

**English 1301.153.158.173S**

Policy Statement and Syllabus

Summer I 2018

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Computer Office Hours: 9:30 – 10:30 M – F, but checking in at other times

**Scope/Purpose**

The purpose of English 1301 is to help students develop their writing and reading skills to a level that is appropriate for college standards. The major essays will involve the writing process where students brainstorm, draft, revise, and edit before turning in, using a recursive process to improve their papers. Students will integrate class readings with the writing assignments.

**Texts**

Title: COLLEGE WRITING SKILLS W/READINGS (no Connect) , Edition: 9TH  
Author: LANGAN, John buy used if possible or rent

**Requirements**

Students will write four major essays, 1 shorter paragraph, and a final exam. All papers will be typed, double-spaced, using a 12 pt. Font. MLA documentation style will be used for any quoting.

**DOCUMENTS MUST BE EITHER A WORD DOC OR RTF (RICH TEXT FORMAT) TO BE OPENED IN BLACKBOARD – YOU MAY NOT USE GOOGLE DOCS. If I cannot open a document, I can't grade it, so you get a zero.**

**South Plains College has access to a free version of Office 365 for 4 years – instructions on how to download will be provided in an announcement**

Introductory Discussion Board		50
Final Exam Discussion Board		50
Drafts	(4 @ 25 pts/each)	100
Peer Revision	(4 @ 25 pts/each)	100
Paragraph		50
Descriptive Essay		100
Narrative Essay		100
Compare & Contrast Essay		100
Persuasive Essay		150

Grammar	(4 quizzes @25pts/each)	100
Final Exam		100
Total		1000
Extra credit opportunity (4 @ 12.5 pts/ea – Reading questions)		50 pts A = 900 - 1000
B = 800 - 899		
C = 700 - 799		
D = 600 - 699		
F = 500 and below		

### **Student Learning Outcomes:**

1. Understand that writing is an interactive process that includes prewriting, writing, and revision, and applying those principles to the assignments/papers
2. Develop a paper in an appropriate and logical order/structure/mode
3. Use revision to rectify structural, unity/focus, developmental, grammatical, or mechanical issues with a paper
4. Analyze and appreciate professional writers' work by understanding its message, how it communicates, and how it impacts the reader
5. Apply the principles of logic to the writing in order to make its communication more efficient, coherent, and powerful
6. Understand and apply the grammatical and mechanical elements of writing in order to promote effective and powerful communication.
7. Make constructive suggestions for others' work during Peer Editing or other critiques or presentations
8. Do group work by working with other members of the class in order to complete the assignment by contributing to the project while interacting with other members of the group in order to do so.

### **Performance Policy**

**Assignments must be turned in on time; no late work will be accepted. Missing assignments count as zeroes. Students missing grammar quizzes will not be able to make up those tests. LATE WORK IS NOT ACCEPTED.**

### **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.

### **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 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. For more information, call or visit the Disability Services Office at Reese Center Building 8, 806-716-4675.

### **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 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.

\* Students not completing the final exam will receive an F for their grade in the course.

### **Semester Schedule**

#### **Day 1                  June 4**

- 1) Send message to Instructor, Familiarize yourself with Blackboard
- 2) Purchase/Rent textbook

- 3) Create a thread in the introductory discussion board and respond to 3 other students
- 4) Print Syllabus, Formatting a document for class

### **Rest of Week 1 June 5 - 10**

- 1) View Writing process power point
- 2) Read over Sample Paragraph and Charting the paragraph
- 3) Complete draft of Personal paragraph by Wednesday, June 6<sup>th</sup>, 11:59
- 4) Read Chapter 25 Run On 460 – 472; Chapter 39 Comma 553 -563
- 5) Submit Final of Personal paragraph by Saturday, June 9<sup>th</sup>, 11:59

### **Week 2 June 11 - 17**

- 1) Read Chapter 1 Intro to Writing 3 – 18; Description ppt. Descriptive Paper Assignment, Chapter 8 Description 182 – 202, glance over possible topic list
- 2) Review Run On/Fused Sentences and Comma Splices on Grammar Bytes (ChompChomp) website.
- 3) Take Grammar Quiz #1 over Run On/Fused and Commas splices between 7 am and 11:59 on Wed. June 13<sup>th</sup>. A 45 min. time limit to complete the quiz.
- 4) Turn in Draft of Descriptive Essay by Thursday June 14<sup>th</sup> 11:59 pm, AND
- 5) Create a thread in the Descriptive Essay Discussion Board – respond to one other essay, fill out peer revision document. Due by Saturday, June 16 by 11:59
- 6) Extra Credit Reading Questions on pages 196 – 197 due by Saturday, June 16 11:59
- 7) Revise Descriptive Essay using Description Checklist on page 199.
- 8) Turn in Final Version of Descriptive Essay by Sunday June 17<sup>th</sup> 11:59 pm

### **Week 3 June 18 - 24**

- 1) View Narrative Writing, ppt, Assignment, Read Chapter 9 Narration 203 – 221
- 2) Look over possible topic list
- 3) Read Chapter 27 Subject Verb Agreement 484 – 489 and 29 Pronoun Antecedent Agreement 494 – 499
- 4) Turn in Draft of Narrative essay by Thursday June 21 at 11:59pm
- 5) Create a thread in the Narrative Essay Discussion Board – respond to one other essay, fill out peer revision question. Due by Saturday June 23<sup>rd</sup> by 11:59
- 6) Extra Credit questions pgs 215 – 217 due by Saturday June 23 at 11:59pm for extra credit
- 7) Revise Narrative according to Checklist on page 220 of textbook (note – dialogue is not needed)
- 8) Turn in Final version of Narrative by 11:59 pm on Sunday, June 24

### **Week 4 June 25 – July 1**

- 1) Review Subject-Verb, Pronoun-Antecedent Agreement using Chomp Chomp
- 2) Take Grammar Quiz #2 over Subject-Verb, Pronoun-Antecedent Agreement on Monday June 25<sup>th</sup> by 11:59 pm
- 3) Read Chapter 13 Comparison and/or Contrast 381 – 303, ppt, Assignment, Print/Save organizational handouts
- 4) Draft of Comparison & Contrast Essay due by Thursday June 28<sup>th</sup> by 11:59 pm
- 5) Chapter 37 Apostrophe 539 – 545, Chapter 24 Fragment 447 – 459
- 6) Complete Peer Revision Discussion board for Compare & Contrast Essay by Saturday June 30 at 11:59
- 7) Complete Reading Questions on page 296 – 298 for extra credit; Submit by Saturday, June 30 at 11:59 pm
- 8) Turn in final of Compare & Contrast Essay by Sunday July 1, 11:59 pm

### **Week 5 July 2 - 8**

- 1) Practice Apostrophe/Fragment exercises in grammar unit, Work with Chomp Chomp
- 2) Take Grammar Quiz #3 over Apostrophe and Fragments by Monday July 2 11:59 pm
- 3) Read Chapter 16 Argument 343 – 364, View Argument ppt, assignment; possible topic list
- 4) View Youtube video of how to use the SPC databases to do research starring P. Thompson and T. Pineda!
- 5) July 4<sup>th</sup> Holiday
- 6) Draft of Argumentation essay due by Thursday, July 5 11:59pm
- 7) Look over parallelism handout in Grammar unit
- 8) Complete Peer Revision Discussion Board for Argumentation Essay by Friday, July 6 by 11:59 pm
- 9) Submit Reading Questions over pages 357 – 359 by July 6<sup>th</sup>, 11:59 for extra credit; Revise essay according to Check list on page 361
- 10) Turn in Final of Argumentation Essay by Saturday, July 7<sup>th</sup> 11:59

### **Week 6 July 9 - 10**

- 1) Review for parallelism quiz Use Chomp Chomp for practice
- 2) Take Grammar Quiz #4 over parallelism by 8:00 pm on Monday July 9<sup>th</sup>
- 3) Compile information over graded essays
- 4) Submit Analytical Discussion Board by Monday July 9<sup>th</sup> 11:59
- 5) Final Exam turn in Tuesday July 10<sup>th</sup> noon (12 pm) that is lunch!

ENGL 1301 Essay Rubric English Dept. SPC	<b>UNITY</b> <i>Thesis, Topic Sentences, Purpose, Audience</i>	<b>SUPPORT</b> <i>Details, Logic, Use of Sources</i>	<b>COHERENCE</b> <i>Organization, Transitions, Title, Introduction, Conclusion</i>	<b>SENTENCE SKILLS</b> <i>Grammar, Point of View, Paper Format, Word Choice, Sentence Variety</i>
A+ (5)	<ul style="list-style-type: none"> <li>No revision needed</li> </ul>	<ul style="list-style-type: none"> <li>No revision needed</li> </ul>	<ul style="list-style-type: none"> <li>No revision needed</li> </ul>	<ul style="list-style-type: none"> <li>No errors</li> </ul>
<b>A</b>  Superior	<ul style="list-style-type: none"> <li>Clear, specific <b>thesis</b> states the topic and the claim</li> <li>All <b>topic sentences</b> strongly support the thesis and body paragraphs are unified around their topic sentences</li> <li>Essay conveys a clear <b>purpose</b> and discernment of distinctive <b>audience</b></li> </ul>	<ul style="list-style-type: none"> <li>Body paragraphs contain abundant, fresh <b>details</b> and examples that provide specific, concrete, <b>logical</b> evidence</li> <li>If applicable, credible outside <b>sources</b> are integrated smoothly and cited appropriately (MLA/APA)</li> </ul>	<ul style="list-style-type: none"> <li>Excellent, logical <b>organization</b> (emphatic order, chronological order, etc.)</li> <li>Sophisticated use of <b>transitions</b></li> <li>Original <b>title</b>; interesting <b>introduction</b> includes thesis and helpful context</li> <li>Graceful, thought-provoking <b>conclusion</b> that restates thesis</li> </ul>	<ul style="list-style-type: none"> <li>No major errors (frag, FS, CS, S/V agr, pronoun ref/agr, verb); virtually free of other <b>grammar</b>, spelling, wrong word, punctuation, mechanical, <b>point of view</b> errors. Correct <b>paper format</b>.</li> <li>Effective, powerful <b>word choice</b> and <b>sentence variety</b> (simple, compound, complex)</li> </ul>
<b>B</b>  Strong	<ul style="list-style-type: none"> <li><b>Thesis</b> adequately states the topic and the claim</li> <li>All <b>topic sentences</b> directly support the thesis and body paragraphs display unity</li> <li>Essay conveys good awareness of <b>purpose</b> and <b>audience</b></li> </ul>	<ul style="list-style-type: none"> <li>Body paragraphs well-developed with specific <b>details</b>, examples, and sound <b>logic</b></li> <li>If applicable, credible outside <b>sources</b> are integrated correctly and cited appropriately (MLA/APA)</li> </ul>	<ul style="list-style-type: none"> <li><b>Organization</b> of ideas is clear and helpful</li> <li>Logical, helpful use of <b>transitions</b></li> <li>Effective <b>title</b>; <b>introduction</b> presents thesis and context</li> <li><b>Conclusion</b> restates thesis and provides satisfying closure</li> </ul>	<ul style="list-style-type: none"> <li>1 or 2 major errors (frag, FS, CS, S/V agr, pronoun ref/agr, verb); very few other <b>grammar</b>, spelling, wrong word, punctuation, mechanical, or <b>point of view</b> errors. Correct <b>paper format</b>.</li> <li>Good <b>word choice</b> and variety of <b>sentence</b> patterns</li> </ul>
<b>C</b>  Acceptable	<ul style="list-style-type: none"> <li><b>Thesis</b> is stated, but may lack a strong claim or be obvious/predictable</li> <li><b>Topic sentences</b> adequately support the thesis; 1 error in paragraph unity</li> <li><b>Purpose</b> and <b>audience</b> adequately conveyed</li> </ul>	<ul style="list-style-type: none"> <li>Body paragraphs contain relevant <b>details</b> or <b>logical</b> reasons but need more specific examples/evidence</li> <li>If applicable, credible outside <b>sources</b> are usually integrated and cited appropriately (MLA/APA)</li> </ul>	<ul style="list-style-type: none"> <li><b>Organization</b> of ideas is satisfactory</li> <li><b>Transitions</b> are logical</li> <li>Adequate <b>title</b>; <b>introduction</b> states thesis but may be underdeveloped or unoriginal</li> <li><b>Conclusion</b> restates thesis; lacks closure</li> </ul>	<ul style="list-style-type: none"> <li>3 or 4 major errors (frag, FS, CS, S/V agr, pronoun ref/agr, verb); some other <b>grammar</b>, spelling, wrong word, punctuation, mechanical, or <b>point of view</b>, errors, but not distracting</li> <li><b>Paper format</b> and <b>word choice</b> mostly accurate; adequate <b>sentence variety</b></li> </ul>
<b>D</b>  Developing	<ul style="list-style-type: none"> <li><b>Thesis</b> announces topic but no claim; contains more than one idea; or is too vague, too broad, or too narrow</li> <li><b>Topic sentences</b> not tied to thesis; 2 errors in paragraph unity</li> <li>Essay conveys little awareness of <b>audience</b> or <b>purpose</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Details</b> are sparse or vague; consist of generalizations, clichés, or repetition</li> <li>If applicable, <b>sources</b> are insufficient, not always integrated correctly, and/or not always cited appropriately (MLA/APA)</li> </ul>	<ul style="list-style-type: none"> <li><b>Organization</b> attempted but disjointed or confusing</li> <li><b>Transitions</b> are sparse</li> <li>Uninspired <b>title</b>; weak <b>introduction</b> or consists of thesis statement only</li> <li><b>Conclusion</b> fails to restate thesis or ends abruptly</li> </ul>	<ul style="list-style-type: none"> <li>5 or 6 major errors (frag, FS, CS, S/V agr, pronoun ref/agr, verb); several other <b>grammar</b>, spelling, wrong word, punctuation, mechanical, or <b>point of view</b> distract from content</li> <li>Some <b>paper format</b> errors; some slang and ineffective <b>word choices</b>; little or no variety in <b>sentence</b> pattern/length</li> </ul>
<b>F</b>  Unacceptable	<ul style="list-style-type: none"> <li><b>Thesis</b> illogical, incomplete, missing; essay lacks focus on one central idea</li> <li><b>Topic sentences</b> missing, so body paragraphs lack unity</li> </ul>	<ul style="list-style-type: none"> <li><b>Details</b> are <b>illogical</b>, irrelevant, or missing from body paragraphs</li> <li>If required, outside <b>sources</b> are not credible, missing or mishandled, and/or <b>plagiarism</b> is evident</li> </ul>	<ul style="list-style-type: none"> <li><b>Organization</b> is incoherent</li> <li><b>Transitions</b> missing or illogical</li> <li><b>Title</b> and/or <b>introduction</b> missing or thesis missing from introduction</li> <li><b>Conclusion</b> missing</li> </ul>	<ul style="list-style-type: none"> <li>7 major errors (frag, FS, CS, S/V agr, pron ref/agr, verb); numerous other <b>grammar</b>, spelling, wrong word, punctuation, mechanical, <b>POV</b> errors</li> </ul>

	<ul style="list-style-type: none"> <li>• Essay ignores the <b>purpose</b> and <b>audience</b></li> </ul>			<ul style="list-style-type: none"> <li>• Several <b>paper format</b> errors; several slang and ineffective <b>word choices</b>; multiple <b>sentence</b> structure errors</li> </ul>
<b>F (0) No Credit</b>	An essay may receive no credit if it does not fulfill the assignment or disregards instructions (ex. unapproved topic).	In some cases, <b>plagiarism</b> can result in no credit for the essay, regardless of how the essay performs on other criteria.	Other issues:	If errors (major or minor) seriously affect the readability of an essay, the paper will receive an F.