



“South Plains College Improves Each Student’s Life”

ENGL 1301/INRW 0300, Spring 2026 – Face-to-Face Class

Course Location, Dates, and Times

This course meets 8:00 am (lab component/writing workshop time) and 9:30 am (class session), Mondays and Wednesdays, in room TA (Technical Arts Building) 221 on the Levelland Campus

Instructor Contact & Office Hours

Instructor: Dr. Erika M. Warnick
Professor of College Literacy and Education

Email: ewarnick@southplainscollege.edu

Phone: 806-716-2238

Office Location: LIB 306 (Library Building, Levelland Campus)

Classroom Location: TA 221 (Technical Arts Building)

Office Hours — Let’s Connect!

Office hours are a great time to ask questions, talk through assignments, review feedback, or check in about your progress. You never need a “big reason” to attend—these hours are for **you**.

Mondays/Wednesdays	Tuesdays/Thursdays	Fridays
1:00pm-3:00pm	8:30am-9:30am & 1:30pm-2:30pm	9:00am-12:00pm (by appt.)

Mondays and Tuesdays, office hours are in-person. Wednesdays and Thursdays, office hours are held on Zoom. **Zoom link:** Available in Blackboard

Required Draft Review Meetings (You’re Not Doing This Alone!)

All students are required to meet **one-on-one** with me, a tutor through the SPC Writing Center, or a tutor through Brainfuse (online), during specific points in the semester to review essay drafts.

Meetings may take place **via Zoom** or **in person** at the Levelland campus—your choice.

 **Tentative meeting weeks:** Weeks **4, 8, and 11**

 A **sign-up link** will be posted in the weekly module when it's time to schedule.

These meetings are **required** and are designed to:

- Help you strengthen your draft
- Answer questions before you revise
- Set you up for a stronger final essay



Additional Meetings with Tutors

All students are encouraged to meet with a tutor at any point during the semester—either:

- **In person**, or
- **Online** through Brainfuse / Tutor.com

In some cases, I may **require** a student to meet with a tutor if additional support would be helpful.

 **Extra Credit Bonus!**

Anytime you meet with a tutor and provide proof of attendance, you will earn **extra credit**.



Required Materials for Class

- **FREE OER Textbook**
You will receive a digital chapter each week directly in Blackboard—no book purchase required!

To participate fully in this course, you will need:

1. **Reliable access to a computer with Wi-Fi**
2. **A 3-ring binder** with loose paper

3. **Highlighters, pens, and pencils**
4. A **flash/jump drive** to save your work
5. **Word processing software:**
 - Microsoft Word or Google Docs only
 - **Pages (for Macbook users) is not accepted**
 - MacBook users must convert Pages documents to **Word or PDF** before submitting assignments



ENGL 1301: Learning Objectives

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.

Core Curriculum Requirement

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

- **Communication 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

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 the 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.

INRW 0300: Integrated Reading and Writing Objectives

Departments:

English and Philosophy / The Teaching and Learning Center / Department of College Literacy and Education

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.

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.

Course Grades & What They Mean

Because this is a **corequisite (joined) course**, the grade you earn in **ENGL 1301** will be the **same grade** you earn in **INRW 0300**, and vice versa. These two courses work together to support your growth as a reader and writer.

*****While a "D" is considered passing the course, for students needing ENGL 1302 (Comp II) for their majors, and/or for students planning to transfer to another college, a grade of C or better will need to be earned.*



How Your Grade Is Determined

Your grades on **assignments, quizzes, homework, digital work, drafts, revisions, essays, reflections, and participation activities** all serve as indicators of your progress toward college-level reading and writing skills.

Students are expected to:

- Keep an ongoing record of their grades
- Regularly monitor academic progress in the **Blackboard gradebook**



Course Grade Breakdown

Course Component	Percentage of Final Grade
Drafts (Essays 1, 2, and 3)	8% total (2.67% per draft)
Revised Essays (Essays 1, 2, and 3)	45% total Essay 1 = 10% Essay 2 = 15% Essay 3 = 20%
Post-Essay Reflection Assessments	25% total Essay 1 Reflection = 5% Essays 2 & 3 Reflections = 10% each
Weekly Homework, Assessments, Pre-writing, and Grammar	12%
Discussion and Participation (attendance, participation, essay review meetings, peer review)	10%
TOTAL	100%

SPC Grading Scale/Percentage Letter Grade:

90–100 A

80–89 B

70–79 C

60–69 D

0–59 F

Rounding Policy

I only round up to the next whole number when a student's final average is at a 59, 69, 79, or 89.
Example: a 79.3 rounds to an 80.



Attendance/Participation & Enrollment Status

Please be aware that **logging in to our Blackboard course page does not count as attendance/participation.**

- If a student logs in but **does not attend class by the 12th class day (January 28, 2026)**, the student will be **dropped from the course (ENGL and INRW)** in accordance with college policy.

After the 12th class day, I **rarely drop students**. Students are typically only dropped in **extreme situations** (such as inappropriate behavior or violations of conduct policies).

Because of this, it is **very important** that you monitor your progress and **withdraw from the course on your own** if you find that you are not able to succeed.

Because this is a **face-to-face course that meets twice a week**, regular attendance and active participation are essential to your success.

Students are expected to:

- Attend class **each scheduled meeting**
- Arrive on time and remain for the full class period
- Come prepared to participate in discussions, activities, and peer work
- Engage respectfully with classmates, the professor, guest speakers, and course materials

While occasional absences may happen, repeated absences or a pattern of arriving late/leaving early can negatively affect your learning and participation grade.

Additionally, you will have a lab/writing workshop time (8:00am-9:15am). This time will *usually be set aside for you to use as needed* to meet with me, a tutor, complete writing assignments, etc. **A few times during the semester, we will gather as a class at 8:30am or 9:00am, to complete the graded post-essay reflection, allowing you in-class time to write your reflection.** The dates on which you will need to arrive to class early are listed on the Course Calendar (at the end of the syllabus) and in Blackboard.

Participation Is More Than Attendance

Being physically present is important, but **participation means engagement**. This includes:

- Contributing to discussions
- Working collaboratively during in-class activities
- Being prepared and attentive
- Staying mentally present (not just in your seat)

Civility & Classroom Conduct

This classroom is a shared learning space. All students are expected to help maintain a **respectful, inclusive, and professional environment**.

This means:

- Using respectful language and tone
- Listening to others without interrupting
- Being open to different perspectives
- Avoiding disruptive, distracting, or inappropriate behavior

Disrespectful conduct—including offensive language, repeated disruptions/distractions, or inappropriate behavior—may result in removal from class for the day, a conference with the instructor, or referral to college administration.

Additionally, consistent distractions, such as excessive/constant texting, making/taking phone calls, watching non-course related videos, etc., may result in being asked to put away devices, stepping outside briefly (i.e., to take a call), or being asked to leave the class (due to distractions).

Unforeseen Circumstances

I understand that life doesn't always go as planned. If you experience an **unforeseen circumstance**—such as an illness or a family emergency—please **contact me as soon as possible and before the assignment deadline**.

While I always aim to be fair and understanding, please know that **due date extensions are not automatic** and are granted **at the instructor's discretion**. If an extension is approved, it will typically be offered once. Any additional missed work after that may result in a grade of 0. In some cases, I may request **written documentation** to better understand the situation, determine

appropriate next steps, and/o in instances where several requests for extensions may have been made.

Extra Credit Opportunities

There will be up to **FIVE** extra credit opportunities offered throughout the semester, and these will be clearly announced in the **weekly course modules** in Blackboard. Extra credit is counted as an assignment credit!

Additionally, any time you meet with a tutor (in addition to the required draft review meetings), you will receive extra credit toward discussion/participation.

Dropped Grades at the End of the Semester

To help balance the occasional off week:

- Your **three lowest homework/assignment grades** will be dropped at the end of the semester.
- Your **lowest participation grade** will also be dropped.

Dr. W's Tip

One rough week will not define your success in this class – I promise! Keep moving forward—consistency matters more than perfection.

Late Work — What's Flexible & What's Not

- **Homework only** may be submitted **up to one day late** (no penalty).
- **Essays, drafts, discussions, and reflections are not accepted late** without prior written permission.
- Extensions must be requested **before** the deadline—not after.

Grades & Feedback — What to Expect

- **Grades for homework and discussions** are updated **weekly** in Blackboard.
- **Essay grades** will be posted **within two weeks** after you submit the **final, revised version** of the essay.



Submitting Your Work — What to Know

To help you succeed in this course, please be sure that you:

- **Submit quality, college-level work** that is written professionally and free from slang. All assignments are due on the dates listed in Blackboard and on the course schedule.
- **Save and keep all work** from this class (notes, drafts, outlines, sources) for the entire semester.
- **Check your grades regularly** in Blackboard so you always know where you stand.
- **Submit assignments in Microsoft Word or Google Docs only.**
Please note: I cannot accept Pages documents or PDFs.
- **Upload assignments to the correct location in Blackboard:**
 - Homework → assignment link
 - Essays → Turnitin linkUploading to the wrong area may result in a grade of 0.
- **Make sure your document is fully attached before submitting.**
Submitting a blank or incomplete document may result in a grade of 0



Essay Requirements — The Big Picture

- You will write **three major essays** this semester.
- Each essay includes **an outline, a draft, and a final revision, followed immediately by a post-essay reflection assignment.**
- Essays must:
 - Follow the provided assignment instructions and rubric (in Blackboard)
 - Match your outline/prewriting by **at least 75%**
 - Meet length requirements (usually **550–850 words, unless otherwise noted**)
 - Be in the proper APA format
 - Be submitted **on time** through Turnitin in Blackboard

Dr. W's Tip

Strong essays are built *step by step*. If you skip prewriting or outlining, the essay almost always struggles and may feel harder to write!



Post-Essay Reflection Assessments

After each final essay, you will complete a **post-essay reflection assessment**.

Here's what that means:

- Reflections are completed in **the classroom** (but at anytime, I may have students use their laptop and a secure browser)
- They must be completed **in one sitting**
- No notes, drafts, essays, or outside sources/web browsers allowed
- You must submit the **final revised essay by the essay deadline** to unlock and complete the reflection
- Reflections are **graded** and count as a significant portion of your course grade
- Reflections **cannot be made up** if missed.

Why we do this:

Reflections help you think about *how* you wrote—not just *what* you wrote. This metacognitive work is proven to improve future writing. This also serves as another writing assessment!



Feedback on Drafts — How It Works

I work hard to give **thoughtful, meaningful feedback** on drafts. That feedback is designed to help you **learn how to revise and edit your writing**, not to correct every single mistake for you.

This means:

- Feedback will focus on **patterns, strengths, and next steps**
- It is **your responsibility** to:
 - revise carefully
 - ask questions
 - use tutoring resources
 - apply feedback thoughtfully to improve your final essay



Draft Grades vs. Final Grades (Important!)

- Grades earned on **drafts are not the same as the grade earned on the revised version!**
- Draft grades may be **higher or lower** than the grade on the revised essay.
- Drafts will be awarded 100 points automatically if the paper is submitted on time, in the correct format, with the correct word count, has all the necessary requirements for that particular topic/paper, and has no plagiarism/AI match!
- Revised essays are graded on the standard, English-department rubric.

When Draft Feedback May Not Be Provided

I reserve the right **not** to provide feedback on a draft if:

- a draft is **not submitted**
- the draft is written using **generative AI**
- required **outline or pre-writing** is missing
- the draft is **submitted late**
- the draft has been **plagiarized**

Additionally, feedback may not be provided if a student **does not attend or schedule a required draft review meeting** during designated weeks.

Discussing Your Writing

At any point during the semester, students should be prepared to **verbally discuss any part of their writing**—including ideas, structure, sources, revision and/or word choices – with me, a tutor, or other students during peer reviews.

This may occur during:

- Draft review meetings
- Office hours
- Conferences
- Meetings with the academic coach and/or tutor
- Follow-up conversations regarding authorship of an assignment

Why we do this:

Being able to talk through your writing helps demonstrate your understanding of the work and supports your growth as a writer.

Keep Your Work!

At any point, I may ask you to submit:

- Drafts
- Notes
- Pre-writing
- Outlines
- Source links

For this reason, you should **keep all work related to this class** until the semester ends.



Academic Integrity, Plagiarism, and AI Use

At the heart of this course is **learning, growth, and honesty**. Students are expected to complete **their own work** on all projects, quizzes, assignments, digital homework, discussion posts, exams, and papers. Doing your own work allows you to build confidence in your skills and ensures fairness for everyone in the class.

Failure to follow academic integrity policies will result in an **F/0 for the assignment** and may also result in an **F for the course** and/or a **referral to the Dean of Students**.

Please read the following carefully so expectations are clear.

Please do **not**, under any circumstances:

- Turn in a paper/assignment/anything! (in whole or in part) that is **not your own**
- Submit a paper you previously wrote for **another course**
- Submit a paper (in whole or in part) written using **generative AI** (such as ChatGPT, Nova GPT, or similar tools), unless explicitly permitted



What Is Plagiarism?

Plagiarism includes, but is not limited to:

1. Turning in work that has been purchased, borrowed, or downloaded from another student, website, or paper mill
2. Turning in work that someone else completed for you
3. Copying and pasting information from sources without proper citation
4. Using direct quotations (three or more words) without quotation marks and citation
5. Missing required in-text citations
6. Submitting work you wrote for another class (even your own work)
7. Submitting work that was created (whether small sections or the entire piece), using AI.

Dr. W's Tip

If you ever feel unsure about whether something needs to be cited—ask. You can email me anytime you have a question!

What Constitutes Cheating?

Cheating includes, but is not limited to:

- Obtaining or sharing exams improperly.
- Accessing exam content before it is given.
- Using unauthorized materials during quizzes, exams, or homework.
- Having someone take an exam for you—or taking one for someone else.
- Altering grade records.
- Copying another student's work.
- Rewriting a peer's work during peer review, so it is no longer their own.
- Taking photos of tests, answers, or another student's work.
- Using generative AI to write any part of an assignment.
- Using a translator (human or computerized) to complete writing assignments.

Generative AI Policy (Read Carefully)

Artificial Intelligence (AI) can sometimes be useful as a **learning support tool**, and in limited cases, we may explore AI together in class. However:

- **Only AI tools I explicitly approve may be used**
- **AI may not** replace your own thinking, writing, or creativity
- Submitting work written by AI is a **violation of academic integrity**

Failure to comply may result in an **F/0 for the assignment**, an **F for the course**, and/or a referral to the **Academic Dean**.

South Plains College's official AI policy can be found here:

<https://www.southplainscollege.edu/syllabusstatements/>

Dr. Warnick's Generative AI Policy

- The **only allowable AI tool** in this class is **MagicSchool AI**, and only when explicitly permitted.
- You must **save all AI history and prompts**. MagicSchool stores output, and I may ask you to submit this at any point during the semester.
- Turnitin includes **both a plagiarism and an AI detection tool**. If an assignment is flagged and/or differs significantly from your prior work, I will contact you for a conversation.

In a **first-offense situation only**, you may be offered a limited opportunity to rewrite the assignment **without AI or technological assistance**. If this option is declined, and there is sufficient evidence of AI usage, the assignment will receive a **0**.

I may also request supporting materials (drafts, notes, outlines, source links, and/or verbal review of the essay/assignment/discussion post). For this reason, students should **keep all work related to this class** until the semester ends.

For any continued and/or additional violations involving AI use (including homework, discussions, pre-writing, and/or essays), consequences may include:

- A **0** on the assignment
- An **F in the course**
- An **administrative drop with an F**

Dr. W's Tip

My goal is to help you learn honestly and confidently, and that includes how to ethically utilize AI tools! When your work reflects *you*, I can support you much more effectively!

Syllabus Updates & Course Flexibility

I reserve the right to **amend, add, delete, or adjust** course information—including dates and assignments—as needed to best support learning outcomes in this course. Any changes will be clearly communicated through Blackboard.

This syllabus is based on the **South Plains College master syllabus**, which outlines the core content and objectives for this course, regardless of the instructor, location, or format. While all instructors follow these shared objectives, there is also flexibility to explore additional topics or approaches that support the course goals and enhance your learning experience.

**TENTATIVE Schedule for Online Coreq: ENGL1301/INRW0300 – Spring 2026 – Dr. Warnick -
Schedule Subject to Change**

Please Note: *This is an OVERVIEW of the semester; this is NOT a complete homework schedule.*

Specific activities, homework assignments, and due dates are in your weekly Modules in Blackboard.

You will be notified in class and/or via Blackboard of any changes. It is your responsibility to keep up with changes to the schedule and syllabus. I reserve the right to change/amend/delete/add/edit materials, assignments, assessments, and dates as necessary to meet the learning outcomes of the course. Please check Blackboard for an updated schedule. This is a tentative course schedule and is subject to change at the discretion of the instructor.

Week	Topic/Discussion/Activity	Due/ To Do:
Week 1 January 12-18 Weeks in this course go from Monday to Sunday! We will meet in-person Mondays and Wednesdays!	Welcome to class! I am glad you are here!! Getting Started in Class!	**Purchase materials (see syllabus) ***NO book to purchase! You get a FREE e-book for this class! It will be available for you in Blackboard! Complete Module 1 in Blackboard by Sunday (includes discussion post, graded video notes, and assignments)
Week 2 January 19-25 No classes on Monday, January 19, in observance of Martin Luther King Jr. Day	Brainstorming, Mapping, the 5-paragraph Academic Essay, Intro to Grammar, Double-entry journals	Complete Module 2 in Blackboard by Sunday (includes discussion post, graded video notes, and assignments) ***Essay 1 brainstorm due in class on W., 21 (we will do this together in class!)
Week 3 January 26-February 1	Outlining, Nouns/Subjects, Reading/Writing Strategies	Complete Module 3 in Blackboard by Sunday (includes discussion post, graded video notes, and assignments) ***Essay 1 outline due Sunday, 2/1
Week 4 February 2-8 Required Essay Review Meetings with Dr. W this week!	Verbs, Revision Strategies, Reading/Writing Strategies, Narration Pattern	Complete Module 4 in Blackboard by Sunday (includes discussion post, graded video notes, and assignments) *** Essay 1 draft due Sunday, Sunday, 2/8
Week 5 February 9-15	Pronouns, Comma rules 1-3, Compare and Contrast Pattern, Reading/Writing Strategies NO in-class sessions this week. I will meet with each of you to review your Essay 1 draft!	Complete Module 5 in Blackboard by Sunday (includes discussion post, graded video notes, and assignments) ***Essay 1 final version due Sunday, 2/15

<u>Week 6</u> February 16-22 In-class on Monday, 2/16, at 8:30am!** Essay 1 graded reflection.	Modifiers, Comma rules 4-6, Cause and Effect Patterns	Complete Module 6 in Blackboard by Sunday (includes discussion post, graded video notes, and assignments)
<u>Week 7</u> February 23-March 1	Prepositions and Commas, Process/How-to Patterns, More on Reading/Writing Strategies	Complete Module 7 in Blackboard by Sunday (includes discussion post, graded video notes, and assignments)
<u>Week 8</u> March 2-8	Colons, Sentence and Clauses, Research/Library Tips, Editing and Revision Strategies	Complete Module 8 in Blackboard by Sunday (includes discussion post, graded video notes, and assignments) ***Essay 2 outline due by Sunday, 3/8
<u>Week 9</u> March 9-15	Conventions of Standard English, Learning to Cite, Part I, Peer Review Strategies	Complete Module 9 in Blackboard by Sunday (includes discussion post, graded video notes, and assignments) ***Essay 2 draft due by Sunday, 3/15
<u>Week 10</u> March 16-22 No classes this week! Spring Break!	SPRING BREAK!!!!	No homework this week! Enjoy!! :)
<u>Week 11</u> March 23-29 In-class on Monday, 3/23 (regular time, 9:30am) – graded peer review! This week, required meeting with a tutor!	Usage and Style, Learning to Cite, Part II, Intro to Definition/Example Patterns	Complete Module 11 in Blackboard by Sunday (includes discussion post, graded video notes, and assignments) ***Essay 2 final/revised version due by Sunday, 3/29
<u>Week 12</u> March 30-April 5 In-class on Monday, 3/30, at 8:30am!** Essay 2 graded reflection.	References Page and NoodleTools, Part I, Reading Strategies	Complete Module 12 in Blackboard by Sunday (includes discussion post, graded video notes, and assignments)

<u>Week 13</u> April 6-12	References Page and NoodleTools, Part II, Reading Strategies	Complete Module 13 in Blackboard by Sunday (includes discussion post, graded video notes, and assignments) ***Essay 3 outline with sources due by Sunday, 4/12
<u>Week 14</u> April 13-19	Review of Editing, Revision, and Peer Review Strategies, Argumentative Essay Design, Locating Credible Sources	Complete Module 13 in Blackboard by Sunday (includes discussion post, graded video notes, and assignments) ***Essay 3 draft version due by Sunday, 4/19
<u>Week 15</u> April 20-26 In-class on Monday, 4/20 (regular time, 9:30am) – graded peer review! This week, required meeting with a tutor!	More Reading Strategies	Complete Module 14 in Blackboard by Sunday (includes discussion post, graded video notes, and assignments) ***Essay 3 final/revised version due by Sunday, 4/19
<u>Week 16</u> April 27-May 3 In-class on Wednesday, 4/29, at 8:30am!** Essay 3 graded reflection	More on Citing and References, NoodleTools, Finding Credible Sources	Complete Module 15 in Blackboard by Sunday (includes discussion post, graded video notes, and assignments)
<u>Week 17</u> May 4-10 FINALS WEEK!	FINALS WEEK	