

English 1301: Composition I

Syllabus/Policies

Spring 2017

Instructor: Ms. Mollie Moore
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Office: Communications 102
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Class Meetings:
1301.010—TR 11:00 AM-12:15 PM // CM 121

Office Hours:
MW: 11 AM-12 PM & 1-2 PM
TR: 1-2 PM
F: 8:30 AM-11:30 PM

Text & Materials:

The following are requirements for this course. You will need to purchase them immediately and consult them frequently as you complete coursework.

Textbook

Langan, John, editor. *College Writing Skills with Readings*. 9th ed., McGraw-Hill, 2014.
ISBN: 9781260014525.

+ **the Connect Writing access code** (this is packaged with new books or bought separately with used/rented books) ISBN: 9780077724184.

+ **the Criterion Online Writing access code** (this is a separate code, not with the book publisher) ISBN: 9780886853822

Software

- High-speed Internet connection
- Web browser
- Blackboard account
- Microsoft Word (papers will only be accepted in .doc or .docx format; you must use a Microsoft product)

Other

- Loose leaf paper and a pen/pencil for every class meeting (this is to take notes that you will turn in for a grade)
- Several different colored highlighters and/or pens for peer review and editing
- Flash/Thumb/Online Drive to store each of your typed assignments for this course. *Save often to avoid heartache later: “My computer crashed with my assignment on it, so I had to start over, and that’s why my paper is late,” is not an acceptable excuse. Save your work in numerous places, and save it frequently.*

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 other humanities.

Scope/Purpose:

The purpose of English 1301 is to help students understand and apply standards of correctness in formal thought and the written English language. This course 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. Collateral readings from all areas of the humanities are included.

Requirements:

This course is a hands-on, reading and writing intensive workshop. As such, students can expect to:

- Write a minimum of eight 500-word essays (or the equivalent), including the final exam. These essays will be graded according to the standards set forth in this syllabus. Students will be notified of any changes to the methods of evaluation section of this syllabus by the instructor.
- Read short stories, poems, and essays from all areas of the humanities.
- Participate actively in class discussions of the readings.
- Participate actively in peer review and in-class writing workshop activities.
- Demonstrate understanding of the readings through discussion, examinations and writing assignments.
- Demonstrate understanding of grammar, logic, and rhetorical modes through examinations and other writing assignments.

Goals/Objectives:

Students who successfully complete this course will have written a minimum of eight, 500-word essays (or the equivalent) that reflect their ability:

- To understand writing as an interactive process: that is, writing conceived as a connected and interactive process that includes pre-writing, drafting, and revision.
- To apply the principles of writing as a process to writing assignments.
- To analyze both the purpose of and audience for assigned writing assignments.
- To write an argumentative essay that follows the principles of unity and coherence and is appropriately developed to prove a thesis by means of narration, description, illustration, definition, process analysis, cause and effect, comparison and contrast, classification and division, and/or persuasion.
- To write an essay in standard, college-level English.
- To understand and apply basic principles of critical thinking in the development of exposition and argument.
- To understand and demonstrate personal and academic responsibility and integrity.

Grades:

Major Essays (6, includes final)	60%
Essay Exams (4)	20%
Individual Conferences (2)	10%
Connect Assignments (4 groups)	} 10%
Daily Participation	
Reflection Quizzes	
Total	100%

Grading Scale:

A (Superior): 100-90%
B (Good): 89-80%
C (Average): 79-70%
D (Poor): 69-60%
F (Unacceptable): 59-50%

All grade percentages will come from an average of the grades in that category except for Major Essays which are divided as follows:

Major Essays:

Essay #1 (Writing Process)	5%
Essay #2 (Definition)	15%
Essay #3 (Cause/Effect)	20%
Essay #4 (Comp/Contrast)	20%
Essay #5 (Argument)	30%
Essay #6 (final exam narrative essay)	10%

Explanation of Grading Components:

Major Essays

Major essays are the final, polished copy of the essays we work on during each unit of class. These essays should reflect your knowledge of the content of class, mode of writing, and standards of English. **You will receive a detailed assignment sheet for each major essay.**

Essay Exams

During this class period you will write an essay based on the conventions we have studied for that unit. For example, in Unit 5 we will learn how to write an argument. Then, during the essay exam you will write an argument paper based on what you have learned and the assignment sheet you received at the first of the unit. While this essay will be considered a “rough draft,” it will need to be an adequate reflection of the unit’s goals. **You will receive a detailed assignment sheet for each essay exam.**

Individual Conferences

Conferences will give you a chance to consult me on your completed essay exam/rough draft in order to improve and expand on your first draft. You will be required to bring **2 copies** of your paper (one for you, one for me). You will read your paper out loud to me while I write feedback on my copy.

Connect Assignments

These are online, graded assignments to help you learn both modes of writing and standards of written English. Each day you do not attend group peer review will be spent working on and completing all the connect assignments for that essay.

Reflection Quizzes

These quizzes will be reflective writings about your graded major essays. You will complete the given prompt after each essay is graded.

Daily Participation

You are expected to participate in classroom activities and discussion *to be counted present for the day*. Some of the daily work within the classroom will include pop-reading quizzes, in-class/group work, discussion, and taking notes during lecture. Your daily participation grade will be a reflection of your engagement on each day of class. Absences will affect your daily participation grade.

Evaluation:

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

- Use of the conventions of standard grammar.
- Use of the appropriate pattern of development for the assignment.
- Use of the principles of unity and coherence.
- Use of logical, factual arguments to advance a precise, concise, and sophisticated thesis that meets the intent of the assigned essay.

* Specific assignment requirements will be given and discussed in class.

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 move beyond the average.

Absence Policy:

Any student who misses more than 4 class sessions (2 weeks) could be dropped with a grade of “X.” If the student is failing, due to poor work or missing assignments, the student could be assigned a grade of “F.” An absence is defined as failing to attend class, missing 15 or more minutes of class, or leaving class without the instructor’s approval. Whenever possible, students should let the instructor know about expected absences as soon as possible (before the class meeting if at all possible).

Additionally, a student accrues an absence each time he or she accumulates a total of three tardies. **A tardy is defined as being more than 10 minutes late OR leaving class for any reason during the designated class time. PLEASE** take care of any personal business between classes. It is considered impolite to leave a class while it is in session (even when doing group or individual work).

Because this is a student-oriented class, regular attendance is crucial to understanding. With each absence, your participation grade will be impacted. If you are not prepared for workshop assignments, you may be asked to leave class and will be given an absence. If you must be absent, be sure to check Blackboard and check with another class member for any changes in the syllabus so that you can be prepared for the next class meeting. You will still be responsible for the material you have missed and for the upcoming material for the next class. “I was absent, so I didn’t know that was due,” is not an acceptable excuse.

Professionalism and Preparedness:

Being prepared means that the student has carefully read all required readings and completed any out-of-class writing assignments. All actions and words should reflect kindness and respect for both the instructor and all other students. Disruptive behavior is not restricted to behavioral issues alone; it can include interruptions from cell phones, iPods/mp3 players, sidebar conversations, or beeping watches. None of these behaviors is conducive to the environment we hope to promote this semester.

Contacting the Instructor:

The best way to reach me is through email (given above). Although I cannot guarantee that I will respond to your messages right away, I do check my email frequently. Please realize that if you email me after 5 PM, I cannot guarantee a response that night. Weekend responses may be slower or delayed until the next school day. Your SPC email is considered an official form of communication between you and me, so it is extremely important that you check your SPC email regularly.

If you have any questions or concerns about the class or your performance in the class, please do not hesitate to set up an appointment with me during office hours or write an email to me. I would rather hear about your concerns early in the semester when we still have time to work together, rather than at the end of the class when it is too late for me to help you. Also, if you have any special accommodations please let me know of your needs as soon as possible.

After I hand back graded essays, you must wait 24 hours before you can discuss your grade with me. This time should be spent reading and processing my comments. I am happy to explain my comments and grading rubric and to answer any questions that you may have, but I require that all students let 24 hours pass before contacting me regarding essay grades.

Academic Integrity—Plagiarism/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.

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 Center 806-716-2577, Reese Center (also covers ATC) Building 8: 806-716-4675, Plainview Center Main Office: 806-716-4302 or 806-296-9611, or the Health and Wellness main number at 806-716-2529.

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.

This syllabus and schedule is subject to change at the instructor’s discretion. Continued enrollment by the student in the course indicates that the student agrees and will abide by all policies set forth in this syllabus by the instructor.

Class Schedule

Week 1

T 1/17: Introductions // Syllabus // Expectations

R 1/19: Explanation of Assignments // Critical Thinking, Reading, and Writing

- Lecture/Practice/Prompt for *Essay #1*
- “An Introduction to Writing” Pg. 2

Week 2

T 1/24: Intro to Writing/Writing Process/MLA Citation

- “The Writing Process” Pg. 22

R 1/26: “The Writing Process,” continued

Week 3

T 1/31: Lecture/Practice/Prompt for *Essay #2*

- “Definition” Pg. 304
- “The First and Second Steps in Essay Writing” Pg. 50

R 2/2: **Writing Process Response Paper Essay #1 DUE**

- MLA Citations/Plagiarism
- Class will not meet in person. You will complete an online assignment for attendance.

Week 4

T 2/7: Sample Essays/Prewriting/Organization

- “The Third Step in Essay Writing” Pg. 83
- “The Fourth Step in Essay Writing” Pg. 110

R 2/9: Essay Exam 2 (**meet in computer lab TC 108**)

Week 5

T 2/14: Individual Conferences + Connect Assignments Open

- “The Four Bases for Revising Essays” Pg. 144

R 2/16: Individual Conferences + Connect Assignments Open

Week 6

T 2/21: Essay #2 Revision Packet/Workshop

- (+ Connect Assignments Still Open)

R 2/23: **Essay #2 DUE + Connect Assignments CLOSED (at 11:59 PM)**

- Lecture/Practice/Prompt for *Essay #3*
- “Cause and/or Effect” Pg. 260

Week 7

T 2/28: Sample Essays/Prewriting/Organization

R 3/2: Essay Exam 3 (**meet in computer lab TC 108**)

Week 8

T 3/7: Individual Conferences + Connect Assignments Open

R 3/9: Individual Conferences + Connect Assignments Open

Spring Break

T 3/14
R 3/16

**Week 9**

T 3/21: Essay #3 Revision Packet/Workshop

- (+ Connect Assignments Still Open)

R 3/23: **Essay #3 DUE + Connect Assignments CLOSED (at 11:59 PM)**

- Lecture/Practice/Prompt for *Essay #4*
- “Comparison and/or Contrast” Pg. 281

Week 10

T 3/28: Sample Essays/Prewriting/Organization

R 3/30: Essay Exam 4 (**meet in computer lab TC 108**)

Week 11

T 4/4: Peer Edit/Revision/Expansion + Connect Assignments Open

R 4/6: Local Revision/Proofreading + Connect Assignments Open

Week 12

T 4/11: **Essay #4 DUE + Connect Assignments CLOSED (at 11:59 PM)**

- Lecture/Practice/Prompt for *Essay #5*
- “Argument” Pg. 343

R 4/13: Lecture/Practice/Prompt + Connect Assignments Open

- “Argument” Pg. 343

Week 13

M 4/17: Easter Holiday

T 4/18: Sample Essays/Prewriting/Organization

R 4/20: Library Research (meet in Library Computer Lab)

Week 14

T 4/25: Essay Exam 5 (**meet in computer lab TC 108**)

R 4/27: Peer Edit/Revision/Expansion

Week 15

T 5/2: **Essay #5 DUE + Connect Assignments CLOSED (at 11:59 PM)**

- Lecture/Practice/Prompt for *Essay #6*
- “Narration” Pg. 203

R 5/4: Sample Essays/Prewriting/Organization

- Rough thesis and outline

Week 16: Finals

T 5/9: Final Exam // 10:15 AM – 12:15 PM // **TC 108**

(see attached finals schedule for reference)

Spring Semester 2017 Final Exam Schedule

Date	Regular Class Time	Schedule Exam Time
May 8, 2017 (Monday)	MW 8:00 a.m.-9:15 a.m.	8:00 a.m.-10:00 a.m.
	MWF 8:00 a.m.-8:50 a.m.	8:00 a.m.-10:00 a.m.
	MW 11:00 a.m.-12:15 p.m.	10:15 a.m.-12:15 p.m.
	MWF 11:00 a.m.-11:50 a.m.	10:15 a.m.-12:15 p.m.
	MW 1:00 p.m.-2:15 p.m.	1:00 p.m.-3:00 p.m.
	MW 4:00 p.m.-5:15 p.m.	3:15 p.m.-5:15 p.m.
	MW 7:00 p.m.-8:15 p.m.	5:30 p.m.-7:30 p.m.
May 9, 2017 (Tuesday)	TR 8:00 a.m.-9:15 a.m.	8:00 a.m.-10:00 a.m.
	TR 11:00 a.m.-12:15 p.m.	10:15 a.m.-12:15 p.m.
	TR 2:30 p.m.-3:45 p.m.	1:00 p.m.-3:00 p.m.
	TR 5:30 p.m.-6:45 p.m.	5:00 p.m.-7:00 p.m.
	TR 7:00 p.m.-8:15 p.m.	7:15 p.m.-9:15 p.m.
May 10, 2017 (Wednesday)	MWF 9:00 a.m.-9:50 a.m.	8:00 a.m.-10:00 a.m.
	MW 9:30 a.m.-10:45 a.m.	8:00 a.m.-10:00 a.m.
	MWF 10:00 a.m.-10:50 a.m.	10:15 a.m.-12:15 p.m.
	MWF 12:00 p.m.-12:50 p.m.	1:00 p.m.-3:00 p.m.
	MW 2:30 p.m.-3:45 p.m.	3:15 p.m.-5:15 p.m.
	MW 5:30 p.m.-6:45 p.m.	5:30 p.m.-7:30 p.m.
	MW 8:30 p.m.-9:45 p.m.	7:45 p.m.-9:45 p.m.
May 11, 2017 (Thursday)	TR 9:30 a.m.-10:45 a.m.	8:00 a.m.-10:00 a.m.
	TR 1:00 p.m.-2:15 p.m.	10:15 a.m.-12:15 p.m.
	TR 3:30 p.m.-4:45 p.m.	1:00 p.m.-3:00 p.m.
	TR 4:00 p.m.-5:15 p.m.	1:00 p.m.-3:00 p.m.