

English 1301: Composition I
Syllabus and Policy Statement
Spring 2020

Instructor: Natasha Newsom

Office: LIB 333

Office Hrs: Mon/Wed 12:15-2:15

Tues 2-4;

Thurs By Appointment;

Fri 11:00-1:00

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Purpose of Course: The purpose of English 1301 is to help students understand and apply the standards of correctness in formal thought and the written English language. Our goal is to help students think well by teaching them to read and write. The focus will be the writing process, the use of grammar and diction, the use of logic, and on different methods of essay development. Supplementary readings may also be included.

Required Texts:

***Special

Recommended Texts:

Any college level dictionary and thesaurus.

Requirements:

Students will write a minimum of three formal essays. These essays will be graded according to standards set forth in this syllabus. It is the responsibility of the student to complete all required readings upon the assigned dates, and be prepared to respond to reading assignments in class. Students will be expected to participate in class discussion and activities throughout the course. Also expect to be quizzed/tested over materials periodically. In other words, be prepared when you come to class.

Have assignments completed by due date. Late work is not accepted. If you have a special situation, you are expected to contact the instructor prior to class.

Methods of Evaluation:

Student work is evaluated in terms of A, B, C, D, and F: Superior, Good, Average, Poor, and Unacceptable. All assignments must be completed and turned in on the due date before a student will receive credit for an assignment. Essays will be evaluated according to the criteria below:

Use of structure and grammar

Use of appropriate development, narration and description

Use of logical, factual elements to advance the thesis of the assignment

****Please note:** This is a college course. In college, a “C” is an average paper; it does not have anything “wrong” with it; it simply does not go above and beyond the average.

Instructional Objectives:

By the end of the course, the student should be able:

1. to understand writing as a process; that is, writing as a connected and interactive process that includes prewriting, writing, and revision;
2. to apply the principles of writing as a process and the analysis of audience and purpose to writing assignments;
3. to write an essay that is unified, coherent and well-developed in terms of narration, description, process/analysis, comparison and contrast, and argumentation/persuasion;
4. to write an essay in standard, accepted English; and,
5. to understand and apply basic principles of critical thinking in the development of a written argument.

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

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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.

Essay Assessment Guidelines:

Essays may earn grades ranging from A to F based on the instructor's 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.

“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:

Paper 1	100 points
Paper 2	100 points
Paper 3	200 points
Outline	100 points
Attendance and class participation (including peer reviewing, discussions, presentations, and in-class assignments)	100 points
Final Exam	100 points

Total points: 700

350 and below: F

350-437.5: D

438-525: C

526-612.5: B

613-700: A

Core Objectives Addressed:

- **Communication skills:** written communication using modern technology, as addressed through class discussion, peer reviews and written assignments.
- **Critical Thinking:** student responses to daily prompts, class discussion questions and journals, research and argumentative process
- **Teamwork:** Peer reviews, class discussion and group presentations

- **Social Responsibility:** Readings/responses/discussions over variety of cultural and social issues.
- **Personal Responsibility:** Research/argument assignment requires objective and critical examination of issue at hand, including facts, evidence, and credibility of sources.

Student Responsibilities:

- Attending class regularly; having materials
- Showing courtesy to fellow classmates and the instructor
- Asking instructor for assistance as needed
- Showing maturity and professionalism with regard to assignments and in the classroom
- Class participation and earning daily grades
- Reading all assignments
- In-class writing assignments and participation

***Turn off all cell phones before coming to class. To this end, text messaging during class is unacceptable.**

Bring all materials to class on a daily basis. Tardiness is disrespectful and unacceptable. Finally, do not use tobacco products, use profanity in class, or engage in any other activity that might be construed as disrespectful or offensive to your peers or your instructor.

Failure to live up to the above standards could result in a student being dropped from the course.

Absence Policy:

Punctual and regular class attendance is a requirement of all students attending courses with South Plains College. There are no excused absences, except in extreme circumstances (severe illness, family death). Any student who must miss a class must notify the instructor ahead of time. **The student is responsible for any work missed.** In-class work cannot be made up. Any assignments (essays) must be turned in prior to the class to be missed.

Any student who is more than ten minutes late will be counted absent. Any student who misses more than six classes in a MWF class, or four classes in a MW or TTh class, will be dropped from the course.

Plagiarism and Cheating:

Academic honesty is a must. If a student is suspected of plagiarizing another within any portion of his/her work, it will result in an F for the assignment and can ultimately lead to an F in the course. In other words, do your own work.

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.

Students With Disabilities:

ADA 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 through the Guidance and Counseling Centers at Reese Center (Building 8) [716-4606](tel:716-4606), or Levelland (Student Services Building) [716-2577](tel:716-2577).

Statement of Nondiscrimination:

It is this instructor's policy not to discriminate on the basis of color, age, gender, ethnicity, national origin, race, religion, sexual orientation or veteran status. Moreover, harassment based on individual differences is inconsistent with my instructional mission, and such behavior will not be tolerated from any student. All students will be expected to display respect and courtesy for the instructor as well as their peers. To that end, the instructor will approach all students with equal respect.

Language:

This is a professional college environment, and a certain standard is expected. In the professional market, base, coarse or profane language is unacceptable. Keep in mind that this is also an issue of general respect; while something might not offend you, it might offend others around you. What's more, I will not accept direct language that will potentially be offensive to any given racial, religious or other group. Generally speaking, be considerate of those around you.

Class Conduct: This is a professional learning environment. To this end, I expect everyone to exhibit respect toward myself, and one another. Difference of opinion is fine, and often contributes to healthy debate. However, all are expected to conduct themselves in a civil manner.

Disruptive or disrespectful behavior (talking or texting during lectures, rudeness in conduct or attitude, unacceptable noise levels during class activities) and similar behaviors will result in removal from the course. Sleeping in class will result in being counted absent.

Privacy Policy:

You are considered a college student. To that end, you and you alone are responsible for your assignments, and your grades can be disclosed only to you. Parents may not obtain grades from the instructor.

Campus Concealed Carry:

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)

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.

LAST DAY TO DROP:

The last day to drop is April 23.

Final Exam: The final exam for this course is Monday, May 4, from 10:15 to 12:15. Please mark this on your calendar now, and consider before making travel arrangements.

1301 Spring 2020 Calendar

This is the tentative calendar for the course. Specific dates are subject to change as we may need to adjust as we go. Please note: this is not a homework calendar. You will need to listen carefully in class to obtain the next class's homework assignment.

Week 1 (Jan 13)

Intro to Course; Assessment; the Basics: Writing as Communication; Chapter 1 and 2; Group Activity Intro

Week 2 (Jan 20)

MLK Holiday

Spelling overview; The Writing Process cont'd; Chapters 3-6; Group Activity; Essay Topics and Thesis Statements; Narration;

Week 3 (Jan 27)

Fragments and run-ons; **Introduction to Narration and Essay 1**

In-class writing (Paper 1) in computer lab; In-class peer editing Wed, Sept 14; revise drafts in computer lab;

Week 4 (Feb 3)

Essay 1 Due

Description; Process;

Week 5 (Feb 10)

Comparison/Contrast;

Intro Exemplification; Intro to 2nd Essay

Subject-Verb Agreement;

Week 6 (Feb 17)

Work on essays in computer lab; **in-class peer editing;**

Week 7 (Feb 24)

Essay 2 due

Classification and Division

Week 8 (Mar 2)

Cause/Effect; Definition

Week 9 (Mar 9)

Intro Argumentation and Essay 3

Possible Topics/Topics to Avoid; Readings/Examples; Research Techniques; Citation/Bibliography Overview; work on drafts in computer lab;

March 16-22 Spring Break

Week 10 (Mar 23)

Argumentation, continued; Work on drafts in lab

Week 11 (Mar 30)

Essay Models

Outline Assignment due

Week 12 (Apr 6)

Continue Argument

Week 13 (Apr 13)

Argument Due

Week 14 (Apr 20)

Last day to drop Apr 23

Week 15 (Apr 27)

Wrap-up

Post Assessment; Review for Final

Week 16 (May 4)

Final Exam Week

Final Exam: Monday, May 4, from 10:15 to 12:15