

# ENGL 1301.358 Syllabus

Fall Semester 2020 - South Plains College

## Instructor Information

### Instructor

Tanya Cerovski

### Email

tcerovski@idalouisd.net

### Office Location & Hours

Room 411, 3:35-4:35 pm, T-Th, by appointment

## General Information

### 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.

### Course Purpose

The purpose of ENGL 1301 is to help students understand and apply the standards of correctness in formal thought and the written English language. My goal is to help students think well by teaching them to read and write. The focus of this course will be the writing process, the use of grammar and diction, the use of logic and different methods of essay development. Research skills will be applied and supplementary readings may be included.

## Course Materials

### Required Materials

- Internet access
- Flash drive

### Recommended Texts

\*College level dictionary and thesaurus

\*Supplemental readings will be provided on Blackboard

### Required Text

Langan, John. *College Writing Skills with Readings*. 10th edition. McGraw-Hill Higher Education, 2019.

- Textbook: ISBN 9781260030228
- Connect w/eBook: ISBN 9781260030204

## Expectations

### Core Curriculum Objectives

- Communication skills - Students are expected to learn effective written, oral and visual communication skills.
- Critical thinking skills - Students are expected to be taught creative thinking, innovation, inquiry, analysis and synthesizing of information skills.
- Teamwork - Students are expected to possess the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- Personal responsibility - Students will learn the ability to connect choices, actions and consequences to ethical decision-making.

### Student Learning Outcomes

Upon successful completion of this course, the student 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 standard written 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

### 'A' Essay - Superior

1. The paper fulfills all the basic requirements of the assignment, e.g. topic, purpose, length and 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

1. The paper fulfills all the basic requirements of the assignment, e.g. 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’ Essay - Acceptable**

1. The paper fulfills all the basic requirements of the assignment, e.g. 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 or 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**

1. The paper only partially fulfills one or more of the basic requirements of the assignment, e.g. 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).

### **‘F’ Paper - Unacceptable**

1. The paper fails to fulfill one or more of the basic requirements for the assignment, e.g. topic, purpose, length, format.
2. **Unity:** The thesis is illogical, incomplete or missing so that the essay lacks focus on one central idea. Topic sentences are missing; therefore, 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 or includes plagiarism.
4. **Coherence:** Organization is incoherent, transitions are missing or illogical or the paper indicates lack of competence in basic paper components, e.g. 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 a grade of 'F.'

## Projects and Activities

## Grade Category

• Homework assignments	10%
• Drafts/Peer Revision (5)	40%
• Descriptive Essay	40%
• Narrative Essay	50%
• Exemplification Essay	50%
• Compare & Contrast Essay	50%
• Argument Essay	50%
• Discussion Posts (7)	10-40%
• Semester Exam	10%

*These categories are configured to the Idalou HS's six week system of grading, meaning all quizzes, drafts and peer reviews will count as daily/quiz grades (40%), all final drafts of essays will count as test grades (50%), and all homework assignments will count as 10% - **OF THE SIX WEEKS IN WHICH THEY OCCUR**. The final semester exam will count as 10% of the entire semester average.*

## Assignment Discussion Posts

Students are expected to participate in classroom discussion and an extension of this will be the supplemental discussion posts which will accompany readings/rhetorical methods. Discussion posts will be prompts reflecting rhetorical modes represented in that week's reading (narrative, description, process, etc.). Prompts will be posted as Blackboard Discussion questions reflecting course readings for that week and will ask for a personal response of specified length. There will be a total of seven discussion questions.

Each discussion response should reflect thoughtful consideration and should satisfy word count requirements. Brief, superficial "gloss and skim" or hasty responses will not fulfill the assignment and will not receive credit.

## Quizzes

There will be a total of four quizzes based on grammar readings regarding the necessary components for writing from our required texts.

## Weekly Readings

Readings for each week will be connected to that week's assignment(s). You should complete the readings before attempting weekly assignments. Supplemental PowerPoint presentations will often accompany readings.

## Activities

Additional activities to reading may include interactive library tours, YouTube videos or web quests. Some activities may require collaboration or group work. Discussion posts may sometimes stem from these activities.

## Essays/Multi-Modal Activities

Essays will be evaluated according to the use of structure and grammar, use of appropriate development, narration and description and use of logical, factual elements to advance the thesis. Writing assignments constitute a major component of your semester grade. Specific assignments will demonstrate your ability to organize according to certain patterns. These guidelines will be posted on Blackboard.

### Letter Grade Scale

A	94-100%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	below 60%

### Due Dates and Late Penalties

All major projects must be submitted in Blackboard by the due date. If you have trouble submitting your work, e-mail your instructor and include a copy of your completed assignment along with an explanation of the technical problem *prior to the assignment deadline*.

Late project will automatically receive a letter grade (10%) penalty. If your project is more than one class period late, it could receive a total grade deduction up to 20%. If your project is more than one week late, it could receive a total grade deduction up to 50%. After two weeks, your project will receive a zero. Remember that all major projects must be completed in order to pass the class. Assignments cannot be accepted after the course has ended.

Always back up your electronic files. Best practice is to store digital files in at least two locations. Develop a strategy for consistently and frequently backing up your digital files, whether that is through a cloud service like Dropbox or Microsoft OneDrive, a flash drive, or another mechanism. *A lost file or a crashed computer is not an excuse for late work in this class.*

### Attendance

You are expected to arrive on time, to attend all scheduled classes and to have your work with you. Regular attendance is required because course instruction depends on your active participation. During class, we will be learning concepts related to rhetoric and writing and practicing the application of these concepts. Your success on course projects will depend on your participation during class meetings.

*You are responsible for notifying this instructor by email prior to any absence.* If you miss class, you are responsible for collecting any materials you missed and completing all assignments or other activities.

## 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 appropriate arrangements can be made. In accordance with federal law, a student requesting accommodations must provide acceptable document 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) 806.716.4606 or Levelland (Student Services Building) 806.716.2577.

### 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 are expected to display respect and courtesy for the instructor as well as their peers.

**Please be aware: ALL students are expected to bring a rough draft of every essay to class ONE WEEK PRIOR to its due date for *peer review*.**

**Please initial here: \_\_\_\_\_**

**Not only do you receive a score for your peer review of another student's paper, it is often the ONLY input they will have into correcting their text; therefore, you should take this process very seriously.**

## 1301 Fall 2020 Calendar

Week	Date	Reading	Activities
Pre-Week	August 19	Syllabus Learn to get ahead on reading	<b>Descriptive Paragraph due Friday, August 21 by 6 pm</b> Student Walkthroughs on Connect
Week 1	August 24	Chapter 1: An Introduction to Writing Chapter 2: The Writing Process Chapter 3: The First and Second Steps in Essay Writing Reading: "How to Say Nothing in 500 Words," by Paul McHenry Roberts Materials in Blackboard	----- Complete Chapter Reviews Quiz 1 Discussion One: Narrate personal writing experience based on response to "How to Say Nothing"
Week 2	August 31	Chapter 4: The Third Step in Essay Writing Chapter 5: The Fourth Step in Essay Writing Chapter 6: Four Bases for Revising Essays	<b>Pet Peeve/Diagnostic Essay due Friday, September 4 by 6 pm</b> Complete Chapter Reviews Quiz 2
Week 3	September 8	Chapter 7: Intro to Essay Development Chapter 8: Intro to Description Read Chapter 22: Fragments and Chapter 23: Run-Ons (Fused Sentences) <a href="https://www.youtube.com/watch?v=hSjlz8oQuko">https://www.youtube.com/watch?v=hSjlz8oQuko</a>	Grammar Quiz 1: Fragments and Run-Ons Discussion Two: Descriptive response relating to Pink's song "Family Portrait"
Week 4	September 14	Review Chapters 7 and 8 Chapter 9: Intro to Narration Reading: "The Yellow Ribbon" by Peter Hamill Chapter 10: Exemplification	Chapter Reviews Quiz 3 <b>Description Essay DUE by 6 pm on Friday September 18</b>
Week 5	September 21	Review Chapter 9 Read Chapter 11: Process Read Chapter 12: Cause and/or Effect Review Chapter 36: Comma	Chapter Reviews Quiz 4 Grammar Quiz 2: Commas Begin narration essay

		Review Chapter 10: Exemplification Reading: "Dad" by Andrew H. Malcolm	Narration handouts and readings to be posted on Blackboard
<b>Week 6</b>	September 29	Read Chapter 13: Comparison and/or Contrast Read Chapter 14: Definition Read Chapter 15: Division-Classification Reading: "Television Addiction" by Marie Winn Handouts and guidelines on multi-modal Compare/Contrast assignment available on Blackboard	<b>Narrative essay DUE Friday, October 2 by 6:00 PM</b> Discussion Three: Definition reaction to "Television Addiction."
<b>Week 7</b>	October 5	Review Chapter 10 Read Chapter 17: Information Literacy Read Chapter 18: Summarizing & Paraphrasing	Exemplification instructions and guidelines on Blackboard Work on Exemplification Essay Chapter Reviews Quiz 5  Begin exploring topic using web/database search Visit SPC Library website
<b>Week 8</b>	October 12	Chapter 16: Argument Read: " <b>Ban the Things, Ban Them All,</b> " by <b>Molly Ivins</b>	Chapter Reviews Quiz 6 Discussion Four: Argumentative response to sample essay 10/16: SPC Fall Break
<b>Week 9</b>	October 19	Read Ch. 19: Writing a Source-Based Essay Read Chapter 20aA: Writing a Research Paper Sample research paper and PowerPoints available on Blackboard	Grammar Quiz 3: S-V Agreement and Commonly Confused Words <b>Exemplification Essay due Friday, October 23, by 6 pm</b>
<b>Week</b>	<b>Date</b>	<b>Reading</b>	<b>Activities</b>
<b>Week 10</b>	October 26	Read Chapter 25: Subject/Verb Agreement Read Chapter 37: Commonly Confused Words	Meet with groups to create Multi-Modal assignment on Compare/Contrast [due Friday, November 9]

Week	Date	Reading	Activities
		Reading: "Propaganda Techniques in Today's Advertising" by Ann McClintock, page 338 in textbook	Discussion Five: Logical Fallacy response to "Propaganda Techniques"
Week 11	November 3	Argument Revision and Editing Checklist (available on Blackboard) Argument handouts and PowerPoints available on Blackboard	<b>Multi-modal Compare/Contrast Assignment DUE Monday, November 9 by 6:00 PM</b>
Week 12	November 9	Read Chapter 27: Pronoun Agreement and Reference Reading: "Shame" by Dick Gregory, <b>page 645 in textbook</b>	Grammar Quiz 4: Pronoun agreement Discussion Six: (Choose your mode) How can looking inward improve your status as a member of the human race?
Week 13	November 16	Read Chapter 38: Effective Word Choice Reading: Chief Seattle's Speech of 1854, page 756 in textbook	Discussion Seven: (Choose your mode) Why is confronting problems essential to becoming an adult?
Week 14	November 23	THANKSGIVING	BREAK
Week 15	November 30	Bring paper to class to work on	
<ol style="list-style-type: none"> <li>1. Make sure you have carefully reviewed all materials in Argument Folder on Blackboard,</li> <li>2. Complete Revision and Editing/Proofreading Checklist.</li> <li>3. Review the MLA Guidelines presentation for completing your Works Cited.</li> <li>4. Complete Works Cited.</li> </ol> <p><b>*****Make sure your Works Cited and essay are submitted as a single document*****</b></p>			
			<b>FINAL ARGUMENT paper DUE Friday, December 4 by 6 pm</b> Final exam review
Week 16	December 7	FINAL EXAM (1/2 MC + 1/2 Essay)	<b>*****ALL GRADES ARE FINAL*****</b>