

South Plains College

"SOUTH PLAINS COLLEGE IMPROVES EACH STUDENT'S LIFE"

Course Syllabus for Co-Requisites: Integrated Reading & Writing (INRW 0300) and English Composition (ENGL 1301)

SPRING 2026

Instructor: Mrs. Raylene Nuffer, M.A.

Email: Rnuffer@southplainscollege.edu - *best form of communication

Phone: 806-716-2239 (my Levelland office phone); I may or may not get your message- this is an unreliable form of communication

Office Location: Levelland campus, room 307

Office Hours:

Face to face:

Monday	Tuesday	Wednesday	Thursday	Friday
Levelland	Lubbock	Levelland	Lubbock	Lubbock
9:00 – 11:00am 12:00 – 12:30pm	9:00 – 9:30am 12:00 – 12:30pm	9:00 – 11:00am 12:00 – 12:30pm	8:30 – 9:30am 12:00 – 12:30pm	9:00 – 10:00am

Office hours are subject to change; however, you will be notified if changes occur.

Mrs. Nuffer's Course Offerings for SPRING 2026:

ENGL1301+INRW0300.C003 meets M/W from 1:00pm – 3:45pm on the Levelland Campus, room 338

ENGL1301+INRW0300.C604 meets T/TH from 9:30am – 12:15pm at the Lubbock Downtown Center, room 2035

ENGL1301+INRW0300.C605 meets T/TH from 1:00pm – 3:45pm at the Lubbock Downtown Center, room 2035

READ0301+EDUC1100.C002 meets M/W from 11:00am – 12:15pm on the Levelland campus, room 338

ENGL 1301: Composition 1 – Course Information

Departments

English and Philosophy

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.

This course partially satisfies a Core Curriculum Requirement: Communications Foundational Component Area (010)

Core Curriculum 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.

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

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Write essays that exhibit logic, unity, development, and coherence.
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 American English, with an emphasis on correct grammar, parallelism, punctuation, spelling, and mechanics in language appropriate for academic essays.
7. Write a minimum of six 500-word essays.

INRW 0300: Integrated Reading and Writing – Course Information

Departments

The Teaching and Learning Center

Course Description

INRW 0300 serves as a paired support course for students enrolled in ENGL 1301 who are not yet TSI-complete in reading and/or writing. The focus is on teaching students critical reading and academic writing skills to equip them for success in Composition I. Successful completion of this course fulfills TSI requirements for reading and/or writing.

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

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Identify and analyze the audience, purpose, and message across a variety of texts.
4. Describe and apply insights gained from reading and writing a variety of texts.
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.
6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
9. Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.
10. Recognize and apply the conventions of Standard English in reading and writing.

Required Materials

The Power of Determination edited by: John Langan; ISBN 978-1-59194-503-1

Required materials for class:

- Pens/pencils
- Paper/spiral notebook
- Highlighters, colored pens/pencils
- Folder/binder
- Calendar/agenda*

*The last day to buy books and supplies at the bookstore using financial aid is January 23rd.

The textbook and materials are due by the end of week 2: January 23, 2026.

Student Assessment

A pre- and post-test in reading and writing will be used to determine the extent of improvement that the students have gained during the semester.

Course Details

Student writing Portfolio consists of *THREE major essays*. Each major essay will have 5 components: pre-writing, outline, rough draft, revisions, and final copy

Active Reading

Reader response essays

Online Video discussions (Flipgrid)

In-class activities

Daily Grammar lessons/quizzes

Final (essay)

Grades are determined by the following scale:

90-100 = A 60-69 = D

80-89 = B 0-59 = F

70-79 = C

Your grade will be based on the following percentages:

Writing Portfolio (2 600-word essays) -Prewriting, outlines, rough drafts, revisions, and final copies -Each final copy is worth 8% of the Writing Portfolio total (compromising 24%)	50%
Writing Assignments	20%
Active Reading Assignments	20%
Grammar Lessons (Khan Academy and in-class activities)	5%
Final (reflective essay)	5%

**Academic progress is posted in each student's grade book in Blackboard.*

****Students need a "C," which is 70% or higher, to pass these courses and move on to other reading-intensive courses and satisfy the TSIA requirement.****

Tutoring with Academic Coach

It is mandatory that students will meet with Barbara, our academic coach, if their class average falls below a 70 OR if students receive less than a 70 on a major essay

Grading Policy

1. All work is due as stated by the instructor and/or the syllabus
2. All work is due on time. LATE WORK WILL NOT BE ACCEPTED.
3. Grades are usually updated and entered in Blackboard within a week after the assignment is due. Although, I may need 2 weeks to grade major essays rough drafts and final copies.
****It is the *students' responsibility* to track their grades in Gradebook in Blackboard.

Attendance Policy

In these co-requisite courses (INRW0300 + ENGL1301), students are required to attend every class and login to Blackboard weekly. Students are considered absent if they miss 30 minutes of a class or more. Students are considered late if they arrive 6 or more minutes late. For every 2 late classes that a student is late, the student will accrue an absence. Students are allotted 4 absences per semester. I may drop the student from both courses with an "F" if a student has more than four absences.

A student cannot remain in one course, while dropped from the other course- the student will be dropped from both courses as these are co-requisite courses.

**It is important to note that students will fail this course if they do not attend class regularly. Attendance is imperative for successful completion of this course.*

****I may amend the attendance policy at any time this semester, though I will provide the new policy to students verbally and in writing if any amendments are made.**

Academic Coach

This semester, we have the opportunity to utilize an Academic Coach in our English Co-Req classroom! Our Academic Coach is Barbara Waygood. It is Barbara's job to help you in our English Co-Req course in any facet pertaining to the course.

The Academic Coach functions as:

1. A tutor, providing in-time tutoring services in a small group setting or one-on-one tutoring in the classroom or during an authorized tutoring session.
2. A coach will tutor all students who earn less than the grade of C on their first exam/major assignment and help them to develop successful academic habits.
3. A mentor or model who demonstrates effective student behaviors and successful academic habits.

The Academic Coach may engage in the following types of activities:

- Assist the instructor by facilitating small group exercises or discussions.
- Provide students with academic tips and skills for success in the academic setting.
- Provided one-on-one tutoring with students who need extra academic support with class activities.
- Tutor students and answer questions during in-class hands-on assignments and skill development activities
- Lead discussions or short presentations from a personal, student prospective concerning how he/she was successful in the course, with an assignment, or with the development of a skill. This is only allowed when the instructor is present in the classroom.

The Academic Coach may not engage in the following types of activities:

- Teach new concepts the course instructor has not already introduced.
- Present lectures or demonstrations of skill development activities without the instructor present in the classroom.
- Grade assignments.
- Take role or access student grades.
- Assist or tutor students outside of our classroom roster.
- Assist or tutor students in our class for their other classes
- Assist or tutor students outside of his office and classroom hours unless previously agreed upon by the academic coach and the student.

*Students who do not show up to their appointments with Barbara 2 or more times without notice will no longer be allowed meet with Barbara. If you cannot make it to an appointment that you have made with Barbara, then you must email her to let her know you cannot make it. You must give notice of the cancellation at least 4 hours prior to your appointment.

Writing Portfolio Essays

There will be THREE major essays in this course. *These essay types are subject to change. Students are required to complete a writing portfolio for each major essay.

The writing portfolio will include each of the following parts for the THREE major essays students will write this semester:

- Pre-writing
- Outline
- 500-word essay drafts
- Teacher, academic coach (or tutoring), and peer reviews
- Final Copy (revised and polished copy)

Personal Narrative (major essay)

A personal narrative essay is an autobiographical writing focusing on important and pivotal moments from the author's life. Students will describe their life in first-person point of view.

Student Case Study Analysis (major essay)

A Student Case Study Analysis is an essay that examines a student case study and looks for background information, issues or problems that hinder the student's growth, and provides a several options for future growth. English Co-Req students will use inference and analytical skills to evaluate a student case study.

Compare and Contrast (major essay)

A compare and contrast essay will list and explain all important similarities and differences of two distinct entities in a four-paragraph format.

Reader Response / Double Entry Journal

A reader response or double entry journal is a two-paragraph essay gives a brief summary of the reading/text in the first paragraph, and the student's impressions, thoughts, analysis and personal ideas about the reading/text in the second paragraph. Students will write several reader responses in the course of this semester.

Helpful Websites

- Brainfuse.com (use the link in our Blackboard classroom in the navigational bar)
- SPC Writing Lab: <https://www.southplainscollege.edu/writingcenter/>
- SPC English Resources website:
<https://www.southplainscollege.edu/writingcenter/resources.php>

Institutional and Academic Policies

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 may result in an F for the course if circumstances warrant.

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. Missing in-text citations; or
5. Turning in a paper that was written for another class without further work (eg; added research, extensive text, or a reformatted essay); or
6. Using AI technology to complete your work in any form or fashion; or
7. Using a translator (online or otherwise) to translate from the student's native language to English. The use of translators are not allowed in any writing assignment for these courses

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. Copying another's work during an examination or on a homework assignment;
7. Rewriting another student's work in Peer Editing so that the writing is no longer the original student's;
8. Taking pictures of a test, test answers, or someone else's paper.

Artificial Intelligence (AI)

I, as your instructor, have an ethical responsibility to ensure that all students receive credit only for work that they have originally and ethically produced, and the learning outcomes of English 1301 rely on your own original reading, writing, and thinking. Do not use AI tools (such as ChatGPT, Grammarly, Quillbot, Microsoft Editor, Draft Coach, translators, etc.) for any of these prohibited tasks:

1. Allowing AI to generate any words, sentences, or written language for an assignment
2. Allowing AI to “brainstorm” ideas, thesis statements, research topics, or claims
3. Allowing AI to outline, organize, or otherwise direct the composition of your work
4. Allowing AI to elevate, spin, enhance, or improve your own words, sentences, or ideas

Using AI to write or heavily revise your writing can lead to severe consequences, including grade penalties, zeroes, Academic Dishonesty reports, and failure or dismissal from class. AI revision tools can be useful, but in this composition course, the goal is to help YOU learn to write effectively and correctly. The lessons in this course will teach you how to write thoughtful, clearly organized paragraphs and essays composed of well-constructed, grammatically correct sentences. If you need help along the way, don't turn to AI. Instead, make frequent (daily/weekly) use of the free tutoring resources available to SPC students. The Course Resources folder in Blackboard tells how to schedule free sessions with tutors through the SPC Writing Centers (in-person or online) or Tutor.com (online only).

SPC Syllabus Statements - Required

For all SPC syllabus statements: Disability, Non-Discrimination, Title IX, etc., please use the link below for all SPC statement details:

<https://www.southplainscollege.edu/syllabusstatements/>

In Class Health Crisis Procedure

- DeEtte Edens (Levelland Campus Nurse) says:

1. Student safety foremost
2. Call her immediately (806-716-2376)
3. Call ambulance if judged necessary (student does not incur any charge until actually in the ambulance)
4. If a student provides a note that states, "don't call an ambulance," inform the student that we can attempt to abide by that request unless we judge otherwise during a crisis.

Technical Course Information/Requirements

Technical Help

Technical help with email, internet access, MySPC, or any other SPC tech support issues please-

Email: helpdesk@southplainscollege.edu OR Call: 806-716-2600

Blackboard

Blackboard serves as our course website and will include real-time access to your grades, as well as, weekly modules with PowerPoint and class notes, assignments due, handouts, and your chapter quizzes. To access Blackboard, please go to MySPC and click on Blackboard, then click the course link for this class.

Student Email

All SPC students are assigned an SPC Email account, so if you haven't already, you must go ahead and learn how to access this email address. Not only will you need to check your SPC email account for any emails I may send you or the class or to receive TURNITIN digital paper submission receipts for our class, but SPC also sends many important messages to your SPC email address.

- Your SPC Email address is: yourSPCusername@southplainscollege.edu (ex. jsmith1234@southplainscollege.edu)
- Your student email password is the same as your Blackboard password.
- To access your SPC email account, log in to MySPC and click the **Unread Messages: South Plains College O365** link at the bottom of the page.
- You can also set up access to your SPC email account through smartphone mail apps, like the Outlook app.
- Check with the SPC Help Desk for assistance: 806-716-2600.

MYSPC Technical Assistance

For technical assistance, please email askspc@southplainscollege.edu or call 806-716-2600.

******Please note: I reserve the right to change this tentative schedule. I may add, delete, edit, or revise material to help students accomplish the learning outcomes of the course. If a change is made, it will be announced in class, and updated schedules will be made available on Blackboard.*

Tentative Course Schedule – INRW0300 & ENGL1301 CO-REQ, SPRING 2026

Week	Topic
1 – January 12 – 16	Class Syllabus Quiz and Week 1 Meeting Writing pre-test
2 – January 19 – 23 MLK Day: Monday	The Power of Determination (TPoD) Introduction / Growth Mindset <i>Grammar: Kahn Academy- Nouns</i>
3 – January 26 – 30	Student Case Study / TPoD: Maria <i>Grammar: Kahn Academy- Verbs</i>
4 – February 2 - 6	Personal Narrative Essay Prewriting & Outline / TPoD (group work): Paul, Erika, Jeroboam <i>Grammar: Kahn Academy- Pronouns</i>
5 – February 9 – 13	Personal Narrative Essay Draft Due / TPoD: Tay Thi <i>Grammar: Kahn Academy- Modifiers</i>
6 – February 16 – 20	Personal Narrative Essay Peer Reviews / TPoD: Indonesia and Ericka <i>Grammar: Kahn Academy- Prepositions and Conjunctions</i>
7 – February 23 – 27	Personal Narrative Essay Final Copy Due / TPoD (group work): Peter, Melissa, Suashunn <i>Grammar: Kahn Academy- Commas and Apostrophes</i>
8 – March 2 – 6	Definition and Example Essay Prewriting / TPoD: Tricia <i>Grammar: Kahn Academy- Colons and Semi-Colons</i>
9 – March 9 – 13	Definition and Essay Draft Due / TPoD: Richard <i>Grammar: Kahn Academy- Sentences and Clauses</i>
* – March 16 – 20	Spring Break
10 – March 23 – 27	Definition and Example Essay Peer Reviews / TPoD: Crystal <i>Grammar: Kahn Academy- Conventions of Standard English</i>
11 – Mar. 30 – Apr. 3	Definition and Example Final Copy Due / TPoD: Juan <i>Grammar: Kahn Academy- Usage and Style</i>
12 – April 6 – 10	Compare and Contrast Essay Prewriting / TPoD: Amanda <i>Grammar: Sentence structure and maintenance</i>
13 – April 13 – 17 Easter Break: Friday	Compare and Contrast Essay Draft Due <i>Grammar: Sentence structure and maintenance</i>
14 – April 20 – 24	Compare and Contrast Essay Peer Reviews <i>Grammar: Sentence structure and maintenance</i>
15 – April 27 – May 1	Compare and Contrast Essay Final Copy Due <i>Grammar: Sentence structure and maintenance</i>
16 – May 4 – 7 Graduation: Friday	FINALS WEEK: Reflection Essay Graduation: Friday, May 9th