

**English 1301.058**  
Policy Statement and Syllabus  
Fall 2018

Instructor: Patti Thompson  
Phone: (806) 716-2438  
Email addresses: [pthompson@southplainscollege.edu](mailto:pthompson@southplainscollege.edu) or  
pattit22@att.net (home)  
Office Hours: RC307B  
MW 10:00 – 12:00 TT 12:15 – 1:00 F 9:00 – 11:00

**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.

**Prerequisites:**

- Students must be TSI-compliant in both writing and reading.
- International students who do not have a TOEFL score of 550 must enroll in ENGL 0301 or 0302 or ESOL 0301 or 0302.

**Texts**

**Langan, John. *College Writing Skills with Readings*. 9<sup>th</sup> ed., McGraw-Hill, 2013**

ISBN -9780078036279 Buy used or rent. NO CONNECT INTERNET COMPONENT REQUIRED

**This course satisfies a Core Curriculum Requirement:** Yes—Communication Foundational Component Area

**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. 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.

### Grading Breakdown

Homework Assignments		100
Drafts/ Peer Revision	5 @ 40 pts each	200
Descriptive Essay		100
Narrative Essay		100
Summary Essay		100
Compare & Contrast Essay		100
Persuasive Essay		100
Grammar	(4 quizzes @25pts/each)	100
Final Exam	(2 parts – 50pts/ea)	100
Total		1000

### Essay Assessment Guidelines:

- 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.

### 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.

### Absence/Performance Policy

Punctual and regular class attendance is required of all students attending this course through their high school, South Plains College, and the State of Texas. Students are responsible for all class work covered during absences

from class. Papers are due on scheduled dates, regardless of a student's absence. "Whenever absences become excessive and, in the instructor's opinion, minimum course objectives cannot be met due to absences, the student should be withdrawn from the course" (SPC General Catalog pg. 20). After four absences students could be withdrawn from the course. If something major is happening in your life, please let me know as soon as possible. **Assignments must be turned in on time; after the deadline, a late assignment will accumulate a penalty of 10% deduction for day late, up to 3 days. No assignments will be accepted or graded after 3 days. Missing assignments count as zeroes. Students missing grammar quizzes will not be able to make up those tests.**

### **Classroom Decorum**

No student has the right to disrupt a class in any way and thus interfere with the education of the other students. Disruptive behavior is not restricted to behavioral problems; it can include noise from cell phones, watches, inappropriate attire/appearance. Using a laptop during class will be necessary, but not when instruction is occurring. Nothing is more frustrating for me than to have to repeat myself 4 times because students are talking, texting, surfing the net, or taking a mental vacation. I do not like giving instructions more than once, so expect problems if you ask me to repeat information. If the class takes place in a computer lab, students should not bring food into the class.

### **Plagiarism**

**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.**

Students must turn in drafts of their papers, a major part of the participation grade. This ensures that a student is producing work alone.

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

- 1) Turning in a paper which 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; or
- 4) Giving a footnote only at the end of a paragraph, even if the paragraph is completely paraphrased from one source.

### **Cheating**

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.
- 8) Having someone else write a paper for a grade.

**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.

**Discrimination 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.

**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.

### **Semester Schedule**

#### **Week 1 Aug. 27 – Sept. 2**

Print Syllabus, Purchase Textbook, View Writing Process ppt; Read Paragraph Development – sample personal paragraph,

**9/1** Introduction Discussion Board due by 11:59 pm

#### **Week 2 Sept. 4 - 10**

9/3 Labor Day Holiday

9/4 Chapter 1 Intro to Writing 3 – 18; Chapter 7 Introduction to Essay Development pgs. 174 – 181; Chapter Comma 554 – 563; Chapter 25 Run on 460 - 472

9/7 Homework #1 Review Activities pgs 17 – 19; Questions 1 – 8

**9/9** Draft of Paragraph Due by 11:59pm to Bb

#### **Week 3 Sept. 10 – 16**

9/10 Read Chapter 447 – 459 Fragment; Read Description ppt. Descriptive Paper Assignment, Chapter 8 Description 182 – 202; Brainstorm Discussion board

9/11 Homework #2 Final of Paragraph due to Bb by midnight

9/14 Homework #3 Questions 1 – 10 pgs. 185 – 187 due by midnight to Bb

#### **Week 4 Sept. 17 - 23**

9/17 start draft of descriptive essay; Review for Grammar Quiz #1 – Comma Splices, Fused/Run On Sentences – use

Grammar Bytes (Chomp Chomp)

**9/19** Draft of Descriptive ESSAY Due to Discussion for Peer Revision by 11:59

**9/21 Complete Peer Revision Comments on 1 essay in DB; Take Grammar Quiz #1 Comma Splices and Fused/Run on Sentences by midnight**

**9/23 Final version of Descriptive Essay due to Bb by midnight**

**Week 5 Sept. 24 – 30**

9/24 View Narrative Writing ppt, Read Assignment, Read Chapter 9 Narration 203 – 221,

9/25 brainstorm topics in discussion board

9/26 Narrative analysis pgs. 214 – 217; Chapter 27 Subject-Verb Agreement 484 – 489; Chapter 29 Pronoun Antecedent Agreement 494 – 499;

**9/29** Homework #4 Questions 1 – 10 pgs. 206 – 208 due by midnight to Bb

**Week 6 Oct. 1 - 8**

**10/1** Draft of Narrative due to Bb by 11:59, start peer revision

**10/3** Complete Narrative Peer Revision discussion board by 11:59

**10/4** Final essay due by midnight to Bb; Do Chomp Chomp Grammar Review

**10/5** Connect #5 Assignment Pronoun: Reference, Agreement, Case;

**10/6** Grammar Quiz #2 Subject-Verb-Pronoun Agreement

**Week 7 Oct. 9 – 15**

**10/9** Final of Narrative due to Bb by midnight

10/10 Writing a Summary, Read pgs. 375 -386, Assignment; Chapter 32 Misplaced Modifiers 513 - 516, Chapter 33 Dangling Modifiers 517 – 522, select reading to summarize from assignment page

**10/12** Connect #6 Assignment Spelling and Dangling and Misplaced Modifiers

**10/15** Summary Draft due to discussion board by midnight

**Week 8 Oct. 16 - 22**

**10/16** Chapter 41 Spelling Improvement 570 – 574, Chapter 42 Commonly Confused Words 575 - 584

**10/18** Complete Peer Revision discussion board,

10/19 Chapter 37 Apostrophe 539 – 545, Chapter 447 – 459 Fragment

**10/20** Final Summary essay due to Bb by midnight

**Week 9 Oct. 23 - 29**

10/23 Read Chapter 13 Comparison and/or Contrast 381 – 303, ppt, Assignment, brainstorm list of topics

**10/26** Connect #7 Assignment Apostrophes and Parallelism; Analysis of reading pgs 293 – 298,

**10/27** Grammar Quiz #3 Apostrophe and Fragment

**Week 10 Oct. 30 – Nov. 5**

10/31 Happy Halloween, Start on draft of C & C essay

11/1 Analysis of reading pgs. 293 – 298; view Parallelism handout in grammar unit

**11/2** Connect #8 Assignment Developing and Effective Thesis or Claim

**11/5** Draft of C & C essay due by midnight

**Week 11 Nov. 6 - 12**

**11/7** Peer Revision Discussion board of C & C essay – due by 11:59 pm

**11/8** Final of C & C essay due by midnight

11/9 Read Chapter 16 Argument 343 – 364, Argument ppt, assignment; Brainstorm

**11/10** Connect #9 Assignment Using Evidence and Reasoning to Support a Thesis or Claim

**Week 12 Nov. 13 - 19**

11/14 How to use SPC online library database view youtube video link

11/16 Argumentation analysis 356 – 359, student examples, research information for essay; Start draft of argumentation essay

**Week 13 Nov. 19-21**

11/19 Draft of Argumentation Paper Due by midnight to discussion board

11/21 Peer Revision Discussion Board due at 11:59

**11/22** Connect #10 Assignment Quotation Marks

**Thanksgiving Break Nov. 23 - 26**

**Week 14 Nov. 27 – Dec. 3**

11/28 Editing for Mechanics/Documentation – Work through Checklist

**11/29** Final Version of Argumentative Paper Due

**Week 15 Dec. 4 - 10**

12/5 Discussions 1 – 3 Due

12/7 Discussion 4 – 6 Due

**Week 16 Dec. 11 - 14**

**Final Exam 12/10/17 – Due by noon**

**Again, dates may be changed due to unforeseen circumstances.**