
COURSE POLICY STATEMENT
Summer 2 -- 2018

COURSE TITLE: Composition 1 -- ENGL 1301.271
INSTRUCTOR: Randy Wall
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COURSE DESCRIPTION: ENGL 1301. (3:3:0) Composition I. 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.

COURSE GOALS/OBJECTIVES: By the end of English 1301, the student should have written essays or the equivalent that reflect the following:

1. Critical Thinking and Problem Solving
 - * Use of proper audience, purpose and tone for a writing assignment
 - * Choice of an appropriate topic, tone, and style
 - * Development of essays that are appropriate in logic, structure, focus,
 - * Application of logic to create strong, concrete, and developed arguments and coherence
 - * Analysis of essays and application of constructive suggestions as a result of peer editing or instructor comments
 - * Revision of structural, developmental, grammatical, and mechanical problems within an essay
2. Creativity:
 - * Topic choice; diction, tone, and style; analysis and paper development
 - * Group work and class discussions
3. Communication/Collaboration
 - * The writing assignments themselves, as the ultimate goal of the course is to teach students to communicate effectively through writing
 - * Teacher/student interaction, both in class discussions and in one-on-one help with papers
 - * Interaction with other students in class discussions, group work, and peer editing
4. Leadership, Personal Responsibility, Honesty, and Integrity:
 - * Regular and on-time class attendance
 - * Responsibility for the learning process, including preparation for class assignments, 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
 - * Submission of all assignments in accordance with due dates
 - * Avoidance of all forms of cheating and plagiarism on all assignments, including improper collaboration
 - * Respectful behavior toward instructor and classmates in order to contribute to the atmosphere necessary for learning

SCOPE/PURPOSE: The goal of this course is to help students understand and apply the standards of correctness in formal thought and the written English language. English 1301 will help students to think well by teaching them to read and write well through its focus on the writing process, on the use of appropriate grammar and diction, on the use of logic, and on the different methods of essay development.

TEXTS: Axelrod, Rise B., and Charles R. Cooper. The St. Martin's Guide to Writing. 11th ed. Boston: Bedford/St.Martin's, 2007.

Supplemental workbook packet (available at Reese Bookstore)
2 Scantron Cards #19641 [available at Reese]

ATTENDANCE POLICY:

Punctual and regular class attendance is required of all students attending South Plains College. There are no excused absences. Students are responsible for all class work covered during absences from class, even in cases in which they are able to satisfy the instructor that the absence was unavoidable. Any student who misses three days of class will be dropped from the course.

CHEATING AND PLAGIARISM:

Except in extreme cases, disciplinary action in cases of cheating or plagiarism will be handled by and at the discretion of the instructor and, if necessary, in consultation with the department chairperson.

Depending on the nature and severity of the problem, individual instructors may assign penalties from zero for the assignment to an "F" in the course. Extreme cases may result in disciplinary action up to and including expulsion from South Plains College.

GRADE PERCENTAGES:

Grammar exams	-- 30%
Essays	-- 40%
Quizzes	-- 15%
Final Exam	-- 15%

GRADING SCALE: 100-90 = A Excellent

89-80= B Good

79-70= C Average

69-60= D Poor

below 60 =F Unacceptable

GRADING CRITERIA:

All out-of-class essays must be typed and conform to the requirements set forth on the assignment, or they will receive a 10-point deduction. Also, they must be completed and turned in at the start of class on the date due; otherwise, the essays will be penalized.

1 class late - 10 points deducted After 1 class, no late papers will be accepted

Any rough-draft essays must have three typed copies and be ready at the START OF CLASS, or they will not be accepted and will suffer a ten-point deduction off the final draft. If you are unable to attend class on the day an essay is due, you must e-mail it to me prior to the start of class for it to be considered on time. If you should miss one of the major exams, contact me to set up a time to take a make-up. You have one week to do so, and after that the grade will be a "0."

QUIZZES: There will be quizzes given over almost every article or story that we read. They are listed in your daily schedule. Before we begin discussion on those days, there will be a short, factual quiz given to make sure you have read the material. I will drop the lowest two quiz grades. **QUIZZES CAN'T BE MADE-UP AND WILL BE GIVEN AT THE START OF CLASS, SO YOU MUST BE TO CLASS ON TIME OR YOUR QUIZ GRADE WILL SUFFER.**

STUDENT RESPONSIBILITIES

1. Attend class and be aware of announcements made in class.
2. Inform instructor of late arrival immediately after class.
3. Complete reading and essays early enough to seek help if needed.
4. Be familiar with information in the syllabus, especially attendance, grading, and test policies.
5. Treat fellow students with respect.
6. Keep all electronic devices (pagers, cell phones, etc.) in mute or off mode.

ACCOMMODATIONS: Students with disabilities who wish to request accommodations should notify the Special Services Office early in the semester for arrangements. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his or her disability to the Coordinator of Special Services. For more information, call or visit the SSO in room 811, Reese Center Building 8, 885-3048 ext. 4654.

DIVERSITY STATEMENT: 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.

Daily Schedule – English 1301.271

Thu 7/12 – Overview of syllabus and course; interviews

Mon 7/16 -- Presentations

Tue 7/17 -- Pre-writing, thesis, and paragraph exercises

Wed 7/18 -- Complete exercises; Ch. 2 “Remembering an Event”; “An American Childhood” (p. 22) (Quiz); “Calling Home” (Quiz) (p. 18); **essay assigned**

Thu 7/19 – “Telling a Story” exercise

Mon 7/23 – Comma splices, fused sentences, sentence fragments, coordination/subordination [S 1, 2, 3, E8] Commas [P 1]; Apostrophes [P 7]; Capitalization [P2]; Quotation Marks [P6]

Tue 7/24 – Continue work on grammar; handouts and exercises

Wed 7/25 –**Essay due**; Remembering a Person; “Uncle Willie (supplement packet) (Quiz); “Mother” (supplement packet) (Quiz); “Father” (supplement packet) (Quiz); **new essay assignment**

Thu 7/25 – Complete any exercises and review for exam

Mon 7/30 – **Grammar Exam**

Tue 7/31 – Subject/verb agreement [G 6]; pronoun case [G 4]; Pronoun agreement [G 2]; Adjectives and Adverbs [G 7]; exercises and handouts

Wed 8/01 – **Essay due**; Ch. 10 “Interpreting Stories”; “No One’s A Mystery” (supplement packet); “Shiloh” (supplement packet) [quiz over both stories]; new essay assigned; look at sample essays and discussion of writing literary analysis

Thu 8/02 – Discussion of “The Story of an Hour” (476); “The Use of Force” (482) [One quiz over both stories];
EXAM REVIEW

Mon 8/06 – **Grammar Exam**

Tue 8/07 – Ch. 3 “Profiles”: “I’m Not Leaving” (handout) (Quiz); “The Last Stop” p. 65 (Quiz); “A Gringo in the Lettuce Fields” p. 83 (Quiz); “Long Good-Bye” p. 77 (Quiz); **Literary Analysis Essay Due; New essay assignment**

Wed 8/08 – Ch. 6 “Arguing a Position”; “Children Need to Play, Not Compete” p. 236 (Quiz); “Sticks and Stones and Sports Team Names” (handout) (Quiz); “Working at McDonald's” p. 247 (Quiz); argument and logic exercises

Thu 8/09 - Exercises in logic

Mo 8/13-- **Profile essay due by the end of class**

Tue 8/14 - Argument exercises

Wed 8/15 - Prep for final

Thu 8/16 - Final exam