

# English 1301.328: Composition I

## Syllabus/Policies for Dual Credit @ KPA Fall 2019

**Instructor:** Ms. Mollie Moore  
**E-mail:** mmoore@southplainscollege.edu

**Office:** CME 102 & LBC 125K  
**Office Phone:** 806-716-2444

### **Class Meetings:**

TR // 8:00-9:15 AM // Room 404 KPA Campus

### **Office Hours:**

**MW:** 11AM-1 PM CME

**TR:** 10-11 AM LBC

**F:** 9 AM-11 AM CME

### **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. Novels can be purchase through your preferred provider.

**Textbook**— Delbanco, Nicholas, and Alan Cheuse, editors. *Literature: Craft & Voice*. 2nd ed., McGraw-Hill, 2012. ISBN: 9780073384924

### **Other Literature**—

- *Paradise Lost* by John Milton
- *A Christmas Carol* by Charles Dickens

### **Software**

- High-speed Internet connection
- Web browser
- Blackboard account
- Microsoft Word (Strongly suggested over GoogleDocs because of MLA formatting issues) You can also always work in Google then convert Google and other documents into Word.docx format.
  - 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 in an organized and convenient manner.

### **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	60%
Discussions/Daily Participation	15%
Rough Drafts & Reflections	15%
Group Peer Reviews	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 (Process Analysis)	5%
Essay #2 (Definition)	10%
Essay #3 (Rhetorical Analysis)	10%
Essay #4 (Researched Argument)	25%
Essay #5 (Narrative/Descriptive)	10%

### **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.**

#### Discussions/Daily Participation (15%)

Students are expected to have read all materials listed on the schedule before class on the day it is assigned. Daily grades will be given for participation in general discussion, small group discussions, written reflections in class, and/or reading quizzes.

#### Rough Drafts & Reflections (15%)

- *Rough Drafts*  
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.

Group Peer Reviews (10%)

Essays #2-4 will be reviewed in groups. You will have an assigned role for discussion and will be graded on both your preparedness for that role and for others to read your paper.

**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:**

Any student who misses more than 4 class sessions (2 weeks) could be dropped with a grade of “X” if the student has a passing average at that time. If the student is failing, due to poor work or missing assignments, the student will be assigned a grade of “F.” An absence is defined as failing to attend class, missing **15 or more minutes of class**, or leaving class without the instructor’s approval. Whenever possible, students should let the instructor know about expected absences as soon as possible (before the class meeting if at all possible).

Additionally, a student accrues an absence each time he or she accumulates a total of three tardies. **A tardy is defined as...**

- **being more than 1 minute late,**
- **having your phone out or on your desk (even if you are not looking at it),**
- **and leaving class for any reason during the designated class time.** PLEASE take care of any personal business between classes. It is considered impolite to leave a class while it is in session (even when doing group or individual work).

Because this is a student-oriented class, regular attendance is crucial to understanding. With each absence, your participation grade will be impacted. If you are not prepared for workshop assignments, you may be asked to leave class and will be given an absence. If you must be absent, be sure to check Blackboard and check with another class member for any changes in the syllabus so that you can be prepared for the next class meeting. You will still be responsible for the material you have missed and for the upcoming material for the next class. \*\*\*\*\*“I was absent, so I didn’t know that was due,” is not an acceptable excuse.

**Student Responsibilities:**

Students are expected to

1. Be on time and regularly attend class
2. Be responsible for the learning process, including preparation for class, such as reading and homework; participation in class discussions, including asking relevant questions; getting

- assignments and/or notes if absent; and accepting responsibility for not understanding an assignment or failing an assignment
3. Be responsible for having an appropriate attitude and using appropriate language in academic environments; not use condescending, inflammatory, threatening, or profane rhetoric, whether verbally or in written form, in academic environments
  4. Have respectful behavior toward instructor and classmates in order to contribute to the atmosphere necessary for learning
  5. Be responsible for courteous actions to others, especially by putting away cell phones and other distractions while in class
  6. Be responsible for writing down all grades and applying them to the grading scale used for the class, which is shown in the course's policy statement/syllabus
  7. Submit all assignments in accordance with due dates, formats, and requirements
  8. Avoid all forms of cheating and plagiarism on all assignments, including improper collaboration
  9. Ask questions when something is unclear.

### **Professionalism and Preparedness:**

Being prepared means that the student has carefully read all required readings and completed any out-of-class writing assignments. All actions and words should reflect kindness and respect for both the instructor and all other students. Disruptive behavior is not restricted to behavioral issues alone; it can include interruptions from cell phones, iPods/mp3 players, sidebar conversations, or beeping watches. None of these behaviors is conducive to the environment we hope to promote this semester.

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.

### **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.

### **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

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**Week 1**

T 8/27: Welcome & Introductions

- Syllabus // Expectations // Grading

R 8/29: Explanation of Assignments & Schedule

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**Week 2**

**M 9/2: LABOR DAY HOLIDAY**

T 9/3: *Paradise Lost*

- Bring *Paradise Lost* to class (no reading assigned yet)
- LCV Chapters 1-2 // Pgs. 1-31

R 9/5: Critical Thinking, Reading, & the Writing Process

- LCV Chapter 4 & 18 // Pgs. 64-95 & 582-605
- Essay #1 Assignment

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**Week 3**

T 9/10: *Paradise Lost*

- *PL* Book 1

R 9/12: Practicing the Process with a Process Analysis

- FINAL Copy of Essay #1 DUE




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## Unit 2: Definition in Paradise Lost

**Week 4**

T 9/17: *Paradise Lost*

- *PL* Books 2-4

R 9/19: Digging Deep for Definition & Clarity

- Definition Lecture & Discussion
- Essay #2 Assignment

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**Week 5**

T 9/24: *Paradise Lost*

- *PL* Books 5-7

R 9/26: Deciding your Definition: Definition in-class writing

T 10/1: *Paradise Lost*

- *PL* Books 8-10

R 10/3: Peer Review

- Definition Group Peer Review Group 1

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Week 7

T 10/8: Peer Review

- Definition Group Peer Review Group 2

R 10/10: *Paradise Lost*

- *PL* Books 11-12
- FINAL Copy of Essay #2 DUE



F 10/11: FALL BREAK

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### **Unit 3: Critical Thinking & Civic Engagement**

Week 8

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T 10/15: *Paradise Lost*

- *PL* in the Public Square, ancillary readings

R 10/17: Why Rhetorical Analysis Matters

- Rhetorical Analysis Lecture & Discussion
- Essay #3 Assignment

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Week 9

T 10/22: Learning from the Letter

- MLK's "Letter from a Birmingham Jail"

R 10/24: Peer Review

- RA Group Peer Review Group 2

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Week 10

T 10/29: Peer Review

- RA Group Peer Review Group 1

R 10/31: Reading, Writing, & Civil Engagement

- FINAL COPY of Essay #3 DUE



**Unit 4: Argument**

**Week 11**

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T 11/5: Argument Lecture & Discussion

R 11/7: Argument Lecture & Discussion, Cont.

- Essay #4 Assignment

**Week 12**

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T 11/12: Argument Lecture & Discussion, Cont.

R 11/14: Argument Group Peer Review Group 3

**\*\*THURSDAY 11/14: Last Day to Drop Fall Semester Courses**

**Week 13**

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T 11/19: Argument Group Peer Review Group 4

R 11/21: Argument Final Discussion & Debate

- FINAL Copy of Essay #4 DUE



**Unit 5: Telling Our Stories**

**Week 14**

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T 11/26: *A Christmas Carol*

- Bring *A Christmas Carol* to class (no reading assigned yet)
- Essay #5 Assignment

**11/27-29: THANKSGIVING HOLIDAY**

**Week 15**

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T 12/3: *A Christmas Carol*

T 12/5: *A Christmas Carol*

**Week 16**

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T 12/10: Final Exam // 8:00 – 10:00 AM

- FINAL Copy of Essay #5 DUE (@ the time of final exam)

