

## English 0302.204

### Policy Statement and Syllabus

Spring 2017

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Hours: MWF 10:00 am – 12:00pm  
TR 9:00 – 9:30 am, 12:15 pm - 1:00pm

### Scope/Purpose

ENGL 0302 is a course in developmental English for students who score between 356 and 362 on the writing section of the TSI Assessment test, or do not pass the writing section of another placement test, and/or have already completed English 0301 with a “C” or better. The course is designed to prepare students for college-level English courses. The course is also designed to help prepare students to pass the writing section of the TSI Assessment test. ENGL 0302 provides practice in writing and revising various types of paragraphs and essays, as well as practice in critical thinking and analytical reading. It also provides a review of English grammar, focusing on spelling, punctuation, correct word choice, and various types of sentence construction, and covers major errors, such as fragments, run-on sentences, subject-verb agreement, and pronoun errors. This course will not satisfy graduation requirements.

### Texts

Fawcett. *Evergreen: A Guide to Writing with Readings*. 10th ed. Wadsworth/Cengage, 2014.

ISBN-13: 978-1133946687 or ISBN-10: 1133946682

A College Dictionary

Access to a computer with printer and Internet access

An active email account

### Grading:

Drafts	(6 at 10 pts /each)	60
Peer Revision	(6 @ 20 pts/each)	120
Paragraph		20
Descriptive Essay		50
Narrative Essay		100
Classification Essay		100
Compare & Contrast Essay		100
Persuasive Essay		150
Grammar	(4 quizzes at 25pts/each)	100
Attendance	(3.3 pts/ per absence deducted after 2)	100
Final Exam		100
Total		1000

A = 900 - 1000

**B = 800 - 899**

**C = 700 - 799**

**D = 600 - 699**

**F = 500 and below**

\*if a student successfully passes the TSI during the course of the semester, the student and instructor will evaluate the need to complete the rest of the course.

### **Student Learning Outcomes:**

Upon the successful completion of this course, students will:

- 1) Compose a variety of paragraph- and essay-length texts that demonstrate clear focus, the logical development of ideas, and the use of appropriate language that advances the writer's purpose;
- 2) Determine and use effective approaches and rhetorical strategies for given writing situations;
- 3) 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;
- 4) Evaluate relevance and quality of ideas and information to formulate and develop a claim;
- 5) Develop and use effective revision strategies to strengthen the writer's ability to compose college-level writing assignments;
- 6). Edit writing to conform to the conventions of Standard English.

Essay and writing assignments will be evaluated according to the following criteria:

1. Using the conventional standards of grammar (not journalistic)
  2. Using the appropriate method of development
  3. Organizing the paper and maintaining coherence.
  4. Supporting the argument with logic and facts that persuade.
- (see final page for grading rubric)

### **Absence/Performance Policy**

Punctual and regular class attendance is required of all students attending this course through their high school, South Plains College, and the State of Texas. Students are responsible for all class work covered during absences from class.

Papers are due on scheduled dates, regardless of a student's absence. "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 pg. 20). **If something major is happening in your life, please let me know as soon as possible.** Tardies must not be excessive in number.

Assignments must be turned in on time. Any work turned in more than 3 days late will receive a 0.

### **Daily Participation**

This portion of the student's grade is made up of attendance and having all assignments on the required due dates. Students are allowed two (2) absences. After that, each missed day is 3.7 points off of the daily attendance grade.

### **Classroom Decorum**

No student has the right to disrupt a class in any way and thus interfere with the education of the other students. Disruptive behavior is not restricted to behavioral problems; it can include noise from cell phones, watches, inappropriate attire/appearance. Using a computer during class will be necessary, but not when instruction is occurring.

Nothing is more frustrating for me than to have to repeat myself 4 times because students are talking, texting, surfing the net, or taking a mental vacation. I do not like giving instructions more than once, so expect problems if you ask me to repeat information.

### **Plagiarism**

**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.**

Students must turn in drafts of their papers, a major part of the participation grade. This ensures that a student is producing work alone.

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

- 1) Turning in a paper which 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; or
- 4) Giving a footnote only at the end of a paragraph, even if the paragraph is completely paraphrased from one source.

### **Cheating**

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.
- 8) Having someone else write a paper for a 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. For more information, call or visit the Disability Services Office at Reese Center Building 8, 806-716-4675.

**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 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.

**Reading assignments, drafts, and essays are due on the date assigned.**

**Schedule****Week 1 Jan. 17 – Jan 22**

1/17 Introduction to Class, Syllabus overview, How to be better writers from reading 557-558

1/19 Overview of Blackboard, Reading student essays, The Simple Sentence 378 – 384

**Week 2 Jan. 23 - 29**

1/24 Read Chapters 1 Writing Process 3-7; Chapter 2 Prewriting to Generate Ideas 8-17 Writing Process ppt

1/26 Glance over Chapter 3 Paragraph & Paragraph Assignment 21-43; Read Chapter 28 Avoiding Sentence Errors - Comma Splices, Run on, and Fragments 402 – 418 Grammar Bytes

**Week 3 Jan. 30 – Feb. 5**

1/30 Draft of Paragraph due to Bb midnight

1/31 Peer revision; Chapter 25 Proofreading to Correct Personal Error Pattern 373 - 377

2/1 Paragraph Due to Blackboard Wed. midnight

2/2 Chapter 7 Description 90 – 98, Description ppt; Description Assignment, Brainstorm

**Week 4 Feb. 6 - 12**

2/7 Read Chapter 4 Coherence 45 – 67, Chapter 32 Nouns 455 – 461

2/8 Draft of Descriptive Essay due to Bb midnight

2/9 Revising/Editing; Grammar Quiz #1 Comma Splice, Run Ons

2/12 (Sunday) Descriptive Essay due to Blackboard by midnight

### **Week 5 Feb. 13 - 19**

2/14 Chapter 6 Narration 81 – 89, Narration ppt, Narration Assignment; Chapter 26; Brainstorm

2/16 Chapter 27 Coordination and Subordination 385 - 401

### **Week 6 Feb. 20 - 26**

2/20 Draft of Description Paper due to Bb midnight

2/21 Peer Revision; Chapter 29 Subject Verb Agreement 419 - 430

2/23 Chapters 33 Pronoun Antecedent Agreement 462 – 475; 1 on 1 essay comments

2/26 Final of Descriptive Essay due by midnight

### **Week 7 Feb. 27 – Mar. 5**

2/28 Chapter 11 Classification 136 – 145, Classification video; Classification assignment, Brainstorm

3/2 Chapter 21 Revising 305 – 320, Chapter 22 Revising 321 - 347, Grammar Quiz #2 Subject-Verb-Pronoun Antecedent agreement

### **Week 8 Mar. 6 - 12**

3/6 Draft of Classification essay due by midnight

3/7 Chapter 37 The Comma 500 – 509 , 38 Mechanics 510 – 519; Peer Revision

3/9 Chapter 40 Spelling 533 – 545; Chapter 41 Look Alikes/Sound Alikes pgs. 546 – 553

3/10 Classification Essay Due by midnight

### **Spring Break Mar. 13 - 19**

### **Week 9 Mar. 20 - 26**

3/21 Chapter 10 Comparison and Contrast 120 – 135. C&C ppt, Assignment, Brainstorm Topic List

3/23 Chapter 36 Apostrophe 493 – 499; Chapter 21 Parallelism 305 – 320; “Grammar Gets the Girl” pg. 585 – 586; “The Flip Side of Internet Fame” 579 – 581

**Week 10 Mar. 27 – Apr. 2**

3/28 – Meet with Instructor to discuss essay topic and organization

3/30 - Meet with Instructor to discuss essay topic and organization

**Week 11 Apr. 3 - 9**

4/3 Draft of Comparison/Contrast Due to Bb by midnight

4/4 Peer Revision;

4/6 Grammar Quiz #3 Parallelism and Fragments

4/10 C&C essay due by midnight to Bb

**Week 12 Apr. 10 - 16**

4/11 Chapter 13 Persuasion 155 – 169, Persuasion ppt; Persuasive Essay assignment; Brainstorm essay topics

4/13 Chapter 30 Past Tense 431 - 440; Chapter 20 Writing under Pressure 291 - 301

**Week 13 Apr. 17 - 23**

4/17 Draft Persuasive Paper due to Bb by midnight

4/18 Apostrophes and Fragments with Grammar Bytes

4/20 Instructor Meets with Students to look at specific problems

**Week 14 Apr. 24 - 30**

4/25 Instructor Meets with Students to look at specific problems

4/26 Persuasive Essay due by midnight to Bb

4/27 Review for Grammar quiz

**Week 15 May 1 - 7**

5/2 Grammar Quiz #4 Apostrophes and Fragments, essay analysis work

5/4 Review Final exam topic

**Week 16 May 8 - 12**

**Final Exam Tuesday, May 9th 10:15 am – 12:15 pm**

Due dates might be changed if conflicts should arise. More information about each assignment will be available on the Blackboard website.

Paper Grading Rubric

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Grammar, Punctuation, Mechanics, Spelling*</b>	1 – 4 Errors	5 – 8 Errors	9 – 12 Errors	13 – 17 Errors
<b>Length</b>	Meets maximum expectations	Exceeds minimum expectations	Meets minimum requirements	Within 1/3 – 1/4 range of minimum
<b>Organization</b>	Clear thesis, solid introduction, has topic sentences; stays on topic in paragraphs; gives specific details; conclusion moves beyond thesis	Clear thesis, adequate introduction, has topic sentences; does fair job of staying on topic, gives some detail; summary type of conclusion	Introduction short but has a thesis; some topic sentences, has paragraphs that sometimes wander away from topic, lack of specifics in elaboration; repeats thesis in conclusion	Introduction very short with a weak thesis or only has a thesis as introduction; few or no topic sentences; paragraphs lack cohesion and unity (wanders around); 1 sentence or no conclusion
<b>Documentation/Research</b>	Exceeds expectations for # of quotes and sources; all quotes integrated or paraphrased and documented correctly w/ Works Cited error-free	Meets expectations for # of quotes and sources; most quotes integrated, paraphrased, and documented correctly; 5 or less errors on Works Cited	Meets expectations for # of quotes and sources, some integrated, paraphrased, and documented; 6 – 12 errors on Works Cited	Lacks quotes and sources; Fails to integrate, paraphrase, and document most correctly; error-filled or missing Works Cited
<b>Argument</b>	Takes a stand and makes reader support it. Presents opposing viewpoint and refutes it. Maintains a logical and unbiased tone.	Takes a stand most of the time and is convincing; presents opposing viewpoint and tries to refute it. Maintains a consistent and logical tone.	Takes a stand but uses less effective lexicon; Mentions opposing viewpoint; Has difficulty maintaining logic and unbiased tone.	Fails to take a stand and /or moves from side to side; Ignores obvious opposing argument; Tends to be illogical and displays bias toward topic.