

English 1301: Composition I

Syllabus/Policies

Spring 2020

Instructor: Ms. Mollie Moore

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Office: CME 102 // LBC 125K

Office Phone: 806-716-2444

Class Meeting:

1301.001—MW 8:00 AM-9:15 AM // CME 111

Office Hours:

MW: 11AM-1 PM CME

TR: 1-2 PM LBC

F: 9-11 AM CME

Text & Materials:

Textbook

You do not have to purchase your textbook. All course materials for this class have been provided in the course fee instead. For more information see our customized page at:

https://www.cengage.com/coursepages/SPC_ENGL_COMP

We're excited for you to use MindTap this term! We created this site to provide information and resources to enhance your MindTap experience. Your English Comp courses are being delivered through Inclusive Access which means you have already been billed for course materials through your tuition and you do not need to purchase any additional materials for this course.

Software

- High-speed Internet connection
- Web browser
- Blackboard account
- Microsoft Word (Some papers will only be accepted in .doc or .docx format; you must be able to convert to this if need be.)
 - Microsoft Office 365 is now available to all SPC students. You will have access to email, file storage, and Microsoft Office applications: Word, Excel, PowerPoint, Access, Publisher, Outlook, Skype and OneDrive by logging into <https://office.com> or <http://portal.office.com/account/#installs> for more apps.

Other

- Loose leaf paper OR a spiral notebook and a pen/pencil for every class meeting (this is to take notes)
- 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 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.

Objectives:

- **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.

Goals/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 edited American English, with an emphasis on correct grammar, punctuation, spelling, and mechanics, in academic essays.
7. Write a minimum of six 500-word essays.

Student Responsibilities:

Students are expected to

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, 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.

Grades:

Major Essays (4, includes final) 50%

MindTap & Minor Assignments (5 Units) 50%

Grades Breakdown:**Major Essays:**

Essay #1 (Process Analysis)	5%
Essay #2 (Causal Analysis or Comp/Contrast)	10%
Essay #3 (Definition)	15%
Essay #4 (Argument, final exam)	20%

Grading Scale:

A (Superior): 100-90%

B (Good): 89-80%

C (Average): 79-70%

D (Poor): 69-60%

F (Unacceptable): 59-50%

MindTap & Minor Assignments:

Writing Assignments (Also includes group peer reviews)	15%
Homework Activities	15%
Just in Time Plus	10%
Quizzes	5%
Attendance	5%

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.**

MindTap Assignments: Writing Assignments

- **Rough Draft Exams:** These will be rough drafts of major essay that will be completed during a rough draft exam. During this class period you will write an essay based on the conventions we have studied for that unit. For example, in Unit 4 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.**
- **Reflections:** Reflections are small, informal papers about your NetTutor and group peer review feedback.
- **Group Peer Reviews:** Group peer review will give you a chance to consult your classmates on your completed essay exam in order to improve and expand on your first draft. You will be required to bring a copy of your paper for each group member during group review. You will read your paper out loud to the group while each member creates feedback for you.

MindTap Assignments: Homework, Just in Time Plus, and Quizzes

These are online, graded assignments to help you learn both modes of writing and standards of written English.

Evaluation:

- The “A” essay is perfectly formatted, with three or fewer spelling/wrong word and/or grammatical errors. It also has an excellent title, strong thesis, good transitions, an introduction with a hook, a thoughtful conclusion, and well-supported main points in the body paragraphs. The writing is lively and intelligent; there are no sentence structure errors.
- The “B” essay at the 1301 level contains all of the above with one or two more errors.
- The “C” essay has a thesis, introduction, and conclusion, but lacks support and has multiple errors.
- The “D” essay contains one or more of the following problems: lack of a strong thesis, lack of a strong organizational pattern, weak introduction and/or conclusion, formatting errors, multiple spelling and grammatical errors, and/or sentence structure issues (fragments and run-ons).
- The “F” essay does not meet the minimum requirements for a 1301-level essay assignment. Some examples of “F” essays are 1) those written on a topic that has not

been approved; 2) those that do not meet the minimum word count; or 3) those that are not written in the required format.

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 has a passing average at that time. If the student is failing, due to poor work or missing assignments, the student will 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 1 minute late,**
- **having your phone out or on your desk (even if you are not looking at it),**
- **and 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.

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.

Communicating with 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:

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.

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

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.

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 following: Natatorium.

For a complete list of campus carry exclusions zones by event, please visit <http://www.southplainscollege.edu/campuscarry.php>

NOTE: 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

Unit 1:

Thinking, Reading, & Writing in College & Online

Week 1 // Introduction to Instructor & Coursework

Monday 1/13 – Monday 1/27 11:59 PM**

Week 1 Assignments will stay open through Week 2 to allow for any students who may join the class late or have trouble getting started in the online format. You should still try to complete these assignments by **Monday 1/20 at 11:59 PM to stay true to the course's weekly format.

M 1/13:

- 1.1 Welcome & Introductions
- 1.2 Syllabus // Expectations // Grading

W 1/15:

- 1.3 Explanation of Assignments // Getting Started in MindTap
- 1.4 Week 1 Reading & MindTap Assignments

Week 2 // Critical Thinking & the Writing Process

Tuesday 1/21 12:00 AM – Monday 1/27 11:59 PM**

**Week 2 begins the normal, weekly cycle of the class.

Any assignments from 1.1-2.2 will be due at the end of this weekly period.

1/20: MLK JR. HOLIDAY

W 1/22:

- 2.1 Week 2 Reading & MindTap Assignments
- 2.2 Writing a Process Analysis: Essay #1 Assignment

Week 3 // Practicing the Process with A Process Analysis

Tuesday 1/28 – Monday 2/3

M 1/27:

- 3.1 Prewriting Process Analysis
- 3.2 Week 3 Reading & MindTap Assignments

W 1/29:

- 3.2 Discussion: Plagiarism

EOW:

- 3.3 FINAL Copy of Essay #1 DUE



Unit 2: Comparison/Contrast & Causal Analysis

Week 4 // Tuesday 2/4 – Monday 2/10

M 2/3:

4.1 Writing a Comparison/Contrast or Causal Analysis:
Essay #2 Assignment

W 2/5:

4.2 Week 4 Reading & MindTap Assignments: C/C FOCUS

Week 5 // Tuesday 2/11 – Monday 2/17

M 2/10:

5.1 Week 5 Reading & MindTap Assignments: C/A FOCUS

W 2/12:

5.2 Discussion: Choosing the best topic for Essay #2

Week 6 // Tuesday 2/18 – Monday 2/24

M 2/17:

6.1 Week 6 Reading & MindTap Assignments: Drafting your Essay #2

6.2 Rough Draft EXAM

6.3 Turn in Essay #2 Rough Draft to MindTap NetTutor

W 2/19:

6.4 Group Peer Reviews

Week 7 // Tuesday 2/25 – Monday 3/2

M 2/24:

7.1 Group Peer Reviews

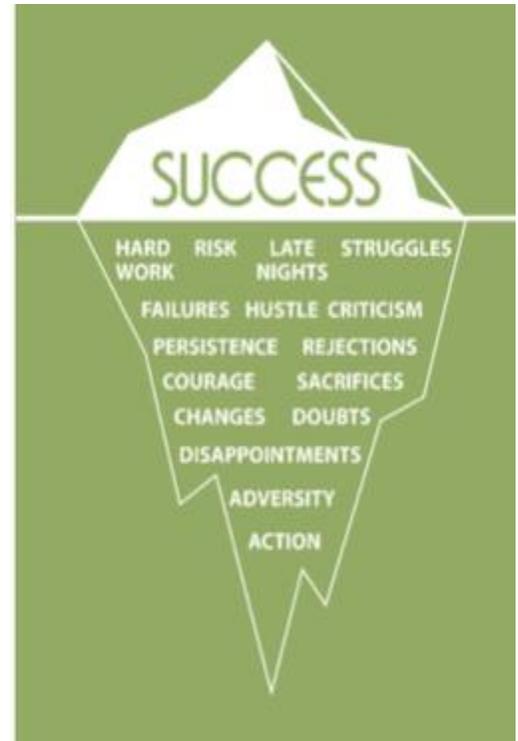
7.2 Week 7 Reading & MindTap Assignments: Revising your Essay #2

W 2/26:

7.3 Local Revision

EOW:

7.4 FINAL COPY of Essay #2 DUE



Unit 3: Definition

Week 8 // Tuesday 3/3 – Monday 3/9

M 3/2:

8.1 Writing a Definition: Essay #3 Assignment

W 3/4:

8.2 Week 8 MindTap Assignments: Definition FOCUS



Week 9 // Tuesday 3/10 – Sunday 3/15****

Shortened week due to Spring Break

M 3/9:

9.1 Week 9 MindTap Assignments: Research & Citing FOCUS/Drafting your Essay #3

W 3/11:

9.2 Rough Draft EXAM

9.3 Turn in Essay #3 Rough Draft to MindTap NetTutor

Spring Break 3/16-3/20

Week 10 // Tuesday 3/24 – Monday 3/30

M 3/23:

10.1 Group Peer Reviews

10.2 Week 10 MindTap Assignments: Revising your Essay #3/Documenting your sources

W 3/25:

10.3 Group Peer Reviews

EOW:

10.4 FINAL COPY of Essay #3 DUE



Unit 4: Argument

Week 11 // Tuesday 3/31 – Monday 4/6

M 3/30:

11.1 Writing an Argument: Essay #4 Assignment

W 4/1:

11.2 Week 11 Reading & MindTap Assignments: Argument FOCUS



Week 12 // Tuesday 4/7 – Wednesday 4/15***

Extra days for Easter Holiday

M 4/6:

12.1 Week 12 MindTap Assignments: Developing, Researching & Drafting your Essay #4

12.2 Rough Draft EXAM

12.3 Turn in Essay #4 Rough Draft to MindTap NetTutor

W 4/8:

12.4 Group Peer Reviews

Week 13 // Tuesday 4/14 – Monday 4/20

M 4/13: Easter Holiday

W 4/15:

13.1 Group Peer Reviews

13.2 Week 13 MindTap Assignments: Revising your Essay #4

EOW:

13.3 FINAL Copy of Essay #4 DUE



Unit 5: Thinking, Reading, & Writing to Succeed

Week 14 // Tuesday 4/21 – Monday 4/27

M 4/20:

14.1 Discussion: Where do we go from here?

W 4/22:

14.2 Reflection

****THURSDAY 4/23:**

Last Day to Drop Spring Semester Courses



Week 15 // Tuesday 4/28 – Monday 5/4

M 4/27:

15.1 Week 15 Reading & MindTap Activities

W 4/29:

15.2 Final Reflection Review

Week 16 // Finals

M 5/4: Final Exam // 8:00 AM – 10:00 AM // CME 111

SPRING SEMESTER 2020 FINAL EXAM SCHEDULE

Date	Regular Class Time	Schedule Exam Time
May 4, 2020 (Monday)	MW 8:00 a.m.-9:15 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.
	MW 2:30 p.m.-3:45 p.m.	1:00 p.m.-3:00 p.m.
	MW 5:30 p.m.-6:45 p.m.	5:30 p.m.-7:30 p.m.