

# **Course Syllabus**

ENGL 1301

online

## **Composition I**

Instructional Area: English

Department of English

Division of Arts and Sciences

South Plains College

Fall 2018

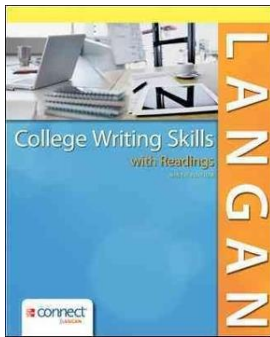
Instructor: Mrs. Rachel (Lehman) Vega

**English 1301**  
**Course Syllabus – Fall 2018**  
**Section 111**

**Instructor:** Mrs. Rachel (Lehman) Vega, Instructor of English  
**Office Hours:** by email  
**Email address:** [rlehman@southplainscollege.edu](mailto:rlehman@southplainscollege.edu)

**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.

**Credit:** 3



- **Materials needed for class:**
- **Textbook:** Langan, John. *College Writing Skills with Readings*. 9<sup>th</sup> ed., McGraw-Hill, 2013 **You DO NOT need Connect access.**

**Core 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. Write essays that exhibit logic, unity, development, and coherence.
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 American English, with an emphasis on correct grammar, parallelism, punctuation, spelling, and mechanics, in language appropriate for academic essays.
7. Write a minimum of six 500-word essays.

**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:**

<b>Five essays with peer editing</b>	<b>10 % each (50% total)</b>
○ <i>Diagnostic Essay</i>	
○ <i>Narrative Essay</i>	
○ <i>Description Essay</i>	
○ <i>Cause and/or Effect Essay</i>	
○ <i>Definition Essay</i>	
○ <i>Argumentative Essay</i>	
<b>Grammar Quizzes</b>	<b>10 %</b>
<b>Discussion Boards</b>	<b>10%</b>
<b>Midterm</b>	<b>10 %</b>
<b>Final Essay</b>	<b>20%</b>

**Student Responsibilities:** Students are expected to

- 1. Be on time and regularly attend class by participating online**
2. Be responsible for the learning process, including preparation for class, such as reading and homework; participation in class discussions by discussion boards, including asking relevant questions; 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 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
6. Submit all assignments in accordance with due dates, formats, and requirements
7. Avoid all forms of cheating and plagiarism on all assignments, including improper collaboration
8. Ask questions when something is unclear
9. Communicating with instructor and keeping up to date with class assignments

**Communication and Attendance Policy:**

We will use the Blackboard email tool exclusively for this course; you may access it via the 'Course Email' link within our Blackboard course. To help me stay organized, I request that you use the Blackboard email tool within our course instead of my South Plains College email address.

Attendance Policy Online students are required to log in to Blackboard frequently, with no more than 72 hours (2 days) in between log-ins. Even if there is nothing due, I frequently post announcements and send emails with important information. Students who fail to meet this requirement may be dropped from the course with an X.

**There is no on-campus attendance requirement for this course.**

**Be advised – I do not accept late work for any reason.**

**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.**

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. Missing in-text citations.

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;
7. Copying another's work during an examination or on a homework assignment;
8. Rewriting another student's work in Peer Editing so that the writing is no longer the original student's;
9. Taking pictures of a test, test answers, or someone else's paper.

**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.

**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.

**Nondiscrimination 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.

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.

## English 1301 Calendar – Mrs. Rachel (Lehman) Vega – Fall 2018

Required Textbook: Langan, John, *Exploring Writing: Paragraphs and essays*; 3<sup>rd</sup> edition, 2013 McGraw Hill.

Take Note:

1. This is not a homework calendar. This is an overview of what the class will cover.
2. This is a tentative calendar, so the course may change as necessary.
3. Unless otherwise note, all readings are due at the beginning of class on Mondays. AND there will be a grade associated with readings (a quiz, questions, discussion, etc.)
4. Essays will be started in class. There will be time for peer review. Essays will be turned in via *Turn it in* by Sunday of assigned week at midnight.
5. The student is responsible for all due dates, assignments, readings, discussion board posts, responses, and quizzes.
6. **Because this is an online course and not an class that meets face-to-face, I will post weekly assignments. You will see these on Blackboard starting Monday, Aug. 27. Complete all the assignments under each tab for the week. Some weeks may have several lectures, quizzes and readings. Some may only have an essay.**
7. **If you have any questions, please email me for clarification.**

Week #	Begins on...	Readings & Assignments
<b>Week 1</b>	Aug 27	Course Syllabus  Log in to Blackboard PPT How to Email your professor Email writing assignment Plagiarism Discussion Boards <b>Diagnostic essay</b> due Sunday by midnight
<b>Week 2</b>	Sept 3	The Writing Process Chapters 1-5 Grammar Ch.23 Subjects & Verbs Ch. 39 Commas
<b>Week 3</b>	Sept 10	<b>The Descriptive Essay</b> “The Certainty of Fear” pg. 684 Grammar Ch. 24 Fragments Ch. 25 Run-ons Blackboard Grammar Quiz by Friday
<b>Week 4</b>	Sept 17	& “Is Sex All that Matters” pg. 756 <b>Blackboard Discussion Board</b>

		Writing the Descriptive Essay <b>Descriptive Essay due Sunday by midnight</b>
<b>Week 5</b>	Sept 24	<b>The Narrative Essay</b> "Shame" Pg. 636 Grammar Ch. 27 Subject-verb agreement Ch. 28-30 Pronoun Review  <b>Blackboard Discussion Board</b> Writing the Narrative Essay Blackboard Grammar Quiz by Friday
<b>Week 6</b>	Oct 1	Writing the Narrative Essay  <b>Narrative due Sunday by midnight</b>
<b>Week 7</b>	Oct. 8	<b>The Definition essay</b> Review "Shame" Grammar Ch. 37 Apostrophe Ch. 42 Commonly Confused Words  Writing the Definition essay <b>Definition Essay due Sunday by midnight</b> Blackboard Grammar Quiz by Friday
<b>Week 8</b>	Oct 15	<b>Research and Sources for Argumentation</b> <b>Grammar</b> Ch. 38 Quotation Marks Ch. 22 Research Paper
		Midterm
<b>Week 9</b>	Oct 22	<b>Argumentation Essay</b> "Single-Sex Schools" pg. 715 Review "Is Sex All That Matters"  <b>Blackboard Discussion Board</b>
<b>Week 10</b>	Oct 29	Peer review and work on argumentation essay Argumentation essay due Sunday at midnight
<b>Week 11</b>	Nov 5	<b>Cause &amp; Effect essay</b> "Propaganda Techniques" pg. 697 Grammar Parallelism
<b>Week 12</b>	Nov 12  ( Nov 15 last day to drop)	Peer review and work on cause & effect essay  <b>Cause &amp; Effect essay due Sunday by midnight</b> Blackboard Grammar Quiz by Friday
<b>Week 13</b>	Nov 19  Thanksgiving Break	

<b>Week 14</b>	Nov 26	Rewrite week – opportunity to rewrite one essay to improve grade
<b>Week 15</b>	Dec 3	Review week
<b>Week 16</b>	<b>Final exam Dec 6-12 Will be announced</b>	Final exam week



