

**English 1301: Composition I**  
**Policy Statement**  
**Fall 2017**

Welcome to 1301 Online! My name is Natasha Newsom, and I will be your instructor for this online course. I have received a Master's Degree in English and Education, and have instructed composition since 2001.

Office hours are below, though I check my email frequently, and email is typically the best way to reach me. I may be emailed either through my main SPC email or via Blackboard.

Never hesitate to contact me with questions, or for advice.

**Office:** LIB 333

**Office Hrs:** Mon 12:00-1:00; 3:45-4:45 Tues 2-4; Wed 12:00-1:00; Thurs By Appointment; Fri 12:00-3:00

**Phone:** 894-9611 ext 2481

**Email:** [nnewsom@southplainscollege.edu](mailto:nnewsom@southplainscollege.edu) (I may also be emailed over Blackboard)

**SPC English Dept. Fax #:** (806) 894-5932

\*\*\*When calling, always leave a message regarding who you are. For safety purposes, I do not return "mystery calls".

**IMPORTANT: Make sure to always check your SPC email address (accessed through MySPC). When students email me through Blackboard, my replies automatically go to SPC mailboxes. Be sure to check this email account frequently, especially if you have emailed a question to me through Blackboard.**

**REMIND 101: This tool delivers course updates to your cell phone. See PDF titled "ENGL1301 Remind Invite".**

**Required Texts:**

Langan. *College Writing Skills with Readings*. 9<sup>th</sup> Ed. (with Connect Code)

\*\*Possible supplemental readings by various authors. Any extra readings will be provided.

**Other needed supplies:**

Internet access

Flash drive

**Recommended texts:**

College level dictionary and thesaurus

Supplemental readings will be provided on Blackboard.

**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.

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

**Purpose of Course:** The purpose of English 1301 is to help students understand and apply the standards of correctness in formal thought and the written English language. Our goal is to help students think well by teaching them to read and write. The focus will be the writing process, the use of grammar and diction, the use of logic, and on different methods of essay development. Research skills will be applied. Supplementary readings may also be included.

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

### **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 error types (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 error types (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 error types (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 major error types (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."

### **Blackboard:**

Course materials and assignments are accessed through Blackboard. To simplify, each week's objectives and assignments will be available in designated folders, labeled week by week. Supplemental Powerpoint presentations will accompany some of the readings. In some cases, the Q&A may be based upon Powerpoint presentations, or upon other materials (such as WebQuests).

Weekly Assignments will be broken down in each Week's Designated Folder.

Hyperlinks will link directly to materials.

### **Using Blackboard:**

Log in with your student ID and password (these will be the same as your MySPC)

Click on "Content" for list of assignments. Each week will have a corresponding folder.

### **Grading:**

**Grading is based on a total of 800 points**

### **Grading Breakdown:**

#### **Weekly Assignments:**

**Question/Answer Assignments: 120 points (6 for 20 points each)**

**Grammar Quizzes: 40pts (10 points each)**

**Discussion Posts: 50 pts (10 points each)**

#### **Writing Assignments**

**Narrative Paper: 100 pts**

**Exemplification Paper: 100**

**Compare/Contrast Outline: 100 pts**

**Argument Essay: 200 pts**

**Final Exam: 90 pts**

**Total Points possible: 800**

**Letter Grade Breakdown:**

**800-700: A**

**700-600: B**

**600-500: C**

**500-400: D**

**Below 400: F**

**A-Range**

800: 100

799-790: 99

789-780: 98

779-770: 97

769-760: 96

759-750: 95

749-740: 94

739-730: 93

729-720: 92

719-710: 91

709-700: 90

**B-Range:**

699-690: 89

689-680: 88

679-670: 87

669-660: 86

659-650: 85

649-640: 84

639-630: 83

629-620: 82

619-610: 81

609-600: 80

**C-Range:**

599-590: 79

589-580: 78

579-570: 77

569-560: 76  
559-550: 75  
549-540: 74  
539-530: 73  
529-520: 72  
519-510: 71  
509-500: 70

**D Range:**

499-490: 69  
489-480: 68  
479-470: 67  
469-460: 66  
459-450: 65  
449-440: 64  
439-430: 63  
429-420: 62  
419-410: 61  
409-400: 60

**Below 400 = F**

Student work is evaluated in terms of A, B, C, D, and F: Superior, Good, Average, Poor, and Unacceptable. All assignments must be completed and turned in on the due date.

**\*\*Please note: This is a college course. In college, a “C” is an average paper; it does not have anything “wrong” with it; it simply does not go above and beyond the average.**

**ASSIGNMENTS:**

**Weekly Readings:**

Readings for each week will be connected to that week’s assignments. You should complete the readings before attempting weekly assignments.

Supplemental Powerpoints will often accompany readings.

**Activities:**

Additional activities to reading may include interactive Library tours, Youtube videos, or Webquests. Some activities may require collaboration or group work. Discussion posts may sometimes stem from these activities.

**Weekly Q&A:**

The weekly reviews will be based on readings from your book. The questions will be accessed through Blackboard.

**Quizzes:**

We will have a total of four grammar quizzes. These will be based upon readings from the course text.

**Essays:**

Essays will be evaluated according to use of structure and grammar, use of appropriate development, narration and description, and use of logical, factual elements to advance the thesis. Writing assignments will constitute a major component of the semester grade.

**Exemplification/Illustration and Comparison/Contrast Outline:** These outline assignments will demonstrate your ability to organize according to the specific patterns. Guidelines will be available on Blackboard.

**Discussion Posts:**

Supplemental Discussion Posts will accompany some readings/rhetorical methods. Discussion Posts will be prompts reflecting rhetorical modes represented in that week's reading (Narrative, Description, Process, etc.) Prompts will be posted in Blackboard. Discussion questions will typically reflect in-class readings for that week, and will ask for a personal response of a specified length.

There will be a total of 5 Discussion Questions.

**Each Discussion response should reflect thoughtful consideration, and should satisfy word count requirements. Brief, hasty or throw-away responses will not fulfill the assignment, and will not receive credit.**

**Objectives/Outcomes:**

Upon completion of the course, the student should

1. Write a clear, concise, coherent 5-paragraph essay which substantially conforms to the following criteria:
  - A. Is thesis or specific purpose-oriented
  - B. Contains effective introductory and concluding elements
  - C. Has adequate, clear support or development within the body of the essay
  - D. Is logically organized in its support or body paragraphs, all of which should exhibit unity, coherence and specific or concrete development
  - E. Is relatively free of the following:
    1. ineffective sentence fragments
    2. subject-verb agreement errors
    3. pronoun-antecedent agreement errors
    4. comma splices



5. fused or run-on sentences
  6. excessive vague or imprecise diction
  7. excessive misspelled words
  8. pronoun reference errors
2. Have an understanding of usage, mechanics, and organization on written assignments;
  3. Have a fuller awareness of language and communication through the writing process.

### **Core Objectives Addressed:**

- **Communication skills:** written communication using modern technology, as addressed through discussion posts, peer reviews and written assignments.
- **Critical Thinking:** student responses to weekly questions and Discussion posts, research and argumentative process
- **Teamwork:** Discussion Posts and Peer Reviews help students assess and critique one another's progress.
- **Social Responsibility:** Readings/responses/discussions over variety of cultural and social issues.
- **Personal Responsibility:** Research/argument assignment requires objective and critical examination of issue at hand, including facts, evidence, and credibility of sources.

### **Final Exam:**

The final exam will open on December 4 and close on December 11<sup>th</sup>. The exam will be delivered through Blackboard.

### **Students With Disabilities:**

#### ADA 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 through the Guidance and Counseling Centers at Reese Center (Building 8) [716-4606](tel:716-4606), or Levelland (Student Services Building) [716-2577](tel:716-2577).

#### Health and wellness:

Any student needing individual counseling for issues such as depression, anxiety, adjustment to college, stress management, and substance abuse may visit the Health and Wellness Center to chat, confidentially, with licensed mental health professionals who provide services free of charge to current SPC students. [Call or visit on Levelland Campus 806-716-2529 from 8:00 am – 4:00 pm](tel:806-716-2529)

#### Basic Needs:

Any student who faces challenges securing food or housing and believes this may affect his/her performance in the course is urged to contact the Dean of Students for support. Furthermore,

please notify the professor if you are comfortable in doing so. The SPC food pantry is also available for this purpose. For more information, call 716-2236.

Levelland Food Pantry: PE Complex

Reese Food Pantry: Reese Center Building 8

### **Campus Concealed Carry:**

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](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.

### **Statement of Nondiscrimination:**

It is this instructor's policy not to discriminate on the basis of color, age, gender, ethnicity, national origin, race, religion, sexual orientation or veteran status. Moreover, harassment based on individual differences is inconsistent with my instructional mission, and such behavior will not be tolerated from any student. All students will be expected to display respect and courtesy for the instructor as well as their peers. To that end, the instructor will approach all students with equal respect.

### **Privacy Policy:**

You are considered a college student. To that end, you and you alone are responsible for your assignments, and your grades can be disclosed only to you. Parents may not obtain grades from the instructor.

**ENROLLMENT:** It is the student's responsibility to make sure he/she is enrolled in the course. If a student's name is not appearing on class rolls, then that is an indication that the student is not enrolled and will need to contact Vanessa Olivo with the Registrar at [volivo@southplainscollege.edu](mailto:volivo@southplainscollege.edu).

**NUMERIC GRADES:** Numeric grades are posted along with letter grades. If they do not appear on MySPC, all requests for numeric grades should be submitted to Vanessa Olivo at [volivo@southplainscollege.edu](mailto:volivo@southplainscollege.edu).

### **CONTENT ADVISORY:**

Once more, this is a college-level course, in which we will read, study and review various and diverse pieces of literature, including essays. Some of the selections may contain language or content that might be considered offensive to some individuals. If you are one of these individuals, it is recommended that you drop the course.

**TURNITIN:** Formal written assignments and peer reviews will be submitted through Turnitin.com. This is accessed through Blackboard. Instructions will be linked in Weekly Assignment folder.

**LAST DAY TO DROP:**

November 16

**Final Semester Grades:**

My deadline for submitting final grades is December 15<sup>th</sup> at 10:00 AM. Semester Grades will be listed on Blackboard several days before being submitted. Once grades are submitted, they are final. If you have a question about your semester grade, the time to discuss this with me is ***before***, not after, final grades are submitted.

**IMPORTANT:**

**Be sure you know how to access Blackboard and MYSPC.**

## 1301 Fall 2017 Calendar

Here is the assignment calendar for the semester. To make things simple, materials for each week are in appropriately labeled folders.

**Important: Remember that all dates and assignments are tentative, and subject to change. ALWAYS check the weekly folders for assignments.**

### Week One (Aug 28)

#### Readings:

Chapter One: An Introduction to Writing

Chapter Two: The Writing Process

Chapter Three: The First and Second Steps in Essay Writing

“How to Say Nothing in 500 Words” essay

#### Assignments:

**Intro Diagnostic**

**Complete Chapter Review Quiz 1: Essay Writing**

**Discussion One:** Narrate personal writing experience based on response to “How to Say Nothing...”

### Week Two (Sept 4)

#### Readings:

Chapter Four: The Third Step in Essay Writing

Chapter Five: The Fourth Step in Essay Writing

Chapter Six: Four Bases for Revising Essays

#### Assignments:

**Complete Chapter Review Quiz 2**

### Week Three (Sept 11)

#### Reading:

Chapters 7, 8, 9 (Intro to Essay Development, Description and Narration)

Review Chapter 24: Fragments and Chapter 25: Run-Ons

Narration Handouts and readings

#### Assignments:

**Grammar Quiz 1: Fragments and Run-Ons**

**Begin Narrative Paper**

**Discussion Two: Description (“Family Portrait”)**

#### **Week Four (Sept 18)**

##### **Readings:**

Review Chapter 7, 9  
Chapter 10 (Exemplification)  
Exemplification Outline Instructions/Guidelines

##### **Assignments:**

**Chapter Review Quiz 3**  
**Narrative DUE Monday, September 18<sup>th</sup> at 6:00 PM**  
**Begin planning Exemplification Paper (due Oct 2)**

#### **Week Five (Sept 25)**

##### **Readings:**

Chapter 11, and 12 (Process, Cause and/or Effect)  
Chapter 39: Comma  
Review Chapter 10: Exemplification

##### **Assignments:**

**Chapter Review Quiz 4**  
**Work on Exemplification Essay**  
**Grammar Quiz 2: Commas**

#### **Week Six (Oct 2)**

##### **Readings:**

Ch 13, 14, 15 (Comparison and/or Contrast, Definition, Division-Classification)

##### **Assignments:**

**Exemplification Paper Due Mon, Oct 2 at 6:00 PM**  
**Compare/Contrast Outline Directions**  
**Discussion Three: Definition**

#### **Week Seven (Oct 9)**

##### **Readings:**

Chapter 16, Argument

##### **Assignments:**

**Compare Contrast Outline Due Wednesday, Oct 11 at 6:00 PM**  
**Chapter Review Quiz 5**  
**Begin Argument Paper (due Nov 6)**  
**Begin exploring topics using weblink**  
**Visit SPC Library Website**

### Week Eight (Oct 16)

#### Readings:

Ch 22, Writing a Research Paper  
Sample Research Paper  
MLA Powerpoints

#### Assignments:

**Chapter Review Quiz 6**  
**Discussion Four: Sample Argument Essay**

### Week Nine (Oct 23)

#### Readings:

Chapters 41 and 42, Spelling and Commonly Confused Words  
“Propaganda Techniques in Today’s Advertising” (page 697)  
Powepoint over Propaganda

#### Activities:

**Grammar Quiz 3: Spelling and Commonly Confused Words**  
**Discussion Five: “Propaganda Techniques”**

### Week Ten (Oct 30)

#### Readings:

Argument materials (revision/editing checklist)

#### Activities:

**Continue research/Argument paper**

1. Make sure you have carefully reviewed all materials in the Argument Folder
2. Complete Revision and Editing/Proofreading Checklist
3. Review the MLA Guidelines presentation for completing the Works Cited
4. Complete Works Cited

### Week Eleven (Nov 6)

#### Readings:

Any additional Powerpoints, Handouts or reminders

**Final Draft Argument Due by Monday, Nov 6, 6PM**

**\*\*\*Make sure your Works Cited and paper are submitted as a single document**

**Week Twelve (Nov 13)**

**Readings:**

Chapter 29: Pronoun Agreement and Reference

**Activities:**

**Grammar Quiz 4: Pronoun Agreement**

**\*\*\*Last Day to Drop November 16**

**Week Thirteen (Nov 20)**

**Wrap-up; Final Exam Review**

**Deadline for all Weekly Assignments and Discussion Posts Monday, November 20**

**Week Fourteen (Nov 27)**

**Thanksgiving Break**

**Week Fifteen (Dec 4)**

**Exit Diagnostic**

**Final Exam Opens**

**Week Sixteen (Dec 11)**

**Final Exam closes Monday, December 11 at noon**

**Final grades submitted**