

English 1301 Composition I Fall 2017

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Required Textbooks:

Langan, John. *College Writing Skills with Readings*. 9th Ed.

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 the other humanities.

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 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.

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.

Course Requirements (B):

1. Be on time and regularly attend class
2. Be responsible for the learning process, including preparation for class, such as reading and homework; participation in class discussions, including asking relevant questions; getting assignments and/or notes if absent; and accepting responsibility for not understanding an assignment or failing an assignment
3. Be responsible for having an appropriate attitude and using appropriate language in academic environments; not use condescending, inflammatory or profane rhetoric, whether verbally or in written form, in academic environments
4. Have respectful behavior toward instructor and classmates in order to contribute to the atmosphere necessary for learning
5. Be responsible for courteous actions to others, especially by putting away cell phones and other distractions while in class
6. Be responsible for writing down all grades and applying them to the grading scale used for the class, which is shown in the course's policy statement/syllabus
7. Submit all assignments in accordance with due dates, formats, and requirements
8. Avoid all forms of cheating and plagiarism on all assignments, including improper collaboration
9. Ask questions when something is unclear.

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 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.

Evaluation:

Assignments must be turned in on the day that they are due. It is your responsibility to turn in assignments when you are going to be absent. Due dates will be posted every week.

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

1. Accuracy of content;
2. Use of the conventions of standard grammar;
3. Use of the appropriate method of development for the assignment;
4. Use of the principles of unity and coherence; and
5. Use of logical, factual arguments to advance the thesis of the assignment.

Academic Integrity--Plagiarism and 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.

Attendance Policy:

Whenever absences become excessive and, in the instructor's opinion, minimum course objectives cannot be met due to absences, the student may be withdrawn from the course. Refer to the instructor's course information sheet for details of the attendance policy.

Diversity Statement:

In this class, 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 and can be.

Accommodations:

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, call or visit the Special Services Office in the Student Services building, Levelland campus, 894-9611 ext. 2529, or Reese Center Building 8, 885-3048, ext. 4654.

Week of Aug. 21nd

Introduction

Writing Process

Narration pg. 203

Discussion

Week of Aug. 28th

Sample Essays and Discussion

Connotation and Denotation

Begin work on Narrative Essays

Week of Sept. 4th

No School- Monday

Peer Review

Editing

Exam

Friday- Narrative Essays Due

Week of Sept. 11th

Descriptive Essay pg. 182

Imagery Discussion

Objective and Subjective

Figures of Speech

Week of Sept. 18th

Daniel Merriam Paintings

Sample Essays

Begin work on Descriptive Essays

Week of Sept. 25th

Peer Review

Editing

Exam

Friday- Descriptive Essay Due

Week of Oct. 2nd

Monday- No School

Exemplification Essay pg. 222
Finding a Topic
Purposes of an Exemplification Essay

Week of Oct. 9th

Sample Essays
Begin work on Exemplification Essay

Week of Oct. 16th

Peer Review
Editing
Exam
Friday- Exemplification Essay Due

Week of Oct. 23th

Process Writing pg. 242
Examples of Process Writing

Week of Oct. 30th

Sample Essays
Begin work on Process Essay

Week of Nov. 6th

Peer Review
Editing
Exam
Friday- Process Writing Due

Week of Nov. 13th

Argumentation pg. 343
Purpose
Evidence
Concession and Refutation
Inductive and Deductive Reasoning

Week of Nov. 20th

Thanksgiving
Sample Essays
Begin Work on Argumentation Essay

Week of Nov. 27th

Peer Review
Editing
Final Exam
Argument Essay Due

Week of December 4th

Resume and Cover Letter Writing

Due on December 16th

I reserve the right to make changes as needed to the above syllabus should the need arise.