



South Plains College

“South Plains College Improves Each Student’s Life”

ENGL 1301.C007 – Composition course paired with ESOL 5.C007, Fall 2026 – Hybrid Course



Course Location, Dates, and Times

This course meets twice a week, Tuesdays and Thursdays. Additionally, students are required to also attend the Monday/Wednesday ESOL 5.C007 section that is paired with this class.



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
8:30am-9:30am 1:30pm-2:30pm	9:00am-11:00am	9:00am-12:00pm (by appt.)



Required Draft Review/Individual Conference Meetings

All students are required to meet **one-on-one** with me, our academic coach, a tutor through the SPC Writing Center, or a tutor through Brainfuse (online), during specific points in the

semester to review essay drafts.

 **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

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.



Course Grades & What They Mean

Because ENGL 1301 and ESOL 5 are separate courses with separate requirements, it is possible to earn different grades in each. That said, the two courses are designed to work together — supporting your growth as a reader and writer of formal, academic English.

In order for students to move on to the next section of composition (ENGL 1302, Composition II), students must earn a C or higher in this course.



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**
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Course Grade Breakdown

Course Component	Percentage of Final Grade
Essay Projects (includes drafts and revisions) • Essay 1 = 12.5% of grade • Essay 2 = 12.5% of grade • Essay 3 = 20% of grade	45% total
Post-Essay Reflection Assessments • Essay 1 Reflection = 5% of grade • Essay 2 and Essay 3 Reflections = 10% each	25% total
Weekly Assignments and Grammar (outside-of-class)	15%
Weekly in-class activities, writing workshops, and participation	15%
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

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.



In-class Activities/Writing Workshops

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)

We will do activities (reading, writing, and grammar) in every class, and these activities count toward your overall grade. Moreover, we will be writing parts of the essay in class as well.

- When you come to class (on time, participate fully, minimize distractions, put phones away, etc.), you will receive 100 points for that day.
- If you are late to class (depending upon how late to class you are), you may receive 50-80 points for that day.

- If you are absent, you will receive a 0 for that day.
- If you have contacted me beforehand regarding a tardy or absence, then I will exempt the grade or adjust as necessary for tardies. However, if there is a consistent pattern of tardies and/or absences (more than four), I reserve the right to award the grade noted above for tardies and absences.
- Please note that we will have in-class assignments that will count toward this in-class activities grades. These cannot be made up, and they are not available on Blackboard!

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 (September 9, 2026)**, the student will be **dropped from the course** 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.

Please note: Because this is a paired class, if you drop this course, you must drop ESOL 5.C007 (and vice versa).

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).

Technology Policies for Our Class

- Please keep phones on silent and in bags or on desks.
- If you're expecting an urgent call (family emergency, childcare, etc.), just tell me before class and step out quietly if needed.
- Texting or scrolling during discussion or group work pulls you out of the room — please save it for break.
- Laptops may be used for classroom purposes (i.e., some writing, research, note-taking, etc.)
- Unless specified in a student's letter of accommodation, laptops may not be used for in-class reflections. If a student needs to use a laptop, the student will need to complete the reflection digitally in the Honorlock lock-down security browser in Blackboard.
- If a laptop/tablet/phone becomes a distraction (for you, your neighbors, or me), I may ask you to put those items away for a class period.
- Earbuds/headphones should be removed for class, and Metaglasses are not allowed during writing workshops and/or in-class reflections.
- Recording of class in any way (i.e., audio, video, etc.) is expressly forbidden due to privacy and FERPA policies. Only students who have approval from the Disability Services Office in their Letter of Accommodation may record the lecture part of class only (and only after we have met to review and approve the accommodations).
- Uploading any of our class materials to any other website (i.e., Chegg, ChatGPT, Claude AI, etc.) is not allowed and is a violation of copyright policies.

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 **two lowest homework/assignment grades** will be dropped at the end of the semester.

- Your **three lowest participation/in-class activities grades** 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, and in-class reflections are not accepted late** without prior written permission.
 - Extensions must be requested **before** the deadline—not after.
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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, or in instances where several requests/extensions have already been granted.



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.
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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 link

Uploading 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
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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 any time, 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
- Unless specified in a student's letter of accommodation, laptops may not be used

for in-class reflections. If a student needs to use a laptop, the student will need to complete the reflection digitally in the Honorlock lock-down security browser in Blackboard.

- 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
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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 **ONLY** 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 or When a Grade Less than 100 may be Awarded

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**
- student **does not attend or schedule a required draft review meeting** during designated weeks.
- student has **missed required in-class activities and writing workshops**

Additionally, if a draft is submitted that is under the word count and/or does not adhere to the requirements of the essay, a student may receive lower than a 100. For example, if the minimum word count of a submitted draft is 250 words, but the minimum requirement was 550, then the student may receive a 50 for the draft.

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 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!



South Plains College Policies

For a complete list of updated campus and classroom-wide policies, please visit this link:

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



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.

Fall 2026 – ENGL 1301 (coreq with ESOL 5)

Tentative Course Schedule

Dr. Warnick — South Plains College

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.*

Please note: This schedule is subject to change; any changes will be announced in class and posted in Blackboard. Specific dates and assignment details are in Blackboard. **Complete each week's homework in Blackboard.**

Week	Topic & Skills	Due & Homework
Week 1 Aug 24–30	Welcome to Class! Welcome, syllabus & Blackboard overview; building our writing community.	Complete Week 1 homework in Blackboard
Week 2 Aug 31–Sept 6	Essay 1 — Personal Essay: Your Own Use of AI Understand the assignment & prewrite. Intro to the 5-paragraph essay.	Complete Week 2 homework in Blackboard
Week 3 Sept 7–13	Essay 1 (continued) Draft your introduction & outline; Grammar begins: subjects & verbs	Complete Week 3 homework in Blackboard
Week 4 Sept 14–20	Essay 1 (continued) Intro to APA formatting; write body paragraphs; the four sentence types	Complete Week 4 homework in Blackboard
Week 5 Sept 21–27	Essay 1 (continued) Conclusion and edit; editing workshop (grammar): simple sentences (identifying fragments)	Essay 1 DRAFT due Complete Week 5 homework in Blackboard
Week 6 Sept 28–Oct 4	Essay 1 — Polish & Conferences Individual conferences. Grammar: pronouns	Essay 1 FINAL/REVISED due Complete Week 6 homework in Blackboard

Week	Topic & Skills	Due & Homework
Week 7 Oct 5–11	Essay 2 — AI How-To Post-essay Reflection #1 in class on Monday, October 5! Read & use one source; choose your AI task & plan your steps.	Post-essay Reflection #1 in class on Tuesday, October 6! Complete Week 7 homework in Blackboard
Week 8 Oct 12–18	Essay 2 (continued) Outline & draft your steps; integrate your source. Grammar: modifiers (adjectives & adverbs)	Complete Week 8 homework in Blackboard
Week 9 Oct 19–25	Essay 2 (continued) Write conclusion and edit; revise for clarity & correct order. editing workshop (grammar): commas + FANBOYS (compound sentences)	Essay 2 DRAFT due Complete Week 9 homework in Blackboard
Week 10 Oct 26–Nov 1	Essay 2 — Polish & Conferences Individual conferences. Grammar: identifying comma splices and run-ons in writing. Citation: References page.	Essay 2 FINAL/REVISED due Complete Week 10 homework in Blackboard
Week 11 Nov 2–8	Essay 3 — AI Persuasive Essay Post-essay Reflection #2 in class on Monday, November 2! Read three sources & plan your argument & thesis.	Post-essay Reflection #2 in class on Tuesday, November 3! Complete Week 11 homework in Blackboard
Week 12 Nov 9–15	Essay 3 (continued) Grammar: complex sentences and prepositions; Citation: References + intro to NoodleTools.	Complete Week 12 homework in Blackboard
Week 13 Nov 16–22	Essay 3 (continued) Planning check & drafting; build your argument & synthesis. Grammar: complex sentences (part 2).	Essay 3 DRAFT due Complete Week 13 homework in Blackboard
Week 14 Nov 23–29	Essay 3 (continued) Revise & polish. (One session — Thanksgiving week.)	Complete Week 14 homework in Blackboard
Week 15 Nov 30–Dec 6	Essay 3 (continued) Grammar: review commas and sentence-level edits; Citation: finalize References, edit drafts. Extra credit conferences; post-essay 3 reflection	Post-essay Reflection #3 in class on Thursday, December 3 Complete Week 15 homework in Blackboard
Week 16 Dec 7–13	Finals Week	Essay 3 FINAL/REVISED due by December 7!

