

South Plains College
ENGL 1301 + INRW 0300 Corequisite Courses
Syllabi and Class Policies

ENGL 1301: Composition I Syllabus

Department: English and Philosophy

ENGL 1301 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.

ENGL 1301 partially satisfies a Core Curriculum Requirement: Communications Foundational Component Area (010)

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. Write essays that exhibit logic, unity, development, and coherence.
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, voice, parallelism, punctuation, spelling, and mechanics in language appropriate for academic essays.
7. Write a minimum of six 500-word essays.

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INRW 0300: Integrated Reading and Writing Syllabus

Departments: English and Philosophy/The Teaching and Learning Center

INRW 0300 Course Description: INRW 0300 serves as a paired support course for students enrolled in ENGL 1301 who are not yet TSI-complete in reading and/or writing. The focus is on teaching students critical reading and academic writing skills to equip them for success in Composition I. Successful completion of this course fulfills TSI requirements for reading and/or writing.

Student Learning Outcomes: Upon successful completion of this course, students will:

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Identify and analyze the audience, purpose, and message across a variety of texts.
4. Describe and apply insights gained from reading and writing a variety of texts.
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.
6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
9. Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.
10. Recognize and apply the conventions of Standard English in reading and writing.

ENGL 1301 + INRW 0300 Class Policies

Textbook: Langan, John. *College Writing Skills with Readings*. 9th ed., McGraw-Hill, 2013. ISBN: 9780078036279. *No access code is needed with this textbook.*

Online Study Lab: NROC English content and/or grammar test bank questions will be available in Blackboard

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.

Course Evaluation:

Writing Assignments

Summary	50 pts
Description	100 pts
Compare & Contrast	100 pts
Cause & Effect	100 pts
Argument	100 pts
Drafts & Peer Revision	200 pts (4 essays @ 50 pts/ea)
Grammar Work/Quizzes	100 pts.
Reading Quizzes	100 pts.
Homework Assignments	100 pts
Final Exam Essay	50 pts

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 errors (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 errors (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 errors (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 or more major errors (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.”

Student Responsibilities: Students are expected to *[May vary by instructor but usually include the following.]*

1. Be on time and regularly attend class
2. Be responsible for the learning process, including preparation for class, 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

3. Be responsible for having an appropriate attitude and using appropriate language in academic environments; not use condescending, inflammatory, threatening, or profane rhetoric, whether verbally or in written form, in academic environments
4. Have respectful behavior toward instructor and classmates in order to contribute to the atmosphere necessary for learning
5. Be responsible for courteous actions to others, especially by putting away cell phones and other distractions while in class
6. Be responsible for writing down all grades and applying them to the grading scale used for the class, which is shown in the course's policy statement/syllabus
7. Submit all assignments in accordance with due dates, formats, and requirements
8. Avoid all forms of cheating and plagiarism on all assignments, including improper collaboration
9. Ask questions when something is unclear.

Attendance Policy: Students are expected to attend all classes in order to be successful in a course. The student may be administratively withdrawn from the course when absences become excessive as defined in the course syllabus. Excessive absences are more than 6 and missing 2 major assignments.

When an unavoidable reason for class absence arises, such as illness, an official trip authorized by the college or an official activity, the instructor may permit the student to make up work missed. It is the student's responsibility to complete work missed within a reasonable period of time as determined by the instructor.

Students who enroll in a course but have "Never Attended" by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records. A student who does not meet the attendance requirements of a class as stated in the course syllabus and does not officially withdraw from that course by the official census date of the semester, may be administratively withdrawn from that course and receive a grade of "X" or "F" as determined by the instructor. Instructors are responsible for clearly stating their administrative drop policy in the course syllabus, and it is the student's responsibility to be aware of that policy

Assignments must be turned in on time; after the deadline, a late assignment will accumulate a penalty of 10% deduction for each day late. Assignments more than 3 days late will not be graded. Missing assignments count as zeroes.

This portion of the student's grade is made up of attendance, having all assignments on the required due dates, and completing in class assignments. To earn the 50 pts for that portion of the final grade, students must have 2 or fewer absences and have all assignments turned in on time.

Plagiarism and Cheating: 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.

Plagiarism violations include, but are not limited to, the following:

1. Turning in a paper that 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 and citing them; or
4. Missing in-text citations.

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;
7. Copying another's work during an examination or on a homework assignment;
8. Rewriting another student's work in Peer Editing so that the writing is no longer the original student's;
9. Taking pictures of a test, test answers, or someone else's paper.

Student Code of Conduct Policy: Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating, aggressive, or demeaning. Student conduct that disrupts the learning process or is deemed disrespectful or threatening shall not be tolerated and may lead to disciplinary action and/or removal from class.

Disability 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 at Levelland (Student Health & Wellness Office) 806-716-2577, Reese Center (Building 8) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

Nondiscrimination Policy: The instructor will do his or her best not to discriminate on the basis of age, color, disability, ethnic background, gender, national origin, race, religion, sexual orientation, or veteran status.

Diversity Policy: In this class, the instructor will endeavor to 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 participants to learn about others, about the larger world, and about themselves.

Note: The instructor reserves the right to modify the course syllabus and policies, as well as notify students of any changes, at any point during the semester.

Technical Information

All of the work for the class is done through Blackboard (Bb). If a student has technical problems with Bb, the person to contact is Amy Shriver. (806) 716-2962, email ashriver@southplainscollege.edu. I cannot fix most issues, but would recommend choosing another browser. If a student cannot remember user name or passwords, contact (806) 716-2603.

Graded Work

Normal semesters for me have between 8 – 10 sections of classes. 66% of those are writing intensive, which means I grade lots of Freshmen Composition essays. I try to get all submitted work returned within two weeks of the **due date**.

Corequisite ENGL 1301 + INRW 0300

Course Calendar

Textbook: *College Writing Skills with Readings*, 9th ed., by John Langan

Week	Date	Topics/Skills	Langan Text Chapters	Assignments
1 Aug 27 – Sept 2	Day 1 8/28 Day 2 8/30	Syllabus and course policies Blackboard Login Pre-course Assessment Using Blackboard Mail and SPC Email		
2 Sept 3 - 9	Day 1 9/4	Introduction to Reading: <ul style="list-style-type: none"> • Author, audience, purpose • Fact and opinion • Responding to a reading • Using context clues 	Ch. 1 An Introduction to Writing Pgs. 2 - 21	

		<ul style="list-style-type: none"> Identifying word parts 		
	Day 2 9/6	The Writing Process Thesis Statements Topic Sentences Paragraph structure Unity Support	Ch. 2 The Writing Process, p. 22 -49 Ch. 3 The First and Second Steps in Essay Writing p. 50 -82	In-class practice writing on thesis statements: -my best friend -my favorite season Homework: personal paragraph assignment
3 Sept. 10 - 16	Day 1 9/11	Parts of Speech Subjects, verbs, prepositional phrases	Ch. 23 Subjects and Verbs p 441 -446	Bring Draft to class for peer revision charting
	Day 2 9/13	Essay Structure Introduction Conclusion Thesis statement Topic Sentences Coherence	Ch. 4 The Third Step in Essay Writing p.83 - 109 Ch. 7 Introduction to Essay Development -p. 174 - 183	In-class practice writing on thesis statements, introductions, topic sentences, conclusions: -my best decision -my favorite hobby/sport Turn in Final of Personal Paragraph on 9/14 to Bb by midnight
4 Sept. 17 - 23	Day 1 9/18	Reading skills: <ul style="list-style-type: none"> Stated main ideas Supporting details Annotating a reading Writing a summary Writing a summary-response	Ch. 18 Writing a Summary p. 375 -386	Summary-Response Paragraph Due 9/23 to Bb
	Day 2 9/20	Fragments Fused Sentences Comma Splices	Ch. 24 Fragments p 447 -459 Ch. 25 Run-ons, p. 460 - 472	
5 Sept. 24 - 30	Day 1 9/25	Description Essay	Ch. 8 Description, p. 182 - 202	Description Essay: Brainstorm, Cluster, Outline
	Day 2 9/27	Description Essay Revising Sentences Editing Sentences	Ch. 5 The Fourth Step in Essay Writing	Description Essay: Rough Draft

6 Oct. 1 - 7	Day 1 10/2	Description Essay Unity Support Coherence Development	Ch. 6 Four Bases for Revising Essays, p. 110 -143	Description Essay: Small Group Workshop
	Day 2 10/4	Description Essay Regular and Irregular Verbs Subject-Verb Agreement	Ch. 26 Regular and Irregular Verbs, p. 473 Ch. 27 Subject-Verb Agreement, p. 484 Ch. 28 Additional Information about Verbs, p. 490	Description Essay: Local Revisions Workshop
7 Oct. 8 - 14	Day 1 10/9	Pronouns Reading skills: <ul style="list-style-type: none"> Major and minor supporting details Author's point of view and cultural context Implied main ideas 	Ch. 29 Pronoun Agreement and Reference, p. 494 Ch. 30 Pronoun Types, p. 500	Description Essay: Final Draft NROC Unit 3 Assessment Form A or B
	Day 2 10/11	Making Inferences and Drawing Conclusions Outlining a Reading Outlining an Essay		
8 Oct. 15 - 21	Day 1 10/22	Faulty Parallelism Using Transitional Words and Phrases		
	Day 2 10/24	Comparison-Contrast Essay <ul style="list-style-type: none"> Points of comparison Subject-by-subject vs. point-by-point Explanatory vs. evaluative thesis	Ch. 13 Comparison and/or Contrast, p. 28	Comparison-Contrast Essay: Brainstorm, Cluster, Outline

9 Oct. 22 - 28	Day 1 10/23	Comparison-Contrast Essay Commonly Confused Words	Ch. 42 Commonly Confused Words, p. 575	Comparison-Contrast Essay: Rough Draft Library Tour – 1pm bldg.. 8
	Day 2 10/25	Comparison-Contrast Essay Active and Passive Voice		Comparison-Contrast Essay: Small Group Workshop/ Local Revisions Workshop
10 Oct. 29 – Nov. 4	Day 1 10/30	Comparison-Contrast Essay Mistakes with Modifiers	Ch. 32 Misplaced Modifiers, p. 513 Ch. 33 Dangling Modifiers, p. 517	Comparison-Contrast Essay: Final Draft
	Day 2 11/1	Identifying Denotation and Connotation Recognizing Objective and Subjective Language	Ch. 43 Effective Word Choice	
11 Nov. 5 - 11	Day 1 11/6	The Four Sentence Patterns Using Context Clues Identifying Word Parts		
	Day 2 11/8	Cause / Effect Essay	Ch. 12 Cause and/or Effect. P. 260	Cause/Effect Essay: Brainstorm, Cluster, Outline,
12 Nov. 12 - 18	Day 11/13	Cause / Effect Essay Capitalization Numbers	Ch. 35 Capital Letters, p. 516 Ch. 36 Numbers and Abbreviations, p. 534	Cause/Effect Essay: Rough Draft
	Day 2 11/15	Cause / Effect Essay Apostrophe Quotation Marks	Ch. 37 Apostrophe, p. 539 Ch. 38 Quotation Marks, p. 546	Cause/Effect: Small Group Workshop/ Local Revisions Workshop
13	Day 1	Cause / Effect Essay Semicolons Colons Commas	Ch. 39 Comma, p. 554 Ch. 40 Other Punctuation Marks, p. 564	Cause/Effect: Final Draft NROC Unit 8 Assessment Form A or B

	Day 2	Argument Essay	Ch. 16 Argument, p. 343	Argument Essay: Brainstorm, Cluster, Outline
14	Day 1	Argument Essay Logical Fallacies and Analysis		Argument Essay: Rough Draft
	Day 2	Argument Essay Creating Concise Sentences		Argument Essay: Small Group Workshop
15	Day 1	Argument Essay		Argument Essay: Local Revisions Workshop
	Day 2	Final Exam Review		Argument Essay: Final Draft
16		Final Exam		