

# English 1301 – College Composition I

Summer II 2017

Dr. Roy Bearden-White / Department of English

MTWF 12:00 p.m. to 1:55 p.m., CM 123

## Required Texts:

Langan, John. *College Writing Skills with Readings*. 9th ed. United States: McGraw Hill Higher Education, 2013. ISBN: 9780078036279

Access to a computer with printer and Internet access

An active email account

## Suggested Texts and Supplies:

A standard collegiate dictionary, such as *Merriam Webster Collegiate Dictionary*

A flash drive or internet cloud storage.

**Required means of communication:** All electronic correspondence for this class will be sent to your southplainscollege.edu address, so it is your responsibility to monitor the account on a regular basis.

**Departmental Course Description:** This course includes a grammar review and a study of the principles of good writing, methods of paragraph and theme development, frequent essays, and readings in literature and the other humanities

**Scope/Purpose:** The purpose of English 1301 is to help students understand and apply the standards of correctness in formal thought and the written English language. English 1301 helps students to think well by teaching them to read and write well through its focus on the writing process, on the use of appropriate grammar and diction, on the use of logic, and on the different methods of essay development.

**Prerequisite:** International students who do not have a TOEFL score of 550 must enroll in ENGL 0301 or 0302 or ESOL 0301 or 0302.

**Student Learning Objectives:** Upon successful completion of the course, the student should be able (1) to understand writing as a process: that is, writing conceived as a connected and interactive process which includes pre-writing, writing, and revision; (2) to apply the principles of writing as a process and the analysis of audience and purpose to writing assignments; (3) to write an essay that follows the principles of unity and coherence and that is appropriately developed by means of narration, description, illustration, definition, process analysis, cause and effect, comparison and contrast, classification and division, argumentation, and/or persuasion; (4) to write an essay in standard English, the criteria for standard English being those described in *A Writer's Reference*; and (5) to understand and apply basic principles of critical thinking in the development of exposition and argument.

## Requirements:

- Students will write a minimum of eight essays, including the final exam; these essays will be graded according to the standards set forth in this policy statement.
- Students will read short stories, poems, and essays from all areas of the humanities, will participate in class discussions of the readings, and will be tested over their understanding of the readings through quizzes, examinations, and/or written assignments.
- Individual instructors may require additional writing assignments including, but not limited to, resumes, business letters, homework or reaction papers, and journal entries.
- Individual instructors may also require quizzes or examinations covering, but not limited to, grammar, reading assignments, logic, and rhetorical modes.

**Grading of Course work:**

Participation/Daily Quizzes	10%
Descriptive/Narrative essay (2-3 pages)	15%
Definition essay (2-3 pages)	15%
Cause and Effect essay (3-4 pages)	20%
Compare and Contrast essay (3-4 pages)	20%
Grammar/Style Quiz	10%
Final Exam	10%

**How to Contact me:**

Office: CM 103d

Office Hours: To be announced

Other times by Appointment

Office Phone: 806-716-4030

Email: [rbeardenwhite@gmail.com](mailto:rbeardenwhite@gmail.com) or [rbeardenwhite@southplainscollege.edu](mailto:rbeardenwhite@southplainscollege.edu)

**Drafting Process:** This class views writing as a process. The ability to consistently write well requires the author to constantly re-read and re-evaluate his or her written work. One of the main purposes of this class is to introduce the student to the revision process. Writers should never fall in love with their first drafts. A concentrated effort to revise all papers will be expected. The final drafts **must** display a substantial effort toward improvement. For any of the assigned papers, failure to engage in the revision process, regardless of the quality of the first draft, will result in a failing grade for that paper.

**Format of Assignments:** As you will discover, part of the writer's job is to orchestrate how the reader perceives the ideas and opinions presented. To that end, meticulous attention needs to be given to the full presentation of papers. All assignments need to conform to MLA standards, although other styles such as Chicago or APA will be acceptable with prior confirmation. All assignments should be typed or computer generated papers with all text in Times New Roman, 12 point font. All assignments should have 1" margins on the sides, top, and bottom. Your name, section number, and date should be in the upper left (or right) hand corner of the first sheet, and your last name with the page number should appear on the top right of any remaining pages. Drafts should be clearly labeled as to 1st or final. Assignments with multiple pages must be stapled. Failure to conform to the above guidelines without prior approval from me may result in a reduction of credit for that assignment. Remember also that all electronically-submitted assignments may be processed through Turnitin.Com to verify originality.

**Methods of Evaluation:** Students' work is evaluated by means of A, B, C, D, F: Superior, Good, Average, Poor, and Unacceptable. Numerical grades are assigned for convenience in averaging grades only. All assignments must be completed and turned in on the date due before a student will receive credit for the assignment. Essays and writing assignments will be evaluated according to the following criteria:

1. Use of the conventions of standard grammar;
2. Use of the appropriate method of development for the assignment;
3. Use of the principles of unity and coherence; and
4. Use of logical, factual arguments to advance the thesis of the assignment.

**Superior Essays (A)**

**These essays** meet all the conventions listed for Good Essays, but the work is more original, more inspired, and more maturely presented. To receive an "A", an essay cannot contain more than one major grammatical error.

**Good Essays (B)**

**Central Idea:** presents a significant and interesting central idea, clearly defined and supported with substantial, concrete, and consistently relevant detail.

**Organization/Development:** handled so that the essay conveys a sense of controlling purpose

and orderly progression; the thought moves—clearly, coherently, and with compelling logic toward a conclusion; paragraphs are developed with sufficient support and suitable proportion and emphasis; transitions between paragraphs are explicit and graceful.

**Sentence Structure:** skillfully constructed and displaying fluency, economy, and effective variety; together with diction, sentence structure is the best evidence of style, the distinctive, natural display of a good mind at work.

**Diction:** everywhere appropriate to the writer’s subject, purpose, audience, and occasion; distinctive in precision, economy, and the idiomatic use of General English.

**Mechanics:** notable for the consistent use of conventional General English grammar, punctuation, and spelling; any errors are minor and do not detract significantly from the generally high quality of the essay as a whole. If the content and development are particularly good, an essay may receive a “B” with two major grammatical errors.

#### Average Essays (C)<sup>1</sup>

**Central Idea:** is apparent but may be trite, general, or self-evident; the idea is supported with some concrete detail, but detail that is occasionally repetitious, irrelevant, or sketchy.

**Organization/Development:** plan and method of the essay apparent but not consistently fulfilled; developed with occasional disproportion or inappropriate emphasis; paragraphs unified, coherent, and usually effective in development; transitions between paragraphs clear but sometimes abrupt, mechanical, or monotonous.

**Sentence Structure:** most sentences correctly structured but lacking in variety, economy, or forcefulness.

**Diction:** appropriate to the subject, purpose, audience, and occasion; generally clear and idiomatic but not distinctive; some misuse of words may occur.

**Mechanics:** clarity and effectiveness of expression are weakened by occasional lapses from conventional General English grammar, punctuation, and spelling. An essay cannot get above a “C” if it contains three major grammatical errors.

#### Poor Essays (D)

**Central Idea:** is vague or confused or too large or general; unsupported by specific, concrete, relevant detail.

**Organization/Development:** plan and purpose of the essay are not apparent; either the generalizations are left undeveloped, or they are developed by detail that is irrelevant, or inconsistent; paragraphs lack unity, coherence, or support; if there are any transitions between paragraphs, they may be unclear, misleading, or ineffective; thought and planning may display illogic or insufficient effort.

**Sentence Structure:** sentences lacking in unity or coherence; run-ons, comma splices, or fragments may exist; expression is generally marked by serious and/or frequent awkwardness, incompleteness, ambiguity, redundancy, or immaturity; coordination may be excessive with a subsequent lack of appropriate subordination.

**Diction:** inappropriate expression in being vague, imprecise, unidiomatic, immature, too colloquial, or substandard.

**Mechanics:** clarity of meaning is obscured by frequent or serious departures from conventional General English grammar, punctuation, and spelling. Under no circumstances will a paper with more than four major grammatical errors receive more than a “D”.

#### Unacceptable Essays (F)

**An essay fails** when it lacks a central idea, when it is clear that the writer has no subject, purpose, or reason for writing, or if the writer has clearly not put forth an effort to complete the assignment to the best of her or his ability. An essay may also fail when it exhibits a total inability to develop its central idea or when it demonstrates incompetence in the use of conventional General English. Under no circumstances will an essay receive higher than an “F” if it contains five or more

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<sup>1</sup> Please Note: in college, a “C” is an average paper; it does not have anything “wrong” with it; it fulfills the assignment; it simply does not reach beyond the average.

major grammatical errors, and an essay may receive an “F” with three major errors if the content and development are not particularly strong.

### **No Essays (0)**

**Any essay, or other assignment, not written and turned in** receives a Zero and is averaged into the student’s grade as such. Except in special circumstances, most teachers will not accept late work, so the assignment must be turned in on time, and most teachers do not allow make-up assignments for work missed, or re-writes to improve the grade given. Like in the world of work, the job must be done right the first time, and completed on time, or no credit is given.

**Late Work:** Unless prior approval is received, late submission of assignments will result in a grade deduction of one half-letter grade for each calendar day (not including Saturdays, Sundays, or holidays) that the assignment is late.

**Attendance:** Regular attendance is imperative for successful completion of this course. Mere physical presence, however, is not enough to master the learning objectives outlined in this syllabus. You must also be prepared for each class. This includes having read the assignment, being ready to discuss the topic, and having completed any writing assignments that were due.

**Absence Policy:** Any student who misses more than four class sessions shall be dropped with a grade of “X” if the student has a passing grade average at that time. If the student is failing, due to poor work or missing assignments, the student will be given a grade of “F”. In special cases because of extenuating circumstances, a student may miss more than four absences and not be dropped, but the student must immediately notify the instructor of the attendance difficulty and submit proof of those extenuating circumstances, especially if the student already has surpassed the four allowed absences. "Whenever absences become excessive and, in the instructor's opinion, minimum course objectives cannot be met due to absences, the student should be withdrawn from the course" (SPC General Catalog, p. 20). Students should consult the General Catalog on pp. 20-22 for the college's detailed policy on class attendance and drops & withdrawals. Students have their own responsibility for dropping a class for too many absences or too much missed work.

**South Plains College Absence Policy:** 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 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 are officially enrolled in all courses for which they pay tuition and fees at the time of registration. Should a student, for any reason, delay in reporting to a class after official enrollment, absences will be attributed to the student from the first class meeting. 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 by the 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. It is the student’s responsibility to verify administrative drops for excessive absences through MySPC using his or her student online account. If it is determined that a student is awarded financial aid for a class or classes in which the student never attended or participated, the financial aid award will be adjusted in accordance with the classes in which the student did attend/participate and the student will owe any balance resulting from the adjustment.

**Academic Integrity—Plagiarism and Cheating:** “It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension” (SPC

General Catalog, p. 23). "Complete honesty is required of the student in the presentation of any and all phases of course work. This applies to quizzes of whatever length as well as to final examinations, to daily reports and to term papers" (SPC General Catalog, p. 23). Students should consult the General Catalog on p. 23 for the college's detailed policies on plagiarism and cheating. Failure to comply with these policies will result in an F for the assignment and can result in an F for the course if circumstances warrant.

**Cell Phones, Ipods, Blackberries, Laptops, etc.:** I don't know many people who love electronic gizmos more than I do. Not only are they usually incredibly useful, informative, and even educational, they are also typically fun to use. Because of the enormous benefits technology can provide, I do not want to categorically forbid electronic devices from the classroom. With that said, however, electronic gadgets can be quite disruptive in a classroom. In order to negotiate this potential problem, I will need your cooperation in following two simple guidelines:

- The classroom is a communal environment which requires each student to respect the learning experiences of the others. Please consider how your devices may impact, and in some cases simply annoy, others who sit near you.
- You enrolled in, and paid for, this class with a specific purpose in mind, whether it is to improve your writing skills or to fulfill a core requirement. While surfing on Facebook, text-messaging a friend, or playing Pokémon Go might be more fun, realize that such actions will impair your progress in this class (and yes, by progress I do mean your final grade).

**Students with Disabilities:** 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 Office through the Guidance and Counseling Centers at Reese Center (Building 8) 716-4606, or Levelland (Student Services Building) 716-2577.

**Statement of Nondiscrimination:** It is the policy of this instructor not to discriminate on the basis of age, color, disability, ethnicity, gender, national origin, race, religion, sexual orientation, or veteran status.

**Statement of Diversity:** In this class, the instructor will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world, and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

**Other concerns:** I strongly encourage you to visit me during my office hours to discuss any other problems or concerns that may affect your performance in this class.

# English 1301 - Class Schedule

Summer II 2017

All assignments are to be completed before the day they are listed. For example, not only should you have read pages 203-215 and 22-32 of *College Writing Skills with Readings* before Monday, July, 18<sup>th</sup> but you should also be prepared to discuss the text in class. Submission of all assignments is the responsibility of the student. Please refer to the course syllabus for the complete class policy of late papers. I also reserve the right to modify this schedule according to class needs.

## Week One

Thursday 7/13

**In Class:** Introduction to class

## Week Two

Monday 7/17

**Read:** *College Writing Skills with Readings*, pages 203-215, 22-32

**Write:** Rough Draft of Narrative Essay

**In Class:** Peer Review

Tuesday 7/18

**Read:** *College Writing Skills with Readings*, pages 145-172, 33-37

**In Class:** Writing Workshop

Wednesday 7/19

**Write:** Final Draft of Narrative Essay

**In Class:** Introduction to Definition Essay

Thursday 7/20

**Read:** *College Writing Skills with Readings*, pages 304-315

## Week Three

Monday 7/24

**Read:** *College Writing Skills with Readings*, pages 3-7

Tuesday 7/25

**Write:** Rough Draft of Definition Essay

**In Class:** Peer Review

Wednesday 7/26

**Read:** *College Writing Skills with Readings*, pages 50-66

**In Class:** Writing Workshop

Thursday 7/27

**Write:** Final Draft of Definition Essay

**In Class:** Introduction to Cause and Effect Essay

**In Class:** Grammar Quiz

## Week Four

Monday 7/31

**Read:** *College Writing Skills with Readings*, pages 260-273

Tuesday 8/1

**Read:** *College Writing Skills with Readings*, pages 83-101

Wednesday 8/2

**Read:** *College Writing Skills with Readings*, pages 110-133

Thursday 8/3

**Write:** Rough Draft of Cause and Effect Essay

**In Class:** Peer Review

## Week Five

Monday 8/7

**In Class:** Writing Workshop

Tuesday 8/8

**Write:** Final Draft of Cause and Effect Essay

**In Class:** Introduction to Compare and Contrast Essay

Wednesday 8/9

**Read:** *College Writing Skills with Readings*, pages 281-296

Thursday 8/10

**Read:** *College Writing Skills with Readings*, pages 413-436

**Week Six**

Monday 8/14

**Read:** *College Writing Skills with Readings*, pages 375-378

Tuesday 8/15

**Write:** Rough Draft of Compare and Contrast Essay

**In Class:** Peer Review

Wednesday 8/16

**In Class:** Writing Workshop

Thursday 8/17

**Write:** Final Draft of Compare and Contrast Essay

**Final Exam**