

**South Plains College  
Course Syllabus: ENGL 1301  
Revised August 2017**

**Department:** English and Philosophy

**Discipline:** English

**Course Number:** ENGL 1301

**Course Title:** Composition I

**Instructor:** Dr. Jamie B Wormsbaker

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**Word of Welcome**

WELCOME to the dual credit course English 1301! As Juniors and Seniors you have an incredible opportunity to take college courses during your last few years of high school. The fact that you are in this class suggests that you are motivated and capable. I will hold high expectations for each of you, but I will also offer you any help you might need along the way. I want each of you to succeed and feel good about what you have produced in this class. Let's work together to make this class an extraordinary opportunity for you to grow as readers and writers. You can expect a rigorous (but fun) class this semester.

**About Me**

My name is Jamie Brook Wormsbaker, and I love to teach and to learn from my students. I have a lovely family, which includes my nine year old son, Ryder, my five year old son Gunnar, and my husband, Kelcey, who also teaches High School science and coaches football. In addition we have two dogs (Sandy and Bear) and a grouchy older cat named Chico.

Both my husband and myself have dedicated our lives to teaching, because we strongly believe that learning affords people the opportunity to escape oppression and to also enrich any life, no matter the circumstances. I have spent a long time in school in order to be the best teacher I can possibly be. I began my college education at the University of Nevada at Las Vegas where I earned a B.A. in English. From there, I went to the University of New Mexico where I earned an M.A. in English. Finally, after 11 long years of school, I earned a Ph.D. from Texas Tech in English. While at UNM and TTU, I was able to teach college courses at all levels, from Freshman composition to Senior level literature. You might feel good knowing that the dual credit course you take with me will be taught just as I have taught it at major universities. This means you are truly experiencing a college level course. I know that each of you can succeed in this class and will be more prepared for any road you choose after high school as a result.

**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.

**Prerequisites:**

- Students must be TSI-compliant in both writing and reading.
- International students who do not have a TOEFL score of 550 must enroll in ENGL 0301 or 0302 or ESOL 0301 or 0302.

**Credit:** 3 **Lecture:** 3 **Lab:** 0

**Textbook options:**

1. Langan, John. *College Writing Skills with Readings*. 9<sup>th</sup> ed., McGraw-Hill, 2013, with optional *Connect Composition Essentials* 4-year access. ISBN for the Langan book by itself, with no code: 9780078036279

**Supplies:** Access to computer with printer and internet access, A Spiral Journal, A large ring binder, Note Cards

**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. Exhibit logic, unity, development, and coherence to create essays.
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.

**Student Learning Outcomes Assessment:** A pre- and post-test and/or a writing assignment rubric will be used to determine the extent of improvement that the students have gained during the semester.

**Course Evaluation:**

*Students will write a minimum of six 500-word essays, per SPC English Department requirements.*

*Assignments may include but are not limited to:*

*Diagnostic Essay  
 Narration/Description Essay  
 Process Analysis Essay  
 Cause and/or Effect Essay  
 Comparison and/or Contrast Essay  
 Definition Essay  
 Division-Classification Essay  
 Argument Essay  
 Resume and Cover Letter  
 Reading Quizzes  
 Grammar Quizzes  
 Collaborative Assignments  
 Midterm  
 Final Exam*

**Methods of Evaluation**

Essays and writing assignments/collaborative projects will be graded using criteria provided on a rubric. I will provide the rubric to you at the beginning of the assignment. Each assignment will have slightly different criteria, but we will go over the criteria in class so that what I'm asking of you is clear for each and every major essay. **Late Work will be counted off ten points for every class period late. When the assignment is two days late, or more, I will no longer accept the assignment and the student grade will be entered as zero.**

**Essay Assessment Guidelines:**

Essays may earn grades ranging from A to F based on the following SPC English department common grading scale. Depending on the assignment, certain criteria may be weighted more than others, and the instructor's assignment may establish additional, more specific criteria. The quality of each of the criteria determines the letter grade. Not every essay will fit a single grade's description completely. Instructors may also include process assignments and drafts in their assessment of the final grade. All assignments must be completed and turned in on the due date before a student will receive credit for the assignment.

**"A" Essay (Superior)**

To earn an "A," a paper meets all of the criteria below:

1. The paper fulfills all the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** The paper states a clear thesis, all topic sentences strongly support the thesis, and body paragraphs are unified around their topic sentences. The essay conveys a clear purpose and is tailored to a distinctive audience.
3. **Support:** Body paragraphs contain abundant, fresh details and examples that provide specific, concrete, logical evidence. If sources are required, the paper

accurately integrates and correctly documents credible source material to add insight, sophistication, and complexity to the paper's ideas.

4. **Coherence:** The organization of the paper is excellent and logical (emphatic order, chronological order, etc.), transitions are sophisticated, and the paper exhibits mastery of basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form) and is virtually free of other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors. Word choice and sentence variety (simple, compound, complex) are effective and powerful.

### **“B” Essay (Strong)**

To earn a “B,” a paper meets all of the criteria below:

1. The paper fulfills all the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** The paper states a clear thesis, all topic sentences directly support the thesis, and body paragraphs display unity. The essay conveys good awareness of purpose and audience.
3. **Support:** Body paragraphs are well-developed with specific details, examples, and sound logic. If sources are required, the paper accurately uses and correctly documents credible source material to supplement its ideas.
4. **Coherence:** The organization of the paper is clear and helpful, transitions are helpful, and the paper exhibits strong basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no more than two major error types (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form) and very few other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors. Word choice and sentence variety are strong.

### **“C” Paper (Acceptable)**

To earn a “C,” a paper meets all of the criteria below:

1. The paper fulfills all the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** A thesis is stated but may lack a strong claim or be obvious or predictable; topic sentences adequately support the thesis. One error in paragraph unity may occur. The essay's purpose and audience are adequately conveyed.
3. **Support:** Body paragraphs contain relevant details or logical reasons but need more specific examples/evidence. If sources are required, credible outside sources are usually integrated and cited correctly.
4. **Coherence:** Organization of ideas is satisfactory, transitions are logical, and the paper indicates competence in basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no more than four major error types (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form). Some other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors are present but not distracting. Word choice and sentence variety are strong.

### **“D” Paper (Developing)**

To earn a “D,” a paper will exhibit *one or more* of the weaknesses below:

1. The paper only partially fulfills one or more of the basic requirements of the assignment (for example, topic, purpose, length, format).

2. **Unity:** The thesis may announce the topic but no claim, contain more than one idea, or be too vague, too broad, or too narrow. Topic sentences are not tied to the thesis. Two errors in paragraph unity may occur. Essay conveys little awareness of audience or purpose.
3. **Support:** Details are sparse or vague and consist of generalizations, clichés, or repetition. If applicable, sources are insufficient and/or not always integrated or cited correctly.
4. **Coherence:** Organization is attempted but disjointed or confusing; transitions are sparse. The paper indicates awareness of but not competence in basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no more than six major error types (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form). Several other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors distract from the content. Informal word choices occur with little or no variety in sentence type and length.

### **“F” Paper (Unacceptable)**

To earn an “F,” a paper will exhibit *one or more* of the weaknesses below:

1. The paper fails to fulfill one or more of the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** The thesis is illogical, incomplete, or missing, so the essay lacks focus on one central idea. Topic sentences are missing, so body paragraphs lack unity. The essay ignores the purpose and audience.
3. **Support:** Details are illogical, irrelevant, or missing from body paragraphs. If sources are required, the paper fails to use sources, does not meet the minimum source requirements, uses source material inaccurately, uses sources that are not credible, fails to document fully or correctly, and/or includes plagiarism.
4. **Coherence:** Organization is incoherent, transitions are missing or illogical, or the paper indicates lack of competence in basic paper components (for example, lack of introduction and/or conclusion, lack of paragraphing).
5. **Sentence Skills:** Seven major error types (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form) occur with numerous other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors. Word choice is often inaccurate, immature, or inappropriate. Multiple sentence structure/syntax errors make the paper difficult or almost impossible to read. If one type or a combination of types of errors, regardless of whether they are major or minor, seriously affects the readability of a paper, it will receive an “F.”

### **Grading Policy**

Formative Grades (Homework, Quizzes, Essay drafts, Other in and out of class work) = 60% of final grade

Summative Grades (Formal exams, Final essays, Quizzes, Other products as designated by instructor) =40% of final grade

### **Student Responsibilities:** Students are expected to

1. 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

2. Be on time and attend class regularly.
3. Be responsible for having an appropriate attitude and using appropriate language in academic environments; not use condescending, inflammatory, threatening, 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.
10. I will keep a weekly homework/assignment calendar in Google Classroom. You will be responsible for checking homework assignments there and getting all assignments for any day you miss class.

#### **Attendance Policy:**

This is a college level class and, in keeping with my South Plains College policy, I will hold students responsible for missed class sessions. If you miss more than 4 unexcused class sessions, your grade will automatically go down by 10%. If you miss more than 6 classes, without excused absences, your grade will go down by 20%. If you miss 10 class sessions, you will automatically fail this course.

**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 can 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.

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

**Student Code of Conduct Policy:** Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating, aggressive, or demeaning. Student conduct that disrupts the learning process or is deemed disrespectful or threatening shall not be tolerated and may lead to disciplinary action and/or removal from class.

**Disability 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 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 Office) 806-716-2577, Reese Center (Building 8) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

**Nondiscrimination Policy:** The instructor will do his or her best not to discriminate on the basis of age, color, disability, ethnic background, gender, national origin, race, religion, sexual orientation, or veteran status.

**Diversity Policy:** In this class, the instructor will endeavor to 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 participants to learn about others, about the larger world, and about themselves.

Campus Concealed Carry syllabus statement:

Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at: ([http://www.southplainscollege.edu/human\\_resources/policy\\_procedure/hhc.php](http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php))

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

Note: The instructor reserves the right to modify the course syllabus and policies, as well as notify students of any changes, at any point during the semes

**Lubbock-Cooper High School**

**English Department**

**Jamie Wormsbaker**

**Dual Credit Course Contract**

The purpose for dual credit courses is to prepare students for college work and to give students the opportunity to receive college credit while in high school. Typically, successful dual credit students are task-oriented, are proficient readers, are able to prioritize, and have parental/guardian support.

Dual credit courses are different from regular high school courses in that they are taught with curricula that include guidelines from South Plains College, and contain upper level or sophisticated reading and writing projects. Other characteristics of dual credit courses may include content immersion, a fast pace, and performance assessed through higher level thinking skills including analysis, synthesis, and evaluation.

**STUDENT, PARENT, TEACHER RESPONSIBILITIES:**

**STUDENT**—I agree to organize my time and effort to complete successfully the course listed above. I will notify the teacher immediately if I fall behind in class assignments and/or readings.

**PARENT/GUARDIAN**—I agree to be familiar with the requirements of the course listed above and to help my son/daughter organize study time in support of class assignments. I will notify the teacher immediately of any concerns I have relating to the dual credit class or my child's progress.

**TEACHER**—I agree to teach the dual credit course listed above at a level and pace as outlined by South Plain College's English department, and, in appropriate cases, the district's differentiated curriculum policies. Parents and students will be notified immediately if assigned work and/or assessments are unsatisfactory.

**EXITING POLICY**—A student may drop the dual credit course if he/she does not feel comfortable with the work load or does not feel prepared for the course.

**HONOR CODE**—This class will be conducted under an honor code. All students will be expected to do their own work. Occasionally, students will be given projects or exams that must be completed outside of class. Breaking the code may result in the student's removal from the course.

**STUDENT** \_\_\_\_\_

**PARENT** \_\_\_\_\_

**TEACHER** \_\_\_\_\_