

**ENGL 1301.085 Composition I**  
**Syllabus – Fall 2019**

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**Conference:** M-F 8:00-8:45

**Catalog 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.

**Scope/Purpose:**

The purpose of ENGL 1301 is to help students understand and apply the standards of correctness in formal thought and the written English language. English 1301 is designed to help students to think well by teaching them to read and write well through its focus on the writing process, the use of appropriate grammar and diction, the use of logic, and the different methods of essay development. Various readings from multiple areas of the humanities are included.

**Required Texts:**

Kirsznner and Mandell. *Patterns for College Writing*. 12<sup>th</sup> Ed. Bedford/St. Martin's. (\$70.00)

Hacker and Sommers. *A Writer's Reference*. Bedford/St. Martin's. (\$75.00)

*MLA Handbook*. 8<sup>th</sup> Ed. MLA Assn. (classroom set)

SISD has paid for these expensive texts. You will pay for lost or damaged books.

**Goals:**

1. Students will write six to eight essays including the final exam.
2. Students will read essays and short stories, participate in class discussions of the readings, and complete tests over their understanding of the readings through quizzes, unit examinations, and/or written assignments.
3. Students may write additional assignments including, but not limited to, homework or reaction papers.
4. Students will take quizzes and examinations covering, but not limited to, grammar, MLA style, reading assignments, logic, and rhetorical modes.

**Core 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

### **Instructional Objectives:**

Upon completing the course, the student will show competence in these objectives:

1. Understand that writing is an interactive process that includes prewriting, writing, and revision, and apply those principles to all assignments/papers.
2. Develop a minimum of six essays in an appropriate and logical order/structure/mode.
3. Use revision to rectify structural, unity/focus, developmental, grammatical, or mechanical issues within a paper.
4. Analyze and appreciate professional writers' works by understanding their message, how they communicate, and how they impact the reader and be able to synthesize and discuss these elements.
5. Apply the principles of the writing process in tailoring sentence structure, tone, diction, overall style, and mode to fit both the assignment and audience in order to promote coherence and effective communication.
6. Apply the principles of logic to the writing in order to make its communication more efficient, coherent, and powerful.
7. Apply the principles of unity and coherence in order to help the writing be focused and promote more effective communication.
8. Apply the principle of parallelism in order to make the writing more coherent, logical, structured, and easily read and understood.
9. Write an essay in American English (the criteria being those described in the current required handbook) in order to follow the writing process regarding the style requirements of academic writing.
10. Understand and apply the grammatical and mechanical elements of writing in order to promote effective and powerful communication.
11. Be able to analyze a student's own work or a classmate's work and to determine if revisions are needed for the work to fit the assignment, be better developed, or communicate more effectively, and then to convey this in writing to the writer.
12. Make constructive suggestions for others' work during peer editing or other critiques and presentations.

### **Student Learning Outcomes Assessment:**

A pre- and post-test and/or a writing assignment rubric may be used to determine the extent of improvement that the students have gained during the semester.

### **Course Requirements and Policies:**

1. Be on time and regularly attend class.
2. Be responsible for the learning process, including preparation for class such as

- reading and homework; participate in class discussions including asking relevant questions; collect assignments and/or notes from instructor if absent; and accept responsibility for not understanding an assignment or failing an assignment.
3. Be responsible for having an appropriate attitude and for using appropriate language for an academic environment; avoid condescending, inflammatory, or profane rhetoric whether verbal or written.
  4. Maintain respectful behavior toward instructor and classmates in order to contribute to the atmosphere necessary for learning.
  5. Act courteously to others especially by not becoming a distraction in class.
  6. Submit all assignments in accordance with due dates, formats, and requirements. All tests and quizzes must be completed in this classroom, and all essays must be submitted in this classroom. Work is due when or before class begins whether you are present or absent.
  7. Avoid all forms of cheating and plagiarism on all assignments including improper collaboration.
  8. Ask questions when something is unclear. You are responsible for your own learning.
  9. Dual Credit English Language Arts students will not be allowed to audit another language class or take a content mastery class for language.
  10. Students that make below a face value grade of 70% (without ten points added) the first six weeks grading period will be removed and placed in the corresponding regular course.
  11. Students making below a face value grade of 70% (without ten points added) in any succeeding six weeks grading period will be place on probation for the remainder of the school year.
  12. If a student's grade falls below a face value of 70% (without ten points added) for a second time, a student will be removed for the remainder of the year and placed in a corresponding regular course.
  13. Any student that falls below 70% (without ten points added) at semester in an honors course will be placed in the corresponding regular course.

**Grading Policy:**

Tests/Essays	70%
Homework/Quizzes/Discussions	30%

The semester exam may count 20% of the semester average.

Grading Scale:	A/90-100	Superior
	B/80-89	Good
	C/70-79	Average
	D/60-69	Poor
	F/below 60	Unacceptable

Because this is a college course, students will be required to take the semester exam. In this course, the semester exam is one of the required essay. All assignments must be

completed and submitted on (or prior to) the due date before a student will receive credit. Failure to turn in any single assignment will result in a student scoring an F for the semester. Late work will earn a grade of zero.

### **Homework and Quizzes:**

Homework will be assigned each class period. Students with questions regarding homework should see me before or after school and may make an appointment. Reading quizzes will be given at the beginning of each class period; reading the assigned homework is crucial to success.

### **Attendance Policy:**

In the event of unplanned absences due to illness or emergency, students, not parents, are still responsible for contacting the instructor and completing assignments on time or before. *On time* is when the class is in session. For school-sanctioned absences, students must contact the instructor and must submit work on or before the due date. The *due date* is during the scheduled class period. This is a college course for which you are receiving double credit; late work will earn a grade of zero. Attendance is critical to success in the course. **Sleeping in class will count as an absence...sleepers will be moved to local credit English.** Four absences per semester are allowed but NOT recommended. Upon your fifth absence (except in cases of documented extreme circumstances as determined by the professor), you will be withdrawn from the course with a grade of X or F. If you are withdrawn from the course, you are financially responsible for the course tuition and fees. "Whenever absences become excessive (for ANY reason), and, in the instructor's opinion, minimum course objectives cannot be met due to absences, the student will be withdrawn from the course" (*SPC General Catalog*).

### **Academic Integrity—Plagiarism and Cheating:**

"It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension" (*SPC General Catalog*). "Complete honesty is required of the student in the presentation of any and all phases of course work. This applies to quizzes of whatever length as well as to final examinations, to daily reports and to term papers" (*SPC General Catalog*). Students should consult the *General Catalog* online for the college's detailed policies on plagiarism and cheating. Failure to comply with these policies will result in an F for the assignment and can result in an F for the course if circumstances warrant.

Plagiarism violations include, but are not limited to, the following:

1. Turning in a paper that has been purchased, borrowed, or downloaded from another student, an online term paper site, or a mail order term paper mill;

2. Cutting and pasting together information from books, articles, other papers, or online sites without providing proper documentation;
3. Using direct quotations (three or more words) from a source without showing them to be direct quotations and citing them; or
4. Missing in-text citations.

Cheating violations include, but are not limited to, the following:

1. Obtaining an examination by stealing or collusion;
2. Discovering the content of an examination before it is given;
3. Using an unauthorized source of information (notes, textbook, text messaging, internet) during an examination, quiz, or homework assignment;
4. Entering an office or building to obtain unfair advantage;
5. Taking an examination for another;
6. Altering grade records;
7. Copying another's work during an examination or on a homework assignment;
8. Rewriting another student's work in Peer Editing so that the writing is no longer the original student's;
9. Taking pictures of a test, test answers, or someone else's paper.

**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 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 appropriate department. For more information, visit with the counselor or principal.

**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.

**NOTE:**

**English 1301 is a freshman-level college course for which the SPC English department determines the content. Some readings contain adult language and subject matter. Students who are not yet ready for mature, college-level content should consider carefully before continuing with this course.**

**The instructor reserves the right to modify the course syllabus and policies, as well as notify students of any changes, at any point during the semester.**

**All assignments/dates are subject to change. Students will be given adequate notification when changes occur. Students not in class when changes are announced remain responsible for gathering the information from the professor.**

### **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.

### **Essay Rubric:**

#### **“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.”

### **No Essay (0)**

Any essay, or other assignment, not written and turned in receives a Zero and is averaged into the student’s grade as such. Except in special circumstances, teachers will not grade late work, so the assignment must be turned in on time, and teachers do not allow make-up assignments for work missed, or re-writes to improve the grade given. As in the “real world,” the job must be done right the first time, and completed on time, or no credit is given.

After you and your parent/guardian read and understand this syllabus, sign in the applicable blanks below and return this page to me at our next meeting. You are required keep your syllabus in your binder at all times.

Writing must be legible. If I cannot read one of the signatures, I will ask you to resubmit the form.

Date: \_\_\_\_\_

Student's Printed Name: \_\_\_\_\_

Student's Signature: \_\_\_\_\_

Parent's Printed Name: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

Date Received by Instructor: \_\_\_\_\_

## **ENGL 1301 Outline and Calendar—Fall 2014—Jones**

### *A Writer's Ref Assignments*

### *Patterns Assignments*

#### **Week 1**

Course Intro  
General Essay Writing & Process

Book Use, pp. 1-12  
Reading to Write, pp. 13-27  
Invention, pp. 29-49

#### **Week 2**

Writing Process  
Grammar Basics      Part C—Composing & Revising

Invention cont.  
Arrangement, pp. 51-64

#### **Week 3**

Writing Process  
Grammar Basics      Part G—Grammatical Sentences

Drafting/Revising, pp. 65-79  
Editing/Proofread, pp. 81-93

#### **Week 4**

Narration  
Grammar Basics      Part S—Sentence Style

97-108; Cisneros 111-115;  
Edmundson 116—120;  
Smith-Yackel 121-126;  
Gansberg 127-132

#### **Week 5**

Narration cont.  
Grammar Basics      Part P—Punctuation

#### **Week 6**

Description  
Grammar Basics      Part M—Mechanics

151-169; Hodgman 176-181;  
Berne 182-187; Rogers 188-  
193; White 194-201

#### **Week 7**

Description cont.

#### **Week 8**

Definition  
Midterm Exam

489-502; Brady 503-506;  
Burciaga 507-510;  
Daum 511-515

#### **Week 9**

Definition cont.

#### **Week 10**

Comparison-Contrast

371-390; Catton 393-398;  
Chua 410-416; Laird 417-

422; Tannen 423-429

**Week 11**

Comparison-Contrast cont.

**Week 12**

Classification-Division

435-447; Zinsser 450-459;  
Segal 460-475;  
Ericsson 474-483

**Week 13**

Argumentation

525-552; Jefferson 553-558;  
Stanton 559-565; King, Jr.  
566-581

**Week 14**

Argumentation cont.

*from* Debates pp. 582-*ff.*

**Week 15**

Argumentation cont.

Research Writing Review

Part R—Researching

Appendix

**Week 16**

Research Writing cont.

Final Exam

**Caution:**

**All assignments/dates are subject to change. I will give adequate notification if changes occur. Students not in class when changes are announced remain responsible for gathering the information.**