

English 1301: Composition I
Smyer High School Dual Credit English 1301
Fall 2019 Syllabus and Policies

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English 1301 Course Description: This course includes a review of grammatical skills and a study of the principles of effective academic writing involving the processes of drafting, revising, and editing on an individual and collaborative basis. The focus of the coursework will involve methods of thesis, paragraph, and idea development, frequent essays, and relevant readings in literature and the humanities.

Prerequisites for the Course: Students planning to take this dual credit course must be TSI-compliant in both writing and reading prior to enrolling in the class.

Textbook: Langan, John. *College Writing Skills with Readings*. 9th ed., McGraw-Hill, 2013. (required)

MLA Handbook. 8th Ed. MLA Association. (suggested)

Required Technology:

- Reliable access to a computer with printer and Internet access
- Understanding of the use of your Blackboard account through SPC
- Microsoft Word (all course essays will be submitted in .doc or .docx formats via your Blackboard account/Turnitin)
- A USB flash drive

Core Objectives addressed:

- Communication skills – to include effective written, oral and visual communication
- Critical thinking skills – to include creative thought, 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 at a higher academic level by teaching them how to read and write critically. Additionally, this course is intended to encourage students to focus on the physical and mental processes involved in writing, the importance of

appropriate diction and grammar, and the need for variation of rhetorical strategies among different styles and purposes of writing.

Student Learning Outcomes: Upon successful completion of the course, the student will show competence in the course objectives listed below:

- Understand that writing is an ongoing, interactive process that includes prewriting, writing, and revision
- Develop ideas with appropriate support and attribution
- Compose written essays using appropriate, cohesive, and logical structures and modes
- Write in a style appropriate to audience and purpose
- Apply the principles of logic, unity, development, and coherence to create papers that are focused and effective
- Write in a style appropriate to audience and purpose
- Use Edited American English, with correct mechanics and grammar, to compose academic essays
- Work collaboratively with classmates in order to complete peer review activities
- Read, reflect on, and respond critically to a variety of texts
- Complete a minimum of six 500-word essays

Course Requirements:

- Be on time and regularly attend class
- Be responsible for the learning process, including preparation for class, such as reading and homework; participate in class discussions and ask relevant questions; obtain assignments/notes if you are absent; accept responsibility for not understanding or failing an assignment
- Be responsible for having an appropriate attitude and using appropriate language/comments in class; do not use condescending, inflammatory, or profane rhetoric, either verbal or written, in class
- Be respectful of our time in class by putting away cell phones and other devices
- Be willing to be prepared for class by completing all assigned outside readings prior to class; be willing to productively and positively take part in peer-review sessions in class
- Submit all assignments according to set due dates, formats, and stated requirements
- Avoid ALL forms of cheating and plagiarism on all assignments
- Ask questions when something is unclear

Grading:

Major Essays (six essays including the final exam essay)	70%
Assigned Homework, Class Discussions, Grammar Assignments and Quizzes, Group Collaboration/Editing, and Scholarship/Essay/Resume Assignments	30%

Breakdown Percentage of Major Essays:

Writing Process Essay	5%
Cause and Effect Essay	15%
Compare/Contrast Essay	15%
Argument Essay	15%
Descriptive Essay	10%
Narrative Essay	10%

Total: = 70% of your English 1301 final grade

Essay Assessment Guidelines: (see your 1301 rubric for a detailed breakdown)

- 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, and introduction that includes a hook, a thoughtful conclusion, and well-supported main points within the body paragraphs. The writing is active and intelligent; there are no sentence structure errors.
- The “B” essay contains all of the above with one or two additional 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 requirements for a freshmen composition essay. Some examples include essays written on a topic that has not been approved, essays that do not meet the minimum word count, and those that are not written in the required format.

A writing assignment rubric explaining strengths as well as areas for necessary improvement will be completed and returned to you by the instructor for each submitted essay.

Attendance Policy: Although you are a student at Smyer High School, you should remember that you are also enrolled as a student at South Plains College for this course, and must adhere to the college’s attendance guidelines. The following statement from the SPC General Catalog details your attendance expectations as a student this semester:

[Students are expected to attend all classes in order to be successful in a course. The student may be administratively withdrawn from the course when absences become excessive as defined in the course syllabus.

When an unavoidable reason for class absence arises, such as illness, an official trip authorized by the college or an official activity, the instructor may permit the student to make up work missed. It is the student's responsibility to complete work missed within a reasonable period of time as determined by the instructor. Students are officially enrolled in all courses for which they pay tuition and fees at the time of registration. Should a student, for any reason, delay in reporting to a class after official enrollment, absences will be attributed to the student from the first class meeting.

Students who enroll in a course but have "Never Attended" by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records. A student who does not meet the attendance requirements of a class as stated in the course syllabus and does not officially withdraw from that course by the official census date of the semester, may be administratively withdrawn from that course and receive a grade of "X" or "F" as determined by the instructor. Instructors are responsible for clearly stating their administrative drop policy in the course syllabus, and it is the student's responsibility to be aware of that policy.]

Additionally, accumulating excessive zeroes in the course may result in your being dropped from the course with an "X" or "F", depending on the situation. If you fail to turn in any essay or major assignment, you may be dropped from the course with either an "X" or "F", based on my discretion.

Plagiarism and Cheating:

As college students, you are expected to do your own work on all essays, projects, quizzes, etc. Failure to comply with this policy will result in an "F" for the assignment and may result in an "F" for the course if circumstances warrant it.

➤ Plagiarism typically includes the following:

1. Turning in an assignment that you have purchased, borrowed, or downloaded from another student, online site, or mail order service.
2. Cutting and pasting together information from books, websites, articles, etc. without providing appropriate documentation within your paper.
3. Using direct quotations (three or more words) from a source without documenting them as direct quotes by citing them.
4. Giving an in-text citation only at the end of a paragraph.

➤ Cheating includes the following:

1. Obtaining an exam by stealing it or discovering the content before it is given.
2. Using an unauthorized source during an exam (notes, textbook, text messaging, Internet).
3. Copying another student's work during an exam or on a homework assignment.

Areas to Note:

As this is a dual credit course, you should be aware of several key differences between high school and college expectations and grading requirements:

- As this is a dual credit course, you will be expected to complete readings and assignments in the texts designated by South Plains College. As this is a college-level course, be aware that some readings may contain mature themes, language, and situations. You are expected to act maturely in responding to these texts.
- According to SPC guidelines, a student earning a “D” (60-69) in the course may still receive college credit; however, you **MUST** earn a “C” (70-79) according to Smyer HS policy to receive credit for the semester. If you foresee yourself making below a “C” in the course, it is your responsibility to drop the course before the appropriate date in order to prevent failing your high school semester.
- As this is a college-level course, you are naturally held to higher standards. Consequently, late work will not be accepted and all assignments will be due at the beginning of class or by the set time in Blackboard. If you have technology issues in Blackboard, you **MUST** email your essay directly to me at my Smyer HS email by the designated due date/time. Complications with Blackboard are not a valid excuse for a late essay.
- Please be aware of the previous explanations on plagiarism, whether intentional or not. If you need help with documentation or are unsure, please ask in advance.

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.

English 1301 Course Agreement

Sign the form below once you and your parent or guardian have read and agree to the details of the attached syllabus, expectations, and grading policy for English 1301. Return this syllabus and agreement to class during the first week of school; these items should be kept in your binder or folder throughout the semester.

Date: _____

Student's Printed Name:

Student's Signature:

Parent's Printed Name:

Parent/Guardian Signature:

Date Received by Teacher: _____