ENGL-1301
Composition I (Online)
Spring 3019

Instructor: Mackinzee Escamilla

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Office Hours:

Monday	Tuesday	Wednesday	Thursday	Friday
By appointment	1:30 – 3:30 p.m.	1:30 – 3:30 p.m.	By appointment	8:00 a.m. - noon

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.

Core Curriculum Objectives

This course will address the following core curriculum competencies:

- **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, parallelism, punctuation, spelling, and mechanics, in language appropriate for academic essays.
7. Write the equivalent of six 500-word essays.

Textbook and Supplies

You will need to purchase the following digital access code immediately.

MINDTAP ENGLISH HANDBOOK-ACCESS

Author: CENGAGE LEARNING
Edition: 16
Published Date: 2016
ISBN: 9781305259720
Publisher: CENGAGE L

This is not a physical book but an eBook and access code package. You can buy it at the SPC bookstore (preferably in person, since shipping times vary) or directly through Blackboard once the course starts.

Software Requirements

You are required to have access to the following technologies:

- High-speed Internet connection
- Web browser
- Blackboard account
- Skype (optional)
- Microsoft Word (more information can be found on the 'Required Technologies' page in Blackboard)
- Flipgrid (more information can be found on the 'Required Technologies' page in Blackboard)
- Dropbox (more information can be found on the 'Required Technologies' page in Blackboard)
- Edpuzzle account (more information can be found on the 'Required Technologies' page in Blackboard)
- Mindtap account (more information can be found on the 'Required Technologies' page in Blackboard)

Communication

You can reach me in one of three ways: you can email me at mescamilla@southplainscollege.edu, call my office at 806-716-2252 and leave a message, or make an appointment to meet either in-person or via video conference using Skype.

I return emails and calls within 24 hours. This is going to require some planning on your part; you won't be able to wait until the last minute to complete assignments.

Your South Plains College email is the official communication for this course. Plan to check it every day.

Attendance Policy

Online students are required to log in to Blackboard **frequently**, with no more than 48 hours (2 days) in between log-ins.

There is no on-campus attendance requirement for this course.

Be advised – I do not accept late work for any reason.

Grading Policy

Final grades will be assigned based on the following percentages:

Mindtap Exercises(average of all)	10%
Video Discussions (average of all)	10%
Video Lecture Quizzes (average of all)	10%
Essay #1 (Final Draft)	10%
Essay #2 (Final Draft)	20%
Essay #3 (Final Draft)	20%
Response Papers	15%
Course Final Exam	5%

It is up to you to monitor your average and course progress. If at any time you feel that you need to discuss your course progress with me, it is your responsibility to make contact.   You can find your current average via the 'Gradebook' link in Blackboard.

Reading Assignments and Video Lectures

Mandatory, assigned reading is required for this course; you may also be required to watch recorded video lectures with embedded quizzes. Reading and video lecture assignments can be found in the course modules in Blackboard.

Essays

You will be required to submit three full essays. There will be several steps to complete for each essay, with each step being counted toward the final grade for that essay. You will submit an initial draft, participate in peers reviews, and submit a final draft. If you do not submit an initial draft, you will not be allowed to participate in peer review, further lowering your grade.

Due dates for these assignments can be found on the course calendar in Blackboard, and specific assignment details can be found in the course modules in Blackboard.

The grading rubric for these assignments can be found at the end of this syllabus and in Blackboard.

Late work will not be accepted for any reason.

Response Papers

You will be required to write three response papers for this course – one for each module. Instructions for these assignments can be found in Blackboard, and due dates are on the course calendar.

Late work will not be accepted for any reason.

Mindtap Exercises

Several Mindtap exercises must be completed over the course of the semester. Due dates are available on the course calendar. In addition to covering the content presented in the assigned reading and video lectures, these exercises will help you review your grammar and help you think about the writing process. Averaged together, these assignments are worth 10% of your final grade. I will not accept late submissions for any reason.

Discussions

Collaboration and communication is essential to success in both the academic and professional setting. To practice these skills and further our knowledge of the subjects we cover in this course, each student will be required to participate in weekly video discussions.

There are two parts to each module discussion assignment. The first is an **initial post**. The second part includes **responses** to your peers, which will be due in the second half of each module. A 5-point deduction will be applied to initial posts not posted by the first deadline, and no response posts will be counted for credit after the second deadline.

These are video discussions using Flipgrid, which can be accessed using your computer, webcam, and microphone, or via the Flipgrid app on your mobile device.

Due Dates

Due dates are posted on the course calendar, and are firm. I do not grant extensions or allow late work for any reason. Work submitted after the due date will not be evaluated and will receive a grade of 0.

Due times are <u>noon</u> on the date listed on the calendar.

I do not post announcements, text, or email due date reminders. Keeping up with them is your responsibility, and remember – I do not accept late work for any reason.

Assignment Submission

I cannot accept any assignment via email, for any reason. It is your responsibility to make sure the assignment submitted properly *before* the due date. No documents will be accepted after the submission deadline has passed, for any reason.

Additionally, all files must be submitted as .docx documents (Microsoft Word). I cannot accept .gdoc, .pages, .odt, .rtf, or .txt files. If you submit anything other than a .docx file, you will be given a 0 for that assignment and will not be allowed to make it up.

Papers will be submitted using Dropbox. Please note: you must submit files in our shared folder, and they must be named correctly, in order for them to be graded. I will not make allowances for the late policy because of misplaced files or files with non-standard file names.

Please understand: File management is a skill that, as an online student, you should be very comfortable with. I cannot accept late work from students who didn't understand what folder to save their files to. This is extremely important.

As an online student, you assume the responsibility for your technology. I suggest three things:

1. Have a backup plan in place from day one, just in case your technology fails.
2. After submitting an assignment, return to the assignment submission before the due date and make sure it's been submitted properly. If it's not submitted properly by the due date, you will not receive credit for it, regardless of whether or not you thought the paper had submitted.
3. Don't wait until the last minute to submit assignments. If you have trouble, but no one is available to help you, you will still not able to submit the assignment late.

You are responsible for making sure your work has been submitted properly.

Style Guide

We will use the APA style guide for formatting and documentation in this course. Specific rules regarding this particular style guide can be found in on the 'APA Resources' page in Blackboard. All documents you submit should be formatting using APA standards, and all citations you write, whether in-text or on a References page, should follow APA guidelines for citation.

Academic Integrity

It is the aim of the faculty at 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 and possible suspension. Please refer to the SPC General Catalog regarding consequences for cheating and plagiarism.

Do not, under any circumstances, turn in another student's work as your own. Do not, under any circumstances, give your work to anyone else to turn in as their own. Do not copy and paste from the Internet. All of these situations are representative of academic dishonesty and will be treated as such.

I have zero tolerance for cheaters. If I suspect you of cheating, I will drop you without discussion. Please trust me when I say I have ways of determining whether or not you've cheated that you can't get around, as smart as you are. ;-)

Disclaimer

Because we will use Blackboard to conduct a portion of this class, please note that the materials you may be accessing in chat rooms, bulletin boards or unofficial web pages are not officially sponsored by South Plains College. The United States Constitution rights of free speech apply to all members of our community regardless of the medium used. We disclaim all liability for data, information or opinions expressed in these forums.

Diversity Statement

In this course, 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 be and can be.

Special Services

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Special 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 Special Services Coordinator. For more information, call or visit the Special Services Office in the Student Services Building, 806-894-9611, extension 2529.

Student Code of Conduct

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 which 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.**

Essay Grading Rubric

	Highly Proficient	Acceptably Proficient	Minimally Proficient	Non-proficient
Thesis statement (16) *Main idea; controlling idea; compelling*	Precise, succinct thesis statement with obvious main idea and controlling idea; original and compelling. 16 pts.	Acceptable thesis statement has main idea and controlling idea, but may not be compelling or original. Slightly problematic. 12 pts.	Thesis statement is confusing or not immediately obvious. Missing main idea or controlling idea, but not both. Considerably problematic. **AND/OR** Thesis statement announces intention. 8 pts.	No thesis statement. 0 pts.
Body paragraphs (16) *Unified; coherent; related to thesis; topic sentences; supporting sentences*	All body paragraphs are unified and coherent; each body paragraph contains one distinct point; each body paragraph has a topic sentence that is directly related to the thesis; supporting sentences all relate to the topic sentence. 16 pts.	Body paragraphs are mostly unified and coherent; topic sentences are largely related to thesis, with one error at most; supporting sentences mostly related to the topic sentence, with no more than one error. 12 pts.	Body paragraphs are not wholly unified and/or coherent; topic sentences are mostly unrelated to thesis, with more than one error; supporting sentences mostly unrelated to the topic sentence, with more than one error. **AND/OR** Paper does not meet length requirement; short by no more than 150 words. 8 pts.	Body paragraphs are completely un-unified and incoherent; topic sentences are not related to thesis; supporting sentences not related to topic sentence. **AND/OR** Paper does not meet length requirement; short by more than 150 words. 0 pts.
Grammar, Spelling, and Mechanics (16)	Minimal grammar, spelling, or mechanical errors (at most 2). 16 pts.	3 – 5 grammar, spelling or mechanical errors. 12 pts.	6 – 8 grammar, spelling, or mechanical errors. 8 pts.	9 or more grammar, spelling, or mechanical errors. 0 pts.
Style (16) *Introductory and concluding paragraphs; sentence structure; transitional phrases; word choice; tone*	Introductory and concluding paragraphs are compelling and creative; sentence structure is widely varied (simple sentences, compound sentences, complex sentences), exceptional use of transitional phrases, academic/elevated/creative word choice; appropriate tone; no slang or informal language	Introductory and concluding paragraphs are satisfactory; sentence structure is somewhat varied; satisfactory use of transitional phrases; mostly academic/elevated/creative word choice; mostly appropriate tone; some slang or informal language; slightly problematic	Introductory and concluding paragraphs are unsatisfactory; sentence structure is mostly unvaried; occasional use of transitional phrases; unacademic word choice; considerably slang or informal language; considerably problematic **AND/OR** Use of first or second person. **AND/OR** Overuse of rhetorical questions.	No introductory or concluding paragraphs; completely unvaried sentence structure, or sentences with so many structural mistakes as to render the sentences illegible; wholly informal language **AND/OR** Essay does not follow appropriate essay pattern.

	16 pts.	12 pts.	8 pts.	0 pts.
Formatting (20) _APA formatting guidelines_	No errors in formatting.	1 error in formatting	2 errors in formatting	More than 2 errors in formatting.
	16 pts.	12 pts.	8 pts.	0 pts.
Rough Draft (10)	Rough draft submitted on time.		Rough draft missing or not submitted on time.	
	10 pts.		0 pts.	
Peer Review (10)	All peer reviews complete.	More than half of peer reviews complete.	Less then half of peer reviews complete.	No peer reviews complete.
	10 pts.	7.5 pts.	5 pts.	0 pts.

Response Paper Grading Checklist

Content • Question answered thoroughly and effectively • Paper has a clear topic sentence, with both a main and controlling idea. • All body sentences directly support the topic sentence.	40 pts.	
Support • Answer supported by passages and evidence from the module readings	20 pts.	
Grammar and Style • Correct grammar, spelling, punctuation, and mechanics • Academic style and tone • Paper avoids 1st and 2nd person	20 pts.	
Guidelines • Length • APA Formatting • Citation include and correct, if appropriate	20 pts.	
Total	**100 pts.**	

Discussion Post Grading Checklist

Initial Post (1)		

Content
    All parts of selected question answered thoroughly
    Length
	40 pts.	Comments:

Question Asked an original question in the text of initial discussion post	10 pts.	
Total	50 pts.	
Response Posts (2)		

Content
    Responds to peer in a substantive manner
    Adds something to the conversation
	25 pts. each/50 pts. total	Comments:

Total	50 pts.	