

**South Plains College  
ENGL 1301 + INRW 0300 Online  
Corequisite Courses Syllabi and Class  
Policies  
Spring 2021**

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nnewsom@southplainscollege.edu Office  
**Hours (virtual):**  
**Mon-Thu: 2:00-4:00**

**\*Although office hours are designated and set aside, I am generally available at any time via email. I am also available for Zoom meetings. Feel free to request one at any time, during office hours or otherwise.**

**Intro:**

**Welcome to 1301/INRW Online, and I will be your instructor for this online course. I check my email frequently, and email is typically the best way to reach me. I may be emailed either through my main SPC email or via Blackboard.**

**As this is an online course, we do not have the benefit of lecture. This means that communication is crucial for the course. I am always available for questions or advice. Never hesitate to contact me regarding readings, assignments, or other issues.**

**IMPORTANT: Make sure to always check your SPC email address (accessed through MySPC). When students email me through Blackboard, my replies automatically go to SPC mailboxes. Be sure to check this email account frequently, especially if you have emailed a question to me through Blackboard.**

**Important: All assignments for this course will be linked to Blackboard.**

**ENGL 1301: Composition I Syllabus**

**Department:** English and Philosophy

**ENGL 1301 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.

**ENGL 1301 partially satisfies a Core Curriculum Requirement:** Communications Foundational Component Area (010)

**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. Write essays that exhibit logic, unity, development, and coherence.
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, voice, parallelism, punctuation, spelling, and mechanics in language appropriate for academic essays.
7. Write a minimum of six 500-word essays.

**South Plains College**  
**ENGL 1301 + INRW 0300 Corequisite Courses**

**INRW 0300: Integrated Reading and Writing**

**Syllabus**

**Departments:** English and Philosophy/The Teaching and Learning Center

**INRW 0300 Course Description:** INRW 0300 serves as a paired support course for students enrolled in ENGL 1301 who are not yet TSI-complete in reading and/or writing. The focus is on teaching students critical reading and academic writing skills to equip them for success in Composition I. Successful completion of this course fulfills TSI requirements for reading and/or writing.

**Course Format for Fall 2020:**

Some face-to-face instruction supplemented with online instruction

**Student Learning Outcomes:** Upon successful completion of this course, students will:

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Identify and analyze the audience, purpose, and message across a variety of texts.
4. Describe and apply insights gained from reading and writing a variety of texts.
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.
6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
9. Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.
10. Recognize and apply the conventions of Standard English in reading and writing.

## ENGL 1301 + INRW 0300 Class Policies

### Textbook:

Langan, John. *College Writing Skills with Readings*. 10<sup>th</sup> ed., McGraw-Hill.

**Student Learning Outcomes Assessment:** A pre- and post-test and/or a writing assignment rubric will be used to determine the extent of improvement that the students have gained during the semester.

### Course Evaluation:

#### Grading Policy:

Study Guides (5x20 pts each):	100 points
Essay one	100 points
Essay two	100 points
Essay three	200 points
Peer Reviews X2	40 points (20 each)
Discussion Posts	60 points (6, ten points each)
Grammar Quizzes	100 points (25 each)
Final Exam	100 points (60 essay, 40 questions)

\*one essay revision (essay one or two) is permitted for a grade replacement

Total Points: 800

Letter Grade Breakdown:

800-700: A  
700-600: B  
600-500: C  
500-400: D

### 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 errors (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 errors (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 errors (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 or more major errors (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.”

**Student Responsibilities:** Students are expected to *[May vary by instructor but usually include the following.]*

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.

**Plagiarism and 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.

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.

**Student Code of Conduct Policy:** 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.

**Disability 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 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.

**Nondiscrimination Policy:** The instructor will do his or her best not to discriminate on the basis of age, color, disability, ethnic background, gender, national origin, race, religion, sexual orientation, or veteran status.



**Diversity Policy:** In this class, the instructor will endeavor 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 participants to learn about others, about the larger world, and about themselves.

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.

**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

**Covid-19:** It is the policy of South Plains College for the Fall 2020/Spring 2021 semesters that as a condition of on- campus enrollment, all students are required to engage in safe behaviors to avoid the spread of COVID- 19 in the SPC community. These requirements are necessary because not everyone who is contagious exhibits symptoms of infection. Students who feel ill should follow University and health care provider guidelines for evaluating their health status, both to ensure the best health outcome for the student and also to limit transmission of COVID-19. However, even students who do not exhibit symptoms must abide by these face covering and social distancing rules at all times while on campus. The full “Return to Campus Plan, Fall 2020” may be found at

<https://www.southplainscollege.edu/emergency/SPCReturnToCampusPlans.pdf>

**Accommodations:** The Americans with Disabilities Act (ADA) regulations do not require or allow the college to alter operating policy as an accommodation. Anyone with concerns regarding health and the face covering policy may contact DeEtte Edens, BSN, RN at 806-716-2376 to request a reasonable accommodation. Reasonable accommodations may include allowing a person to wear a scarf, a loose face covering, or face shield instead of a face mask, offering appointments by telephone or video calls, or offering enrollment in online courses.

**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.

**Basic Needs:**

Any student who faces challenges securing food or housing and believes this may affect his/her performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. The SPC food pantry is also available for this purpose. For more information, call 716-2236.

Levelland Food Pantry: PE Complex

Reese Food Pantry: Reese Center Building 8

**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. Students will be escorted to an appropriate office to ensure social distancing is maintained. 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.

**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.

**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.

**LAST DAY TO DROP:**

The last day to drop is April 29th.

**Final Exam:**

**The final exam will be available from Monday, May 3rd through Monday, May 10.**

**Final Semester Grades:**

My deadline for submitting final grades is May 17 at 10:00 AM. Semester Grades will be listed on Blackboard several days before being submitted. Once grades are submitted, they are final. If you have a question about your semester grade, the time to discuss this with me is before, not after, final grades are submitted.

## **ENGL 1301/INRW Spring 2021 Calendar**

Here is the assignment calendar for the semester. To make things simple, materials for each week are in appropriately labeled folders.

Important: Remember that all dates and assignments are tentative, and subject to change. ALWAYS check the weekly folders for assignments.

### **Week One (Jan 19)**

Readings:

Chapter One: An Introduction to Writing

Chapter Two: The Writing Process

Chapter Three: The First and Second Steps in Essay Writing

“How to Say Nothing in 500 Words” essay

Assignments:

Complete Chapter Review Quiz 1: Essay Writing

Discussion One: Narrate personal writing experience based on response to “How to Say Nothing...”

### **Week Two (Jan 25)**

Readings:

Chapter Four: The Third Step in Essay Writing

Chapter Five: The Fourth Step in Essay Writing

Chapter Six: Four Bases for Revising Essays

Assignments:

Complete Chapter Review Quiz 2

### **Week Three (Feb 1)**

Reading:

Chapters 7, 8, 9 (Intro to Essay Development, Description and Narration)

Review Chapter 24: Fragments and Chapter 25: Run-Ons

Narration Handouts and readings

Assignments:

Grammar Quiz 1: Fragments and Run-Ons

Begin Narrative Paper

Discussion Two: Description (“Family Portrait”)

### **Week Four (Feb 8)**

Readings:

Review Chapter 7, 9

Chapter 10 (Exemplification)

Exemplification Outline Instructions/Guidelines

Assignments:

Chapter Review Quiz 3

Narrative Due Monday, Feb 12 at 6:00 PM

Begin planning Exemplification Paper (due Feb 26)

### **Week Five (Feb 15)**

Readings:

Chapter 11, and 12 (Process, Cause and/or Effect)

Chapter 39: Comma

Review Chapter 10: Exemplification

Assignments:

Chapter Review Quiz 4

Work on Exemplification Essay

Grammar Quiz 2: Commas

### **Week Six (Feb 22)**

Readings:

Ch 13, 14, 15 (Comparison and/or Contrast, Definition, Division-Classification)

Assignments:

Exemplification Paper Due Fri, Feb 26 at 6:00 PM

Discussion Three: Definition

### **Week Seven (Mar 1)**

Readings:

Chapter 16, Argument

Argument Paper and Outline Directions

Assignments:

Chapter Review Quiz 5

Begin Argument Paper (due April 12)

Begin exploring topics using weblink

Visit SPC Library Website

### **Week Eight (Mar 8)**

Readings:

Ch 22, Writing a Research Paper

Sample Research Paper

MLA Powerpoints

Assignments:

Discussion Four: Sample Argument Essay

**March 15-21 Spring Break**

### **Week Nine (Mar 22)**

Readings:

Chapters 41 and 42, Spelling and Commonly Confused Words

“Propaganda Techniques in Today’s Advertising” (page 697)

Powepoint over Propaganda

Activities:

Grammar Quiz 3: Spelling and Commonly Confused Words

Discussion Five: “Propaganda Techniques”

### **Week Ten (Mar 29)**

Readings:

Argument materials (revision/editing checklist)

Any additional Powerpoints, Handouts or reminders

Activities:

Continue revising and editing Argument

### **Week Eleven (April 5)**

Finalize Argument Paper

1. Make sure you have carefully reviewed all materials in the Argument Folder

2. Complete Revision and Editing/Proofreading Checklist

3. Review the MLA Guidelines presentation for completing the Works Cited

4. Complete Works Cited

\*\*\*Make sure your Works Cited and paper are submitted as a single document

Argument paper due Monday, April 12.

Week Twelve (Apr 12)

Argument Paper due by 6PM, April 12

Readings:

Chapter 29: Pronoun Agreement and Reference

Activities:

Grammar Quiz 4: Pronoun Agreement

### **Week Thirteen (Apr 19)**

Revision Assignment

### **Week Fourteen (April 26)**

Wrap-up; Final Exam Review

### **Week Fifteen (May 3)**

Final Exam Opens

**Week Sixteen (May 10)**

Final Exam closes Monday, May 10 at noon

Final grades submitted