

English 1301: Composition I

Syllabus/Policies Spring 2019

Instructor: Ms. Mollie Moore
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Office: Communications 102
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Class Meeting:
1301.001—MW 8:00-9:15 AM // CM 111

Office Hours:
MW: 11AM-12 PM
TR: 8-9 AM & 11AM-12 PM
F: 9 AM-12 PM

Text & Materials:

The following are requirements for this course. You will need to purchase them immediately and consult them frequently as you complete coursework.

Textbook

Langan, John, editor. *College Writing Skills with Readings*. 9th ed., McGraw-Hill, 2014.
ISBN: 9781260014525.

+ **the connect writing access code** (this is packaged with new books or bought separately with used/rented books) ISBN: 9780077724184. *You can also purchase the code online when you sign up for the service in class.

Software

- High-speed Internet connection
- Web browser
- Blackboard account
- Microsoft Word (Some papers will only be accepted in .doc or .docx format; you must be able to convert to this if need be.)
 - Microsoft offers a free download of the Office programs at <https://www.office.com/GetOffice365>

Other

- Loose leaf paper OR a spiral notebook and a pen/pencil for every class meeting (this is to take notes)
- Several different colored highlighters and/or pens for peer review and editing
- Flash/Thumb/Online Drive to store each of your typed assignments for this course. *Save often to avoid heartache later: “My computer crashed with my assignment on it, so I had to start over, and that’s why my paper is late,” is not an acceptable excuse. Save your work in numerous places, and save it frequently.*

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.

Objectives:

- **Communications skills**—to include effective written, oral and visual communication
- **Critical thinking skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Teamwork**—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility**—to include the ability to connect choices, actions, and consequences to ethical decision-making.

Goals/Outcomes: Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Exhibit logic, unity, development, and coherence to create essays.
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 edited American English, with an emphasis on correct grammar, punctuation, spelling, and mechanics, in academic essays.
7. Write a minimum of six 500-word essays.

Student Responsibilities:

Students are expected to

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.

Grades:

Major Essays (4)	70%
Essay Exams (3) & Reflections (4)	15%
Group PRs (Peer Reviews, 3)	10%
Connect Assignments (3 groups)	5%

Grading Scale:

A (Superior): 100-90%
B (Good): 89-80%
C (Average): 79-70%
D (Poor): 69-60%
F (Unacceptable): 59-50%

All grade percentages will come from an average of the grades in that category except for Major Essays which are divided as follows:

Major Essays:

Essay #1 (Definition)	15%
Essay #2 (Cause/Effect OR Comp/Contrast)	25%
Essay #3 (Argument)	50%
Essay #4 (Narrative)	10%

Explanation of Grading Components:

Major Essays

Major essays are the final, polished copy of the essays we work on during each unit of class. These essays should reflect your knowledge of the content of class, mode of writing, and standards of English. **You will receive a detailed assignment sheet for each major essay.**

Essay Exams

During this class period you will write an essay based on the conventions we have studied for that unit. For example, in Unit 5 we will learn how to write an argument. Then, during the essay exam you will write an argument paper based on what you have learned and the assignment sheet you received at the first of the unit. While this essay will be considered a “rough draft,” it will need to be an adequate reflection of the unit’s goals. **You will receive a detailed assignment sheet for each essay exam.**

Reflections

Reflections are small, informal papers about different topics throughout the semester. **You will receive a detailed assignment sheet for each reflection.**

Group Peer Reviews

Group peer review will give you a chance to consult ME and your classmates on your completed essay exam in order to improve and expand on your first draft. You will be required to bring a copy of your paper for each group member during group review. You will read your paper out loud to the group while each member creates feedback for you.

Connect Assignments

These are online, graded assignments to help you learn both modes of writing and standards of written English. Each day you do not attend group peer review will be spent working on and completing all the connect assignments for that essay.

Evaluation:

- The “A” essay is perfectly formatted, with three or fewer spelling/wrong word and/or grammatical errors. It also has an excellent title, strong thesis, good transitions, an introduction with a hook, a thoughtful conclusion, and well-supported main points in the body paragraphs. The writing is lively and intelligent; there are no sentence structure errors.
- The “B” essay at the 1301 level contains all of the above with one or two more errors.
- The “C” essay has a thesis, introduction, and conclusion, but lacks support and has multiple errors.
- The “D” essay contains one or more of the following problems: lack of a strong thesis, lack of a strong organizational pattern, weak introduction and/or conclusion, formatting

errors, multiple spelling and grammatical errors, and/or sentence structure issues (fragments and run-ons).

- The “F” essay does not meet the minimum requirements for a 1301-level essay assignment. Some examples of “F” essays are 1) those written on a topic that has not been approved; 2) those that do not meet the minimum word count; or 3) those that are not written in the required format.

Note: In college, a “C” is an average paper; it does not have anything “wrong” with it; it fulfills the assignment; it simply does not move beyond the average.

Absence Policy:

Any student who misses more than 4 class sessions (2 weeks) could be dropped with a grade of “X.” If the student is failing, due to poor work or missing assignments, the student could be assigned a grade of “F.” An absence is defined as failing to attend class, missing 15 or more minutes of class, or leaving class without the instructor’s approval. Whenever possible, students should let the instructor know about expected absences as soon as possible (before the class meeting if at all possible).

Additionally, a student accrues an absence each time he or she accumulates a total of three tardies. **A tardy is defined as being more than 10 minutes late OR leaving class for any reason during the designated class time.** PLEASE take care of any personal business between classes. It is considered impolite to leave a class while it is in session (even when doing group or individual work).

Because this is a student-oriented class, regular attendance is crucial to understanding. With each absence, your participation grade will be impacted. If you are not prepared for workshop assignments, you may be asked to leave class and will be given an absence. If you must be absent, be sure to check Blackboard and check with another class member for any changes in the syllabus so that you can be prepared for the next class meeting. You will still be responsible for the material you have missed and for the upcoming material for the next class. “I was absent, so I didn’t know that was due,” is not an acceptable excuse.

Professionalism and Preparedness:

Being prepared means that the student has carefully read all required readings and completed any out-of-class writing assignments. All actions and words should reflect kindness and respect for both the instructor and all other students. Disruptive behavior is not restricted to behavioral issues alone; it can include interruptions from cell phones, iPods/mp3 players, sidebar conversations, or beeping watches. None of these behaviors is conducive to the environment we hope to promote this semester.

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.

Communicating with the Instructor:

The best way to reach me is through email (given above). Although I cannot guarantee that I will respond to your messages right away, I do check my email frequently. Please realize that if you email me after 5 PM, I cannot guarantee a response that night. Weekend responses may be

slower or delayed until the next school day. Your SPC email is considered an official form of communication between you and me, so it is extremely important that you check your SPC email regularly.

If you have any questions or concerns about the class or your performance in the class, please do not hesitate to set up an appointment with me during office hours or write an email to me. I would rather hear about your concerns early in the semester when we still have time to work together, rather than at the end of the class when it is too late for me to help you. Also, if you have any special accommodations please let me know of your needs as soon as possible.

After I hand back graded essays, you must wait 24 hours before you can discuss your grade with me. This time should be spent reading and processing my comments. I am happy to explain my comments and grading rubric and to answer any questions that you may have, but I require that all students let 24 hours pass before contacting me regarding essay grades.

Academic Integrity—Plagiarism/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 it.

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. Giving an in-text citation only at the end of a paragraph.

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; or
7. Copying another's work during an examination or on a homework assignment.

Students with Disabilities:

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.

Statement of Nondiscrimination:

It is the policy of this instructor not to discriminate on the basis of age, color, disability, ethnicity, gender, national origin, race, religion, sexual orientation, or veteran status.

Statement of Diversity:

In this class, the instructor will 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 of us to learn about others, about the larger world, and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

Campus Concealed Carry:

South Plains College permits the lawful carry of concealed handguns in accordance with Texas state law and Texas Senate Bill 11. Individuals possessing a valid License to Carry permit, or the formerly issued Concealed Handgun License, may carry a concealed handgun at all campus locations except for the following: Natatorium.

For a complete list of campus carry exclusions zones by event, please visit <http://www.southplainscollege.edu/campuscarry.php>

NOTE: This syllabus and schedule is subject to change at the instructor's discretion. Continued enrollment by the student in the course indicates that the student agrees and will abide by all policies set forth in this syllabus by the instructor.

Class Schedule

Week 1

M 1/14: Introductions // Syllabus // Expectations

W 1/16: Explanation of Assignments // Critical Thinking, Reading, and Writing

- Prompt for *Reflection #1*
- “An Introduction to Writing” Pg. 2

Week 2

M 1/21: MLK JR. HOLIDAY

W 1/23: Intro to Writing/Writing Process/MLA Citation Basics

- “The Writing Process” Pg. 22

Week 3

M 1/28: Lecture/Practice/Prompt for *Essay #1*

- “Definition” Pg. 304
- “The First and Second Steps in Essay Writing” Pg. 50
- **Reflection #1 DUE**

W 1/30: Sample Essays/Prewriting/Organization

- Explanation of Rough Draft Exam and Group Peer Review Procedures
- Group Peer Review Schedule
- MLA Citations/Plagiarism
- “The Third Step in Essay Writing” Pg. 83
- “The Fourth Step in Essay Writing” Pg. 110

Week 4

M 2/4: **Essay Exam #1**

W 2/6: Group PR + Connect Assignments Open

- “The Four Bases for Revising Essays” Pg. 144

Week 5

M 2/11: Group PR + Connect Assignments Open

W 2/13: Group PR + **Connect Assignments CLOSED (at 11:59 PM)**

Week 6

M 2/18: Essay #1 DUE

- Lecture/Practice/Prompt for *Essay #2*
- Prompt for *Reflection #2*
- “Cause and/or Effect” Pg. 260
- “Comparison and/or Contrast” Pg. 281

W 2/20: Sample Essays/Prewriting/Organization

- Group Peer Review Schedule

Week 7

M 2/25: Essay Exam #2**W 2/27: Group PR + Connect Assignments Open****Week 8**

M 3/4: Group PR + Connect Assignments Open**W 3/6: Group PR + Connect Assignments CLOSED (at 11:59 PM)**

- **Reflection #2 DUE**

SPRING BREAK

M 3/11:**W 3/13:****Week 9**

M 3/18: Essay #2 DUE

- Lecture/Practice/Prompt for *Essay #3*
- Prompt for *Reflection #3*
- “Argument” Pg. 343

W 3/20:

- Lecture/Practice
- “Argument” Pg. 343

Week 10

M 3/25: Sample Essays/Prewriting/Organization

- Group Peer Review Schedule

W 3/27: MLA Citations/Instructions/Research

Week 11

M 4/1: **Essay Exam #3**

W 4/3: Group PR + Connect Assignments Open

Week 12

M 4/8: Group PR + Connect Assignments Open

W 4/10: Group PR + **Connect Assignments CLOSED (at 11:59 PM)**

Week 13

M 4/15: Local Revision Workshop

- **Reflection #3 DUE**

W 4/17: **Essay #3 DUE**

- Lecture/Practice/Prompt for *Essay #4*
- “Narration” Pg. 203

Week 14

M 4/22: EASTER HOLIDAY

W 4/24: Sample Essays/Prewriting/Organization

Week 15

M 4/29: Revision and Editing Workshop

- **Criterion Bonus DUE** (must be submitted by 11:59 PM for extra credit on Essay #4)

W 5/1: **Essay #4 DUE**

- Prompt for *Reflection #4*

Week 16: Finals

M 5/6: ENGL1301.001 Final // 8:00-10:00 AM // CM 111

- Final Exam will be writing **Reflection #4** in class.