
English 1301.392
Composition I
Fall 2017
South Plains College

Contact Information

Instructor: Chloe Brooke

Email: cbrooke@southplainscollege.edu

COURSE DESCRIPTION

THIS COURSE IS AN INTENSIVE STUDY AND PRACTICE OF THE COMPOSITION PROCESS FROM INVENTION AND RESEARCHING TO DRAFTING, REVISING, AND EDITING, BOTH INDIVIDUALLY AND COLLABORATIVELY. THE CURRICULUM INCLUDES THE TEACHING OF EFFECTIVE RHETORICAL MODES AS WELL AS AUDIENCE, PURPOSE, ARRANGEMENT, STYLE, AND COLLATERAL READINGS. THE INSTRUCTIONAL FOCUS IS ON WRITING THE ACADEMIC ESSAY AS A VEHICLE FOR LEARNING, COMMUNICATING, AND CRITICAL ANALYSIS. SEMESTER HOURS: 3 LECTURE HOURS: 3 LAB HOURS: 0. NOTE: INTERNATIONAL STUDENTS WHO DO NOT HAVE A TOEFL SCORE OF 550 MUST ENROLL IN ENGL 0301 OR 0302 OR ESOL 0301 OR 0302. SEMESTER HOURS: 3

REQUIRED COURSE MATERIALS

Langan, *College Ready Writing Skills with Readings*, 9th edition, with optional Connect Composition Essentials 4-year access.

ISBN Codes

- **Book alone – 9780078036279**
- **Package that includes the Langan book with the Connect Composition Essentials - 9781259990892**

You will also need access to the following:

- **Access to computer with printer and internet access**
- **flash drive, or internet cloud service (*i.e. Dropbox.com, Google Docs, Icloud.com*) for keeping copies of drafts**
- **internet access outside of class (for accessing *Blackboard* and other links I provide for the class)**
- **Blackboard (for supplemental handouts and materials)**

COURSE REQUIREMENTS

Here is how your grade will be calculated:

Major Assignments (70%)

- **Rough drafts will count as a % of ea essay**
 - **Narration/Description Essay (5)**
 - **Definition Essay (5)**
 - **Process Analysis Essay (10)**
 - **Cause and/or Effect Essay (15)**
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- **Comparison and/or Contrast Essay (15)**
 - **Argument Essay (20)**

Minor Assignments (30%)

- **Discussion Boards (5)**
- **Grammar (5)**
- **Reading Quizzes (5)**
- **Presentations (3)**
- **Final Exam (7)**

Grading

Essay and final grades will follow an A-F grading system. Letter grades can be interpreted as follows: A-Excellent; B-Good; C-Average; D-Below Average (but passing); or F-Failure. To receive credit on a completed paper, you must have completed and submitted on time (or with excused delays) all of the pre-writing, planning, and draft work associated with that assignment.

- The “A” essay is perfectly formatted, with three or fewer spelling/wrong word and/or grammatical errors. It also has an excellent title, strong thesis, good transitions, an introduction with a hook, a thoughtful conclusion, and well-supported main points in the body paragraphs. The writing is lively and intelligent; there are no sentence structure errors.
- The “B” essay contains all of the above with one or two more errors.
- The “C” essay has a thesis, introduction, and conclusion, but lacks support and has multiple errors.
- The “D” essay contains one or more of the following problems: lack of a strong thesis, lack of a strong organizational pattern, weak introduction and/or conclusion, formatting errors, multiple spelling and grammatical errors, and/or sentence structure issues (fragments and run-ons).
- The “F” essay does not meet the minimum requirements for an assignment. Some examples of “F” essays are 1) those written on a topic that has not been approved; 2) those that do not meet the minimum word count; 3) those that are not written in the required format.

PREREQUISITES: STUDENTS MUST BE TSI COMPLIANT IN BOTH WRITING AND READING.

This course satisfies a Core Curriculum Requirement: **Yes – Communication Foundational Component Area.**

Core Objectives Addressed:

- **Communications Skills – to include effective written, oral and visual communication**
 - **Critical thinking skills – to include creating thinking, innovation, inquiry, and**
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analysis, evaluation and synthesis of information

- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility** – to include the ability to connect choices, actions, and consequences to ethical decision-making.

Student Learning Outcomes: Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Exhibit logic, unity, development, and coherence to create essays.
3. Develop ideas with appropriate support and attribution.
4. Write in a style appropriate to audience and purpose.
5. Read, reflect, and respond critically to a variety of texts.
6. Use Edited American English, with an emphasis on correct grammar and mechanics, in academic essays.
7. Write a minimum of six 500-word essays.

TIPS FOR SUCCEEDING IN FIRST YEAR COMPOSITION

Read the syllabus. **This document is the most important success tool that you will receive all semester. It provides information on course expectations, how grades are tabulated, and advice on coping with issues that may arise. When in doubt about an assignment deadline or course policy, your first step should be to check the syllabus.**

Pay attention to any possible syllabus changes. **This document is subject to change. It may be necessary to modify portions of this syllabus (particularly the calendar of assignments) to adjust to issues in the classroom, learning needs of students, availability of resources, changes in university or department policy, or other pedagogical reasons. When changes occur they will be announced on the class Blackboard site and an amended version of the syllabus will be made available on Blackboard for upload. Handouts and assignment prompts distributed to students during the term, physically or virtually, are considered extensions of this syllabus. Always refer to the most recent version of the syllabus.**

Purchase your textbooks. **The course textbooks were carefully chosen to provide you with resources to develop your writing skills over the semester. If you can't do the required reading, you are placing yourself at an immediate disadvantage in the classroom.**

Pay attention to the schedule. **The schedule is done in advance to give you an opportunity to be prepared for class each day. Pay careful attention to assignment due dates as well as your homework each day. One tool that can be helpful for your success is a calendar. At the beginning of the semester, place all of your assignments and homework on a calendar. If you do this for every class, you can begin to see when your difficult weeks are likely to be and**

you can plan your work in advance to manage your work more effectively.

Attend class regularly. Student success in this program depends a great deal on whether a student shows up and participates: Missing a writing class isn't like missing a lecture, where a friend who takes good notes can help you get caught up. Missing a writing class is more like missing team practice or a workout: Someone can tell you that everyone ran laps or practiced batting or did drills, but that isn't going to help you get caught up on the workout that you missed. For the most part, what happens in writing classes benefits only the people who fully participate in them: the act of giving an effective peer review sharpens your own ideas of how to write better; the act of analyzing and discussing a text in class teaches you a process you can use on other texts; the pre-writing, researching, and sentence strategy exercises in a writing class help students write better papers.

For this reason, if you miss a class, you need to understand that you will probably not be able to make up the missed experience, and there will probably be consequences in terms of your understanding or performance later, even if the absence is excused. Historically, this university has only excused absences due to illness, pregnancy, hospitalization, official school activities, military obligations of reasonable duration, recognized holidays, or death in the immediate family. University policy also dictates that having excused absences doesn't absolve you from having to make up the work you missed and that you may fail a class due to excessive absences even if they are excused. To get an absence excused, you will have to provide me with documentation. I cannot just take your word for it without being unfair to other students.

Unexcused absences hurt more: If your absence is unexcused, you will not be able to make up anything you missed, including pop quizzes or point-bearing activities. Disruptive behavior that makes teaching or learning difficult or a pattern of non-participation or lack of preparation can lead to you being marked absent even if you are here physically. If you miss the equivalent of two weeks of classes (2 class sessions for a class that meets once a week, or 4 class sessions that meets twice a week), you can be failed in this course.

I don't want you to fail, though. I want you to succeed. If you know in advance you have to miss a class, talk to me ahead of time and we can try to minimize the side effects. I can be reached by email at cbrooke@southplainscollege.edu.

Contribute in class. The best learning is collaborative learning. The classroom is a space where everyone from the instructor to the student can learn from each other. To achieve that optimal learning environment, you need to contribute to the class. Contribution doesn't involve merely showing up to class, however: pay attention to the work being done in class, take assignments seriously, provide support and feedback to others in class, and contribute meaningfully to class discussion.

Complete the course assignments. This syllabus provides a list of assignments for this class,

along with their respective weights. Pay attention to the percentage that each assignment is worth. The major assignments comprise the majority (75%) of your grade. If you fail to complete any of those assignments or receive a poor grade on those assignments, it is unlikely that you can succeed in the class. Also, keep in mind that minor assignments together make up 15% of your grade, and poor performance on them (often by lack of attendance) will also factor heavily into your final grade.

Turn your assignments in on time. As a rule, the first-year composition program does not accept late assignments. Absence is not an excuse for late work. If you must miss class when an assignment is due, turn it in prior to the due date. I may accept a late assignment, but only in extremely extraordinary circumstances and with prior approval. However, even with approval, your grade on the work may be reduced half a letter-grade for each class day the assignment is late.

Keep a professional attitude. This comes down to respecting your classmates and your instructor. When you use electronic devices or do work that is unrelated to the course, you are potentially infringing on the educational opportunities for others in class. Turning off or silencing cell phones, using the class printer before class, putting away ear-buds, saving your text messaging until after class is over, and keeping your computer screen focused on class-related activities all help everyone else around stay focused, too.

Professionalism also means that when you communicate with your professor by email that you use professional standards, which includes using email from your SPC account that crafts a subject line reflecting the main purpose of your message, uses appropriate language, and signs your first and last name to the email as well as your class section day and time. I do not normally answer emails on weekends and I am unlikely to respond to emails that use profanity or other inappropriate language.

For group assignments, consider other students your professional colleagues: do them the courtesy of addressing them respectfully when you communicate with them, and honor any promises to meet or complete work.

Communicate with your instructor. To get the most from the classroom experience, you should communicate to me any issues that you may be having. Attend my office hours or make an appointment if those hours do not work for you. I cannot always know you are having trouble understanding something if you don't communicate it – keep me informed!

Remember that writing is public. Even when writing is in draft form, professional writers circulate copies of what they are working on for feedback. Even when writing is meant to be private, it leaks into the public realm with startling regularity. For this reason, writers need to become comfortable sharing their writing with others and hearing, seeing, or reading reactions to it. In this class, you can expect to share your work with your peers, face-to-face,

one-on-one, or, at times, with the entire class at once. This sharing is intended to provide you with models of effective writing, feedback to improve your writing, and give you experience offering feedback. It is imperative we all respect this process and come to class prepared to share writing and comment constructively.

Follow the assignment directions. Every assignment has a specific set of instructions. Be sure to check the assignment sheet when you receive it, before you begin working, and before an assignment is due to ensure you are meeting the criteria for the assignment. That includes following the course guidelines for manuscript preparation, which require that assignments use are double-spaced using black ink in Times New Roman font (no larger or smaller than 12pt). Use MLA guidelines for spacing, margins, heading, and page numbering.

I also recommend that you regularly save your work on a hard drive *and* email a copy to yourself. You can also use a flash drive or your university storage.

Additional University/Program Information

- **Attendance Policy:** Instructors will create an attendance policy that is consistent with the “Class Attendance” policies stated below in the SPC General Catalog: *[Students are expected to attend all classes in order to be successful in a course. The student may be administratively withdrawn from the course when absences become excessive as defined in the course syllabus.*

When an unavoidable reason for a class absence arises, such as illness, an official trip authorized by the college or an official activity, the instructor may permit the student to make up work missed. It is the student’s responsibility to complete work missed within a reasonable period of time as determined by the instructor.

Students who enroll in a course but have “Never Attended” by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records. A student who does not meet the attendance requirements of a class as stated in the course syllabus and does not officially withdraw from that course the by official census date of the semester, may be administratively withdrawn from that course and receive a grade of “X” or “F” as determined by the instructor. Instructors are responsible for clearly stating their administrative drop policy in the course syllabus, and it is the student’s responsibility to be aware of that policy.]

- **Academic Dishonesty Statement:** Students are expected to do their own work on all projects, quizzes, assignments, and papers. Failure to comply with this policy will result in an F for the assignment and can result in an F for the course if circumstances warrant it.

Plagiarism violations include, but are not limited to, the following:

1. Turning in a paper that has been purchased, borrowed, or downloaded from another student, an online term paper site, or a mail order term paper mill;
2. Cutting and pasting together information from books, articles, other papers, or

online sites without providing proper documentation;

3. Using direct quotations (three or more words) from a source without showing them to be direct quotations and citing them; or
4. Giving an in-text citation only at the end of a paragraph.

Cheating violations include:

1. Obtaining an examination by stealing or collusion;
2. Discovering the content of an examination before it is given;
3. Using an unauthorized source of information (notes, textbook, text messaging, internet) during an examination, quiz, or homework assignment;
4. Entering an office or building to obtain unfair advantage;
5. Taking an examination for another;
6. Altering grade records; or
7. Copying another's work during an examination or on a homework assignment.

- *Turnitin Statement:* In an effort to ensure the integrity of the academic process, South Plains College vigorously affirms the importance of academic honesty as defined by the *Student Handbook*. Therefore, in an effort to detect and prevent plagiarism, faculty members may use a tool called Turnitin to compare a student's work with multiple sources. It then reports a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether a paper has been plagiarized. Instead, that judgment must be made by the individual faculty member.
- *Disability Support Policy Statement:* Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Offices at Levelland (Student Health and Wellness Office) 806-716-2577, Reese Center (Building 8) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.
- *Discrimination Policy:* The instructor will do his or her best not to discriminate on the basis of age, color, disability, ethnic background, gender, national origin, race, religion, sexual orientation, or veteran status.
- *Diversity Policy:* In this class, the instructor will endeavor to establish and support an environment that values and nurtures individual and group differences and encourages engagements and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all participants to learn about others, about the larger world, and about themselves.

What follows is a skeletal outline of reading and writing assignments for the semester. This

calendar does not include all the many ways we'll think and write about writing; it's simply a guide. This calendar is subject to change.

Tentative Schedule for Assignments.

As a dual credit course, our class meets frequently enough that it's cumbersome to post daily readings. Instead, these will be assigned in class and also posted to our BB shell.

Week 1: Aug 28-Sept 1

- Syllabus
- Blackboard Introduction
- Writing as a Process – Part 1, #7 and #11
- Writing a Summary (375), Exams (366), Report (87), and (399)
- ✓ Email Assignment Due

Week 2: Sept 5-Sept 8

- Lesson: Resume and Cover Letter (392)
- ✓ Rough Draft 1 due: 1. Cover letter and resume

Week 3: Sept 11-Sept 15

- Lesson: Narration and Description Essay
- ✓ Rough Draft 2 due: Narration and Description Essay
- ✓ MAJOR PAPER 1 DUE: Final Draft Narration and Description Essay due

Week 4: Sept 18-Sept 22

- Lesson: Definition Essay
- ✓ Rough Draft 3 due: Definition Essay

Week 5: Sept 25- Sept 29

- Lesson: Division and Classification Essay
- ✓ Rough Draft 4 due: Division and Classification Essay
- ✓ MAJOR PAPER 2 DUE: Final Draft Definition Essay due

Week 6: Oct 2- Oct 6

- Lesson: Cause/Effect Essay
- ✓ Rough Draft 5 due: Cause/Effect Essay

Week 7: Oct 9-Oct 13

- Conferences
- ✓ MAJOR PAPER 3 DUE: Final Draft Cause/Effect Essay

Week 8: Oct 16- Oct 20

- Lesson: Process Analysis
 - ✓ Rough Draft 6 due: Process Analysis
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Week 9: Oct 23- Oct 27

- ✓ **MAJOR PAPER 4 DUE: Process Analysis Essay**
- **Lesson: Comparison and/or Contrast**
- ✓ **Rough Draft 7 due: Comparison and/or Contrast**

Week 10: Oct 30 – Nov 3

- **Peer Review**
- ✓ **MAJOR PAPER 5 DUE: Comparison and/or Contrast Essay**

Week 11: Nov 6 – Nov 10

- **Lesson: Argumentative Essay**

Week 12: Nov 13 – Nov 17

- **Drafting and Peer Review**
- ✓ **Rough Draft 8 due: Argumentative Essay**

Week 13: Nov 20 – Nov 24

- **Conferences and Peer Review**
- ✓ **Major Essay 6 due: Argumentative Essay**

Week 14: Nov 27 – Dec 1

THANKSGIVING BREAK

Week 15: Dec 4 – Dec 8

- **Final Review**

FINALS WEEK

Week 16: Dec 11 – Dec 15

- **Grades complete**
- **Student opportunity for one rewrite to improve a previous essay. CONFERENCE MANDATORY PRIOR TO REWRITE.**

End of Semester
