

English 1301 – College Composition I

Fall 2020

Dr. Roy Bearden-White / Department of English

ENGL 1301-158

Internet Course

Recommended 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.

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.

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.

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 Objectives: Upon successful completion of the course, the student should be able (1) to understand writing as a process: that is, writing conceived as a connected and interactive process which includes pre-writing, 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 follows the principles of unity and coherence and that is appropriately developed by means of narration, description, illustration, definition, process analysis,

cause and effect, comparison and contrast, classification and division, argumentation, and/or persuasion; (4) to write an essay in standard English and (5) to understand and apply basic principles of critical thinking in the development of exposition and argument.

How to Contact me:

Office: Levelland Campus, CM 100

Office Hours: Tuesdays and Thursdays 8:30 a.m. to 9:30 a.m.
Tuesdays and Thursdays 11:00 a.m. to 12:15 p.m.
Fridays 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

Virtual Conference: I am available for online conferences through Blackboard Collaborate. In order to request a 15 minute conference, go to the main page of the Blackboard site and click on the scheduling link. The link will connect you with the Calendly Scheduling App and you can choose your meeting time.

Please note: Schedule a time that gives me at least 24 hours notice, so I can avoid last minute conflicts.

Please be prompt for the start of the conference.

If you are unable to attend an already scheduled conference, let me know in advance.

Grading of Course work:

Video Quizzes (15 Quizzes)	20%
Descriptive/Narrative essay (2-3 pages) (Includes Rough Draft, Peer Review, and Final Draft)	10%
Definition essay (2-3 pages) (Includes Thesis Statement, Rough Draft, Peer Review, and Final Draft)	10%
Cause and Effect essay (3-4 pages) (Includes Thesis Statement, Rough Draft, Peer Review, and Final Draft)	15%
Compare and Contrast essay (3-4 pages) (Includes Thesis Statement, Rough Draft, Peer Review, and Final Draft)	15%
Argumentative essay (4-5 pages) (Includes Thesis Statement, Rough Draft, Peer Review, and Final Draft)	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.

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.

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.

Blackboard Collaborate Sessions: Collaborate Sessions are voluntary, hour-long virtual meetings on Blackboard. These synchronous meetings through Blackboard Collaborate use a chatroom-like environment with options to include audio or video or both. Collaborate Sessions provide an ideal opportunity to meet with me and other students for in-depth discussions of the assigned texts, the Response Papers, or any other issues raised throughout the course. All three Collaborate sessions have been scheduled on Friday mornings. With an online course, choosing a time that would be convenient for everyone is simply impossible. I chose 9 a.m. on Friday as the time that would be available to the majority of the students.

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 in an Online Class: Regular engagement with the course materials and requirements is imperative for successful completion of this course. Since this is an online class, we will not meet in person. I still need to monitor your progress. Your 4th missed Assignment may result in being dropped from the class. However, it is your responsibility to drop the class if you are no longer able to meet the requirements.

Academic Integrity—Plagiarism and Cheating: “It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension” (SPC General Catalog, p. 23). “Complete honesty is required of the student in the presentation of any and all phases of course work. This applies to quizzes of whatever length as well as to final examinations, to daily reports and to term papers” (SPC General Catalog, p. 23). Students should consult the General Catalog on p. 23 for the college’s detailed policies on plagiarism and cheating. Failure to comply with these policies will result in an F for the assignment and can result in an F for the course if circumstances warrant.

Online Etiquette: Netiquette is the etiquette used online. Remember, every post on Blackboard came from a living, breathing human being. Shared Assignments should be a positive exchange of ideas. If you disagree with someone’s post, address why in an academic manner. Do not troll or flame your fellow students. Remember to treat people with the same respect as you would in person. Please don’t use ALL CAPS; this is the same as yelling. Do not use extra-large font to make your point or font that is hard for people to read. Use standard spelling and grammar. Simply put – be polite.

Class Withdrawal: Most SPC internet students live within driving distance of South Plains College, so if they need to drop a class, it is easily accomplished in person. However, some students live in Houston, Dallas, out-of-state, or even overseas. In order to withdraw from an online course:

- First, check the academic calendar on the SPC home page to see when the last day is to drop.

- Then log in to MySPC, click on Admissions and Records, find Student Forms and Tools, and download and print the Student Initiated Drop Form.
- Fill out and sign the form and arrange for me (your instructor) or your advisor to sign it also.
- Then you can take the drop form to the SPC Registrar's Office at the Levelland, Reese, or Lubbock campus. Call 806-716-2187 or 806-716-2375 for more information.

If you are not able to come in person to one of the campuses, then you need to submit an email requesting to be dropped to either amorin@southplainscollege.edu or aruiz@southplainscollege.edu and they will work with you. The email should be from your SPC email account and should include a brief statement that you wish to drop and the reason you are unable to come to an SPC campus to accomplish that task. Include your name and the course and section you need to drop.

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 Center 806-716-2577, Reese Center (also covers ATC) Building 8: 806-716-4675, Plainview Center Main Office: 806-716-4302 or 806-296-9611, or the Health and Wellness main number at 806-716-2529.

Statement of Nondiscrimination: It is my policy 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, I will continually strive 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 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.

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.

Covid-19: As an online course, of course, campus requirements do not directly apply. However, please note the following.

Exposure: If you believe that you have been exposed to COVID-19, you should remain off campus. Contact your instructor or Health Services, DeEtte Edens, BSN, RN. If you are tested positive, please contact Health Services, DeEtte Edens, BSN, RN at 806-716-2376 or dedens@southplainscollege.edu for quarantine guidance.

Attendance: If you test positive for Covid-19, you will not be penalized for absences as long as you've submitted appropriate documentation. However, you will still need to turn in all assignments in a responsible manner and keep up with the rest of the class.

Class Schedule - Fall 2020

ENGL 1301-158

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.

Narrative Essay

Week One – Monday 8/24 to Sunday 8/30

Watch Video: Introduction to Course

Post on Blackboard: Introduction to class: Post a message on the discussion board and tell a little bit about yourself and why you are taking this class. My introduction has already been posted.

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

Read: Prompt for Narrative Essay (on Blackboard)

Watch Video: Introduction to class and the Writing Process

Quiz: Video Quiz #1 due by 11:59 p.m. Sunday 8/30 (Video quizzes may cover material from any video assigned the same week)

Week Two – Monday 8/31 to Sunday 9/6

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

Read: Sample Narrative Essays

Watch Video: Writing Process, Idea Generation and Freewrite, Academic Format

Watch Video: The Narrative Essay Prompt

Watch Video: How to Format a College Paper

Watch Video: How to Upload a Draft on Blackboard

Quiz: Video Quiz #2 due by 11:59 p.m. Sunday 9/6

Write and Submit: Rough Draft of Narrative Essay due by 11:59 p.m. Sunday 9/6

Week Three – Monday 9/7 to Sunday 9/13

Watch Video: Revision of Narrative Rough Draft

Watch Video: The Peer Review Process

Watch Video: Revising Techniques for Writers

Watch Video: How to View Comments on Electronic Drafts

Collaborate Session #1: Friday 9/11, 9:00 a.m. to 10:00 a.m. Collaborate Sessions are voluntary, hour-long virtual meetings on Blackboard. These synchronous meetings through Blackboard Collaborate use a chatroom-like environment with options to include audio or video or both. Collaborate Sessions provide an ideal opportunity to meet with me and other students for in-depth discussions of the assigned texts, the Response Papers, or any other issues raised throughout the course. See the full syllabus for more information.

Write: Narrative Essay Peer Review due by 11:59 p.m. Saturday 9/12

Quiz: Video Quiz #3 due by 11:59 p.m. Sunday 9/13

Write and Submit: Final Draft of Narrative Essay due by 11:59 p.m. Sunday 9/13

Definition Essay

Week Four – Monday 9/14 to Sunday 9/20

Read: *College Writing Skills with Readings*, pages 304-315 and pages 50-60

Read: Prompt for Definition Essay (on Blackboard)

Watch Video: Paragraph Organization, Thesis for the Definition Essay

Watch Video: The Definition Essay Prompt

Watch Video: Essay Organization

Quiz: Video Quiz #4 due by 11:59 p.m. Sunday 9/20

Write: Thesis for the Definition Essay due by 11:59 p.m. Sunday 9/20

Week Five – Monday 9/21 to Sunday 9/27

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

Read: Sample Definition Essays

Watch Video: Idea Generation and Clustering, Authorial Positioning, Antagonistic Reader, Voice

Watch Video: Aspects of Persuasion

Quiz: Video Quiz #5 due by 11:59 p.m. Sunday 9/27

Write and Submit: Rough Draft of Definition Essay due by 11:59 p.m. Sunday 9/27

Week Six – Monday 9/28 to Sunday 10/4

Watch Video: Revision of Definition Rough Draft

Write: Definition Essay Peer Review due by 11:59 p.m. Saturday 10/3

Quiz: Video Quiz #6 due by 11:59 p.m. Sunday 10/4

Write and Submit: Final Draft of Definition Essay due by 11:59 p.m. Sunday 10/4

Cause and Effect Essay

Week Seven – Monday 10/5 to Sunday 10/11

Read: *College Writing Skills with Readings*, pages 260-273 and pages 83-101

Read: Prompt for Cause and Effect Essay (on Blackboard)

Watch Video: Introductions and Essay Organization, Thesis for the Cause & Effect Essay

Watch Video: The Cause & Effect Essay Prompt

Watch Video: Introducing Introductions

Quiz: Video Quiz #7 due by 11:59 p.m. Sunday 10/11

Write: Thesis for the Cause and Effect Essay due by 11:59 p.m. Sunday 10/11

Week Eight – Monday 10/12 to Sunday 10/18

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

Read: Sample Cause and Effect Essays

Watch Video: Audience Analysis, Strategy, Persuasive Triggers

Watch Video: Crafting Arguments that Work

Collaborate Session #2: Friday 10/16, 9:00 a.m. to 10:00 a.m.

Quiz: Video Quiz #8 due by 11:59 p.m. Sunday 10/18

Write and Submit: Rough Draft of Cause & Effect Essay due by 11:59 p.m. Sunday 10/18

Week Nine – Monday 10/19 to Sunday 10/25

Watch Video: Revision of Cause & Effect Rough Draft

Write: Cause and Effect Essay Peer Review due by 11:59 p.m. Saturday 10/24

Quiz: Video Quiz #9 due by 11:59 p.m. Sunday 10/25

Write and Submit: Final Draft of Cause & Effect Essay due by 11:59 p.m. Sunday 10/25

Compare and Contrast Essay

Week Ten – Monday 10/26 to Sunday 11/1

Read: *College Writing Skills with Readings*, pages 281-296 and pages 413-436

Read: Prompt for Compare and Contrast Essay (on Blackboard)

Read: Freire and Murray texts

Watch Video: Bias, Close Reading

Watch Video: The Compare & Contrast Essay Prompt

Watch Video: Close Reading Murray

Watch Video: Close Reading Freire

Watch Video: Evidence for Arguments

Quiz: Video Quiz #10 due by 11:59 p.m. Sunday 11/1

Write: Thesis for the Compare and Contrast Essay due by 11:59 p.m. Sunday 11/1

Week Eleven – Monday 11/2 to Sunday 11/8

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

Read: Sample Compare and Contrast Essays

Watch Video: Evaluating and Using Evidence, MLA, Thesis for the Compare & Contrast Essay

Watch Video: Targeting and Pulling Quotes

Quiz: Video Quiz #11 due by 11:59 p.m. Sunday 11/8

Write and Submit: Rough Draft of Compare & Contrast Essay due by 11:59 p.m. Sunday 11/8

Week Twelve – Monday 11/9 to Sunday 11/15

Watch Video: Revision of Compare & Contrast Rough Draft

Watch Video: MLA Citations and Works Cited Pages

Write: Compare and Contrast Essay Peer Review due by 11:59 p.m. Saturday 11/14

Quiz: Video Quiz #12 due by 11:59 p.m. Sunday 11/15

Write and Submit: Final Draft of Compare & Contrast Essay due by 11:59 p.m. Sunday 11/15

Argumentative Essay

Week Thirteen – Monday 11/16 to Sunday 11/22

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

Read: Prompt for Argumentative Essay (on Blackboard)

Read: Prompt for Final Exam Essay

Watch Video: Logic and Reason, Shaping and Sharpening Arguments

Watch Video: The Argumentative Essay Prompt

Watch Video: Focus and Control in Writing

Collaborate Session #3: Friday 11/20, 9:00 a.m. to 10:00 a.m.

Quiz: Video Quiz #13 due by 11:59 p.m. Sunday 11/22

Write: Thesis for the Argumentative Essay due by 11:59 p.m. Sunday 11/22

Week Fourteen – Monday 11/23 to Sunday 11/29

Read: Sample Compare and Contrast Essays

Watch Video: Prebuttal, Weighing Evidence, Thesis for the Argumentative Essay

Watch Video: Shaping Arguments

Quiz: Video Quiz #14 due by 11:59 p.m. Sunday 11/29

Write and Submit: Rough Draft of Argumentative Essay due by 11:59 p.m. Sunday 11/29

Week Fifteen – Monday 11/30 to Sunday 12/6

Read: Prompt for Final Exam Essay

Watch Video: Revision of Argumentative Rough Draft

Write: Argumentative Essay Peer Review due by 11:59 p.m. Saturday 12/5

Quiz: Video Quiz #15 due by 11:59 p.m. Sunday 12/6

Write and Submit: Final Draft of Argumentative Essay due by 11:59 p.m. Sunday 12/6

Week Sixteen – Monday 12/7

Final Exam Essay: Final Exam Essay due by 5:00 p.m. Monday 12/7

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.