

# Welcome to ENGL 1301/INRW 0300!

## Start Here!

Hi! My name is Emily Gilbert. Welcome to my co-req ENGL1301/INRW0300 class. If you need to contact me during the semester, use the remind app or email me at [egilbert@southplainscollege.edu](mailto:egilbert@southplainscollege.edu). You can also come by my office at REESE at 307A, and I'm there Mondays and online Wednesday 12:30-4:30. I can also meet on Fridays by appointment.

## COVID Crazeiness

Our class is set up as a Flex 4 Hybrid. **This means that we are all online except for a few chosen days during the semester.** In a normal semester, I meet with my students one-on-one four times per semester to go over rough drafts before the final draft of the essay is due. We will try to stick to that as much as possible. However, I understand schedules changing and fear of COVID, and if you would rather have these individual meetings online, I can send you a zoom link. I will send a sign up link for time slots a week before these days (found in the course schedule on pg. 5). Dates subject to change.

## ENGL 1301: Composition I Syllabus

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.

ENGL 1301 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, voice, parallelism, punctuation, spelling, and mechanics in language appropriate for academic essays.
7. Write a minimum of six 500-word essays.

South Plains College  
ENGL 1301 + INRW 0300 Corequisite Courses

INRW 0300: Integrated Reading and Writing Syllabus

Departments: English and Philosophy/The Teaching and Learning Center

INRW 0300 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.

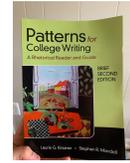
Student Learning Outcomes: Upon successful completion of this course, students will:

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.
- Recognize and apply the conventions of Standard English in reading and writing.

# Class Procedures and Policies

## What you will need for this class:

1. Working computer or plans to work at the lab on campus
2. Textbook and novels
  - a. *Patterns for College Writing Brief 2nd Edition* ISBN 978-1-319-05677-3
  - b. *The Life We Bury* by Allen Eskens
  - c. *Educated* by Tara Westover (both books may be checked out from a library)



## What I can expect from Mrs. Gilbert:

1. Availability – I'm available during office hours, and I will also answer emails/texts within 24 hours Monday-Saturday. I will not answer email/texts on Sunday.
2. Grading - You will receive all papers back within 3 weeks. Grades will be posted on Blackboard within 1 week of being passed back.
3. Announcements – Homework is available on Blackboard. Last minute announcements will be made through Remind.
4. No late work accepted

## What Mrs. Gilbert expects from me:

1. Access Blackboard every week. Three weeks without accessing Blackboard may result in a drop. You will turn in everything online. Learn how to use Blackboard. If you don't know how to use them, YouTube has lots of tutorials.
2. Complete homework. Find all assignments on Blackboard. If you have questions about the assignment, ask them before the assignment is due.
3. Respect me and fellow students.
4. Participate! Students who participate in class have better success rates and satisfaction.
5. Submit your own work!

**SPC Plagiarism Policy:** 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 serious offense and renders the offender liable to serious consequences, possibly suspension. Plagiarism in any form in this class will result in a zero for the assignment and possible expulsion from the class.

## Grading

### Course Evaluation:

Course grades will be determined by the following scale:

90% – 100% = A

60% – 69% = D

80% – 89% = B

0% – 59% = F

70% – 79% = C

### You must make a C or better in the course to be TSI Compliant.

Your grade will be based on the following percentages:

Final Drafts (6 of them)	60%	Reading Quizzes	10%
Red Ink	10%	Journal	10%
Pre-writing assignments	10%		

## Important Policies

**Students with disabilities**, including but not limited to physical, psychiatric or learning disabilities, who wish to request accommodations in this class should notify the Special 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 Special Services Coordinator. For more information, call or visit Dawn Valles in the Special Services Office, RC Building 8, 806-716-4675

**Diversity Statement** In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encouraged engagement and interaction. Understanding and respected 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.

**Photo Release** As a student in this class, I understand that my image may appear in photographs, and things I've said or written may be used by the South Plains College Teaching and Learning Center for the purpose of illustrating class activities and the content of this course. If you wish to refuse this photo release, write I refuse photo release after your signature on page 7.

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 Agenda/Course of Study

This course of study is outline and is subject to change. Your assignments (including required readings) will be posted on Blackboard weekly, and are due on Fridays unless otherwise specified. Only the major essays are listed below. There will be other weekly assignments due through Blackboard. Be sure to check Blackboard daily to see what will be due for your class. These weeks correspond to the weeks posted in Blackboard. Revised 1/2021.

<b>Week</b>	<b>Chapters/Objectives/Readings</b>	<b>Essays due</b>
<b>Week 1</b> Jan. 19-22	<b><i>MLK Holiday 1/18 No School</i></b> Syllabus; "I'm a Survivor"; SQ3R	
<b>Week 2</b> Jan. 25-29	Writing Summaries	
<b>Week 3</b> Feb. 1-5	<i>TLWB</i> Ch. 1-7	Final draft Summary due
<b>Week 4</b> Feb. 8-12	<i>TLWB</i> Ch. 8-16 <i>Patterns</i> Ch. 2-4, 6	
<b>Week 5</b> Feb. 15-19	<i>TLWB</i> Ch 17-25 <i>Patterns</i> Ch. 6 <b><i>Feb. 15 (F2F), 16 (online) 1-on-1 Days</i></b>	Final draft Narrative Essay due
<b>Week 6</b> Feb. 22-26	<i>TLWB</i> Ch. 26-40 <i>Patterns</i> Ch. 7	
<b>Week 7</b> March 1-5	<i>TLWB</i> Ch. 41-54 <i>Patterns</i> Ch. 7	
<b>Week 8</b> March 8-12	<i>Educated</i> Ch. Prologue-6 <i>Patterns</i> Ch. 8 <b><i>March 8 (F2F), 9 (online) 1-on- 1 Days</i></b>	Description Essay final draft
<b>Week 9</b> March 15-19	<i>Educated</i> Ch. 7-14 <b><i>Spring Break -- No school</i></b>	
<b>Week 10</b> March 22-26	<i>Educated</i> Ch. 15-21	
<b>Week 11</b> March 29 - Apr 1	<i>Educated</i> Ch. 21-28 <b><i>April 2 - Easter holiday</i></b>	
<b>Week 12</b> April 5-9	<i>Educated</i> Ch. 29-35 <b><i>April 5 (F2F) 6 (online) 1-on-1 Days</i></b>	TLWB Exemplification essay due
<b>Week 13</b> April 12-16	<i>Educated</i> Ch. 36-40 <b><i>Registration Opens for Fall 4/12</i></b>	
<b>Week 14</b> April 19-23	<b><i>April 19 (F2F) 20 (online) 1-on-1 Days</i></b>	Argument Essay final draft
<b>Week 15</b> April 26-30	<b><i>4/29 Last Day to Drop Classes</i></b>	
<b>Week 16</b> May 3-7	<b><i>May 3 (F2F) 4 (online) 1-on-1 Days</i></b>	Definition Essay Growth Mindset
<b>Week 17</b> May 10-13	<b>Finals week</b>	