

English 1301.007
Policy Statement and Syllabus
Summer I 2019

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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 discussion boards @ 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 3

- 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 to get full credit
- 4) Print Syllabus, Formatting a document for class

Rest of Week 1 June 4 - 9

- 1) View Writing process power point
- 2) Read over Sample Paragraph and Charting the paragraph
- 3) Complete draft of Personal paragraph by Wednesday, June 5th, 11:59
- 4) Read Chapter 25 Run On 460 – 472; Chapter 39 Comma 553 -563
- 5) Submit Final of Personal paragraph by Saturday, June 8th, 11:59

Week 2 June 10 - 16

- 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 Comma splices between 7 am and 11:59 on Wed. June 12th. A 45 min. time limit to complete the quiz.
- 4) Turn in Draft of Descriptive Essay by Thursday June 13th 11:59 pm, AND
- 5) Create a thread in the Descriptive Essay Discussion Board, upload draft and then respond to one other essay, fill out peer revision document. Due by Saturday, June 15 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 16th 11:59 pm

Week 3 June 17 - 23

- 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 20 at 11:59pm
- 5) Create a thread in the Narrative Essay Discussion Board, upload your draft and then respond to one other essay, fill out peer revision question. Due by Saturday June 22nd by 11:59
- 6) Extra Credit questions pgs 215 – 217 due by Saturday June 22 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 23

Week 4 June 24 – June 30

- 1) Review Subject-Verb, Pronoun-Antecedent Agreement using Chomp Chomp
- 2) Take Grammar Quiz #2 over Subject-Verb, Pronoun-Antecedent Agreement on Monday June 24th 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 27th by 11:59 pm; Create thread in Peer Revision Discussion board and do one other essay for credit by Friday June 28
- 5) Chapter 37 Apostrophe 539 – 545, Chapter 24 Fragment 447 – 459
- 6) Complete Reading Questions on page 296 – 298 for extra credit; Submit by Saturday, June 29 at 11:59 pm
- 7) Turn in final of Compare & Contrast Essay by Sunday June 30, 11:59 pm

Week 5 July 1 - 7

- 1) Practice Apostrophe/Fragment exercises in grammar unit, Work with Chomp Chomp
- 2) Take Grammar Quiz #3 over Apostrophe and Fragments by Monday July 1 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) Draft of Argumentation essay due by Wednesday, July 3 11:59pm; upload draft to Discussion Board for Peer Revision complete by Friday July 5 at 5 pm. Must do 1 essay.
- 6) July 4th Holiday
- 7) Look over parallelism handout in Grammar unit
- 8) Submit Reading Questions over pages 357 – 359 by Friday, July 5^h, 11:59 for extra credit; Revise essay according to Check list on page 361
- 9) Turn in Final of Argumentation Essay by Saturday, July 6th 11:59

Week 6 July 8 - 9

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

ENGL 1301 Essay Rubric English Dept. SPC	UNITY <i>Thesis, Topic Sentences, Purpose, Audience</i>	SUPPORT <i>Details, Logic, Use of Sources</i>	COHERENCE <i>Organization, Transitions, Title, Introduction, Conclusion</i>	S I
A+ (5)	<ul style="list-style-type: none"> No revision needed 	<ul style="list-style-type: none"> No revision needed 	<ul style="list-style-type: none"> No revision needed 	<ul style="list-style-type: none">
A Superior	<ul style="list-style-type: none"> Clear, specific thesis states the topic and the claim All topic sentences strongly support the thesis and body paragraphs are unified around their topic sentences Essay conveys a clear purpose and discernment of distinctive audience 	<ul style="list-style-type: none"> Body paragraphs contain abundant, fresh details and examples that provide specific, concrete, logical evidence If applicable, credible outside sources are integrated smoothly and cited appropriately (MLA/APA) 	<ul style="list-style-type: none"> Excellent, logical organization (emphatic order, chronological order, etc.) Sophisticated use of transitions Original title; interesting introduction includes thesis and helpful context Graceful, thought-provoking conclusion that restates thesis 	<ul style="list-style-type: none">
B Strong	<ul style="list-style-type: none"> Thesis adequately states the topic and the claim All topic sentences directly support the thesis and body paragraphs display unity Essay conveys good awareness of purpose and audience 	<ul style="list-style-type: none"> Body paragraphs well-developed with specific details, examples, and sound logic If applicable, credible outside sources are integrated correctly and cited appropriately (MLA/APA) 	<ul style="list-style-type: none"> Organization of ideas is clear and helpful Logical, helpful use of transitions Effective title; introduction presents thesis and context Conclusion restates thesis and provides satisfying closure 	<ul style="list-style-type: none">
C Acceptable	<ul style="list-style-type: none"> Thesis is stated, but may lack a strong claim or be obvious/predictable Topic sentences adequately support the thesis; 1 error in paragraph unity Purpose and audience adequately conveyed 	<ul style="list-style-type: none"> Body paragraphs contain relevant details or logical reasons but need more specific examples/evidence If applicable, credible outside sources are usually integrated and cited appropriately (MLA/APA) 	<ul style="list-style-type: none"> Organization of ideas is satisfactory Transitions are logical Adequate title; introduction states thesis but may be underdeveloped or unoriginal Conclusion restates thesis; lacks closure 	<ul style="list-style-type: none">
D Developing	<ul style="list-style-type: none"> Thesis announces topic but no claim; contains more than one idea; or is too vague, too broad, or too narrow Topic sentences not tied to thesis; 2 errors in paragraph unity Essay conveys little awareness of audience or purpose 	<ul style="list-style-type: none"> Details are sparse or vague; consist of generalizations, clichés, or repetition If applicable, sources are insufficient, not always integrated correctly, and/or not always cited appropriately (MLA/APA) 	<ul style="list-style-type: none"> Organization attempted but disjointed or confusing Transitions are sparse Uninspired title; weak introduction or consists of thesis statement only Conclusion fails to restate thesis or ends abruptly 	<ul style="list-style-type: none">
F Unacceptable	<ul style="list-style-type: none"> Thesis illogical, incomplete, missing; essay lacks focus on one central idea Topic sentences missing, so body paragraphs lack unity Essay ignores the purpose and audience 	<ul style="list-style-type: none"> Details are illogical, irrelevant, or missing from body paragraphs If required, outside sources are not credible, missing or mishandled, and/or plagiarism is evident 	<ul style="list-style-type: none"> Organization is incoherent Transitions missing or illogical Title and/or introduction missing or thesis missing from introduction Conclusion missing 	<ul style="list-style-type: none">
F (0) No Credit	An essay may receive no credit if it does not fulfill the assignment or disregards instructions (ex. unapproved topic).	In some cases, plagiarism can result in no credit for the essay, regardless of how the essay performs on other criteria.	Other issues:	If th re