposes and to improve his or her own writing by restructuring and re-writing. The student should be able to employ basic research techniques in gathering and reporting information.

The student should be able to read on the college level and to reason logically.

Prerequisites:
Satisfactory test scores or completion of learning support writing courses; for non-native speakers, TOEFL score of at least 525 or satisfactory completion of learning support writing courses.

Textbooks:


Common Book

I. Week/Unit/Topic Basis:
This is a suggested plan of assignments for the semester. Instructors should choose readings, prepare writing assignments, and provide their own schedule and weighting of assignments. Instructors should choose where to incorporate material from the Common Academic Experience text.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to course; Writing Sample; Bedford Guide Ch. 1</td>
</tr>
<tr>
<td>2</td>
<td>Discussion of literacy self-assessment assignment (or other narrative assignment)</td>
</tr>
</tbody>
</table>
Reading selections from *Bedford Guide*
Discussion of reading processes

3
Discussion and practice of summary/response; MLA style

4 **Submission of Summary/Response**
Reading selections from *Bedford Guide*
Discussion of critical thinking skills
Work on varying aspects of narrative assignment

5
Reading selections from *Bedford Guide*
Continued discussion/workshops for narrative assignment

6 **Submission of Narrative**
Reading selections from *The Bedford Guide*
Discussion, workshop on observation essay

7 **Submission of Observation Essay**
Reading selections from *Bedford Guide*
Discussion, work on interviewing, research, and documentation

8 Continue with research, writing workshop for interview essay

9 **Submission of Interview Essay**
Begin discussion of comparison/contrast OR cause/effect

10 Reading selections from *The Bedford Guide*
Writing workshop

11 **Submission of Comparison/Contrast or Cause/Effect Essay**
Begin discussion of argumentation

12, 13 Reading selections from *The Bedford Guide*
Writing workshops
**Submission of Argumentative Essay**

14 Prepare for final assessment essay;
Completion and submission of folders

Final exam period: Students write final assessment essay.

**II. Course Goals**: The course will

A. Guide students through the elements of the writing process. I.4
B. Build student ability to analyze and evaluate written and/or oral expression through critical reading, careful listening, and an enhanced awareness of diverse points of view. I.1

C. Enhance students’ ability to plan, organize, and develop essays that fulfill a particular and appropriate rhetorical purpose designed for a chosen audience and situation. I.2, I.3, I.4

E. Develop and refine students’ skills in writing essays that employ correct diction, syntax, usage, grammar, and mechanics. I.5

F. Expand students’ awareness of and facility with using information gathered from multiple sources to serve their particular rhetorical purposes. I.6, I.7

*Roman numerals after Course Goals reference TBR General Education Goals

III. **Expected Learning Outcomes***:

The student will:

1. Demonstrate an understanding of writing as a process that begins with idea generation and moves through several steps, including multiple drafts, before becoming a finished product. A

2. Write a clearly stated or implied thesis statement supported by the entire essay. A, C

3. Plan and organize essays in a coherent and clear progression of paragraphs. A, C

4. Produce essays that demonstrate awareness of audience and rhetorical situation. A, C

5. Construct essays that contain sufficient evidence and quality examples. A, B, C, E

6. Analyze and evaluate texts representing diverse points of view and use the information effectively in essays. B, E

7. Demonstrate correct diction, syntax, grammar, and mechanics in writing assignments. D

8. Make appropriate and effective use of multiple sources. E

9. Use MLA style to document those sources correctly in the text of a paper and to create a Works Cited page. E

*Letters after performance expectations reference the course objectives listed above.

IV. **Evaluation**: 

A. Five or six major writing assignments will constitute a minimum of 70 percent of the final grade and will be weighted at the discretion of the instructor. Assignments will be written in class as appropriate. Other writings, such as responses, essay questions, letters/memos, exercises, and quizzes, as well as peer reviews, homework assignments,
and corrections may constitute 30 percent of the final grade. Suggested point weightings are listed below:

Summary/Response 10%
Narrative Essay 10%
Observation Essay 10%
Interview 10%
C/C or C/E 15%
Argumentative Essay 15%
Final Essay 10%
Other assignments 20%
(including exercises, quizzes, oral presentations, peer reviews, journals, corrections) 100%

B. Instructors will assign grades based on agreed upon departmental standards.

C. Other Evaluation Methods:

Within the limits outlined above, the instructor is free to set individual performance standards for revisions, folder submission, absenteeism, required paper formatting, etc. Each instructor will adhere to the College attendance policy and the policy on academic dishonesty as described below.

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- Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one’s own work
• Taking an exam for another student
• Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor
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Essays will be marked with symbols from the Little, Brown Essential Handbook and with instructor comments. Students are required to make all corrections according to the instructor's directions before the grade on an essay is final. Essays, revisions, and corrections will be kept in a folder throughout the semester and collected by the instructor at the end of the semester. The English Department does not return student folders. Students who wish to retain copies of essays should make photocopies.

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