

## 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 2020

**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:**

Monday	Tuesday	Wednesday	Thursday	Friday
8:30 – 9:30am,	8:30 – 9:30am, 11:00 – 1:00	8:30 – 9:30am,	8:30 – 9:30am, 11:00 – 1:00pm	9:00 - 12:00pm  <i>*by appt. only</i>

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

**Mrs. Nuffer’s INRW 0300 and ENGL 1301 Course Offerings for SPRING 2020:**

ENGL1301.C002 meets Monday/Wednesday at 9:30am in room LIB338

INRW0300.C002 meets Monday/Wednesday at 11am in room LIB338

ENGL1301.C003 meets Monday/Wednesday at 1:00pm in room LIB338

INRW.0300.C003 meets Tuesday/Thursday 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\*

\*The last day to buy books and supplies at the bookstore using financial aid is September 9<sup>th</sup>.

***The textbook and materials are due on the first day of week three, September 9/10.***

## 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, for EACH of the THREE essays:

- Pre-writing
- Outline
- 500-word essay drafts
- Teacher, peer, and group reviews
- Final Copy

Online and in-class journal

Online discussion boards

Daily Grammar lessons/quizzes

Midterm

Final

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 (3 500-word essays + revisions + rewrites)	45%
In-Class Writing Assignments	20%
Active Reading Skills and reading discussions	20%
Grammar Mini-Lessons	5%
Final (Essay)	10%

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

**\*\*Students need a "C" or 70% or higher to pass these courses and move on to other reading-intensive courses.\*\***

### Grading Policy

1. All work is due as stated by the instructor and/or the syllabus
2. Homework, in-class writing assignments, active reading assignments, and any work you miss is not permitted after 48-hours from the original due date. 15 points will be assessed for every day the assignment is late.
3. The midterm, final, and any part of the writing portfolio WILL NOT be accepted late under any circumstances.
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.**
5. IF a student's overall class average is below a 70, that student will be assigned tutoring until their class average is above a 70.

### Helpful Websites

1. Grammarly.com (use the free version to upload essays for spelling, grammar, and punctuation mistakes).
2. <http://www.southplainscollege.edu/writingcenter/>: writing lab hours at all SPC campuses.

## Writing Portfolio Essays

### **Narrative**

When you write a narrative essay, you are telling a story. Narrative essays are told from a defined point of view, often the author's, so there is feeling as well as specific and often sensory details provided to get the reader involved in the elements and sequence of the story. The verbs are vivid and precise. The narrative essay makes a point and that point is often defined in the opening sentence, but can also be found as the last sentence in the opening paragraph.

Since a narrative relies on personal experiences, it often is in the form of a story. When the writer uses this technique, he or she must be sure to include all the conventions of storytelling: plot, character, setting, climax, and ending. It is usually filled with details that are carefully selected to explain, support, or embellish the story. All of the details relate to the main point the writer is attempting to make.

### **Analysis**

An Analysis takes individual factors, weighs them against the current knowledge about such things, and adds them up to come to a conclusion. There are three parts to an analysis. The first is the PREMISE. A premise is a basic fact or belief that is used as the basis for drawing conclusions. There may be several PREMISES in an argument. The second part is called EVIDENCE. The evidence is the information you have before you, whether it is a story you are analyzing or something you have observed. The last part is the CONCLUSION. The conclusion is your final analysis of the situation, based on balancing PREMISES with EVIDENCE. A simplified example might be as follows:

- premise: all dogs are animals
- evidence: Fido is a dog
- conclusion: Fido is an animal.

### **Compare and Contrast**

To write a comparison or contrast essay that is easy to follow, first decide what the similarities or differences are by writing lists on scrap paper. Which are more significant, the similarities or the differences? Plan to discuss the less significant first, followed by the more significant. It is much easier to discuss ONLY the similarities or ONLY the differences, but you can also do both.

### **Reader Response / Double Entry Journal**

A reader response or double entry journal is a two paragraph essay gives a brief summary of the reading/text in the first paragraph, and the student's impressions, thoughts, or ideas about the reading/text in the second paragraph. Students will write several reader responses in the course of this semester.

## Attendance Policy

In these co-requisite courses (INRW0420 + COMP1301), students are allowed up to 4 absences in each course. On the day of the 5<sup>th</sup> absence, 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. 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. Copying another's work during an examination or on a homework assignment;
7. Rewriting another student's work in Peer Editing so that the writing is no longer the original student's;
8. 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.

## 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 2020

Week	Topic
1 - January 13-16	Class Syllabus Reading and writing pre-tests
2 - January 20-23 MLK Day- Monday	Campus Scavenger Hunt / TPoD Introduction <i>GML: subj and predicate identification</i>
3 - January 27-30	Student Case Study & Reader Response <i>GML: Capitalization 1 and 2</i>
4 - February 3-6	Begin Personal Narrative Prewriting / LAB DAY (bring personal laptops) <i>GML: Capitalization 3 and Review</i>
5 -February 10-13	<b>Narrative Essay Draft Due</b> <i>GML: Commas 1 and 2</i>
6 - February 17-20	Narrative Essay Peer Reviews <i>GML: Commas 3 and 4</i>
7 - February 24-27	<b>Narrative Essay Revisions Due (Final Copy)</b> <i>GML: Commas Review</i>
8 - March 2-5	Student Case Study Analysis Prewriting <i>GML: Subject/Verb agreement</i>
9 - March 9-12	<b>Student Case Study Analysis Draft Due</b> <i>GML: Pronoun/Verb agreement</i>
10 - March 16-19 Spring Break- all week	<b>NO CLASS: Spring Break</b>
11 - March 23-26	Student Case Study Analysis Peer Reviews <i>GML: Quotations</i>
12 - March 30-April 2	<b>Student Case Study Analysis Revisions Due (Final Copy)</b> <i>GML: Sentence Structure and maintenance</i>
13 - April 6-9	Compare and Contrast Prewriting <i>GML: Sentence Structure and maintenance</i>
14 - April 13-16	<b>Compare and Contrast Draft Due</b> <i>GML: Sentence Structure and maintenance</i>
15 - April 20-23 Easter Break- Monday	Compare and Contrast Peer Reviews <i>GML: Sentence Structure and maintenance</i>
16 - April 27-30	<b>Compare and Contrast Essay Revisions Due</b> <i>GML: Sentence Structure and maintenance</i>

**Week****Topic**

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17 - May 4-6

FINALS week

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***\*\*\*\*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.***