

COURSE TITLE:	Composition I	ENGL 1301 –200
INSTRUCTOR:	Joseph Fly	E-MAIL: jfly@southplainscollege.edu
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OFFICE HOURS:	Mon - Thurs: 9:30 – 10:00 and 2:00-2:30	

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**I. GENERAL COURSE INFORMATION:**

- A. COURSE DESCRIPTION: ENGL 1301 (3:3:0) Composition I. This course includes a grammar review and a study of the principles of good writing, methods of paragraph and theme development, frequent essays, and collateral readings in literature and the other humanities.
- B. GOAL OF THE COURSE: The goal of this course is to help students understand and apply the standards of correctness in formal thought and the written English language. English 1301 will help 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. Students will also learn to read more critically, another important component of this course, with essays from all areas of the humanities being included.

**II. SPECIFIC COURSE/INSTRUCTOR REQUIREMENTS:**

- A. TEXTS: *College Writing Skills with Readings*, 10<sup>th</sup> edition by John Langan, McGraw-Hill  
Recommended: a good, college-level dictionary
- B. COURSE ATTENDANCE: Punctual and regular class attendance is required of all students attending South Plains College. There are no excused absences. Students are responsible for all class work covered during absences. Any student who misses three consecutive days, or four days total, will be dropped from the class. Anytime absences become excessive, and, in the instructor's opinion, minimum course objectives cannot be met, students may be dropped. (*SPC General Catalog*) However, students whose absenteeism becomes excessive should not count on the instructor to initiate the drop process. Two (2) tardies equal one absence. Tardies may be counted as absences if they are prolonged or excessive. Since extensive class time is devoted to in-class assignments, students not working on class assignments may be counted absent.
- C. ACADEMIC INTEGRITY: The guidelines for academic integrity set forth in the current South Plains College catalog will be followed, but perhaps one specific category should be addressed here: plagiarism and cheating. According to the SPC catalog, "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." Failure to comply with this policy will result in a **zero (0)** for the assignment and can result in an "F" for the course. Students should remember that in college, cheating and plagiarism are taken very seriously.

D. GRADING POLICY: Final course grades will be calculated using the following percentages:

✓ Daily Grades / Participation	10%
✓ 4 Essays @ 10% each	40%
✓ The Work book	20%
✓ Mid-Term Exam	10%
✓ Final Exam	20%

E. GRADING SCALE:

100-90=A	Superior
89-80=B	Good
79-70=C	Average
69-60=D	Poor
below 60=F	Unacceptable

progress/repeat = PR (The PR grade will reflect satisfactory attendance, class participation, attitude, and effort throughout the semester. Effort in the class is considered to be completion of each assignment and documented use of on-going assistance from the instructor and the Student Assistance Center. Absences cannot exceed the equivalent of one week of class.)

F. ASSIGNMENTS/MAKE-UP TEST POLICY: All assignments must be completed and turned in no later than the assigned due date.

Remember - Late Work Is Not Accepted (*LWINA*)

G. STUDENT RESPONSIBILITIES

1. Attend class and be aware of announcements made in class.
2. Inform instructor of late arrival immediately after class.
3. Complete homework early enough to seek help if needed.
4. Be familiar with information in the syllabus, especially attendance, grading, and test policies.
5. Take care of personal needs before and after class.
6. Take your cell phone out. Turn it off. Put it in the upper-left-hand corner of your desk.  
--- **TEXTING DURING CLASS IS ESPECIALLY PROHIBITED.**---
7. Students are expected to assist in maintaining a classroom environment which is conducive to learning. Inappropriate behavior, including but not limited to any form of distracting or offensive behavior in the classroom shall result in, minimally, a request to leave class, or may be dropped from the class.
8. All writing assignments **must** follow the assigned topic.

H. ADA 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 Special 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 Special Services Coordinator. For more information, visit the Special Services Office in Bldg 8, room 821, or call 885-3048, ext. 4654."

## **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 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 reason 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. Collateral readings from all areas of the humanities are included.

**Student Learning Outcomes (A):** Upon completion of the course, the student will show competence in the course objectives listed below:

1. Understand that writing is an interactive process that includes prewriting, writing and revision and apply those principles to the assignments/papers
2. Develop a paper in an appropriate and logical order/structure/mode
3. Use revision to rectify structural, unity/focus, developmental, grammatical, or mechanical issues with a paper
4. Analyze and appreciate professional writers' work by understanding its message, how it communicates, and how it impacts the reader.
5. Apply the principles of the writing process in tailoring sentence structure, tone, diction, overall style, and mode to both fit the assignment and audience in order to promote coherence and effective communication
6. Apply the principles of logic to the writing in order to make its communication more efficient, coherent, and powerful
7. Apply the principles of unity and coherence in order to help the writing be focused and promote more effective communication
8. Apply the principle of parallelism in order to make the writing more coherent, logical easily read and understood, and structured
9. Write an essay in standard English (the criteria being those described in the current required handbook) in order to follow the writing process regarding the style requirements of academic writing
10. Understand and apply the grammatical and mechanical elements of writing in order to promote effective and powerful communication
11. Be able to analyze a student's own work or a classmate's work and to determine if anything needs to be changed for the work to fit the assignment, be more developed, or communicate more effectively and then convey it in writing to the student
12. Make constructive suggestions for others' work during Peer Editing or other critiques or presentations
13. Do group work by working with other members of the class in order to complete the assignment by contributing to the project while interacting with other members of the group in order to do so.

<u>DATE</u>	<u>ASSIGNMENT</u>	<u>PAGE</u>
<b>Mon. June 4<sup>th</sup></b>	The Syllabus & The course The Workbook The Essay Format Composition Terms	
<b>Tue. June 5<sup>th</sup></b>	The Writing Process Developing an Essay Big Three Grammar Review Punctuating Titles The Narration Essay	24-40 176-185 ppt ppt 225-235
<b>Wed. June 6<sup>th</sup></b>	“How to Make it In College” Topic Sentence Exercise Introductions, Conclusions & Titles The Definition Essay Common Thesis Errors	702  96-98 329-338 ppt
<b>Thur. June 7<sup>th</sup></b>	“Brainology” The Process Essay Subject-Verb Agreement	718 265-274 518-521
<b>Mon. June 11<sup>th</sup></b>	The First and Second Steps in Essay Writing Big Three Grammar Review Comparison/Contrast Essays <b>Narration Essay Due</b>	52-84  305-318
<b>Tue. June 12<sup>th</sup></b>	“When a Classmate is a Former Inmate” The Third Step in Essay Writing The Examples Essay Diction Modifiers	778 85-104 246-257 ppt 552-560
<b>Wed. June 13<sup>th</sup></b>	“College Lectures: Is Anybody Listening?” `Description Essays Commonly Confused Words Effective Word Choice The Fourth Step in Essay Writing	711 204-214 600-606 610-617 112-146

<b>Thur. June 14<sup>th</sup></b>	Argumentation Cause & Effect <b>Compare / Contrast Essay Due</b>	367-380 283-293
<b>Mon. June 18<sup>th</sup></b>	Subject-Verb Agreement Adjectives & Adverbs Misplaced Modifiers Types of Fallacies Outlining	484-489 507-512 513-521 ppt ppt
<b>Tue. June 19<sup>th</sup></b>	Division and Classification Proofreading Practice Topic Sentence Exercise Faulty Parallelism	350-359
<b>Wed. June 20<sup>th</sup></b>	<b>Mid-term exam</b>	
<b>Thur. June 22<sup>nd</sup></b>	“Single Sex School: An Old Idea...” Four Bases for Evaluating Essays Subordination & Coordination Proofreading Practice	695 147-175 ppt
<b>Mon. June 25<sup>th</sup></b>	Four Bases for Evaluating Essays Revising Essays Argumentation <b>Persuasion Essay I due</b>	147-175 ppt 367-380
<b>Tue. June 26<sup>th</sup></b>	“Shame” CASQ Big Three Grammar Review Pronoun Agreement, Reference and Point of View	645 ppt ppt
<b>Wed. June 27<sup>th</sup></b>	Taking Essay Exams Sentence Fragments Regular & Irregular Verbs	481-494 507-517
<b>Thur. June 28<sup>th</sup></b>	“Cultivating A Resilient Spirit” Capitals, Numbers & Abbreviations Pronoun Reference Errors Ethos, Pathos, Logos	669 562-569 530-537 ppt

<b>Mon. July 2<sup>nd</sup></b>	“100 Years of <i>The Secret Garden</i> ” Big Three Grammar Review Parts of Speech Run-On Sentences <b>Persuasion II Essay Due</b>	688
<b>Tue. July 3<sup>rd</sup></b>	“Is Google Making Us Stupid?” Editing Tests 1, 2 & 3 Topic Sentence Exercise Balanced Sentences	728
<b>Wed. July 4<sup>th</sup></b>	<b>Independence Day – no classes!</b>	
<b>Thur. July 5<sup>th</sup></b>	Writing a Summary Writing a Report Editing Tests 4, 5 & 6 Writing a Resume and Cover Letter <b>WORKBOOKS DUE</b>	375-386 387-390 592-601 492-399
<b>Mon. July 9<sup>th</sup></b>	Introduction to the research paper Information Literacy Writing a Research Paper	392-409 453-458
<b>Tuesday, July 10<sup>th</sup></b>	<i>Final Exams</i>	