

ENGL 1301(.060 and .116)
Composition I
Fall 2018

Instructor: Shelley Wisener

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Location: Online via Blackboard

Office Hours: TTR 2:00 p.m. to 3:00 p.m. (available online)

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.

Prerequisite

Students must be TSI-compliant in both writing and reading. International students who do not have a TOEFL score of 550 must enroll in ENGL 0301 or 0302 or ESOL 0301 or 0302.

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 judiciously 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. Supplementary readings from all areas of the humanities are included.

Student Learning Outcomes

By the end of the course, students will be able to demonstrate the ability to:

- understand writing as a process; that is, writing conceived as a connected and interactive process which includes pre-writing, writing, and revision;
- apply the principles of writing as a process and the analysis of audience and purpose to writing assignments;
- write an essay that follows the principles of unity and coherence and that is appropriately developed by means of narration, description, illustration, definition, argumentation, and/or persuasion;
- write an essay in standard English, the criteria for standard English being those described in *College Writing Skills with Readings* 9th Edition;
- understand and apply basic principles of critical thinking in the development of exposition and argument;
- cite sources properly using MLA format.

Student Learning Outcomes Assessment

A pre- and post-test and/or a writing assignment rubric will be used to determine the extent of improvement that the students have gained during the semester.

Core Objectives

Core Objectives addressed:

- Communications skills—to include effective written, oral and visual communication
- Critical thinking skills—to include creative thinking, innovation, inquiry, and 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

Course Requirements

1. Students will write a minimum of eight essays: (Description - Narration, Cause and/or Effect - Comparison and/or Contrast, Definition – Division/Classification, and Exemplification - Argument), response papers (minimum of 500 words), and a final portfolio essay; these essays/papers will be graded according to the standards set forth in this policy statement.
2. 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.
3. Individual instructors may require additional writing assignments including, but not limited to, resumes, business letters, homework or reaction papers, and journal entries.
4. Individual instructors may also require quizzes or examinations covering, but not limited to, grammar, reading assignments, logic, and rhetorical modes.

Supplies

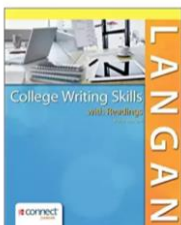
The following are the supply requirements for this course. Please bring them to class.

1. Loose leaf paper for notetaking
2. *Webster's Collegiate Dictionary*
3. Writing utensils
4. Computer with internet access and a printer
5. Any lecture notes (etc.) you were to print and bring to class

Textbook and Access Code

You must purchase both the book and the Connect access code for this course. Because we will be referring to the textbook in our classroom discussions, you need to bring it with you every day to class.

1. Langan, John. *College Writing Skills with Readings*. Ninth ed., McGraw Hill, 2014.



2. Connect Composition Plus Essentials 3.0 Access Code

There are two different ways to purchase them. You can purchase them as a bundle (together) in the SPC bookstore, using the following information: Bundle ISBN: 9781260014525

If you wish to purchase them separately, you may use the following information: Book ISBN: 9780078036279
Access Card ISBN: 9780077724184

Regardless of how you purchase them, you must get them both.

Software Requirements

You are required to have access to the following technologies:

- High-speed Internet connection
- Web browser
- Blackboard account
- Connect account (code with textbook)
- Word processing program (papers will only be accepted in .doc or .docx format)

Communication

Currently, you can contact me two ways: email me using my SPC email address, email me using the Blackboard course email account or come and see me during office hours Monday and Wednesday in room LC115. **When the course email through Blackboard becomes available, please email me that way. It is easier for me to keep up with correspondence pertaining only to ENGL1301.**

I will always return emails within 24 hours. Due to the nature of this course, I may not be immediately available to you should you need something. This is going to require some planning on your part; you will not be able to wait until the last minute to complete assignments.

As soon as Blackboard is set up for this course, we will use the Blackboard email tool exclusively. You may access it via the "Course Email" link within our Blackboard course. Using this method will assure I receive your correspondence.

Online Netiquette: Online Format, Netiquette, and Email Policy:

We will communicate with each other in a respectful manner and follow the conventions of standard written English. Noncompliance with these guidelines may lead to failure or dismissal from the course. Following the conventions of standard written English counts as part of every assignment in addition to email correspondence. Every communication, including email, with either your classmates or me is expected to be professional, respectful, and formal. Always use a greeting and salutation when sending an email.

Rules regarding email communication are as follows:

- All emails must have the proper subject line added (ENGL1113: Module #/Topic);
- All emails must have a proper salutation and closing ("Dear Mrs. Wisener," or just "Mrs. Wisener," will do – "Regards," and your name will work for a closing. A comma is placed after the salutation/closing). Replies within the same email thread may drop the salutation/closing;
- All emails must contain brief, specific questions.
- No emails should ask a question that can be answered by reading the syllabus, assignment sheets, class notes, course text, etc. Please read these documents before clicking "send".

All communication (emails, discussion board replies, etc.) must contain correct grammar and mechanics (punctuation).

Attendance and Participation Policy

Online students are required to log in to Blackboard frequently, with no more than 72 hours (2 days) in between log-ins. In other words, log in every other day unless work is due that would require more frequent logins. Even if there is nothing due, I frequently post announcements and send emails with important information. Students who fail to meet this requirement may be dropped from the course with an X. There is no on-campus attendance requirement for this course. **Be advised – I do not accept late work for any reason.**

Grading Policy

Final grades will be assigned based on the following percentages:

- 50% Essays/Portfolio (average of all five)
- 15% Connect Coursework (average of all)
- 15% Response Papers (average of all three)
- 10% Participation (including chapter activity discussions in class and on the discussion board - Blackboard)
- 10% Tests/Quizzes

It is up to you to monitor your average and course progress. If at any time you feel that you need to discuss your course progress with me, it is your responsibility to make contact. You can find your current average via the 'Gradebook' link in Blackboard.

South Plains College English Department Essay Grading Standards

To evaluate essays, the SPC English department uses a set of uniform grading standards. These standards designate that essays in composition classes should demonstrate at least a basic level of competence in college-level writing and be an appropriate foundation for writing in academic and professional environments.

Grading Criteria for Essays

Essays are evaluated on four bases: unity, support, coherence, and sentence skills. The criteria considered in each base include characteristics essential to the success of an essay. Depending on the assignment, certain bases and criteria may be weighted more than others, and the instructor's assignment may establish additional, more specific criteria.

Base 1: UNITY

- * Thesis. The thesis statement concisely expresses the main idea of the essay, is appropriate for the assignment, and establishes a sustained and consistent focus for the paper. The thesis may preview the supporting ideas.
- * Body Paragraph Structure. A body paragraph includes a main idea expressed in a topic sentence strongly tied to the stated thesis, unified supporting details, and clear connections among ideas.
- * Purpose and Audience. The content and style are tailored for a specific purpose and audience.

Base 2: SUPPORT:

- * Details/Development. A well-developed essay supports the thesis with ample evidence; uses a variety of specific examples, facts, or other details; and explains the evidence to show its connections to the thesis.
- * Logic. The essay presents clear, sophisticated, insightful ideas that recognize the complexity of the topic without inaccuracies or errors in reasoning.
- * Use and Documentation of Sources. If research is used, the essay accurately quotes and paraphrases credible sources, effectively balances source material with the writer's own ideas, and cites and documents correctly according to the required standards of the style (MLA, APA).

Base 3: COHERENCE

- * Organization and Transitions. The essay demonstrates a logical progression of ideas, provides clear and smooth transitions among ideas, and uses structure appropriate to an academic essay.

* Title, Introduction, and Conclusion. An appropriate title is provided. An introduction captures the reader's attention, transitions to the topic by giving context or background information, and presents the thesis statement. A conclusion reemphasizes the essay's thesis and main ideas and provides a sense of closure.

Base 4: SENTENCE SKILLS

* Use of Standard American English. The essay is written in Standard American English without major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form), and other errors in grammar, spelling, wrong word, punctuation, mechanics, or point of view.

* Word Choice and Sentence Variety. The student writes in a consistent, academic tone, using varied sentence structure and accurate and precise word choice.

* Format. The essay is formatted according to the standards set forth in the assignment, in the syllabus, or in the required style guide (MLA, APA).

Assessment of the Grading Criteria

Essays may earn grades ranging from A to F based on the instructor's grading scale. The quality of each of the criteria above determines the letter grade as described below. Not every essay will fit a single grade's description completely. Instructors may also include process assignments and drafts in their assessment of the final grade.

"A" Essay (Excellent) To earn an "A," a paper meets all of the criteria below:

1. The paper fulfills all the basic requirements of the assignment (for example, topic, purpose, length, format).
2. Unity: The paper states a clear thesis, all topic sentences strongly support the thesis, and body paragraphs are unified around their topic sentences. The essay conveys a clear purpose and is tailored to a distinctive audience.
3. Support: Body paragraphs contain abundant, fresh details and examples that provide specific, concrete, logical evidence. If sources are required, the paper accurately integrates and correctly documents credible source material to add insight, sophistication, and complexity to the paper's ideas.
4. Coherence: The organization of the paper is excellent and logical (emphatic order, chronological order, etc.), transitions are sophisticated, and the paper exhibits mastery of basic components (introduction, conclusion, and body paragraph structure).
5. Sentence Skills: The paper contains no major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form) and is virtually free of other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors. Word choice and sentence variety (simple, compound, complex) are effective and powerful.

"B" Essay (Good) To earn a "B," a paper meets all of the criteria below:

1. The paper fulfills all the basic requirements of the assignment (for example, topic, purpose, length, format).
2. Unity: The paper states a clear thesis, all topic sentences directly support the thesis, and body paragraphs display unity. The essay conveys good awareness of purpose and audience.
3. Support: Body paragraphs are well-developed with specific details, examples, and sound logic. If sources are required, the paper accurately uses and correctly documents credible source material to supplement its ideas.
4. Coherence: The organization of the paper is clear and helpful, transitions are helpful, and the paper exhibits strong basic components (introduction, conclusion, and body paragraph structure).
5. Sentence Skills: The paper contains no more than two major error types (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form) and very few other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors. Word choice and sentence variety are strong.

"C" Paper (Satisfactory) To earn a "C," a paper meets all of the criteria below:

1. The paper fulfills all the basic requirements of the assignment (for example, topic, purpose, length, format).
2. Unity: A thesis is stated but may lack a strong claim or be obvious or predictable; topic sentences adequately support the thesis. One error in paragraph unity may occur. The essay's purpose and audience are adequately conveyed.

3. Support: Body paragraphs contain relevant details or logical reasons but need more specific examples/evidence. If sources are required, credible outside sources are usually integrated and cited correctly.
4. Coherence: Organization of ideas is satisfactory, transitions are logical, and the paper indicates competence in basic components (introduction, conclusion, and body paragraph structure).
5. Sentence Skills: The paper contains no more than four major error types (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form). Some other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors are present but not distracting. Word choice and sentence variety are strong.

“D” Paper (Developing) To earn a “D,” a paper will exhibit one or more of the weaknesses below:

1. The paper only partially fulfills one or more of the basic requirements of the assignment (for example, topic, purpose, length, format).
2. Unity: The thesis may announce the topic but no claim, contain more than one idea, or be too vague, too broad, or too narrow. Topic sentences are not tied to the thesis. Two errors in paragraph unity may occur. Essay conveys little awareness of audience or purpose.
3. Support: Details are sparse or vague and consist of generalizations, clichés, or repetition. If applicable, sources are insufficient and/or not always integrated or cited correctly.
4. Coherence: Organization is attempted but disjointed or confusing; transitions are sparse. The paper indicates awareness of but not competence in basic components (introduction, conclusion, and body paragraph structure).
5. Sentence Skills: The paper contains no more than six major error types (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form). Several other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors distract from the content. Informal word choices occur with little or no variety in sentence type and length.

“F” Paper (Unacceptable) To earn an “F,” a paper will exhibit one or more of the weaknesses below:

1. The paper fails to fulfill one or more of the basic requirements of the assignment (for example, topic, purpose, length, format).
2. Unity: The thesis is illogical, incomplete, or missing, so the essay lacks focus on one central idea. Topic sentences are missing, so body paragraphs lack unity. The essay ignores the purpose and audience.
3. Support: Details are illogical, irrelevant, or missing from body paragraphs. If sources are required, the paper fails to use sources, does not meet the minimum source requirements, uses source material inaccurately, uses sources that are not credible, fails to document fully or correctly, and/or includes plagiarism.
4. Coherence: Organization is incoherent, transitions are missing or illogical, or the paper indicates lack of competence in basic paper components (for example, lack of introduction and/or conclusion, lack of paragraphing).
5. Sentence Skills: Seven major error types (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form) occur with numerous other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors. Word choice is often inaccurate, immature, or inappropriate. Multiple sentence structure/syntax errors make the paper difficult or almost impossible to read. If one type or a combination of types of errors, regardless of whether they are major or minor, seriously affects the readability of a paper, it will receive an “F.”

Acknowledgments:

Illinois Valley Community College: English Department Stylebook
Langan, John. College Writing Skills with Readings, 9th edition

Reading Assignments and Video Lectures

Mandatory, assigned reading is required for this course; you may also be required to watch recorded video lectures or watch PowerPoints.

Essays

You will be required to submit four full essays. There will be several steps to complete for each essay; you will submit a rough draft to be revised and a final draft for each of these assignments. Your essays must be peer reviewed, and you must review essays for your peers; if you do not turn in a rough draft, you won't be able to participate in peer reviews, lowering your grade further. Due dates and specific assignment details can be found in the course modules in Blackboard. **Late work will not be accepted for any reason.**

Response Papers

You will be required to write three response papers for this course. Instructions for these assignments as well as examples can be found in the Blackboard modules. **I do not accept late work for any reason.**

Connect Coursework

Several Connect exercises must be completed over the course of the semester. Due dates are available in the modules. In addition to covering the content presented in the assigned chapters, Connect exercises will help you review your grammar and help you think about the writing process. Although you will access these assignments via Blackboard, you must have purchased the access code to complete these assignments. Averaged together, these assignments are worth 25% of your final grade. **I do not accept late submissions for any reason.**

Due Dates

Due dates are posted in the modules and are firm. **I do not grant extensions or allow late work for any reason.** Work submitted after the due date will not be evaluated and will receive a grade of 0.

Assignment Submission

I cannot accept any assignment via email, for any reason. All files must be submitted via the assignment tool in the Blackboard modules.

Academic Integrity

"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, pp. 21-22). "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. 22). 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.

Plagiarism and Cheating: 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, but are not limited to, the following:

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.

****Do not, under any circumstances, turn in another student's work as your own. Do not, under any circumstances, give your work to anyone else to turn in as their own. Do not copy and paste from the Internet. All of these situations are representative of academic dishonesty and will be treated as such.****

Disclaimer

Because we will use Blackboard to conduct a portion of this class, please note that the materials you may be accessing in chat rooms, bulletin boards or unofficial web pages are not officially sponsored by South Plains College. The United States Constitution rights of free speech apply to all members of our community regardless of the medium used. We disclaim all liability for data, information, or opinions expressed in these forums.

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 at Levelland (Student Health & Wellness Office) 806-716-4675, Reese Center (Building 8) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

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 course, the teacher 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 be and can be.

Student Code of Conduct

Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating,

aggressive, or demeaning. Student conduct which disrupts the learning process or is deemed disrespectful or threatening shall not be tolerated and may lead to disciplinary action and/or removal from class.

Campus Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at: (http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

Important Note

The instructor reserves the right to modify the course syllabus and policies, as well as notify students of any changes, at any point during the semester.