

English 1301

Course Syllabus

Spring 2018

COURSE TITLE: Composition I

ENGL 1301.155 - INET

INSTRUCTOR: Camy Brunson

EMAIL: cbrunson@southplainscollege.edu

OFFICE: 316F Building 3, Reese Campus / 125I Lubbock Center

PHONE: 806-716-4691 or 806-894-9611 ext. 4691

OFFICE HOURS: MW Reese Center 2:15 – 4:15, TR Lubbock Center 2:15 – 4:15, and Fridays by appointment

“Have something to say, and say it as clearly as you can. That is the only secret of style.”

-Matthew Arnold

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.

Prerequisites:

- Students must be TSI-compliant in both writing and reading.
- International students who do not have a TOEFL score of 550 must enroll in ENGL 0301 or 0302 or ESOL 0301 or 0302.

Textbook:

REVEL for The Curious Writer – Access Card, 5/E

Bruce Ballenger, *Boise State University*

ISBN-10: 0134243307
ISBN-13: 9780134243306
Publisher: Pearson

Students need the online access code. The purchase of a hard copy of the textbook is optional.

Other supplies or necessary tools: Access to computer with printer

Core 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.

Course Purpose: The purpose of English 1301 is to help students understand and apply the standards of correctness in formal thought and the written English Language. English 1301 helps 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. Collateral readings from all areas of the humanities are included.

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

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Exhibit logic, unity, development, and coherence to create essays.
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 edited American English, with an emphasis on correct grammar, punctuation, spelling, and mechanics, in academic essays.
7. Write a minimum of six 500-word essays.

Attendance Policy: **Attendance Policy:** This is an online class. Students must be responsible for checking in *weekly if not daily*, for announcements/assignments and submitting work in a timely manner.

* *Instructor's note: **You must be present in your own life!*** When a course is structured to be completed online, you must hold yourself accountable for communication (with both your Instructor and your classmates), and for checking on and completing work. This is key to your success in the course!

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.

Discrimination 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.

Academic Honesty: Please see the *SPC General Catalogue* (online at <https://www.southplainscollege.edu>) for policies and ramifications regarding plagiarism and cheating. Your instructor will be watching for signs of any such practice, and measures will be taken to ensure that the consequences for this type of behavior are serious. Respect yourself and others by putting forth original ideas and work in this class.

Campus Concealed Carry – Texas Senate Bill – 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at: (http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php)

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

Classroom Behavior: Since all communication will take place online, please make every effort to behave appropriately in that setting. Discussion between classmates and/or between Instructor and student should always be respectful and professional. Refrain from using offensive language or making derogatory comments. Repetitive or extreme misconduct may result in a drop from the course. Remember that we are here to learn, and we will benefit ourselves the most by maintaining a positive and mature attitude towards others.

Grading Breakdown:

Revel/ <i>Curious Writer</i> assignments/quizzes	45 points
Discussion Boards	55 points
4 essays worth up to 200 points each	800 points
Re-genre/repurpose writing assignment	100 points

Total: 1000 points

A = 900-1000 pts.

B = 800-899 pts.

C = 700-799 pts.

D = 600-699 pts.

F = 599 and below

South Plains College English Department Essay Grading Standards

To evaluate essays, the SPC English department uses a set of uniform grading standards. These standards designate that essays in composition classes should demonstrate at least a basic level of competence in college-level writing and be an appropriate foundation for writing in academic and professional environments.

Grading Criteria for Essays

Essays are evaluated on four bases: unity, support, coherence, and sentence skills. The criteria considered in each base include characteristics essential to the success of an essay. Depending on the assignment, certain bases and criteria may be weighted more than others, and the instructor's assignment may establish additional, more specific criteria.

Base 1: UNITY

- **Thesis.** The thesis statement concisely expresses the main idea of the essay, is appropriate for the assignment, and establishes a sustained and consistent focus for the paper. The thesis may preview the supporting ideas.
- **Body Paragraph Structure.** A body paragraph includes a main idea expressed in a topic sentence strongly tied to the stated thesis, unified supporting details, and clear connections among ideas.
- **Purpose and Audience.** The content and style are tailored for a specific purpose and audience.

Base 2: SUPPORT:

- **Details/Development.** A well-developed essay supports the thesis with ample evidence; uses a variety of specific examples, facts, or other details; and explains the evidence to show its connections to the thesis.
- **Logic.** The essay presents clear, sophisticated, insightful ideas that recognize the complexity of the topic without inaccuracies or errors in reasoning.

- **Use and Documentation of Sources.** If research is used, the essay accurately quotes and paraphrases credible sources, effectively balances source material with the writer’s own ideas, and cites and documents correctly according to the required standards of the style (MLA, APA).

Base 3: COHERENCE

- **Organization and Transitions.** The essay demonstrates a logical progression of ideas, provides clear and smooth transitions among ideas, and uses structure appropriate to an academic essay.
- **Title, Introduction, and Conclusion.** An appropriate title is provided. An introduction captures the reader’s attention, transitions to the topic by giving context or background information, and presents the thesis statement. A conclusion reemphasizes the essay’s thesis and main ideas and provides a sense of closure.

Base 4: SENTENCE SKILLS

- **Use of Standard American English.** The essay is written in Standard American English without major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form), and other errors in grammar, spelling, wrong word, punctuation, mechanics, or point of view.
- **Word Choice and Sentence Variety.** The student writes in a consistent, academic tone, using varied sentence structure and accurate and precise word choice.
- **Format.** The essay is formatted according to the standards set forth in the assignment, in the syllabus, or in the required style guide (MLA, APA).

Assessment of the Grading Criteria

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 error types (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 error types (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 error types (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 major error types (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.”

Acknowledgments:

Illinois Valley Community College: English Department Stylebook

Langan, John. *College Writing Skills with Readings*, 9th edition

Tentative Class Schedule – ENGL 1301 Fall 2017

This schedule serves to outline the material/subject matter we will cover in class. Please make every effort to read along as we learn this material. All major assignments will be accompanied by handouts detailing specific requirements and due dates via your instructor and/or BlackBoard. *Any written assignment submitted past the due date will receive an automatic deduction in points after the first 24 hours. Late assignments must be turned in within 48 hours of the due date to receive partial credit. After 2 days papers will not be accepted and you will receive a zero for the assignment. If there are excusable circumstances which might justify an extension on the assignment, arrangements must be made with your Instructor. If an exam is missed or a student arrives for an exam more than 15 minutes late, arrangements must be made to take the exam within a week of the original exam date. Please keep in mind that during finals week re-taking the exam may not be a possibility because of the busy schedule. Therefore, it is very important to stay in contact with your Instructor about the situation. All other makeup work must be discussed with the Instructor.*

Please note that if there are readings or assignments due *on* a certain date, you need to be working on them and have them completed *before* they are due on the schedule. *All Pearson REVEL assignments are to be completed by due dates as indicated by the textbook schedule. Your Instructor will only reopen assignments based on circumstances which can be reasonably supported with documentation. This is an online textbook (with an App. Option for your phone; therefore, only extreme circumstances would justify assignment extensions).* You are responsible for all outside work and assignment submission. This is a working schedule, and is subject to change during the semester. I will notify students of any modifications and will make sure all adjustments are reasonable.

Week 1: Jan. 16 – 19

Syllabus and Textbook

The Paragraph versus the Essay

Week 2: Jan. 22 – 26

Motives for Writing

The Writing Process

The Personal Essay (assigned)

Week 3: Jan. 29 – Feb. 2

Personal essay outline

Sentence Skills (boundaries and inconsistencies)

Final copy of Personal Essay due

Week 4: Feb. 5 – 9

The Profile Essay (assigned)

The Writing Process (revisited)

Sentence Skills (modification and verbs)

Week 5: Feb. 12 – 16

Proofreading

Sentence Skills (style, mechanics, and spelling)

Week 6: Feb. 19 – 23

Profile essay outline

Sentence Skills (basic grammar, tips for ESL writers)

Final copy of Profile Essay due

Week 7: Feb. 26 – Mar. 2

Review of Writing Styles

Evaluating Essays

Re-genre/repurposed Writing Assignment

Week 8: Mar. 5 – 9

Citing Sources

Library Day

- **Spring Break March 12 – 16**

Week 9: Mar. 19 – 23

Fallacies

Written Re-genre assignment due

Week 10: Mar. 26 – 30

The Argument Essay (assigned)

Rhetorical Appeals

Importance of Written Communication

Week 11: Apr. 2 – 6

MLA standards

Writing a Research Paper

Week 12: Apr. 9 – 13

Argument essay outline

Active Reading

Fictional Literature versus Film Adaptations

Final copy of Argument Essay due

Week 13: Apr. 16 – 20

The Analytical Essay (assigned)

Reading as inquiry

Week 14: Apr. 23 – 27

Collateral readings/practice

Patterns and elements in past and present texts

Week 15: Apr. 30 – May 4

Analytical essay outline

Final draft of Analytical Essay due

Week 16: May 7 – 11

Final Exams

