

## South Plains College

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**“SOUTH PLAINS COLLEGE IMPROVES EACH STUDENT’S LIFE”**

Course Syllabus for Co-Requisites: Integrated Reading & Writing (INRW 0300) and English Composition (COMP 1301)

SPRING 2019

**Instructor:** Mrs. Raylene Nuffer, M.A.

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**Phone:** 806-716-2239, Please leave me a message if I am not available to answer your call.

**Office Location:** Library Building, Levelland Campus, Third Floor – room 307

### Office Hours – SPRING 2019

Monday	Tuesday	Wednesday	Thursday	Friday
8:30 – 9:30am, 12:30 – 1:00pm,	8:30 – 9:30am, 12:30 – 3:00pm, *1:00 – 2:00pm in Writing Lab	8:30 – 9:30am, 12:30 – 1:00pm	8:30 – 9:30am, 12:30 – 1:00pm	9:00 - 12:00pm  * <u>by appt. only</u>

*Office hours are subject to change; however, you will be notified if changes occur.*

### Mrs. Nuffer’s INRW 0420 and ENGL 1301 Course Offerings for SPRING 2019:

INRW0300.C02 meets Monday/Wednesday at 9:30am in room LIB338

COMP1301.C02 meets Monday/Wednesday at 11am in room LIB338

INRW0300.C06 meets Tuesday/Thursday at 9:30am in room LIB338

COMP1301.C06 meets Tuesday/Thursday at 11:00am in room LIB338

### Mrs. Nuffer’s INRW 0420 and ENGL 1301 Course Offerings for SPRING 2019:

COMP1302.023 meets Monday/Wednesday at 1:00pm in room LIB338

## ENGL 1301: Composition 1 – Course Information

### Departments

English and Philosophy

### 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.

**This course 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, 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 – Course Information

### Departments

The Teaching and Learning Center

### 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.

**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.

## Required Materials

*The Power of Determination* edited by: John Langan; ISBN 978-1-59194-503-1

*Steps to Writing Well with Additional Readings* by: Jean Wyrick, ISBN 978-1-305-39421-6 (optional)

Required materials for class:

- Pens/pencils
- Paper/spiral notebook
- Highlighters, colored pens/pencils (assorted colors for marking text)
- Folder/binder
- Calendar/agenda

## Student Assessment

A pre- and post-test in reading and writing will be used to determine the extent of improvement that the students have gained during the semester.

## Course Details

Student writing Portfolio, includes:

- 3 500-word essays
- Edited revisions
- Teacher, peer, and group reviews

Online and in-class journal

Online discussion boards

Grammar lessons/quizzes

Midterm

Final

## 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."

Grades are determined by the following scale:

90-100 = A                      60-69 = D  
80-89 = B                      0-59 = F  
70-79 = C

Your grade will be based on the following percentages:

Writing Portfolio (4 500-word essays + revisions + rewrites)	40%
In-Class Writing Assignments	10%
Active Reading Skills and reading discussions	25%
Grammar Mini-Lessons	5%
In-class Midterm Exam	10%
Final (Essay)	10%

\*Academic progress posted in each student's grade book on Blackboard.

### Grading Policy

1. All work is due as stated by the instructor and/or the syllabus
2. Late work is not permitted under any circumstances (absences, illnesses, etc.)
3. The TWO lowest grades may be replaced by a replacement assignment.
4. Grades are usually updated and entered into Blackboard within a week after the assignment is due. *However, essays may require two weeks before a grade is submitted into Blackboard.*  
\*\*\*\*It is the *students' responsibility* to track their grades in Gradebook in Blackboard.

### Replacement Assignments

1. Fakebook page created for one of the people from *The Power of Determination*.
2. Revise and edit TWO journal entries or TWO double-entry journals.  
\*Original journal must be turned in along with revisions for credit.
3. Any other assignment that Mrs. Nuffer may choose as a replacement assignment.

## Attendance Policy

In these co-requisite courses (INRW0420 + COMP1301), students are allowed up to 4 absences in each course. On the 5th absent day, or after 4 absences, a student's final grade may be dropped a whole letter grade. So, if a student makes a "B" in the course at the end of the semester, but has 5 absences then they will receive a "C" for the course. If the same student has 6 absences, then the student will receive a "D" for the course, and so on and so forth. Students may be dropped after 2 consecutive absences from this class if they have not been in touch with the instructor regarding their absences.

Students are expected to attend all classes in order to be successful in a college course.

If a student has excessive absences in one course and not the other, the student will be dropped from both courses. For example, if a student has 5 absences in INRW, but only 3 absences in COMP1301 the student will be dropped from BOTH courses. **A student cannot remain in one course, while dropped from the other course- the student will be dropped from both courses as these are co-requisite courses.**

Late Policy: For every two classes that a student is late, an absence will be assessed. Being late is defined as a student who arrives to class after the first 5 minutes *OR* if a student arrives more than 5 minutes late after a class break. If class starts at 9:30, then the student is late at 9:36 and thereafter.

*\*\*\*If I, the instructor, deems a student unprepared in any manner (e.g., consistently not bringing required materials/homework to class), and/or, if a student disrupts the learning environment, he/she will be asked to leave the class. If a student is asked to leave the class, this will result in an absence for that day, and this absence does count towards the student's allowable total absences for the semester. If the student is continually unprepared for class in any way, and/or continually disrupts the learning environment, that student may be dropped from the course with the grade of F.*

## Institutional and Academic Policies

### 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; or
5. Turning in a paper that was written for another class without further work (eg; added research, extensive text, or a reformatted essay)

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 OR email [lyoung@southplainscollege.edu](mailto:lyoung@southplainscollege.edu) (Levelland Campus).

## 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.

## Technical Help

Technical help with email, internet access, MySPC, or any other SPC tech support issues please-

Email: [helpdesk@southplainscollege.edu](mailto:helpdesk@southplainscollege.edu) OR Call: 806-716-2600

For technical help in Blackboard click the blue "Help" tab in the black column on the left-hand side of any Blackboard screen OR use the technical support email/phone number listed above.

**Note:** The instructor reserves the right to modify the course syllabus and policies.

Students will be notified of any changes that may be made to the syllabus.

## Course and Classroom Requirements, Policies, and Expectations

### What I Expect from You

- Attend class and be aware of announcements made in class.
- Bring all material (book, paper, pen/pencil, highlighter) to every class, unless instructed otherwise.
- Email me BEFORE being absent. ***\*\*Please note – you are responsible for following up with the instructor and other students to get any handouts and/or notes from the missed class.***
- Assignments are due on the dates listed in the schedule and on Blackboard. **Even if you are out of class, you are still expected to meet deadlines.** Therefore, you will need to make arrangements to get work and assignments to the instructor by the due date!
- Inform instructor of late **arrival immediately after class.** Failure to do so may result in your being marked absent.
  - You are responsible for keeping up with absences/tardies and can check regularly in Blackboard under the Gradebook.
- Complete homework early enough to seek help if needed.
- Keep an ongoing record of all of your assignments. When I pass graded work back to you, it is **expected that you will keep those assignments for your records.**
- Be familiar with information in the syllabus, especially attendance, grading, and test policies.
- Take care of personal needs before and after class – not during.
- Be prepared – have your materials with you (e.g., textbooks, pens/pencils) to class; complete readings/assignments **BEFORE** class:
  - If I see a student completing an out-of-class assignment in class, it will not be accepted.
- Listen and be respectful to others – instructor, guest speakers, and students.
- Participate in class.

### What You Can Expect from Me

- I realize that you are busy people with lives in addition to these classes! Therefore, class will begin and end on time.
- In the event that a class is running late or needs to be cancelled (e.g., due to illness, inclement weather) you will be notified in Blackboard through the announcements tool, through email, and text messaging alerts.
- I will respond to emails within 24 hours of receipt, between Monday and Friday, noon. After Friday, noon, you may not receive a response from me until the following Monday (unless Monday is a holiday, in which case you will receive a response the next business day).
- I will return feedback to you (e.g., graded exams for your review, assignments, quizzes) within two weeks (generally one week).
- I am here to help you! You may email me, call me, or stop by during office hours, or make an appointment to see me.

### Technical Course Information/Requirements

### Blackboard

Blackboard serves as our course website, and will include real-time access to your grades, as well as weekly modules with PowerPoint and class notes, assignments due, handouts, and your chapter quizzes. To access Blackboard, please go to MySPC and click on Blackboard, then click the course link for this class.

### **Student Email**

Your student email account can be accessed through MySPC. Please note: you will need your log-in information (username and password) to log into Blackboard. We will use the computer labs throughout the semester where you will need this information to log on to lab computers.

Once logged in to MySPC you will click on Student Email and your username & password is the same as your MySPC username & password.

### **MYSPC Technical Assistance**

For technical assistance, please email [askspc@southplainscollege.edu](mailto:askspc@southplainscollege.edu) or 806-894-9611 ext. 3300.

### **Audio and Audiovisual Devices**

To respect the academic freedom in the classroom, and the privacy of all students, recording of any kind (audio or visual) is strictly prohibited without written permission from the instructor ahead of time. Failure to adhere to this policy at any time may result in the student being dropped from the class with an "F".

### **Cellphone/Laptop/Tablet Usage in Class**

Unless the instructor has given you previous permission, the use of a laptop or tablet are prohibited in the classroom because electronic devices can be a distraction in the classroom.

The intention of the master syllabus is to provide an outline of the contents of this course, as specified by faculty of the Reading Department at South Plains College, regardless of who teaches the course, when it is taught or where it is taught. Faculty members teaching this course for South Plains College are expected to facilitate learning pursuant to the course objectives. However, instructors also are encouraged to cover additional topics of interest so long as those topics are relevant to the course's subject. The master syllabus is, therefore, prescriptive in nature but also allows for a diversity of individual approaches to course material.

## **Tentative Course Schedule - INRW0300 & COMP1301 CO-REQ, SPRING 2019**

<b>Week</b>	<b>Topic</b>
1 - January 14-17	Class Syllabus Reading and writing pre-tests
2 - January 21-24 MLK Day- Monday	Begin Personal Narrative Essay and LAB DAY (bring personal laptops) <i>GML: subj and predicate identification</i>
3 - January 28-31	Narrative Essay <i>GML: Capitalization 1 and 2</i>
4 - February 4-7	Narrative Essay <i>GML: Capitalization 3 and Review</i>
5 -February 11-14	<b>Narrative Essay Due</b> <i>GML: Commas 1 and 2</i>
6 - February 18-21	Process Analysis Essay <i>GML: Commas 3 and 4</i>
7 - February 25-28	<b>Narrative Essay Revisions Due</b> / Process Analysis Essay <i>GML: Commas 2 Review</i>
8 - March 4-7	Process Analysis Essay <i>GML: Subject/Verb agreement</i>
9 - March 11-14 Spring Break- all week	<b>No Class: Spring Break</b>
10 - March 18-21	<b>Process Analysis Essay Due</b> <i>GML: Pronoun/Verb agreement</i>
11 - March 25-28	Compare and Contrast Essay <i>GML: Quotations</i>
12 - April 1-4	<b>Process Analysis Essay Revisions Due</b> / Compare and Contrast Essay Due <i>GML: Sentence Structure and maintenance</i>
13 - April 8-11	Compare and Contrast Essay <i>GML: Sentence Structure and maintenance</i>
14 - April 15-18	<b>Compare and Contrast Essay Due</b> <i>GML: Sentence Structure and maintenance</i>
15 - April 22-25 Easter Break- Monday	Compile Portfolio / Final Revisions <i>GML: Sentence Structure and maintenance</i>
16 - April 29 - May 2	<b>Compare and Contrast Essay Revisions Due</b> <i>GML: Sentence Structure and maintenance</i>
17 - May 6-9	FINALS week

***\*\*\*\*Please note: I reserve the right to change this tentative schedule. I may add, delete, edit, or revise material to help students accomplish the learning outcomes of the course. If a change is made, it will be announced in class, and updated schedules will be made available on Blackboard.***