

COURSE SYLLABUS AND POLICIES
English 1301.006
South Plains College

Composition I
Fall 2016

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CLASS MEETINGS: 1301.006: Mondays and Wednesdays 11:00-12:15 CM 111

OFFICE HOURS: MW: 8:00-9:30 & 12:30-1:00 TR 9:00-9:30 & 12:30-1:00
F: 9:00-12:00

*Also available by appointment and via Skype

Office hours are for your use! Please stop by and see me if you are struggling in the course or need clarification, help, or individual instruction, on essays, readings, etc. I am in office hours for your benefit, so please come and take advantage of those as one of your resources in this course. If my office hours do not work for you, we can setup another meeting time outside of normal hours, on Skype or via the telephone. But, you must communicate with me; I won't know if you're struggling in my class unless you tell me!

REQUIRED COURSE MATERIALS:

- Kirszner, Laurie G. and Stephen R. Mandell, ed. *Patterns for College Writing: A Rhetorical Reader and Guide*. 13th ed. Boston and New York: Bedford/St. Martins, 2015. Print. (Referred to in the syllabus as *PCW*). ISBN: 978-1-319-01312-7

You are required to have access to the following technologies:

- High-speed Internet connection
- Web browser
- Blackboard account
- Microsoft Word (preferable)
- Adobe Reader (Free download online)

Folder (Something to put your papers in and keep them organized), paper (spiral or loose), a pen/pencil, and one highlighter for every class meeting.

[Recommended] Flash Drive/ Thumb Drive/Google Drive/Drop Box/etc. 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.

CATALOG COURSE DESCRIPTION: This course includes a grammar review and a study of the principles of good writing, methods of paragraph, and theme development, frequent essays, and readings in literature and other humanities.

SCOPE/PURPOSE: The purpose of English 1301 is to help students understand and apply standards of correctness in formal thought and the written English language. This course helps students to think well by teaching them to read and write well through its focus on the writing process, on the use of appropriate grammar and diction, on the use of logic, and on the different methods of essay development. Collateral readings from all areas of the humanities are included.

COURSE GOALS AND OBJECTIVES: Students who successfully complete this course will have written a minimum of eight, 500-word essays (or the equivalent) that reflect their ability:

- To understand writing as an interactive process: that is, writing conceived as a connected and interactive process that includes pre-writing, drafting, and revision.
- To apply the principles of writing as a process to writing assignments.
- To analyze both the purpose of and audience for assigned writing assignments.
- To write an argumentative essay that follows the principles of unity and coherence and is appropriately developed to prove a thesis by means of narration, description, illustration, definition, process analysis, cause and effect, comparison and contrast, classification and division, and/or persuasion.
- To write an essay in standard, college-level English.
- To understand and apply basic principles of critical thinking in the development of exposition and argument.
- To understand and demonstrate personal and academic responsibility and integrity.

COURSE REQUIREMENTS: This course is a hands-on, reading and writing intensive workshop. As such, students can expect to:

- Write a minimum of eight 500-word essays (or the equivalent), including the final exam. These essays will be graded according to the standards set forth in this syllabus. Students will be notified of any changes to the methods of evaluation section of this syllabus by the instructor.
- Read short stories, poems, and essays from all areas of the humanities.
- Participate actively in class discussions of the readings.
- Participate actively in peer review and in-class writing workshop activities.
- Demonstrate understanding of the readings through discussion, examinations and writing assignments.
- Demonstrate understanding of grammar, logic, and rhetorical modes through examinations and other writing assignments.

GRADED REQUIREMENTS:

Participation	100 points		
Preparedness & Collaboration	100 points		
Essay 1	75 points	GRADE TOTAL:	
Essay 1 Revision	50 points	A (Superior):	1100-985
Essay 2	125 points	B (Good):	984-875
Essay 2 Revision	50 points	C (Acceptable):	874-765
Essay 3 & Presentation	75 points	D (Poor):	764-655
Summary & Analysis	75 points	F (Unacceptable):	654-0
Synthesis	75 points		
Writing Narrative	125 points		
Essay Components	150 points		
<u>Final Exam (Comprehensive)</u>	<u>100 points</u>		
Total	1100 points		

METHODS OF EVALUATION: All assignments must be completed and turned in at the *beginning* of the class period identified on this syllabus unless otherwise noted. Major-assignment deadlines are **firm**. However, you may make-up either the Summary and Analysis **or** Synthesis for 70% credit at the end of the semester.

Excluding the **one** opportunity to make-up work, late work will NOT be accepted. Failure to turn in an assignment on time will result in a grade of 0/F for the assignment. Numerical grades are assigned for convenience in averaging grades only. If you are absent, you are still responsible for turning-in assignments on time, especially essays or essay components.

Failure to attend the final examination at the appointed place and time will result in a failing grade for the course, regardless of the student's grade at the time. *Students who have zero absences (or the equivalent thereof with tardies) or have earned a grade of "A" or "B" at the time of the final, will be exempt from the final exam.* Students with a grade lower than a "B" will be required to take the final exam regardless of the number of absences, he/she has accrued.

QUIZZES AND EXAMS: Announced and unannounced quizzes will be given throughout the semester. There will be *no* make-ups for daily quizzes, exercises, or in-class writings. Additionally, if a student is late to class, he/she will not be able to make-up the missed quiz. A student must be present to receive credit for exercises graded as quizzes. ***Caps and hats will not be worn in class during exams.***

Grammar Quizzes: On weeks that include a reading from OWL , there could be a grammar quiz in addition to or including the reading quiz.

ESSAY AND WRITING ASSIGNMENT EVALUATION STANDARDS:

***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.*

- o **Superior Essays (A):** Meet all the conventions listed for Good Essays (B), but their work is more original, more inspired, and more maturely presented. To earn an "A," an essay must be grammatically correct and its diction and argumentation must be precise, concise, and sophisticated.
- o **Good Essays (B):** Meet the following conventions:
 - o **Central Idea:** Presents a significant and interesting central idea that is clearly defined and supported with substantial, concrete, and consistently relevant detail.
 - o **Organization/Development:** The essay conveys a sense of controlling purpose and orderly progression. Its thought moves clearly, coherently, and with compelling logic towards a plausible conclusion. Sufficient support and suitable proportion and emphasis develop the essay's paragraphs. The essay's paragraph transitions are explicit and graceful.
 - o **Sentence Structure:** The essay's sentences are skillfully constructed and display fluency, economy, and effective variety. Together with diction, sentence structure is the best evidence of style and the distinctive, natural display of a mature, academic mind at work.

- o **Diction:** The essay's diction is everywhere appropriate with respect to its thesis, purpose, audience, and occasion. It is distinctive in its precision, economy, and scholarly use of general English.
 - o **Mechanics:** The essay's mechanics are notable for their consistent use of conventional general English grammar, punctuation, and spelling; any errors are minor and do not detract significantly from the generally high quality of the essay as a whole. If the content and development are particularly compelling, an essay may receive a "B" with otherwise significant grammatical errors.
- o **Average Essays (C):** Meet the following conventions:
- o **C:** The essay's thesis is apparent but may be trite, general, or self-evident. Its idea is supported with some concrete detail, but detail that is occasionally repetitious, irrelevant, or sketchy.
 - o **O:** The essay's organization and methodology are readily apparent but not consistently fulfilled. Developed with occasionally disproportionate or inappropriate emphasis, the essay's paragraphs are nevertheless unified, coherent, and usually effective in development. Transitions between paragraphs are clear but sometimes abrupt, mechanical or monotonous.
 - o **S:** Most sentences are correctly structured but lacking in variety, economy, or forcefulness.
 - o **D:** The essay's diction is generally clear, idiomatic, and appropriate to its subject, purpose, audience, and occasion, though it may not be distinctive or sophisticated and some misuse of words may occur.
 - o **M:** Occasional lapses from general English grammar, punctuation, and spelling conventions undermine the essay's clarity and effectiveness of expression.
- o **Poor Essays (D):** Meet the following conventions:
- o **C:** The essay's thesis is vague, confused, too broad, or general. It lacks specific, concrete, and relevant detail.
 - o **O:** The essay's organization and methodology are neither readily apparent nor consistently fulfilled. The essay's paragraphs lack unity, coherence, and are ineffectively developed. Transitions between paragraphs are often ineffective, abrupt, mechanical or monotonous.
 - o **S:** Most sentences are poorly structured and lack variety, economy, and/or forcefulness. Run-on constructions, comma splices, and sentence fragments undermine the essay's effectiveness, as do frequent awkward, incomplete, ambiguous, redundant, and immature sentence constructions.
 - o **D:** The essay's diction is vague, imprecise, immature, colloquial, or inappropriate to its subject, purpose, audience, and occasion.
 - o **M:** Frequent and serious departures from grammar, punctuation, and spelling conventions undermine and/or obscure the essay's clarity and effectiveness.
- o **Unacceptable Essays (F):** An essay fails when it lacks a central idea, when it is clear that the writer has no subject, purpose, or reason for writing, or if the writer has clearly not put forth an effort to complete the assignment to the best of his or her ability. An essay may also fail when it exhibits a total inability to develop its thesis or when it demonstrates incompetence in the conventions of English grammar, punctuation, and spelling.
- o **No Essays (0):** Any essay or other assignment not submitted at the required time will earn a "0," which will be averaged into the student's grade as such. Assignments turned in late will be graded in accordance with the procedures outlined above.

COURSE POLICIES AND PROCEDURES

ATTENDANCE: In accordance with college policy, students may be dropped from classes, at the discretion of the professor, due to excessive absences. All absences, excused and unexcused, are included in this count. A differentiation is not made between "excused" or "unexcused" absences. An absence is an absence. ***After your 4th absence (consecutive or not), you could be dropped from the class with an F or X if it is clear that you will be unable to be successful in the course.*** This policy is firm. Students are responsible for dropping themselves if they cannot or no longer wish to participate in the course.

Additionally, a student accrues an absence each time he or she accumulates a total of three tardies. A tardy is defined as being between 1-10 minutes late. Whenever possible, students should let the instructor know about expected absences as soon as possible and before the class meeting. If a student is more than 30 minutes late to class, that student will be counted absent.

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.

Finally, reading quizzes may sometimes be used to evaluate attendance. Should you earn less than a 50 on a reading quiz, you could be counted absent for the day at the instructor's discretion.

Failure to appear without prior notification at required conferences will constitute an absence.

On "Editing" days (as listed on the schedule), any student who does not bring a completed and printed copy of his/her essay to class will be counted absent and will not be able to participate in class that day.

BE PREPARED. Being prepared means that the student has carefully read all required readings and completed any out-of-class writing assignments.

BE PROFESSIONAL. All actions and words should reflect kindness and respect for both the instructor and all other students. I will not tolerate rude, disrespectful, or unprofessional behavior directed at any member of this class. 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.

Tobacco, alcohol, drugs, and/or firearms will not be tolerated in the classroom; students under the influence of alcohol or drugs will not be abided. Students may bring (quiet) snacks to class, but not full meals – and may consume non-alcoholic beverages in closed containers. Anyone

exhibiting disruptive behavior will be asked to leave and counted absent for the day. More than one occurrence may result in other disciplinary actions.

"Failure to comply with the lawful direction of a classroom teacher relative to maintaining good order is considered misconduct on the part of the student. Repeated violations of disrupting a class will result in the student being dropped from the course" (South Plains College Student Guide 11).

BE HONEST. Honesty is an important part of integrity. Academic integrity is non-negotiable in a university environment. Students who plagiarize the work of another, whether through outright copying off of the internet or other sources or having another person produce the student's work and then claiming the work as the student's own, will receive a 0/F for that particular assignment and could be dropped from the course with an X or F, at the instructor's discretion. There are no extenuating circumstances for cheating of any kind. My recommendation – for the very first offense – will be for a failing grade for the course at a minimum and, very likely, recommendation for suspension from South Plains College. I have zero tolerance for cheating. If I suspect a student or group of students of cheating, I will drop him/her/all involved without discussion. Please believe me when I say that I have ways of determining whether or not a student has cheated that he/she/they cannot get around.

The *SPC General Catalog* specifically addresses academic integrity as follows. "It is the aim of the faculty of South Plains College to foster a spirit 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" (23). "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" (23). Students must consult the General Catalog for the college's detailed policies on plagiarism and cheating. Ignorance of the college's policies and procedures is not a viable defense for plagiarism or cheating.

BE MENTALLY PRESENT. Unless otherwise instructed, the use of any electronic devices (cell phones, iPhones, iPods, Blackberry, or any other device) will not be tolerated. Your cell phone needs to be set to silent, not vibrate and **out of sight; texting under the desk/in your lap is NOT** out of sight. Any student using a cell phone, iPod, or any other electronic device not previously approved by the instructor will not be dismissed for the day, but will be counted absent; I will not interrupt class to dismiss you. (However, I understand that sometimes emergencies occur. If you *need* to have your cell phone on during class for an emergency, please discuss it with me before class begins that day.) Laptops will be allowed only with prior approval.

EMAIL: I typically check my email twice a day (Monday-Friday at noon), once in the morning and once again in the afternoon. If students have a question, please feel free to email me; however, please allow at least 48 hours for a response. If I have not responded to your email within 48 hours, please send it again, as it may have been overlooked. Additionally, I do not check my email Friday afternoon – Sunday; any emails sent on those days will be responded to on the following Monday. 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 textbooks, course website, or syllabus, please do not email me as I will only refer you to one of these sources.**

Please note: if you use the "Email Instructor" function in BlackBoard, you will find my response in your SPC email not your BlackBoard messages.

EMAIL ETIQUETTE: I expect students to use professional language and tone in all communication with me, including email correspondence. "Sooooooooooooooooo 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 subject line of the email. Finally, students should only email me from their SPC email address. Emails from Yahoo, Google, Hotmail, etc. are not delivered to my inbox. Students may also send me messages in BlackBoard.

GRADING TIME FRAMES: I grade all work as efficiently and quickly as possible. When your assignments are evaluated, you will have them back; please do not inquire as to whether or not your papers/exams are graded.

ANNOUNCEMENTS: Any information sent-out via announcements in emails, via REMIND, 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.

FINAL COURSE AVERAGES: The most efficient and effective way to achieve a desirable grade in this course is to attend each class and be prepared with all materials and readings and submit *all* course work in a timely manner. **If you do what is required of you, you will be successful.** Remember: What you put into this course is what you will get out of it.

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 Center 806-716-2577, Reese Center (also covers ATC) Building 8: 806-716-4675, Plainview Center Main Office: 806-716-4302 or 806-296-9611, or the Health and Wellness main number at 806-716-2529. Students should present appropriate verification from Student Disability Services during my instructor's office hours. Please note I am not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided.

STATEMENT OF NONDISCRIMINATION: Neither the instructor nor any student in this class will discriminate or tolerate discrimination on the basis of age, color, disability, ethnicity, gender, national origin, race, religion, sexual orientation, or veteran status. This policy extends to in-class discussions, student essays, and all other forms of communication associated with this course, to include informal conversations within the classroom but outside the parameters of this course.

STATEMENT OF DIVERSITY: By its very design, this course engages texts that some students might find difficult and/or controversial. 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.

COURSE OUTLINE AND CALENDAR: Students are responsible for completing the following critical reading, writing, and grammar assignments as identified in the weekly summaries. As this is a college-level course, students are responsible for their own time and course-management strategies. This being said, the course is designed for the critical reading, rhetorical strategies, and grammar assignments to be completed on the appropriate due date as outlined in the schedule.

FALL 2016 Important Dates

September:

5: Labor Day Holiday (No School)

19: Last day for 70% Refund

26: Last day for 25% Refund

October:

14: SPC Fall Break (No School)

November:

8: December Graduation Application Due

10: Online Registration Opens for Spring
2017

17: Last Day to Drop Fall Semester Courses

23: Residence Hall Close at 9:00 am

23-25: Thanksgiving Break (No School)

27: Residence Halls open at 1:00 pm

December:

12-15: Final Exam Week

16: Residence Halls Close for Holiday break
at 9:00 am

16: Fall Final Grades Due by 10:00 am

Week	Date	Patterns Reading	OWL Readings	Writing Assignments
1	29-Aug	Syllabus and Course Policies		
	31-Aug	Introduction to 1301 & critical thinking, reading, and writing (11-28)		
2	5-Sep	No School: Labor Day Holiday	Beginning the Writing Process and Verb Tense Consistency	
	7-Sep	Description (151-168); "No Wonder They Call" (180-183) & "Ground Zero" (175-178), "Goodbye to..." (171-173)		Assign Essay 1
3	12-Sep	Introduction to the Writing Process (29-47)	Understanding Writing Assignments and Subject/Verb Agreement	Essay 1 Brainstorming
	14-Sep	Arrangement (51-64); Drafting and Revising (65-79); Editing (81-96)		Essay 1 Rough Draft Due
4	19-Sep	Exemplification (207-221); "No, I do not want..." (224-227), "The 'Black Table'" (348-350), "Why Looks Are..." (244-248)	Higher Order and Lower order Concerns, Revising, Parts of Speech Overview	Essay 1 Due
	21-Sep	Cause and Effect (319-334) & "The Movies..." (359-362)		
5	26-Sep	TBA	Thesis Statements, Punctuation Overview, Prepositions	
	28-Sep	Comparison and Contrast (369-389)		Assign Essay 2
6	3-Oct	"I Want a Wife" (502-504), "Your Social Life" (398-400), "Wife-Beater" (514-515)	Outlines, Fragments, and Independent and Dependent Clauses	Essay 2 Thesis
	5-Oct	TBA		Essay 2 Outline
7	10-Oct	Classification and Division (433-445); "College" Pressures" (448-454), "I'm Your Teacher" (415-418), and "The Dog Ate My Flash Drive" (457-460)	Paper Format, Proofreading, and Spelling	
	12-Oct	Global Editing (Must have a clean, hard-copy for class)		Essay 2 Rough Draft Due
8	17-Oct	Local Editing Day 1 (Must have a clean, hard-copy for class)	Conquering the comma, Quotation Marks	Essay 2 Revised Rough Draft Due
	19-Oct	Local Editing Day 2 (Must have a clean, hard-copy for class)		A second Revision of Essay 2 Due

Week	Date	Patterns Reading	OWL Readings	Essay Assignments
9	24-Oct	Definition (487-499); "Love & Other..." (518-519)	Parallel Structure, Dangling Modifiers	Essay 2 Due and Assign Essay 3
	26-Oct	Group Work Day: (Word, Film Genre, Film Choices, & Thesis Due at Beginning of class for approval)		
10	31-Oct	Group Work Day: Rough Draft: Everyone needs a completed copy	Adjective or Adverb, Pronouns, and Apostrophe	
	1-Nov	Editing Day (Everyone needs a completed clean, hard-copy for class)		
11	7-Nov	Essay 2 Revisions		
	9-Nov	Essay 3 Presentations		Essay 3 Due
12	14-Nov	Argumentation (523-547)	Rhetoric	Assign Summary and Analysis
	16-Nov	Argumentation: Casebook 1 "Student Loan" (578-590); Casebook 2: "Football" (603-625); Casebook 3: "Guns on Campus" (626-659)		
13	21-Nov	Argumentation Synthesis Work day		Summary and Analysis Due
	23-Nov	No School: Thanksgiving Holiday		
14	28-Nov	Process (265-280); " Getting Coffee..." (288-290)		Synthesis Due
	30-Nov	Process & Narration (97-111); "The Money" (114-117); "Thirty Eight" (128-131)		
15	5-Dec	All Make-up Essays due, Final Exam Prompts, Preview of English 1302		Writing Narrative Due
	7-Dec	Course Wrap-up, Exemption Notification		
16	12-Dec	Final Exam: 10:15 am – 12:15 pm Location: TBA		
Note		All readings should be completed before the class meeting on the date listed.		