

Welcome to ENGL 1301!

Start Here!

Hi! My name is Emily Gilbert. Welcome to my ENGL 1301 class. If you need to contact me during the semester, use the remind app or email me at egilbert@southplainscollege.edu. You can also come by and chat! I'll be at the Lubbock Downtown Center from 9-9:30, 12:15-1, 3:45-4:15, and on zoom Fridays from 1-4:30 or by appt.

Class Procedures and Policies

What you will need for this class:

1. Working computer or plans to work at the lab on campus
2. Textbook and books
 - a. OER textbook <https://vwcceng111.pressbooks.com/chapter/chapter-1-critical-reading/>
 - b. *The Life We Bury* by Allen Eskens
 - c. *Miseducated* by Brandon Fleming
 - d. *In Order to Live: A North Korean Girl's Journey to Freedom* by Yeonmi Park (both books may be checked out from a library)

What I can expect from Mrs. Gilbert:

1. Availability – I'm available during office hours, and I will also answer emails/texts within 24 hours Monday-Friday. I will not answer email/texts on Sunday.
2. Grading - You will receive all papers back within 3 weeks. Grades will be posted on Blackboard within 1 week of being passed back.
3. Announcements – Homework is available on Blackboard. Last minute announcements will be made through Remind.
4. No late work accepted

What Mrs. Gilbert expects from me:

1. Attend class. You are expected in class every session. If you can't attend, check Blackboard for make up work. If you miss more than 4 days, you may be dropped from the course, and two weeks without a response from you may result in a drop as well.
2. Access Blackboard every week. You will turn in everything online. Learn how to use Blackboard. If you don't know how to use Blackboard, YouTube has lots of tutorials.
3. Complete homework. Find all assignments on Blackboard. If you have questions about the assignment, ask them before the assignment is due. Submit assignment by the due date.
4. Respect me and fellow students.
5. Participate! Students who participate in class have better success rates and satisfaction.
6. Submit your own work.
7. Be responsible for the information in this syllabus.

Grading

Course Evaluation:

Course grades will be determined by the following scale:

90% – 100% = A

60% – 69% = D

80% – 89% = B

0% – 59% = F

70% – 79% = C

Your grade will be based on the following percentages:

Final Drafts (6 of them)

65%

Quizzes

13%

Outlines and Review

7%

Participation and Peer Reviews

15%

South Plains College

Common Course Syllabus: ENGL 1301

Revised March 2020

Department: English and Philosophy

Discipline: English **Course Number:** ENGL 1301 **Course Title:** Composition I **Credit:** 3 **Lecture:** 3 **Lab:** 0

Available Formats: conventional, online, ITV

Campuses: Levelland, Reese, Plainview, Distant, High Schools

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.

Prerequisite: Students must be TSI-complete or waived in both writing and reading.

This course 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, parallelism, punctuation, spelling, and mechanics, in language appropriate for academic essays.
7. Write a minimum of six 500-word essays.

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: *[This section of the syllabus should detail how the final grade will be calculated. Grades may be calculated on the basis of points or percentage weights. Writing done for ENGL 1301 should constitute at least 70% of the final grade.]*

Students should write a minimum of six 500-word essays, which can include up to three rough drafts. Example: Cause/Effect Rough Draft and Final Draft, Comparison/Contrast Rough Draft and Final Draft, Argument Rough Draft and Final Draft = 6 essays.]

Sample Assignments:

Diagnostic Essay
Narration/Description Essay
Process Analysis Essay
Cause and/or Effect Essay
Comparison and/or Contrast Essay
Definition Essay
Division-Classification Essay
Argument Essay
Resume and Cover Letter
Reading Quizzes
Grammar Quizzes
Midterm
Final Exam

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.”

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, Lubbock Centers (located at the Lubbock Downtown Center) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

Nondiscrimination Policy: 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, Lubbock Centers (located at the Lubbock Downtown Center) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

Diversity Policy: In this class, the teacher will establish and support an environment that values and nurtures individual and group difference 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 and can be.

Title IX Pregnancy Accommodations: 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, Lubbock Centers (located at the Lubbock Downtown Center) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

Photo Release As a student in this class, I understand that my image may appear in photographs, and things I've said or written may be used by the South Plains College Teaching and Learning Center for the purpose of illustrating class activities and the content of this course. If you wish to refuse this photo release, write I refuse photo release after your signature on page 7.

The intention of the master syllabus is to provide an outline of the contents of this course, as specified by faculty of the Reading Department at South Plains College, regardless of who teaches the course, when it is taught or where it is taught. Faculty members teaching this course for South Plains College are expected to facilitate learning pursuant to the course objectives. However, instructors also are encouraged to cover additional topics of interest so long as those topics are relevant to the course's subject. The master syllabus is, therefore, prescriptive in nature but also allows for a diversity of individual approaches to course material.

Tentative Agenda/Course of Study

This course of study is outline and is subject to change. Your assignments (including required readings) will be posted on Blackboard weekly, and are due on Fridays unless otherwise specified. Only the major essays are listed below. There will be other weekly assignments due through Blackboard. Be sure to check Blackboard daily to see what will be due for your class. These weeks correspond to the weeks posted in Blackboard. Revised 8/2022.

Week	Chapters/Objectives/Readings	Essays due
Week 1 Aug. 29-Sept. 2	Syllabus	
Week 2 Sept. 5-9	Labor Day Holiday Sept. 5th Writing Summaries	
Week 3 Sept. 12-16	<i>TLWB</i> Ch. 1-7 One-on-one meetings	Rough draft Summary due
Week 4 Sept. 19-23	<i>TLWB</i> Ch. 8-16	Final draft Summary due
Week 5 Sept. 26-30	<i>TLWB</i> Ch 17-25	
Week 6 Oct. 3-7	<i>TLWB</i> Ch. 26-40 One-on-one meetings	Rough draft D/E Essay due
Week 7 Oct. 10-14	<i>TLWB</i> Ch. 41-54 Fall Break Holiday Oct. 14th	Final draft D/E Essay due
Week 8 Oct. 17-21	<i>Miseducated</i> One-on-one meetings	Rough draft Analysis Essay due
Week 9 Oct. 24-27	<i>Miseducated</i>	Final draft Analysis Essay due
Week 10 Oct. 31-Nov. 4	<i>Miseducated</i>	
Week 11 Nov. 7-11	<i>Miseducated</i> One-on-one meetings Registration opens for Summer/Fall 2022	Rough draft C/C Essay due
Week 12 Nov. 14-18	<i>IO2L</i>	Final draft C/C Essay due
Week 13 Nov. 21-25	<i>IO2L</i> One-on-one meetings Thanksgiving Holiday Nov. 23-25	Rough draft C/E Essay due
Week 14 Nov. 28-Dec. 2	<i>IO2L</i> Dec. 1st Last Day to Drop Classes	Final draft C/E Essay due
Week 15 Dec. 5-9	<i>IO2L</i> One-on-one meetings	Rough draft Argument Essay due
Week 16 Dec. 12-16	Finals Week	Final draft Argument Essay due

Statement of Personal Responsibility

Successful completion of this course depends on the student accepting personal responsibility for:

- following guidelines of the syllabus
- attending class (arriving on time) with an attitude to actively participate in the classroom learning experience and intellectually acquire the material presented, without texting or perusing social media during class,
- setting aside adequate study time to read and prepare for classes,
- budgeting sufficient time in advance of exam and assignment dates to successfully accomplish each course requirement
- evaluating personal performance as reflected in each individual grade received and the cumulative effect of those grades on the successful completion of this course,
- taking responsibility for strategies and tasks which will improve study skills and habits during this semester,
- and accepting personal responsibility for the choices, actions and consequences made as a student of this course.

I, _____ (printed name), have read the entire syllabus for this course, and understand the contents, requirements and obligations. I agree to accept personal responsibility for my performance as a student in this course and the consequences for my decisions and actions.

(Signature) _____

Date _____ Course, Section _____

This signed Statement of Personal Responsibility must be returned to the instructor by the end of class on _____. Failure to return the signed Statement may result in the student being dropped from the class with an "X" on or about the Official 4th Class Day. If you have any questions regarding the syllabus and course requirements, please contact me to resolve your concerns. Examine the syllabus thoroughly to ensure you will have no conflicts which may prevent successful completion of all the requirements.