

English 1301 Composition and Rhetoric  
Policy Statement and Syllabus  
Fall 2018

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School: Southcrest Christian School

**Scope/Purpose:** English 1301 helps students develop their writing, reading, and thinking skills to a level that is appropriate for university and professional standards. Students will read and write throughout the course. We will produce a series of major essays and a research paper that will immerse the students in the writing process, requiring students to brainstorm, draft, revise and edit before turning in. We will employ the recursive process to improve our papers. Students will integrate class readings with the written assignment.

**Texts / Supplies:** Available at the SPC Bookstore or online

1. "Literature Craft & Voice, Second Edition", Nicholas Delbanco and Alan Cheuse
2. "A Writer's Reference 9<sup>th</sup> Edition," Diana Hacker, Nancy Sommers, Bedford/St. Martin's
3. "MLA Guidelines for Documenting Sources," McGraw Hill
4. "True Grit," by Charles Portis (Students will purchase this from the school.)
5. Access to a computer with printer and Internet access. Unless completed in class all assignments will be printed out using the following standards:
  - a. Times New Roman Font
  - b. 12 Pitch
  - c. Double Spaced
  - d. 1 inch margins all around
6. A theme-book
7. One ream (500 sheets) of printer paper

**Requirements:**

**Major Essays** Students will write five major essays, several shorter in-class essays, complete various in-class worksheets, a research paper, and a final exam. All papers will be typed, double-spaced, Times New Roman font set at 12 pitch, with one inch margins. Students will employ MLA documentation style when quoting or annotating source material.

1. **Essay 1 – Personal Hero / Role Model:** Students will write a paper about an individual they know personally and consider either a hero or role model (mother, father, sibling, grandparent, minister, etc.).
2. **Essay 2 – Narrative:** Students will write a paper about an experience that has shaped their lives.

3. **Essay 3 – Compare / Contrast, Generic Literary Hero:** Students will compare a character to heroic traits and decide if the character is truly a hero. This paper requires at least one source quoted (text / movie).
4. **Essay 4 – Evaluation of a Current Public Figure:** This paper is an evaluation of a living celebrity, determining whether or not that person is a hero. The traits are not part this paper. Students will develop criteria for this paper. Students must provide two outside sources (internet) for this paper.
5. **Essay 5 – Evaluative:** Students will evaluate “True Grit” by Charles Portis. This will be a major paper.
6. **Research Paper** – Students will write a research paper, minimum ten pages, on a subject they choose and I approve. This will be a major project and comprise a significant portion of their final grade. The rubric will give details on the percentage of the grade.

***In Class Essays:*** Students will write several short responsive essays in class. These essays will explore material we read or discuss in class.

***Worksheets / Quizzes:*** We will complete a variety of worksheets and quizzes designed to hone specific skill-sets; developing a strong thesis for example. Normally we will assign and complete these in class. I will use quizzes to assess such things as completing a reading assignment.

***Daily Writing:*** Each class period we will spend some time writing on an assigned topic of the day. Most weeks we will take up one of those writings for a grade. This is largely a participation grade, as the students will not have time for rewriting.

***Participation / Behavior:*** Each week I will assign a grade for classroom participation / behavior. This is an easy way to get an A each week.

***Due Dates:*** We will remain flexible when assigning due dates, taking other school activities into account. That said, **once we pick a due date, students must turn the assignment in on time.** I will accept appropriately formatted documents via email. Students must use either Google Docs or MS-Word for their assignments. Printer or network problems at home do not justify late work.

***Grading Rubric:*** I will grade activities and assignments according to the following rubric.

Daily Writing:	5%
Worksheets / Quizzes:	20%
Class Participation / behavior:	10%
Essays	30%
Research Paper	20%

**Please note that since this is a college course the Southcrest Christian School exemption policy does not apply. All students will take the final exam. Also, since the Southplains and Southcrest semesters do not exactly overlap, it is possible for a student to receive a different grade for each institution. Though this is rare and I seek to avoid such an occurrence, it remains possible.**

***General Writing Standards:*** In general, I will evaluate your products using the following criteria:

1. Employing conventional standards of grammar (Not journalistic, Associated Press for example).
2. Using the appropriate method of development.
3. Organizing the paper logically and maintaining coherence.
4. Supporting your argument logically with facts that persuade.

***Student Learning Outcomes:*** Successful completion of this course will result in students that:

1. Understand that writing is an interactive process that includes prewriting, writing, and revision and apply those principles to assignments and papers.
2. Develop a paper in an appropriate and logical order, structure, or 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 logic to writing in order to make its communication more efficient, coherent, and powerful.
6. Understand apply the grammatical and mechanical elements of writing in order to promote effective and powerful communication.
7. Make constructive suggestion for others' work during Peer Editing and other critiques of presentations.
8. 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.

**Attendance Policy:** Since this is a dual-credit course, students must understand the attendance policies of both Southcrest Christian School and Southplains College:

**Excerpts from the Southcrest Christian School Attendance Policy:**

*General:* In accordance with the Texas Education Code, students must be in attendance a minimum of 90% of the school year, or they run the risk of repeating the grade level. An auto-generated email will be sent to parent/guardian after a student reaches (6) absences. This is a state requirement. This ensures the student is adequately receiving the academic instruction that is required for his/her grade level. Absences affect student grades and can have an effect on promotion and graduation. Our policy, which follows state guidelines, requires that students not be absent more than eight (8) days per semester or four (4) days for a block scheduled class. This includes any parent/guardian request days that have been taken. Excessive absences will result in the possibility of losing credit and/or the ability to promote to the next grade level. If the administrator determines that instruction has been negatively affected, an educational plan will be enacted.

Specific Items of Interest:

1. If a student is absent two or more days, the student may look on the parent's web to find work missed or it is their responsibility to ask the teacher for make-up work and turn it in on time. The student has the same number of days as they were absent to complete missed work, excluding family trips.
2. If a student is absent due to a school sponsored event, such as a basketball game or concert, all work must be turned in the first day they return to class. Students do not get the same number of days they were absent to make up the work.

**Southplains Attendance Policy:** Students are expected to attend all classes in order to be successful in a course. The student may be administratively withdrawn from the course when absences become excessive as defined in the course syllabus.

When an unavoidable reason for class absence arises, such as illness, an official trip authorized by the college or an official activity, the instructor may permit the student to make up work missed. It is the student's responsibility to complete work missed within a reasonable period of time as determined by the instructor. Students are officially enrolled in all courses for which they pay tuition and fees at the time of registration. Should a student, for any reason, delay in reporting to a class after official enrollment, absences will be attributed to the student from the first class meeting.

Students who enroll in a course but have "Never Attended" by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records. A student who does not meet the attendance requirements of a

class as stated in the course syllabus and does not officially withdraw from that course by the official census date of the semester, may be administratively withdrawn from that course and receive a grade of “X” or “F” as determined by the instructor. Instructors are responsible for clearly stating their administrative drop policy in the course syllabus, and it is the student’s responsibility to be aware of that policy.

It is the student’s responsibility to verify administrative drops for excessive absences through MySPC using his or her student online account. If it is determined that a student is awarded financial aid for a class or classes in which the student never attended or participated, the financial aid award will be adjusted in accordance with the classes in which the student did attend/participate and the student will owe any balance resulting from the adjustment.

**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 it.*

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. Giving an in-text citation only at the end of a paragraph.

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.

### **Integrity:**

1. Despite what some talking heads and politicians may say, we are not in a “Post Truth” society or culture. In John 14:6 Jesus reminds us that, “I am the way, the truth and the life. No one comes to the father except by me.” English Standard Version (ESV) In Hebrews 13:8 the writer reminds us that, “<sup>8</sup> Jesus Christ is the same yesterday and today and forever.” ESV Since Jesus remains, truth remains. As Christians we must embrace truth, not only in the theological aspect, but also

in each and every thing that we do, including the classroom and all its attendant activities. A failure of integrity is the most grievous of all failures; yet, in some ways our society and culture pass off integrity failures as minor things. Here are a few of the integrity issues that I commonly see in the classroom:

- a. Lying about computer problems in order to gain additional time to complete an assignment.
  - b. Using someone else's work and passing it off as your own.
  - c. Dividing up an assignment amongst a group and then copying down each other's answers.
  - d. Using Sparknotes or other similar website as source material instead of a guide or resource.
  - e. Using copy and paste without giving appropriate credit.
2. Once lost, integrity is very hard to regain. Often you will hear people say, "Follow your heart." And, that sounds good, perhaps even noble; however, we must keep in mind the words of the old prophet, Jeremiah, "The heart is deceitful above all things and beyond cure. Who can understand it?" Jeremiah 17:9 He reminds us that our heart is, in fact, not trustworthy. If we desire to protect our integrity, we must measure by a different standard.

**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:** 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.

***Summation:*** Taking a dual-credit class represents a significant commitment on the part of students and parents. Students must work at a higher level in this class in order to justify earning credit at the high school and college level. Those who work hard will excel and enjoy the benefits of earning college credit while still in high school.