

**ENGL 1301.196 Composition I**  
**Syllabus – Fall 2017**

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**Conference:** M-F 8:00-8:50; 3:00-3:45

**Catalog Course Description:**

This course includes a grammar review and a study of the principles of good writing, methods of paragraph and theme development, frequent essays, and collateral readings in literature and the other humanities.

**Scope/Purpose:**

The purpose of ENGL 1301 is to help students understand and apply the standards of correctness in formal thought and the written English language. English 1301 is designed to help students to think well by teaching them to read and write well through its focus on the writing process, the use of appropriate grammar and diction, the use of logic, and the different methods of essay development. Various readings from multiple areas of the humanities are included.

**Required Texts:**

Kirszner and Mandell. *Patterns for College Writing*. 12<sup>th</sup> Ed. Bedford/St. Martin's. (\$72.25)

SISD has paid for this expensive text. You will pay for lost or damaged books.

*MLA Handbook*. 8<sup>th</sup> Ed. MLA Assn. (classroom set)

**Goals:**

1. Students will write six to eight essays including the final exam.
2. Students will read essays and short stories, participate in class discussions of the readings, and complete tests over their understanding of the readings through quizzes, unit examinations, and/or written assignments.
3. Students may write additional assignments including, but not limited to, homework or reaction papers and journal entries.
4. Students will take quizzes and examinations covering, but not limited to, grammar, MLA style, reading assignments, logic, and rhetorical modes.

**Core 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

**Instructional Objectives:**

Upon completing the course, the student will show competence in these objectives:

1. Understand that writing is an interactive process that includes prewriting, writing, and revision, and apply those principles to all assignments/papers.
2. Develop papers in an appropriate and logical order/structure/mode.
3. Use revision to rectify structural, unity/focus, developmental, grammatical, or mechanical issues within a paper.
4. Analyze and appreciate professional writers' works by understanding their message, how they communicate, and how they impact the reader and be able to synthesize and discuss these elements.
5. Apply the principles of the writing process in tailoring sentence structure, tone, diction, overall style, and mode to fit both the assignment and audience in order to promote coherence and effective communication.
6. Apply the principles of logic to the writing in order to make its communication more efficient, coherent, and powerful.
7. Apply the principles of unity and coherence in order to help the writing be focused and promote more effective communication.
8. Apply the principle of parallelism in order to make the writing more coherent, logical, structured, and easily read and understood.
9. Write an essay in standard English (the criteria being those described in the current required handbook) in order to follow the writing process regarding the style requirements of academic writing.
10. Understand and apply the grammatical and mechanical elements of writing in order to promote effective and powerful communication.
11. Be able to analyze a student's own work or a classmate's work and to determine if revisions are needed for the work to fit the assignment, be better developed, or communicate more effectively, and then to convey this in writing to the writer.
12. Make constructive suggestions for others' work during peer editing or other critiques and presentations.
13. Do group work by working with other members of the class in order to complete an assignment by contributing to the project while interacting with other members of the group in order to do so.

**Course Requirements and Policies:**

1. Be on time and regularly attend class.
2. Be responsible for the learning process, including preparation for class such as reading and homework; participate in class discussions including asking relevant questions; collect assignments and/or notes from instructor if absent; and accept responsibility for not understanding an assignment or failing an assignment.
3. Be responsible for having an appropriate attitude and for using appropriate language for an academic environment; avoid condescending, inflammatory, or profane rhetoric whether verbal or written.
4. Maintain respectful behavior toward instructor and classmates in order to contribute to the atmosphere necessary for learning.
5. Act courteously to others especially by not becoming a distraction in class.

6. Submit all assignments in accordance with due dates, formats, and requirements. All tests and quizzes must be completed in this classroom, and all essays must be submitted in this classroom. Work is due when or before class begins whether you are present or absent.
7. Avoid all forms of cheating and plagiarism on all assignments including improper collaboration.
8. Ask questions when something is unclear. You are responsible for your own learning.
9. Dual Credit English Language Arts students will not be allowed to audit another language class or take a content mastery class for language.
10. Students that make below a face value grade of 70% (without ten points added) the first six weeks grading period will be removed and placed in the corresponding regular course.
11. Students making below a face value grade of 70% (without ten points added) in any succeeding six weeks grading period will be placed on probation for the remainder of the school year.
12. If a student's grade falls below a face value of 70% (without ten points added) for a second time, a student will be removed for the remainder of the year and placed in a corresponding regular course.
13. Any student that falls below 70% (without ten points added) at semester in an honors course will be placed in the corresponding regular course.

**Grading Policy:**

Tests/Essays	70%
Homework/Quizzes/Discussions	30%

The semester exam may count 20% of the semester average.

Grading Scale:	A/90-100	Superior
	B/80-89	Good
	C/70-79	Average
	D/60-69	Poor
	F/below 60	Unacceptable

Because this is a college course, students will be required to take the semester exam. In this course, the semester exam is one of the required essay. All assignments must be completed and submitted on (or prior to) the due date before a student will receive credit. Failure to turn in any single assignment will result in a student scoring an F for the semester. Late work will earn a grade of zero.

**Homework and Quizzes:**

Homework will be assigned each class period. Students with questions regarding homework should see me before or after school and may make an appointment. Reading quizzes will be given at the beginning of each class period; reading the assigned homework is crucial to success.

**Attendance Policy:**

In the event of unplanned absences due to illness or emergency, students, not parents, are still responsible for contacting the instructor and completing assignments on time or before. *On time* is when the class is in session. For school-sanctioned absences, students must contact the instructor and must submit work on or before the due date. The *due date* is during the scheduled class period. This is a college course for which you are receiving double credit; late work will earn a grade of zero. Attendance is critical to success in the course. **Sleeping in class will count as an absence...sleepers will be moved to local credit English.** Four absences per semester are allowed but NOT recommended. Upon your fifth absence (except in cases of documented extreme circumstances as determined by the professor), you will be withdrawn from the course with a grade of X or F. If you are withdrawn from the course, you are financially responsible for the course tuition and fees. "Whenever absences become excessive (for ANY reason), and, in the instructor's opinion, minimum course objectives cannot be met due to absences, the student will be withdrawn from the course" (*SPC General Catalog* 20).

**Academic Integrity—Plagiarism and Cheating:**

"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 most serious offense and renders the offender liable to serious consequences, possibly suspension" (*SPC General Catalog*, p. 23). "Complete honesty is required of the student in the presentation of any and all phases of course work. This applies to quizzes of whatever length as well as to final examinations, to daily reports and to term papers" (*SPC General Catalog*, p. 23). Students should consult the *General Catalog* on p. 23 for the college's detailed policies on plagiarism and cheating. Failure to comply with these policies will result in an F for the assignment and can result in an F for the course if circumstances warrant.

**Students with Disabilities:**

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the 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 appropriate department. For more information, visit with the counselor or principal.

**Statement of Nondiscrimination:**

It is the policy of this instructor not to discriminate on the basis of age, color, disability, ethnicity, gender, national origin, race, religion, sexual orientation, or veteran status.

**Statement of Diversity:**

In this class, the instructor 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.

**CAUTION:**

**English 1301 is a freshman-level college course for which the SPC English department determines the content. Some readings contain adult language and subject matter. Students who are not yet ready for mature, college-level content should consider carefully before continuing with this course.**

**All assignments/dates are subject to change. I will give adequate notification when changes occur. Students not in class when changes are announced remain responsible for gathering the information from the professor.**

**Essay Rubric:**

**Superior Essays (A)**

These essays meet all the conventions listed for Good Essays, but the work is more original, more inspired, and more maturely presented. An A essay should not contain more than one major grammatical error.

**Good Essays (B)**

**Central Idea:** presents a significant and interesting central idea, clearly defined and supported with substantial, concrete, and consistently relevant detail.

**Organization/Development:** handled so that the essay conveys a sense of controlling purpose and orderly progression; the thought moves clearly, coherently, and with compelling logic toward a conclusion; paragraphs are developed with sufficient support and suitable proportion and emphasis; transitions between paragraphs are explicit and graceful.

**Sentence Structure:** skillfully constructed and displaying fluency, economy, and effective variety; together with diction, sentence structure is the best evidence of style—the distinctive, natural display of a good mind at work.

**Diction:** everywhere appropriate to the writer's subject, purpose, audience, and occasion; distinctive in precision, economy, and the idiomatic use of General English.

**Mechanics:** notable for the consistent use of conventional General English grammar, punctuation, and spelling; any errors are minor and do not detract significantly from the generally high quality of the essay as a whole. If the content and development are particularly good, an essay may receive a "B" with two major grammatical errors.

**Average Essays (C)**

**Central Idea:** is apparent but may be trite, general, or self-evident; the idea is supported with some concrete detail, but detail that is occasionally repetitious, irrelevant, or sketchy.

**Organization/Development:** plan and method of the essay apparent but not consistently fulfilled; developed with occasional disproportion or inappropriate emphasis; paragraphs unified, coherent, and usually effective in development; transitions between paragraphs clear but sometimes abrupt, mechanical, or monotonous.

**Sentence Structure:** most sentences correctly structured but lacking in variety, economy, or forcefulness.

**Diction:** appropriate to the subject, purpose, audience, and occasion; generally clear and idiomatic but not distinctive; some misuse of words may occur.

**Mechanics:** clarity and effectiveness of expression are weakened by occasional lapses from conventional General English grammar, punctuation, and spelling. An essay cannot get above a “C” if it contains three major grammatical errors.

**\*\*Please Note:** In college, a “C” is an average paper; it does not have anything “wrong” with it; it fulfills the assignment; it simply does not reach beyond the average.

### **Poor Essays (D)**

**Central Idea:** is vague or confused or too large or general; unsupported by specific, concrete, relevant detail.

**Organization/Development:** plan and purpose of the essay are not apparent; either the generalizations are left undeveloped, or they are developed by detail that is irrelevant, or inconsistent; paragraphs lack unity, coherence, or support; if there are any transitions between paragraphs, they may be unclear, misleading, or ineffective; thought and planning may display illogic or insufficient effort.

**Sentence Structure:** sentences lacking in unity or coherence; run-ons, comma splices, or fragments may exist; expression is generally marked by serious and/or frequent awkwardness, incompleteness, ambiguity, redundancy, or immaturity; coordination may be excessive with a subsequent lack of appropriate subordination.

**Diction:** inappropriate expression in being vague, imprecise, unidiomatic, immature, too colloquial, or substandard.

**Mechanics:** clarity of meaning is obscured by frequent or serious departures from conventional General English grammar, punctuation, and spelling. Under no circumstances will a paper with more than four major grammatical errors receive more than a “D.”

### **Unacceptable Essays (F)**

An essay fails when it lacks a central idea, when it is clear that the writer has no subject, purpose, or reason for writing, or if the writer has clearly not put forth an effort to complete the assignment to the best of his or her ability. An essay may also fail when it exhibits a total inability to develop its central idea or when it demonstrates incompetence in the use of conventional General English. Under no circumstances will an essay receive higher than an “F” if it contains five or more major grammatical errors, and an essay may receive an “F” with three major errors if the content and development are not particularly strong.

### **No Essay (0)**

Any essay, or other assignment, not written and turned in receives a Zero and is averaged into the student’s grade as such. Except in special circumstances, teachers will not grade late work, so the assignment must be turned in on time, and teachers do not allow make-up assignments for work missed, or re-writes to improve the grade given. As in the “real world,” the job must be done right the first time, and completed on time, or no credit is given.

After you and your parent/guardian read and understand this syllabus, sign in the applicable blanks below and return this page to me at our next meeting. You must keep your syllabus/calendar in your binder at all times.

Writing must be legible. If I cannot read one of the signatures, I will ask you to resubmit the form.

Date: \_\_\_\_\_

Student's Printed Name: \_\_\_\_\_

Student's Signature: \_\_\_\_\_

Parent's Printed Name: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

Date Received by Instructor: \_\_\_\_\_

## ENGL 1301 Outline and Calendar—Fall 2014—Jones

### *A Writer's Ref Assignments*

### *Patterns Assignments*

#### **Week 1**

Course Intro  
General Essay Writing & Process

Book Use, pp. 1-12  
Reading to Write, pp. 13-27  
Invention, pp. 29-49

#### **Week 2**

Writing Process  
Grammar Basics      Part C—Composing & Revising

Invention cont.  
Arrangement, pp. 51-64

#### **Week 3**

Writing Process  
Grammar Basics      Part G—Grammatical Sentences

Drafting/Revising, pp. 65-79  
Editing/Proofread, pp. 81-93

#### **Week 4**

Narration  
Grammar Basics      Part S—Sentence Style

97-108; Cisneros 111-115;  
Edmundson 116—120;  
Smith-Yackel 121-126;  
Gansberg 127-132

#### **Week 5**

Narration cont.  
Grammar Basics      Part P—Punctuation

#### **Week 6**

Description  
Grammar Basics      Part M—Mechanics

151-169; Hodgman 176-181;  
Berne 182-187; Rogers 188-  
193; White 194-201

#### **Week 7**

Description cont.

#### **Week 8**

Definition  
Midterm Exam

489-502; Brady 503-506;  
Burciaga 507-510;  
Daum 511-515

#### **Week 9**

Definition cont.

#### **Week 10**

Comparison-Contrast

371-390; Catton 393-398;  
Chua 410-416; Laird 417-  
422; Tannen 423-429

**Week 11**

Comparison-Contrast cont.

**Week 12**

Classification-Division

435-447; Zinsser 450-459;  
Segal 460-475;  
Ericsson 474-483

**Week 13**

Argumentation

525-552; Jefferson 553-558;  
Stanton 559-565; King, Jr.  
566-581

**Week 14**

Argumentation cont.

*from Debates pp. 582-ff.*

**Week 15**

Argumentation cont.

Research Writing Review

Part R—Researching

Appendix

**Week 16**

Research Writing cont.

Final Exam

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