

- D. GRADING STANDARDS: Individual assignments have specific grading criteria, but this list outlines the basic grading standards.
- **On topic.** All papers must clearly follow the assigned topic. Papers which are off topic receive no credit (0).
 - **Mechanics.** All assignments should follow the conventions of standard, written English, with emphases on grammar, spelling, punctuation and capitalization
 - **Structure.** All papers should follow basic essay structure with an effective thesis, appropriate topic sentences, specific details and a short conclusion.
 - **Content.** Papers are evaluated on how effectively ideas are communicated.

D. GRADING POLICY: Final course grades will be calculated using the following percentages:

Essays @ 100 points each	500 points
The Workbook	200 points
Discussions 10 @ 20 points each	200 points
<u>Final Exam</u>	<u>100 points</u>
TOTAL POSSIBLE	1000 points

- E. GRADING SCALE:
- | | |
|---------------|--------------|
| 1000-900 = A | Superior |
| 890-800 = B | Good |
| 790-700 = C | Average |
| 690-600 = D | Poor |
| below 600 = F | Unacceptable |

- F. ASSIGNMENTS/MAKE-UP TEST POLICY: All writing assignments must be completed and turned in no later than the assigned due date.
- Discussion threads must be posted before 11:55 pm of the assigned due date
 - Essays must be submitted via the Turn-It-In app before 11:55 pm of the assigned due date
 - **Late work is not accepted.**

G. STUDENT RESPONSIBILITIES

1. Attend class and be aware of announcements made in class.
2. Inform instructor of late arrival immediately after class.
3. Complete homework early enough to seek help if needed.
4. Be familiar with information in the syllabus, especially attendance, grading, and test policies.
5. Take care of personal needs before and after class.
6. Keep cell phones in ‘silent’ or ‘off’ mode, and out of sight.
TEXTING DURING CLASS IS ESPECIALLY PROHIBITED.
7. Students are expected to assist in maintaining a classroom environment which is conducive to learning. Inappropriate behavior, including but not limited to any form of distracting or offensive attire or behavior in the classroom shall result in being dropped from the class.
8. All written assignments must clearly follow the assigned topic.

- H. 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 Special 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 Special Services Coordinator. For more information, visit the Special Services Office in Bldg 8, or call 885-3048, ext. 4675.”

INSTRUCTOR RESPONSIBILITIES:

1. Respond to all student emails within 24 hours Monday- Friday
2. Maintain consistent office hours for student contact
3. Create clear objective-driven assignments
4. Double-check to make sure assignments and due dates are clear
5. Use clear grading standards and sufficient explanations when grading papers
6. Return all writing assignments within four class days

TECH SUPPORT: South Plains College offers technical support in a variety of ways. Check it out:

Link: <http://www.southplainscollege.edu/information-for/current-spc-students/studentit.php>

Call: Brooke Walker: 806.716.2180

Email: blackboard@southplainscollege.edu

HEALTH AND WELLNESS: Any student needing individual counseling for issues such as depression, anxiety, adjustment to college, stress management, and substance abuse may visit the Health and Wellness Center to chat, confidentially, with licensed mental health professionals who provide services free of charge to current SPC students. Call or visit on Levelland Campus 806-716-2529 from 8:00 am – 4:00 pm. Students wanting to set up a counseling session will have an option to be seen face-to-face or teleconference session via Doxy.me or Zoom platform. Both students and Health and Wellness employees will wear a mask during face-to-face appointments. The number of people in an office will be limited to allow for safe social distancing. Signs are posted on the front door advising students not enter if they are showing signs of illness. Any student in need of food or other essentials may visit the food pantry on Levelland Campus. Students can contact Dee Dee Odorizzi (806-716-2236) for more information.

Keys to success for this semester:

- **Be flexible** – some things will probably change, and we will go with the flow, but deadlines are absolute. Any changes to the syllabus or assignments will be made well in advance and repeated.
- **Don't get behind** – the semester is short, and it will be very difficult to catch up if you let yourself fall behind. It is so much better to get on top of your assignments and stay ahead of the game.
- **Read!** — this has always been an essential skill in college, but this semester more than ever. You'll need to read each assignment carefully, re-read it, outline or summarize it, then read it again. *Everything*. I won't assign something unless you really need to know it.
- **Ask questions**— you're not expected to have all the answers, but when you don't know something, you will be expected to ask.
- **SPC Email** – I know that many students have gotten away from using email, as more effective means of communication have become popular, but you need to check your SPC email **every day**. The IS (internet services) department will help you forward your SPC email to your phone, if you'd like.

CORE 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.

III. COURSE OBJECTIVES

By the end of English 1301, the student should have written a minimum of five, 500-word essays that reflect the ability:

- ✓ To understand writing as a process: that is, writing conceived as a connected and interactive process which includes pre-writing, writing and revision;
- ✓ To apply the principles of writing as a process and the analysis of audience and purpose to writing assignments;
- ✓ To write an essay that follows the principles of unity and coherence and that is appropriately developed to prove a thesis by means of narration, description, illustration, definition, process analysis, cause and effect, comparison / contrast, classification and division, argumentation, and / or persuasion;
- ✓ To write an essay which follows the conventions of standard written English, the criteria for standard written English being those described in the current required handbook;
- ✓ To understand and apply basic principles of critical thinking in the development of exposition and argument.

SUMMER I, 2021

Calendar

The instructor reserves the right to change the calendar to better suit class needs and instructional priorities.

<u>DATE</u>	<u>ASSIGNMENT</u>	<u>PAGES</u>
<u>Tuesday, June 1st</u>	Introduction to the course, syllabus Composition Terms	ppt
<u>Wednesday, June 2nd</u>	Ch. 1 An Introduction to Writing Types of Introductions / Common Thesis Errors Ch. 8 Description Description essay assignment sheet	2 – 22 ppt 204 - 214
<u>Thursday, June 3rd</u>	Ch. 2 The Writing Process Ch. 3 The First and Second Steps “Dad”	24-37 52-69 257
<u>Monday, June 7th</u>	Ch. 9 Narration Narration essay assignment sheet Description Essay Due	225-234
<u>Tuesday, June 8th</u>	Ch. 4 The Third Step Ch. 5 The Fourth Step “The Importance of Teaching Failure”	85-105 112-139 380
<u>Wed. June 9th</u>	Ch. 11 Process CASQ Ch. 13. Compare / Contrast Compare / Contrast essay assignment Narration Essay Due	265-274 ppt 305-318
<u>Thurs., June 10th</u>	Grammar Review Workbook catchup	
<u>Monday, June 14th</u>	Ch. 12 Cause and Effect Hyphenated Words “Lou’s Place”	283-294 214
<u>Tuesday, June 15th</u>	Ch. 14. Definition “Shame”	329-338 645

<u>Wed., June 16th</u>	Ch. 15 Division – Classification Ch. 16 Argumentation Persuasion I assignment sheet Compare / Contrast Essay Due !	350-359 367-380
<u>Thur., June 17th</u>	Workbook day Grammar Review	
<u>Monday, June 21st</u>	Ch. 16 Argumentation Persuasion I assignment sheet “I Became Her Target”	367-380 653
<u>Tuesday, June 22nd</u>	Grammar! <i>Modifiers, misplaced and dangling</i> <i>Regular and Irregular Verbs</i> <i>Past Participles</i> Persuasion Essay I due! Persuasion II Assignment sheet	
<u>Wed., June 23rd</u>	Diction Slang, clichés, jargon & idioms Editing vs. Revision “The Teacher Who Changed My Life”	235
<u>Thur., June 24th</u>	Grammar Review Persuasion Review Workbook catchup	
<u>Monday, June 28th</u>	Fallacy review Parts of Speech Persuasion Essay II due!	
<u>Tuesday, June 29th</u>	Writing Process Review Workbooks Due	
<u>Wed., June 30th</u>	Preview of English 1302 & The research paper Review for the final exam	
<u>Thursday, July 2nd</u>	Final Exam	

Attendance Addendum:

Beginning the second week of class: Monday, June 7th

Students who have no absences Monday- Wednesday of each full week may elect to miss class on Thursday without consequence. However, for any student who has any absences Mon-Wed, Thursday attendance is required.

For students who have no absences Monday – Wednesday and still attend class on Thursday, bonus points will be awarded in the following amounts:

1st Thursday bonus: ten points

2nd Thursday bonus: thirty points

3rd Thursday bonus: sixty points

THE WORKBOOK 5.0

All workbook entries *must* follow these guidelines:

- ◆ All entries should be double-spaced, using a 12-point, Times New Roman font with standard 1 inch margins.
- ◆ Each entry should begin with a heading that includes your name, class and the due date.
- ◆ Points will be deducted for improper formatting (*max. 10*).
- ◆ Workbook entries must contain a **minimum of 350 words** and a **maximum of 800 words**.

JOURNALS:

- ◆ All journal entries should have a distinct introduction, with the thesis underlined, separate body paragraphs and a short conclusion.
- ◆ All journal entries must follow one of the assigned topics, and submitted in the order they are assigned.
- ◆ Be sure that each entry is numbered correctly.
- ◆ All journal entries must have a heading in the upper left-hand corner:
Fly, Joseph (*your name, of course*)
English 1301-200
June 29th, 2021
- ◆ All journal entries should have a number as a part of the original title.
For example: Journal Entry # 1: My Super Power (*Don't use the topic as the title!*)

GRADING:

You must submit at least 1,000 words to make an 'F.' Anything less than 1,000 words will receive a zero (no credit). Submissions between 1,000 and 3,000 will receive an 'F'.

Workbooks in the 3,000 – 4,000 range will receive a 'D', 4,001- 5,000 = 'C', 5,001 – 6,000 = 'B' and 6,001 – 7,000 = 'A'.

1000 - 2999 words = 100 points

3,000 - 3999 words = 120 points

4,001 - 4999 words = 140 points

5,001 - 5999 words = 160 points

6,001 - 6999 words = 180 points

7,000 + words = **200 points!**

JOURNAL TOPICS

1. As a college student, what is the one best thing you can do for yourself?
2. If you could develop a new skill or ability overnight, what would it be?
3. Would you accept a guaranteed lifetime allowance of \$75,000 per year if accepting it meant that you could never again earn money from either work or investments?
4. Write a letter to your teenage self.
5. Which book / movie has made the biggest impact on your life? Why?
6. What was the biggest change that the Corona virus had on your life?
7. In your experiences, what are the biggest differences between high school and college?
8. How much influence should students have over college policies?
9. Should the U.S. reaction to the corona virus have been different? If not, why? If yes, how?
10. If you could be world famous, what would you want to be famous for? What is one thing you would NOT want to be famous for?
11. Do you feel you made a good use of your time during the quarantine period? If not, what would you do differently?
12. Should the federal minimum wage be based on age, number of dependents or something else?
13. When has your life changed as the result of seemingly random influence?
14. Will college change who you are, or cement it?
15. The world is so complex, no one can possibly understand it. Agree or disagree?
16. If the United States were completely destroyed in an unprovoked nuclear attack, would you want to destroy those who attacked us?
17. What do you consider to be a 'perfect' evening?
18. Would you have a healthy, loving pet put to sleep for \$50,000?
19. What do you believe are the chief reasons for students' academic failure in college?
20. The president of your college wants to get rid of spring break. Write a persuasive essay convincing him / her that it would be a bad idea.
21. What do you think are the major causes of divorce?
22. Describe the worst experience you've had with a teacher.
23. Describe the best experience you've had with a teacher.
24. How would YOUR life be different if there were no internet?

