

English 1301.067 & 068: Composition I

Syllabus/Policies for Dual Credit/INT

Fall 2018

Instructor: Ms. Mollie Moore
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Office: Communications 102
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Class Meetings:
Weekly // Online through Blackboard

Office Hours:
MW: 11AM-12 PM
TR: 10-11 AM & 1-2 PM
F: 9 AM-11 AM

Text & Materials:

The following are requirements for this course. You will need to purchase them immediately and consult them frequently as you complete coursework. Textbook information can be found on the SPC Bookstore website, and on location at the Levelland and Reese campuses.

Textbook

Langan, John, editor. *College Writing Skills with Readings*. 9th ed., McGraw-Hill, 2014. ISBN: 9781260014525.

+ **the connect writing access code** (this is packaged with new books or bought separately with used/rented books in the SPC bookstore or online when you first go to the Connect website) ISBN: 9780077724184.

Software

- High-speed Internet connection
- Web browser
- Blackboard account
- Microsoft Word (Some papers will only be accepted in .doc or .docx format; you must be able to convert to this if need be.)
 - Microsoft offers a free download of the Office programs at <https://www.office.com/GetOffice365> (just use your SPC email address)

Other

- Flash/Thumb/Online Drive to store each of your typed assignments for this course. *Save often to avoid heartache later: “My computer crashed with my assignment on it, so I had to start over, and that’s why my paper is late,” is not an acceptable excuse. Save your work in numerous places, and save it frequently.*
- (Highly Recommended) A three-ring binder to print off assignment sheets and materials and store them.

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.

Objectives:

- **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.

Goals/Outcomes:

Upon successful completion of this 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.

Grades:

Major Essays (4, includes final)	60%
Connect Assignments (4 groups)	20%
Minor Writings	10%
“Daily” Work	10%

Grading Scale:

A (Superior): 100-90%
B (Good): 89-80%
C (Average): 79-70%
D (Poor): 69-60%
F (Unacceptable): 59-50%

All grade percentages will come from an average of the grades in that category except for Major Essays which increase in weight and are divided as follows:

Major Essays:

Essay #1 (Rhetorical Analysis)	5%
Essay #2 (Definition)	10%
Essay #3 (Cause/Effect or Comp/Contrast)	15%
Essay #4 (Argument, final exam)	30%

Explanation of Grading Components:Major Essays (60%)

Major essays are the final, polished copy of the essays we work on during each unit of class. These essays should reflect your knowledge of the content of class, mode of writing, and standards of English. **You will receive a detailed assignment sheet for each major essay.**

Connect Assignments (20%)

These are online, graded assignments to help you learn both modes of writing and standards of written English. Each unit will contain connect exercises to help sharpen your writing skills.

Minor Writings (10%)

There will be 9 total minor writings for our course. Minor writings consist of rhetorical analysis paragraphs (not including Essay #1), rough draft exams, and reflection essays for each unit. These will be assignments within Units 2, 3, & 4. There are no minor writing assignments in Unit 1.

- *Rhetorical Analysis Paragraph*
You will learn how to write a rhetorical analysis in the first unit of our class. Then, you will have a short rhetorical analysis paragraphs due as a minor writing for Units 2, 3, &4.
- *Rough Draft Exams*
Rough draft exams are essays based on the conventions we have studied for that unit. For example, in Unit 4 we will learn how to write an argument. Then, for the rough draft exam you will write an argument paper based on what you have learned from discussion and activities and based on the assignment sheet you received at the first of the unit. While this essay will be considered a “rough draft,” it will need to be an adequate reflection of the unit’s goals.
- *Reflection Essays*
These essays will be short, reflective writings about your graded major essays. You will complete the given prompt after each essay is graded.

“Daily” Work (10%)

The word daily is in quotation marks for this category to emphasize and clarify that there is not any work due each day of class since this is an online format. However, I use the word daily to describe the type of work in this category: smaller assignments that should be worked on *almost daily* and help to provide a foundation and basis for larger assignments. This category includes lecture discussion activities, process packets, and revision packets.

- *Lecture Discussions or Activities (LDA)*
These will be assignments to help you begin to process and understand the lessons of the unit/modes of writing. After watching the week’s video, you will complete either a discussion board question or a short writing activity.
- *Process and Revision Packets*
Your process and revision packets will show me the work you have put in to each major essay. One is due before the rough draft exam; the other is due after the rough draft exam. Each unit’s packets will be specific to that mode and assignment.

Assignment Information/Completion:

- ANNOUNCEMENTS: Any information sent out via announcements in emails or posted as an announcement on the course website is important and is, accordingly, an extension of assignment requirements and syllabus policies. Students must read all announcements and will be held responsible for any information posted in the announcements.
- Numerical grades are assigned for convenience in averaging grades only. Your grade at the end of the course will be determined on an average system, not on a point system.
- Failure to turn in an assignment on time can result in a grade of 0/F for the assignment. In some cases, essays will be penalized for each day late, if the student discusses the situation with the instructor.
- Any late work may not be made-up without prior approval from the instructor.
- All work (writing assignments, exams, discussions, etc.) will be completed in Blackboard and Connect Writing.
- Assignments will only be available for one week at a time. Therefore, you may not do work from Week 1 during Week 2 for a grade. However, once a week is released, the content (notes, etc.) will be available throughout the semester. Likewise, units will be posted in their entirety, so a student will be able to work ahead in a unit but will need to be sure each WEEK’S assignments are completed by the end of that WEEK NOT UNIT.
- Major-assignment (Essay) deadlines are firm. Late work will NOT be accepted. Failure to turn in an assignment on time could result in a grade of 0/F for the assignment.
- Accumulating any four zeroes in the course could result in your being dropped from the course with an X or F, at my discretion. If you fail to submit any paper or exam, you could be dropped from the course with an X or F, at my discretion.

Evaluation:

- The “A” essay is perfectly formatted, with three or fewer spelling/wrong word and/or grammatical errors. It also has an excellent title, strong thesis, good transitions, an introduction with a hook, a thoughtful conclusion, and well-supported main points in the body paragraphs. The writing is lively and intelligent; there are no sentence structure errors.
- The “B” essay at the 1301 level contains all of the above with one or two more errors.
- The “C” essay has a thesis, introduction, and conclusion, but lacks support and has multiple errors.
- The “D” essay contains one or more of the following problems: lack of a strong thesis, lack of a strong organizational pattern, weak introduction and/or conclusion, formatting errors, multiple spelling and grammatical errors, and/or sentence structure issues (fragments and run-ons).
- The “F” essay does not meet the minimum requirements for a 1301-level essay assignment. Some examples of “F” essays are 1) those written on a topic that has not been approved; 2) those that do not meet the minimum word count; or 3) those that are not written in the required format.

* Specific assignment requirements will be given and discussed in weekly assignment sheets and videos.

Note: In college, a “C” is an average paper; it does not have anything “wrong” with it; it fulfills the assignment; it simply does not move beyond the average.

Absence Policy:

Online students are required to log in to Blackboard frequently. If you fail to log on every week, I will assume you are no longer taking the class. Students who fail to log on weekly could be dropped from the course with an X or F.

Accumulating any four zeroes in the course could result in your being dropped from the course with an X or F, at my discretion. If you fail to submit any paper or major assignment, you could be dropped from the course with an X or F, at my discretion.

Professionalism:

Coursework

All coursework, however small, MUST follow the rules of Standard English and grammar, as well as maintain a professional and formal tone. I will not grade an assignment that is in incomplete sentences, uses non-standard English, or employs a disrespectful tone. Any such assignment will receive a “0.”

Email Etiquette

Students should limit emails to “quick” questions. My office hours or appointments are the best way for us to address more complex questions and concerns about the course. If the answer to your question can be found in the textbook, blackboard, or syllabus, please do not email me because I will only refer you to one of these sources.

I expect students to use professional language and tone in all communication with me, including email correspondence. “Soooooooooooooooo B4 u snd me a msg..... B sure i can read it.” Additionally, students should include their first and last name and section number in the “subject” line of the email or in the first line of the email. If the student does not follow these guidelines, I will not respond to his/her email. Students must use proper grammar, spelling, capitalization, and punctuation. Students should *never* ask that I respond ASAP and should refrain from using ALL CAPS and excessive punctuation!!!!!! in the email. Finally, students should only email me from their SPC email addresses. Emails from Yahoo, Hotmail, etc. are not delivered to my inbox. I prefer students to email me, not message in BlackBoard. **Please note: if you use the “Email Instructor” function in BlackBoard, you will find my response in your SPC email not your BlackBoard messages.*

Communicating with the Instructor:

The best way to reach me is through email (given above). Although I cannot guarantee that I will respond to your messages right away, I do check my email frequently. Please realize that if you email me after 5 PM, I cannot guarantee a response that night. Weekend responses may be slower or delayed until the next school day. Your SPC email is considered an official form of communication between you and me, so it is extremely important that you check your SPC email regularly.

If you have any questions or concerns about the class or your performance in the class, please do not hesitate to set up an appointment with me during office hours or write an email to me. I would rather hear about your concerns early in the semester when we still have time to work together, rather than at the end of the class when it is too late for me to help you. Also, if you have any special accommodations please let me know of your needs as soon as possible.

After I hand back graded essays, you must wait 24 hours before you can discuss your grade with me. This time should be spent reading and processing my comments. I am happy to explain my comments and grading rubric and to answer any questions that you may have, but I require that all students let 24 hours pass before contacting me regarding essay grades.

Academic Integrity—Plagiarism/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 it.

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. Giving an in-text citation only at the end of a paragraph.

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.

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 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.

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 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.

NOTE: This syllabus and schedule is subject to change at the instructor's discretion. Continued enrollment by the student in the course indicates that the student agrees and will abide by all policies set forth in this syllabus by the instructor.

Class Schedule

Unit 1: Thinking, Reading, & Writing in College & Online

Week 1 // Introduction to Instructor, Classmates, & Coursework

Monday 8/27 12:00 AM – Monday 9/10 11:59 PM**

**Week 1 Assignments will stay open through Week 2 to allow for any students who may join the class late or have trouble getting started in the online format. You should still try to complete these assignments by Monday 9/3 at 11:59 PM to stay true to the course's weekly format.

1.1 Introductions

1.2 Syllabus // Expectations // Grading

1.3 Explanation of Assignments

1.4 Unit 1 Connect Assignments OPEN

9/3: LABOR DAY HOLIDAY

Week 2 // Critical Thinking & the Writing Process

Tuesday 9/4 12:00 AM – Monday 9/10 11:59 PM**

**Week 2 begins the normal, weekly cycle of the class. Any assignments from 1.1-2.3 will be due at the end of the week period.

2.1 Critical Thinking, Reading, and Writing

2.2 The Writing Process

2.3 How to Write a Rhetorical Analysis: Essay #1

Week 3 // Practicing the Process with Rhetorical Analysis

Tuesday 9/11 – Monday 9/17

3.1 Essay #1 Process Packet

3.2 Essay #2 Revision Packet

3.3 **Essay #1 DUE**

3.4 (1.4) Unit 1 Connect Assignments DUE

Unit 2: Definition

Week 4 // Tuesday 9/18 – Monday 9/24

4.1 Reading/Discussion/Analysis for Definition

4.2 Unit 2 Connect Assignments OPEN

Week 5 // Tuesday 9/25—Monday 10/1

5.1 Lecture/Practice for *Essay #2*

- Chapter 14: Definition (304-324)
- Chapter 8: Description (182-202) SKIM
- Chapter 9: Exemplification (222-241) SKIM
- Lecture D/A

5.2 *Essay #2 Prompt + Rough Draft Exam Assignment Sheet*

5.3 Sample Essays/Prewriting/Organization

- Chapter 3: The First and Second Steps in Essay Writing (50-82)

Week 6 // Tuesday 10/2 – Monday 10/8

6.1 *Essay #2 Process Packet*

- Chapter 4: The Third Step in Essay Writing (83-109)

6.2 *Rough Draft Exam Essay 2*

Week 7 // Tuesday 10/9 – Monday 10/15

7.1 *Essay #2 Revision Packet*

- Chapter 5: The Fourth Step in Essay Writing (110-143)
- Chapter 6: Four Bases for Revising Essays (144-172)

7.2 *Essay #2 DUE*

7.3 (4.2) *Essay #2 Connect Assignments DUE*

10/12: FALL BREAK

Unit 3: Cause/Effect & Comparison/Contrast

Week 8 // Tuesday 10/16 – Monday 10/22

8.1 Reading/Discussion/Analysis for CE/CC

8.2 Unit 3 Connect Assignments OPEN

Week 9 // Tuesday 10/23 – Monday 10/29

9.1 Lecture/Practice for *Essay #3*

8. Chapter 12: Cause and/or Effect (260-280)

9. Chapter 13: Comparison and/or Contrast (281-303)

10. Lecture D/A

9.2 *Essay #3 Prompt + Rough Draft Exam Assignment Sheet*

9.3 Sample Essays/Prewriting/Organization

Week 10 // Tuesday 10/30 – Monday 11/5

10.1 Essay #3 Process Packet

10.2 Rough Draft Exam Essay 3

Week 11 // Tuesday 11/6 – Monday 11/12

11.2 Essay #3 Revision Packet

11.2 Essay #3 DUE

11.3 (8.2) Essay #3 Connect Assignments DUE

Unit 4: Argument

Week 12 // Tuesday 11/13 – Monday 11/19

12.1 Reading/Discussion/Analysis for Argument

12.2 Unit 4 Connect Assignments OPEN

Week 13 // Tuesday 11/20 – Monday 11/26

13.1 Lecture/Practice for *Essay #4*

- Lecture D/A

13.2 *Essay #4 Prompt + Rough Draft Exam Assignment Sheet*

11/21-23: THANKSGIVING HOLIDAY

Week 14 // Tuesday 11/27 – Monday 12/3

14.1 Sample Essays/Prewriting/Organization

14.2 Essay #4 Process Packet

14.3 Rough Draft Exam Essay 4

Week 15 // Tuesday 12/4 – Monday 12/10

15.1 Essay #4 Revision Packet

15.2 Essay #4 DUE

15.3 (12.2) Essay #4 Connect Assignments DUE

Week 16: Finals **Essay #4 is your final exam
