

English 1301 – College Composition I

Fall 2019

ENGL 1301-C001 – MW 8:00 a.m. to 9:15 a.m., Levelland Campus, CM 123

INRW 0300-C001 – MW 9:30 a.m. to 10:45 a.m., Levelland Campus, CM 123

Dr. Roy Bearden-White / Department of English

Required Texts:

Langan, John. *College Writing Skills with Readings*. 9th ed. United States: McGraw Hill Higher Education, 2013. ISBN: 9780078036279

Access to a computer with printer and Internet access

Suggested Texts and Supplies:

A standard collegiate dictionary, such as *Merriam Webster Collegiate Dictionary*

A flash drive or internet cloud storage.

Required means of communication: All electronic correspondence for this class will be sent to your southplainscollege.edu address, so it is your responsibility to monitor the account on a regular basis.

Departmental 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.

This course satisfies a Core Curriculum Requirement of the Communication Foundational Component Area

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) Write essays that exhibit logic, unity, development, and coherence. 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, voice, parallelism, punctuation, spelling, and mechanics in language appropriate for academic essays. 7) Write a minimum of six 500-word essays.

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.

Integrated Reading and Writing 0300

Fall 2018

ENGL 1301-001 – MW 8:00 a.m. to 9:15 a.m., Levelland Campus, CM 123

INRW 0300-001 – MW 9:30 a.m. to 10:45 a.m., Levelland Campus, CM 123

Dr. Roy Bearden-White / Department of English

Required Texts:

Langan, John. *College Writing Skills with Readings*. 9th ed. United States: McGraw Hill Higher Education, 2013. ISBN: 9780078036279

Access to a computer with printer and Internet access

Suggested Texts and Supplies:

A standard collegiate dictionary, such as *Merriam Webster Collegiate Dictionary*

A flash drive or internet cloud storage.

Required means of communication: All electronic correspondence for this class will be sent to your southplainscollege.edu address, so it is your responsibility to monitor the account on a regular basis.

Departmental Course Description: INRW 0300 serves as a paired support course for students enrolled in ENGL 1301 who are not yet TSI-complete in reading and/or writing. The focus is on teaching students critical reading and academic writing skills to equip them for success in Composition I. Successful completion of this course fulfills TSI requirements for reading and/or writing.

Student Learning Outcomes: Upon successful completion of this course, students will 1) Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths. 2) Comprehend and use vocabulary effectively in oral communication, reading, and writing. 3) Identify and analyze the audience, purpose, and message across a variety of texts. 4) Describe and apply insights gained from reading and writing a variety of texts. 5) Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose. 6) Determine and use effective approaches and rhetorical strategies for given reading and writing situations. 7) 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. 8) Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim. 9) Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments. 10) Recognize and apply the conventions of Standard English in reading and writing.

Scope/Purpose: The purpose of the co-requisite English courses is to provide developmental English students with a streamlined educational pathway to successfully complete the basic college requirement of English 1301. This program enables the student to develop his or her writing skills quickly and to complete college writing requirements faster than with the typical sequential approach to these classes. ENGL 1301 and INRW 0300 are considered paired courses and are a "package deal." If students get dropped from one, then they are automatically dropped from the other. The corequisite courses are taught in such an integrated way that a student cannot be successful in one course without the other.

How to Contact me:

Office: Levelland Campus, CM 103d

Office Hours: Mondays and Wednesdays

Tuesdays and Thursdays

Fridays

11:00 a.m. to 12:00 p.m.

2:30 p.m. to 3:30 p.m.

9:00 a.m. to 12:00 p.m.

Other times by Appointment

Office Phone: 806-716-4030

Email: rbeardenwhite@gmail.com or rbeardenwhite@southplainscollege.edu

Grading of Course work for ENGL 1301 & INRW 0300:

Essays

Descriptive/Narrative essay (2-3 pages)	10%
Definition essay (2-3 pages)	10%
Cause and Effect essay (3-4 pages)	15%
Compare and Contrast essay (3-4 pages)	15%
Argumentative essay (4-5 pages)	20%
Ten of Eleven Weekly Quizzes (On Blackboard)	20%
Final Exam	10%

Drafting Process: This class views writing as a process. The ability to consistently write well requires the author to constantly re-read and re-evaluate his or her written work. One of the main purposes of this class is to introduce the student to the revision process. Writers should never fall in love with their first drafts. A concentrated effort to revise all papers will be expected. The final drafts **must** display a substantial effort toward improvement. For any of the assigned papers, failure to engage in the revision process, regardless of the quality of the first draft, will result in a failing grade for that paper.

Format of Assignments: As you will discover, part of the writer's job is to orchestrate how the reader perceives the ideas and opinions presented. To that end, meticulous attention needs to be given to the full presentation of papers. All assignments need to conform to MLA standards, although other styles such as Chicago or APA will be acceptable with prior confirmation. All assignments should be typed or computer generated papers with all text in Times New Roman, 12 point font. All assignments should have 1" margins on the sides, top, and bottom. Your name, section number, and date should be in the upper left (or right) hand corner of the first sheet, and your last name with the page number should appear on the top right of any remaining pages. Drafts should be clearly labeled as to 1st or final. Assignments with multiple pages must be stapled. Failure to conform to the above guidelines without prior approval from me may result in a reduction of credit for that assignment. Remember also that all electronically-submitted assignments may be processed through Turnitin.Com to verify originality.

Methods of Evaluation: Students' work is evaluated by means of A, B, C, D, F: Superior, Good, Average, Poor, and Unacceptable. Numerical grades are assigned for convenience in averaging grades only. All assignments must be completed and turned in on the date due before a student will receive credit for the assignment. Essays and writing assignments will be evaluated according to the following criteria:

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

Essay Assessment Guidelines: The grading of essays in this course is neither arbitrary nor subjective. Students are expected to meet specific criteria for each written assignment. Detailed guidelines and grading rubrics for essays can be found on Blackboard.

Late Work: Unless prior approval is received, late submission of assignments will result in a grade deduction of one half-letter grade for each calendar day (not including Saturdays, Sundays, or holidays) that the assignment is late.

Attendance: According to the *South Plains College General Catalog*, "Punctual and regular class attendance is required of all students attending South Plains College. There are no excused absences. Students are responsible for all class work covered during absences. Any student who misses two consecutive weeks will be dropped from the class. Anytime absences become excessive, and, in the instructor's opinion, minimum course objectives cannot be met, students may be dropped." Regular attendance is imperative for successful completion of this course. Mere physical presence, however, is not enough to master the learning objectives outlined in this syllabus. You must also be prepared for each class. This includes having read the assignment,

being ready to discuss the topic, and having completed any writing assignments that were due.

Absence Policy: Any student who misses more than four class sessions may be dropped with a grade of “X” if the student has a passing grade average at that time. If the student is failing, due to poor work or missing assignments, the student will be given a grade of “F.” In special cases because of extenuating circumstances, a student may miss more than four absences and not be dropped, but the student must **immediately** notify me of the attendance difficulty and submit **proof** of those extenuating circumstances, especially if the student already has surpassed the four allowed absences. Students should consult the *South Plains College General Catalog* on pp. 20-22 for the college's detailed policy on class attendance and drops & withdrawals. Students have their own responsibility for dropping a class for too many absences or too much missed work.

- If you are absent, you are still required to complete the assigned work by the indicated due date.
- Students involved in school-sponsored activities need to show me their documentation from the appropriate coach/sponsor before they are absent from class. Students will make arrangements at that time for completing any in-class assignments they may miss.
- I expect you to be on time to class. Tardiness is disrespectful of your classmates and of me. I take attendance at the beginning of class. If you arrive late to class, you may inform me of the fact at the end of class, so I can change your absence to a tardy. If you are 10 or more minutes late to class, you remain marked absent for the day. Three tardies equal one absence.
- If you leave class before you have been dismissed, you will be counted absent.
- Ultimately, your attendance is your responsibility.

Cell Phones, Ipods, Blackberries, Laptops, etc.: I don't know many people who love electronic gizmos more than I do. Not only are they usually incredibly useful, informative, and even educational, they are also typically fun to use. Because of the enormous benefits technology can provide, I do not want to categorically forbid electronic devices from the classroom. With that said, however, electronic gadgets can be quite disruptive in a classroom. In order to negotiate this potential problem, I will need your cooperation in following two simple guidelines:

- The classroom is a communal environment which requires each student to respect the learning experiences of the others. Please consider how your devices may impact, and in some cases simply annoy, others who sit near you.
- You enrolled in, and paid for, this class with a specific purpose in mind, whether it is to improve your writing skills or to fulfill a core requirement. While surfing on Facebook, text-messaging a friend, or playing Pokémon Go might be more fun, realize that such actions will impair your progress in this class (and yes, by progress I do mean your final grade).

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.

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 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.

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.

Discrimination 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.

Title IX Pregnancy Accommodations: If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact Chris Straface, Director of Health and Wellness at 806-716-2362 or email cstraface@southplainscollege.edu for assistance.

Campus Concealed Carry: South Plains College permits the lawful carry of concealed handguns in accordance with Texas state law and Texas Senate Bill 11. Individuals possessing a valid License to Carry permit, or the formerly issued Concealed Handgun License, may carry a concealed handgun at all campus locations except for the Natatorium. For a complete list of campus carry exclusions zones by event, please visit <http://www.southplainscollege.edu/campuscarry.php>

Closed Door: Depending on the physical layout of the room assigned to the course, the door to the classroom may be closed and locked shortly after each class session begins. This policy is intended solely as a safety precaution in case of a campus crisis. If you are late, simply knock and I, or another student, will let you in.

Other concerns: I strongly encourage you to visit me during my office hours to discuss any other problems or concerns that may affect your performance in this class.

Class Schedule - Fall 2019 – ENGL 1301 & INRW 0300

All assignments are to be completed before the day they are listed. For example, not only should you have read pages 203-215 and 22-32 of *College Writing Skills with Readings* before Wednesday, August, 28th but you should also be prepared to discuss the text in class. Submission of all assignments is the responsibility of the student. Please refer to the course syllabus for the complete class policy of late papers. I also reserve the right to modify this schedule according to class needs.

Week One

Monday 8/26

In Class: Introduction to class

Wednesday 8/28

Read: *College Writing Skills with Readings*, pages 203-215, 22-32

In Class: Targeting strategies for writing problems.

Week Two

Monday 9/2

Labor Day Holiday

Holiday – No Class

Wednesday 9/4

Write: Rough Draft of Narrative Essay

Read: *College Writing Skills with Readings*, pages 145-172, 33-37, 441-446

In Class: Peer Review; Subject and Verb

Sunday 9/8

Blackboard: Quiz #1—Subjects and Verbs (due by 11:59 p.m.)

Week Three

Monday 9/9

In Class: Focused discussion of revisions and sentence structure; Fragments and Run-ons

Wednesday 9/11

Write: Final Draft of Narrative Essay

Read: *College Writing Skills with Readings*, pages 447-472

In Class: Introduction to Definition Essay

Sunday 9/15

Blackboard: Quiz #2—Fragments and Run-ons (due by 11:59 p.m.)

Week Four

Monday 9/16

Read: *College Writing Skills with Readings*, pages 304-315

Wednesday 9/18

Write: Thesis for the Definition Essay

Read: *College Writing Skills with Readings*, pages 50-60, 473-475

In Class: Standard English Verbs

Sunday 9/22

Blackboard: Quiz #3—Standard English Verbs (due by 11:59 p.m.)

Week Five

Monday 9/23

Read: *College Writing Skills with Readings*, pages 3-7, 60-66

Wednesday 9/25

Write: Rough Draft of Definition Essay

In Class: Peer Review

Week Six

Monday 9/30

In Class: Focused discussions of paragraph and essay structure

Wednesday 10/2

Write: Final Draft of Definition Essay

Read: *College Writing Skills with Readings*, pages 476-481

In Class: Introduction to Cause and Effect Essay; Irregular Verbs

Sunday 10/6

Blackboard: Quiz #4—Irregular Verbs (ex. lie, lay; sit, set) (due by 11:59 p.m.)

Week Seven

Monday 10/7

Read: *College Writing Skills with Readings*, pages 260-273

Wednesday 10/9

Read: *College Writing Skills with Readings*, pages 83-101

Week Eight

Monday 10/14

Write: Thesis for the Cause and Effect Essay

Read: *College Writing Skills with Readings*, pages 110-133

Wednesday 10/16

Write: Rough Draft of Cause and Effect Essay

Read: *College Writing Skills with Readings*, pages 484-489

In Class: Peer Review; Subject-Verb Agreement

Sunday 10/20

Blackboard: Quiz #5— Subject-Verb Agreement (due by 11:59 p.m. Sunday)

Week Nine

Monday 10/21

In Class: Focused discussion of thesis statements and audience

Wednesday 10/23

Write: Final Draft of Cause and Effect Essay

Read: *College Writing Skills with Readings*, pages 490-494

In Class: Introduction to Compare and Contrast Essay; Consistent Verb Tense

Sunday 10/27

Blackboard: Quiz #6—Consistent Verb Tense (due by 11:59 p.m.)

Week Ten

Monday 10/28

Read: *College Writing Skills with Readings*, pages 281-296

Wednesday 10/30

Write: Thesis for the Compare and Contrast Essay

Read: *College Writing Skills with Readings*, pages 413-436

In Class: Reading workshop on Friere and Murray

Week Eleven

Monday 11/4

Read: *College Writing Skills with Readings*, pages 375-378

Wednesday 11/6

Write: Rough Draft of Compare and Contrast Essay

Read: *College Writing Skills with Readings*, pages 494-499

In Class: Peer Review; Pronoun Reference, Agreement, and Point of View

Sunday 11/10

Blackboard: Quiz #7—Pronoun Reference, Agreement, and Point of View (due by 11:59 p.m.)

Week Twelve

Monday 11/11

In Class: Focused discussion of essay structure and purpose

Wednesday 11/13

Write: Final Draft of Compare and Contrast Essay

Read: *College Writing Skills with Readings*, pages 500-506

In Class: Introduction to Argumentative Essay; Pronoun Types

Sunday 11/17

Blackboard: Quiz #8—Pronoun Types (due by 11:59 p.m.)

Week Thirteen

Monday 11/18

Write: Thesis for the Argumentative Essay

Read: *College Writing Skills with Readings*, pages 343-355

In Class: Faulty Parallelism

Wednesday 11/20

Write: Revise Thesis for the Argumentative Essay

Sunday 11/24

Blackboard: Quiz #9— Faulty Parallelism (due by 11:59 p.m.)

Week Fourteen

Monday 11/25

Write: Rough Draft of Argumentative Essay

Read: *College Writing Skills with Readings*, pages 539-545

In Class: Peer Review; Apostrophes

Wednesday 11/27

Holiday – No Class

Thanksgiving Break

Sunday 12/1

Blackboard: Quiz #10—Apostrophes (due by 11:59 p.m.)

Week Fifteen

Monday 12/2

Read: *College Writing Skills with Readings*, pages 554-563

In Class: Focused discussion of persuasion and rhetoric; Commas; Writing Workshop

Wednesday 12/4

Write: Final Draft of Argumentative Essay

In Class: Discussion of Final Exam

Sunday 12/8

Blackboard: Quiz #11—Commas (due by 11:59 p.m.)

Week Sixteen – Finals week

Final Exam Date & Time: To Be Announced

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 semester.