

**ENGLISH 1301**  
**Section**  
**031\*033\*034\*035**  
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**Composition I**

*Dear Students, Please Note: The course schedule/calendar is subject to change. The instructor will notify the class of any changes within a sufficient time frame. **It is the student's responsibility to take note of the changes.***

**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.

**COURSE 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. 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 essay.

**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**

Students will complete the following assignments:  
Diagnostic – About Me Essay  
Descriptive Essay  
Argument Essay  
Bibliography Project & Bibliography Essay  
Portfolio  
Written Homework Assignments/Audiovisual Assignments on Flipgrid  
Peer Review Assignment  
A Grammar Review

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## COURSE MATERIALS

### *REQUIRED TEXTBOOKS & SUPPLIES*

- Langan, John. College Writing Skills with Readings. 9th ed., McGraw-Hill, 2013, with optional Connect Composition Essentials 4-year access. (Note: This textbook, with or without Connect Composition Essentials, is required for dual-credit ENGL 1301 courses):
  - Package that includes the Langan book with the Connect Composition Essentials online writing lab ISBN is: 9781259990892.
  - The Langan book by itself, with no code: 9780078036279
- A comprehensive dictionary or collegiate dictionary (such as *The American Heritage Dictionary* or *Merriam Webster Collegiate Dictionary*).
- A notebook to write in
- Access to a computer with internet access and a printer

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## DETAILED COURSE REQUIREMENTS

Throughout the semester, the assignments listed below will be grouped in Modules (big chunks of categories), and each module will have a specific due date. In other words, within each module, several assignments will be grouped together, and you will have one single due date per module.

See Blackboard for further explanation regarding modules and module submission dates.

### BIBLIOGRAPHY PROJECT

- Students will write a bibliography according to MLA guidelines
- Students will also write a review essay on the process of collecting the sources, identifying the sources, and properly structuring the bibliography according to MLA guidelines
- Bibliography Project & Review Essay worth
- 10% of grade

### IN-CLASS WRITING ASSIGNMENTS & HOMEWORK

- Students will complete several in-class writing assignments as well as homework paragraphs in order to practice the skills required for their official paragraphs/essay
- Students will also provide their responses to texts via audiovisual material through Flipgrid

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- Two of the homework paragraphs will be revised and polished for inclusion in the portfolio
- Writing prompts will be provided.
- In-class & Homework Paragraphs are worth a total of 5 points
- 5% of course grade.

### ESSAYS

- Students will complete 4 essays: diagnostic-about me essay, descriptive essay, argument essay, bibliography essay.
- Students will also complete a revised version of descriptive essay/one essay as part of the final portfolio.
- No late submissions accepted.
- Essay is worth 25 points.
- 40% of course grade.

### GRAMMAR REVIEW

- Students will complete a questionnaire on Blackboard that reflects the basic grammar and MLA knowledge that they will need to succeed in 1302.
- Questionnaire is worth 5 points.
- 10% of course grade

### PEER REVIEW

- Students will complete a review of one of their peer's essay.
- The choice of essay to be reviewed/revised will be at the discretion of the instructor.
- Questionnaire is worth 5 points.
- 10% of course grade

### FINAL PORTFOLIO

- Students will turn in a writing portfolio which includes:
  - A well-written and thoroughly structured reflection essay on the evolution of their reading/writing skills throughout the semester.
  - An evaluation of their grammar errors and the grammar areas where they have improved.
  - Essay Package
    - Initial Version of Essay
    - Workshop suggestions for Revision
    - Revised Version of Essay
  - Two polished paragraphs from in-class or homework writing
  - Two new paragraphs from extra writing prompts list
- No late submissions.
- Writing Portfolio worth 25 points
- 25% of course grade

### PARTICIPATION GRADE (extra-credit)

- Students who actively participate in class and during workshops and through Flipgrid may receive an additional 2-3 points. It is up to the discretion of the instructor.

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- Additional participation grade assignments may be suggested throughout the semester through Connect Writing Assignments. The number of points remains at the discretion of the instructor.
- IMPORTANT NOTE: students who fail to actively participate in class will lose 2% of their final grade points.

#### *GRADE/POINT BREAKDOWN*

- Bibliography Project (10%)
- Essays (40%)
- Homework P/Flipgrid. (5%)
- Grammar Review (10%)
- Peer Review (10%)
- Final Portfolio (25%)

TOTAL POINTS – 100

**A RANGE 90 – 100:** Document exemplary. It exceeds assignment objectives. No revisions necessary.

**B RANGE 80 – 89:** Document is good. It meets assignment objectives. Minor revisions are necessary.

**C RANGE 70 – 79:** Document is satisfactory but marginal. It does not meet all assignment objectives. Revisions are necessary.

**D RANGE 60 – 69:** Document is unsatisfactory. It meets few of the assignment objectives. Major revisions are necessary.

**BELOW 60 -> F:** Document is unacceptable. It does not meet assignment objectives. Major revisions are necessary.

All of these margins are strict margins. This means that 89.8 points does not get you an A. You need 90 points to be in the A range. No exceptions.

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#### **COURSE POLICIES**

##### SIGNING UP FOR REMIND

All students need to sign up for Remind (through Remind.com) which will send class updates/notifications directly to your phone. Instructions will be given in class on how to register for the notifications. This will keep you updated on any changes to the class schedule and/or location, reading list, and any class cancellations.

##### SIGNING UP FOR FLIPGRID

All students need to sign up for Flipgrid which is where students will upload video responses. Instructions will be given in class on how to register for Flipgrid.

##### GRADING TIME FRAMES

When your assignments are evaluated, you will have them back. Please do not inquire as to whether or not your papers/exams are graded unless it's been over a minimum of 17 days without a grade or commentary.

### LATE WORK

While I do accept late work, any **assignments submitted after the due date will not be prioritized at all for grading**. Late assignment grades may be returned to you by the end of the semester. Moreover, late work will not receive any commentary.

**Please note: last day to submit late assignments is May 5<sup>th</sup> by Noon.**

**Please note: Improperly Submitted Assignments do not get graded in a timely manner and will receive little to no commentary.**

### ATTENDANCE POLICY

- This is an online course with Videos on Blackboard. Timely submission of all required information either via Blackboard, email, Flipgrid, or Skype will count as class attendance.

### CLASSROOM BEHAVIOR

- Please be respectful in your emails since these will be our main means of communication. Moreover, make sure that you have already researched the answers to your questions prior to emailing me because most of your questions will probably have answers in the syllabus or Module instructions/guidelines.

### VISITING DURING OFFICE HOURS

- Students are encouraged to contact me via email. Please allow at least 48 hours for a response. If you would like to see me in person during my office hours, contact me via email, and I will share my office hours with you.

### **Important Note about Office Hours and/or Appointments with Instructor:**

These meetings are important for both you and I, but most importantly for you. There are times when I may be running late. Please be patient. If we made an appointment, I will always honor that appointment.

If I can't make it, there will be an announcement on the course website and/or an email sent to you, or there will be an announcement posted on my door. I will also send out a notification through Remind.

### EMAIL CORRESPONDENCE:

If you need to contact me via email, you may do so at my primary email address at South Plains Email.

- Netiquette: I expect students to use professional language and tone in all communications with me, including in emails. To this end, emails should clearly **identify who the sender is, what course they are taking, present proper grammar, include salutations**, and should be void of vernacular turn of phrases or “texting” expressions.
- Emails that do not follow proper netiquette will most likely not be answered.
- Given that I prefer face-to-face interactions, students are encouraged to come and speak to me after class.
- Students are responsible for checking their South Plains email regularly.
- **Please make sure that your email includes your full name and section number and/or class meeting times.** I teach several sections and that information will allow me identify your account more quickly.
- Please wait between 24-48 hours before expecting a response to your submitted email.

### ACADEMIC INTEGRITY AND PLAGIARISM

“It is the aim of the faculty of 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, possibly suspension” (SPC General Catalog, pp. 21-22). "Complete honesty is required of the student in the presentation of any and all phases of course work. This applies to quizzes of whatever length as well as to final examinations, to daily reports and to term papers" (SPC General Catalog, p. 22). Students should consult the General Catalog on p. 23 for the college's detailed policies on plagiarism and cheating. Failure to comply with these policies will result in an F for the assignment and can result in an F for the course if circumstances warrant.

**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 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/ethnic background, gender, national origin, race, religion, sexual orientation, or veteran status.

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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.

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.

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](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.

TITLE IX PREGNANCY ACCOMODATIONS STATEMENT

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact Chris Straface, Director of Health and Wellness at 806-716-2362 or email [cstraface@southplainscollege.edu](mailto:cstraface@southplainscollege.edu) for assistance.

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.

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**SYLLABUS AS CONTRACT:**

**HIGHLIGHT POINTS**

**Blackboard.** Please note that Blackboard is used for this course.

**Email.** You must use your **South Plains Email account** for the course. This is not accessed through Blackboard. There will be a demonstration on how to access your South Plains email on the first day of class. All electronic communication will be through your South Plains email.

**Sign up for Remind @Remind.com & Flipgrid. Remind** is an integral tool for the course. I will send out announcements such as class cancellations, due dates, change of schedule via Remind. If you do not sign up for it, you understand that you are still responsible for the material/announcement included in the message. **Flipgrid** is also an integral tool for the course. You will submit several video responses through Flipgrid.

**Netiquette.** Please send emails that are written appropriately, correctly punctuated and free of grammar errors. Respect proper conventions when sending out emails. This shows respect.

**Responsibility.** This is a college course. You are responsible for your actions, for the level of effort you put into the course, and for your performance.

**Assignments.** Paragraphs/Essays/Exams will graded within 17 days. No need to ask questions until 17 days have passed.

**Grade.** Make sure that you understand how you will be graded in this course and how the grading system works.

**Textbook.** It is your responsibility to have the proper edition of the textbook. If you choose to use another textbook, it is your responsibility to figure out how you are going to complete your assignments.

**Participation Grade.** Doing additional work/more exercises than the ones assigned is encouraged and will definitely help your progress in the course; however, this does not entitle you to more participation points. The rules for participation points stand as defined in the syllabus.

Your signature at the bottom of this contract (or an email to me with the sentence at the bottom included) signifies that you have read and agree with all of the points/elements in the syllabus as well as outlined in the Highlight Points. Turning in this signed formed counts as participation.

I have read and agree to abide by all of the policies outlined/discussed in the syllabus for this course.

Name: \_\_\_\_\_ Date: / \_\_\_\_\_

## CALENDAR FALL 2018

*This calendar will be updated as the semester progresses, and a new/updated version of the calendar will always be provided to students in a timely manner.*

### **Week 1. January 14-20. WELCOME!**

- Meet & Greet
- Syllabus Review
- Ice – Breakers
- **Due:** Module 1 Material by January 22<sup>nd</sup> @ 11:59 pm. See Blackboard for more information.

### **Week 2. January 21-27. THE WRITING PROCESS - STRUCTURE**

- “What is Text?” Lecture
- “Rhetorical Triangle” Lecture & Discussion
- Practice Textual Analysis – Visual Texts & The Rhetorical Triangle
  - “Shake the Dust” – YouTube Poem Anis Mojgani
  - Audience Awareness
- Pre-Writing Techniques & Essay Structure
- MLA Guidelines - Formatting

Textbook: Chapter 1. Chapter 2.

### **Week 3. January 28-February 3. THE WRITING PROCESS - STRUCTURE (continued)**

- ““What is Text?” Lecture
- “Rhetorical Triangle” Lecture & Discussion
- Practice Textual Analysis – Visual Texts & The Rhetorical Triangle
  - “Shake the Dust” – YouTube Poem Anis Mojgani
  - Audience Awareness
- Pre-Writing Techniques & Essay Structure
- MLA Guidelines - Formatting

Textbook: Chapter 1. Chapter 2

### **Week 4. February 4-10. THE ART OF DESCRIPTION**

- The Writing Process
  - Review MLA Guidelines – Formatting
  - Practicing Audience Awareness
  - The Power of Concrete Details & Sensory-based Writing
- Beginning Grammar: the Subject & the Verb

Textbook: Chapter 1. Chapter 2. Chapter 3. Chapter 8.

- **Due:** All Module 2 materials by February 6<sup>th</sup> @ 11:59 pm. See Blackboard for more information.

### **Week 5. February 11-17. THE ART OF DESCRIPTION**

- The Writing Process
  - Review MLA Guidelines – Formatting
  - Practicing Audience Awareness
  - The Power of Concrete Details & Sensory-based Writing
- Beginning Grammar: the Subject & the Verb

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Textbook: Chapter 1. Chapter 2. Chapter 3. Chapter 8.

**✚ Week 6. February 18-24. THE ART OF DESCRIPTION**

- The Writing Process
  - Review MLA Guidelines – Formatting
  - Practicing Audience Awareness
  - The Power of Concrete Details & Sensory-based Writing
- Beginning Grammar: The Clauses: Dependent & Independent

Textbook: Chapter 1. Chapter 2. Chapter 3. Chapter 8.

**✚ Week 7. February 25-March 3. THE ART OF DESCRIPTION**

- Workshop in-Class
  - Review Process
  - Questions & Answers
- Workshop in-Class
  - Review Process
  - Questions & Answers

**✚ DUE: DRAFT OF DESCRIPTION ESSAY EXCHANGE**

**✚ Week 8. March 4-10. RHYTHM/PACING & THE ARGUMENT ESSAY**

- The Writing Process
  - Essay Organization
  - Argument
  - Rhythm and Pacing of Sentences
- Style & Sentence: Basic Grammar
  - Clauses
  - Fragments, Run-Ons, and Comma Splices

Textbook: Chapter 2. Chapter 3. Chapter 4. Chapter 23

✓ **DUE:** Module 3

**✚ Week 9. March 11-17. RHYTHM/PACING & THE ARGUMENT ESSAY**

- The Writing Process
  - Essay Organization
  - Argument
  - Rhythm and Pacing of Sentences
- Style & Sentence: Basic Grammar
  - Clauses
  - Fragments, Run-Ons, and Comma Splices

Textbook: Chapter 2. Chapter 3. Chapter 4. Chapter 23

**✚ Week 10. March 18-24. RHYTHM/PACING & THE ARGUMENT ESSAY**

- The Writing Process
  - Essay Organization
  - Argument
  - Rhythm and Pacing of Sentences
- Style & Sentence: Basic Grammar

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- Clauses
- Fragments, Run-Ons, and Comma Splices

Textbook: Chapter 2. Chapter 3. Chapter 4. Chapter 23

**✚ Week 11. March 25-31. RHYTHM/PACING & THE ARGUMENT ESSAY**

- The Writing Process
  - Essay Organization
  - Argument
  - Rhythm and Pacing of Sentences
- Style & Sentence: Basic Grammar
  - Clauses
  - Fragments, Run-Ons, and Comma Splices
- Textbook: Chapter 2. Chapter 3. Chapter 4. Chapter 23
- Grammar Review

**✚ Week 12. April 1-7. BIBLIOGRAPHY PROJECT**

- MLA Activity

**✚ DUE:** Module 4

**✚ Week 13. April 8-14. BIBLIOGRAPHY PROJECT**

**✚ Week 14. April 15-21. BIBLIOGRAPHY PROJECT**

- MLA ACTIVITY (COMPUTER LAB)

**✚ Week 15. April 22-28. PORTFOLIO REVIEW**

- Portfolio Review

**✚ DUE:** Module 5

**✚ Week 16. April 29- May 5. PORTFOLIO REVIEW**

- Grammar Review Exam

**✓ DUE:** Module 6

**✚ Week 17. May 6-9. FINAL EXAMS WEEK**