

South Plains College
Course Syllabus: ENGL 1301
Fall Semester 2021
Friona High School Dual Credit

Instructor: Jared Travis, MA

Email: jtravis@frionaisd.com

Department: English and Philosophy

Discipline: English

Course Number: ENGL 1301; Section 412

Course Title: Composition I

Available Formats: conventional, online

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.

Prerequisite: Students must be TSI-complete or waived in both writing and reading.

Credit: 3 **Lecture:** 3 **Lab:** 0

Textbook:

Langan, John. *College Writing Skills with Readings*. 10th ed., McGraw-Hill. **Note: This textbook is required for dual-credit ENGL 1301 courses:**

- ISBN: 9781260030228 (physical textbook)
- ISBN for ebook: 9781264302758 (ebook provided in this course)

Supplies: School issued Chromebook, folder for handouts, and notebook for class notes.

Technology Requirements:

- SPC username and password: email helpdesk@southplainscollege.edu or call the SPC Help Desk at 806-716-2600 for help with your username/password
- SPC student email access: Friona ISD requires you to use the Friona ISD provided Google email system.
- Regular access to a computer and reliable internet service: Free WiFi is available at Friona High School.
- Blackboard: grades, assignments, quizzes, videos, and many other resources for this class are accessed through the Blackboard learning management system. Please bookmark this site: <https://southplainscollege.blackboard.com/>
- Papers for this course will need to be written on Google Docs. This word-processing system is used so that files can easily be shared, annotated, and graded with a rubric.

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.

Student Learning Outcomes Assessment: A writing assignment rubric will be used to determine the extent of improvement that the students have gained during the semester.

Course Content:

- ❑ **Description Essay** (outline, peer review of rough draft & final copy): this three-step essay requires that you choose a topic and demonstrate your skill of description. The outline, peer review process, and final draft will be graded (500 words minimum).
- ❑ **Narration Essay** (outline, peer review of rough draft & final copy): this three-step essay requires that you draft a 'narrative' based on a personal experience. The outline, peer review process, and final draft will be graded (500 words minimum).
- ❑ **Definition Essay** (outline, peer review of rough draft & final copy): this three-step essay requires that you select a unique word that implies some degree of power and significance and argue it's best definition. The outline, peer review process, and final draft will be graded (500 words minimum).
- ❑ **Compare-Contrast essay** (outline, peer review of rough draft & final copy): this three-step essay requires that you read two published essays that contain an argument which can be in agreement or in disagreement. You will compare and contrast the essence of the respective arguments by highlighting key points and discussing in detail. Citation will be required for this paper. The outline, peer review process, and final draft will be graded (750 words minimum).
- ❑ **Argument Essay** (outline, peer review of rough draft & final copy): this three-step essay requires that you design an argument from a topic of your choice. You will first summarize a published essay that contains an argument. Then you will respond to the argument from your own position that agrees with the original argument -or- that disagrees with the original argument. Citation will be required for this paper. The outline, peer review process, and final draft will be graded (750 words minimum).
- ❑ **Quizzes:** from the Langan textbook, multiple quizzes will be designed to test your knowledge of various grammar points.

- ❑ **Final Exam:** this will be a presentation of one of your writings; a graded Google Slideshow will be required to accompany your presentation.

Grading:

Attendance and participation	5%
Descriptive Essay	10%
Narration Essay	10%
Definition Essay	10%
Compare-Contrast Essay	20%
Argument Essay	20%
Quizzes/assignments	15%
Final Exam	10%
Total	100%

***For each essay listed above, the following three-steps will be graded as follows:
Outline 10% + Peer Review 10% + Final Draft 80%**

****It is imperative that you complete the rough draft of your paper in time for Peer Review. Without that paper, a grade of 0 will be given for the Peer Review process.**

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."

Student Responsibilities: Students are expected:

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.
10. **All other class rules and procedures as discussed in class at Friona High School.**

Attendance Policy:

This class is a Dual Credit course with Friona High School and South Plains College. Students are expected to comply with attendance requirements for both institutions.

Students must complete daily attendance assignments per Friona High School policy.

Students are expected to attend all classes in order to be successful in this course. The student may be administratively withdrawn from the course when absences become excessive as defined in the course syllabus.

When an unavoidable reason for class absence arises, such as illness, an official trip authorized by the college or an official activity, the instructor may permit the student to make up work missed. It is the student's responsibility to complete work missed within a reasonable period of time as determined by the instructor. Students are officially enrolled in all courses for which they pay tuition and fees at the time of registration.

Should a student, for any reason, delay in reporting to a class after official enrollment, absences will be attributed to the student from the first class meeting.

Students who enroll in a course but have “Never Attended” by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records. A student who does not meet the attendance requirements of a class as stated in the course syllabus and does not officially withdraw from that course by the official census date of the semester, may be administratively withdrawn from that course and receive a grade of “X” or “F” as determined by the instructor. Instructors are responsible for clearly stating their administrative drop policy in the course syllabus, and it is the student’s responsibility to be aware of that policy. **It is the student’s responsibility to verify administrative drops for excessive absences through MySPC using his or her student online account.**

Dropping our class: Before you withdraw from our class, please discuss the situation with your parent, with me, the school counselor, and an administrator. If there are any costs to you, an administrator will let you know. If you feel you are behind in the work, there are ways to help you catch up and stay on track. Talk to me.

- Check the SPC Academic Calendar here to find out the last day to drop a course for this semester:
<http://www.southplainscollege.edu/academiccalendar/index.php>

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.**

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.

Nondiscrimination Policy: South Plains College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President for Student Affairs, South Plains College, 1401 College Avenue, Box 5, Levelland, TX 79336. Phone number 806-716-2360.

Diversity Policy: In this class, the teacher 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.

Title IX Pregnancy Accommodations: If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact the Director of Health and Wellness at 806-716-2362 or email cgilster@southplainscollege.edu for assistance.

****Campus Concealed Carry:** Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at: (http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

****Since this course is taught at Friona High School and not a campus of South Plains College, rules on any weapon such as handguns will be governed by Friona ISD.**

Semester Schedule
(This is a tentative schedule. Dates and assignments may change.)

Week 1
 8/30-9/3
 Syllabus overview
 Chapter 1 Introduction to Writing
 Chapter 2 Writing Process
 Blackboard Introduction
 Discuss Rubric for Essays

Week 2
 9/6-9/10
9/6 Labor Day holiday
 Chapter 3 The First and Second Steps in Essay Writing
 Chapter 8 Description
 Choose topic for Description Essay
 Paragraph Development
 Chapter 22 Fragments

Week 3
 9/13-9/17
 Chapter 4 The Third Step in Essay Writing
 Build on descriptive paragraph > descriptive essay
Peer Review of Description Essay 9/16
 Discuss Chapter 1 & MLA format
 Chapter 23 Run-ons

Week 4
 9/20-9/24
****Description Essay due 9/20**
 Chapter 5 The Fourth Step in Essay Writing
 Chapter 7 Introduction to Essay Development
 Plagiarism
 Chapter 21 Subjects and Verbs

Week 5
 9/27-10/1
10/1 school holiday
 Chapter 9 Narrative Writing
 Choose topic for Narrative Essay
 Chapter 27 Pronoun agreement
 Chapter 28 Pronoun types

Week 6
 10/4-10/8
 Chapter 6 Four Bases for Revising Essays
 Review Chapter 9 Narrative
Peer Review Narrative Essay 10/7
 Chapter 36 Comma

Week 7
 10/11-10/15
****Narrative Essay due 10/11**
 Chapter 14 Definition
 Choose topic for Definition
 Chapter 30 Misplaced modifiers

Week 8
 10/18-10/22
 Chapter 18 Summarizing and Paraphrasing
Peer Review for Definition Essay 10/21
 Introduce Argument
 Chapter 31 Dangling modifiers

Week 9
 10/25-10/29
****Definition Essay due 10/25**
 Chapter 13 Comparison and/or Contrast
 Discussions of arguments in selected essays
 Chapter 19 Writing a Source-Based Essay
 Chapter 34 Apostrophe

Week 10
 11/1-11/5
 Review Chapter 13 Comparison and/or Contrast
Peer Review Compare-Contrast Essay 11/4
 Plagiarism and in-text citation focus
 Chapter 37 Commonly confused words

Week 11
 11/8-11/12
11/8 school holiday (staff development)
****Compare-Contrast Essay due 11/10**
 Chapter 16 Argument
 Discuss argument and rhetoric
 Choose article/essay for Argument Essay
 Review plagiarism and in-text citations

Week 12
11/15-11/19
Review Chapter 16 Argument
Discuss rhetorical appeals
Discussions of argument in chosen article/essay
Develop Argument Essay

Week 13
11/22-11/26
Thanksgiving Holiday
****All classes canceled this week.**

Week 14
11/29-12/3
****Peer Review of Argument Essay 12/1**
Review Chapter 16 Argument
Discuss logical fallacies

Week 15
12/6-12/10
****Argument Essay due 12/7**
Final Exam Overview
Prepare and review for Final Exam presentation

Week 16
12/13-12/17
Final Exam Week
Presentation of selected piece of writing