

South Plains College
Syllabus: ENGL 1301
Instructor: Zachary Graves

Department: English and Philosophy

Discipline: English

Course Number: ENGL 1301

Course Title: Composition I

Campuses: Levelland, Reese, Plainview, Distant, High Schools

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.

Prerequisite: Students must be TSI-complete or waived in both writing and reading.

Credit: 3 **Lecture:** 3 **Lab:** 0

Textbook:

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**):

Huxley, Aldous. *Brave New World*

Supplies: Access to computer with printer and internet access, and basic writing materials

This course partially satisfies a Core Curriculum Requirement: Communications Foundational Component Area (010)

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:

<i>Narration/Description Essay (Rough Draft:500 Words)</i>	9%
<i>Narration/Description Essay (Final Draft: 1000 Words)</i>	14%
<i>Comparison and/or Contrast Essay (Rough Draft: 500 Words)</i>	9%
<i>Comparison and/or Contrast Essay (Final Draft: 1000 Words)</i>	14%
<i>Argument Essay (Rough Draft: 500 Words)</i>	9%
<i>Argument Essay (Final Draft: 1000 Words)</i>	15%
<i>Reading Responses</i>	10%
<i>In-Class Assignments</i>	4%
<i>Midterm</i>	8%
<i>Final Exam</i>	8%

Essay Assessment Guidelines:

Essays may earn grades ranging from A to F based on the instructor's grading scale. Depending on the assignment, certain criteria may be weighted more than others, and the instructor's assignment may establish additional, more specific criteria. The quality of each of the criteria determines the letter grade. Not every essay will fit a single grade's description completely. Instructors may also include process assignments and drafts in their assessment of the final grade.

“A” Essay (Superior)

To earn an “A,” a paper meets all of the criteria below:

1. The paper fulfills all the basic requirements of the assignment (for example, topic, purpose, length, format).

2. **Unity:** The paper states a clear thesis, all topic sentences strongly support the thesis, and body paragraphs are unified around their topic sentences. The essay conveys a clear purpose and is tailored to a distinctive audience.
3. **Support:** Body paragraphs contain abundant, fresh details and examples that provide specific, concrete, logical evidence. If sources are required, the paper accurately integrates and correctly documents credible source material to add insight, sophistication, and complexity to the paper's ideas.
4. **Coherence:** The organization of the paper is excellent and logical (emphatic order, chronological order, etc.), transitions are sophisticated, and the paper exhibits mastery of basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form) and is virtually free of other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors. Word choice and sentence variety (simple, compound, complex) are effective and powerful.

“B” Essay (Strong)

To earn a “B,” a paper meets all of the criteria below:

1. The paper fulfills all the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** The paper states a clear thesis, all topic sentences directly support the thesis, and body paragraphs display unity. The essay conveys good awareness of purpose and audience.
3. **Support:** Body paragraphs are well-developed with specific details, examples, and sound logic. If sources are required, the paper accurately uses and correctly documents credible source material to supplement its ideas.
4. **Coherence:** The organization of the paper is clear and helpful, transitions are helpful, and the paper exhibits strong basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no more than two major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form) and very few other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors. Word choice and sentence variety are strong.

“C” Paper (Acceptable)

To earn a “C,” a paper meets all of the criteria below:

1. The paper fulfills all the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** A thesis is stated but may lack a strong claim or be obvious or predictable; topic sentences adequately support the thesis. One error in paragraph unity may occur. The essay's purpose and audience are adequately conveyed.
3. **Support:** Body paragraphs contain relevant details or logical reasons but need more specific examples/evidence. If sources are required, credible outside sources are usually integrated and cited correctly.

4. **Coherence:** Organization of ideas is satisfactory, transitions are logical, and the paper indicates competence in basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no more than four major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form). Some other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors are present but not distracting. Word choice and sentence variety are strong.

“D” Paper (Developing)

To earn a “D,” a paper will exhibit *one or more* of the weaknesses below:

1. The paper only partially fulfills one or more of the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** The thesis may announce the topic but no claim, contain more than one idea, or be too vague, too broad, or too narrow. Topic sentences are not tied to the thesis. Two errors in paragraph unity may occur. Essay conveys little awareness of audience or purpose.
3. **Support:** Details are sparse or vague and consist of generalizations, clichés, or repetition. If applicable, sources are insufficient and/or not always integrated or cited correctly.
4. **Coherence:** Organization is attempted but disjointed or confusing; transitions are sparse. The paper indicates awareness of but not competence in basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no more than six major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form). Several other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors distract from the content. Informal word choices occur with little or no variety in sentence type and length.

“F” Paper (Unacceptable)

To earn an “F,” a paper will exhibit *one or more* of the weaknesses below:

1. The paper fails to fulfill one or more of the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** The thesis is illogical, incomplete, or missing, so the essay lacks focus on one central idea. Topic sentences are missing, so body paragraphs lack unity. The essay ignores the purpose and audience.
3. **Support:** Details are illogical, irrelevant, or missing from body paragraphs. If sources are required, the paper fails to use sources, does not meet the minimum source requirements, uses source material inaccurately, uses sources that are not credible, fails to document fully or correctly, and/or includes plagiarism.
4. **Coherence:** Organization is incoherent, transitions are missing or illogical, or the paper indicates lack of competence in basic paper components (for example, lack of introduction and/or conclusion, lack of paragraphing).
5. **Sentence Skills:** Seven or more major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form) occur with numerous other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors. Word choice is often inaccurate, immature, or inappropriate. Multiple sentence structure/syntax errors

make the paper difficult or almost impossible to read. If one type or a combination of types of errors, regardless of whether they are major or minor, seriously affects the readability of a paper, it will receive an "F."

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.

Attendance Policy: Instructors will create an attendance policy that is consistent with the "Class Attendance" policies stated below in the *SPC General Catalog*:

[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.

It is the student’s responsibility to verify administrative drops for excessive absences through MySPC using his or her student online account. If it is determined that a student is awarded financial aid for a class or classes in which the student never attended or participated, the financial aid award will be adjusted in accordance with the classes in which the student did attend/participate and the student will owe any balance resulting from the adjustment.]

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.

Schedule

Date	Readings	Assignments
Week One		
August 26th, 2019 (Monday)	Syllabus, Policies, Grading, Blackboard	

August 28th, 2019 (Wednesday)	<i>p.208-210 (In-Class) College Writing Skills</i>	In-Class Work Assignment
August 30th, 2019 (Friday)	<i>A Brave New World, Ch. 1-2.</i> (Read Before Class)	In-Class Group Discussion
Week Two		
September 2nd, 2019 (Monday)	Labor Day	Labor Day
September 4th, 2019 (Wednesday)	<i>p.23-31 (In-Class) College Writing Skills</i>	Reading Response #1
September 6th, 2019 (Friday)	<i>A Brave New World, Ch. 3</i> (Read Before Class)	In-Class Group Discussion
Week Three		
September 9th, 2019 (Monday)	Weekly Article: Posted on Blackboard (Read Before Class)	In-Class Group Discussion/ In-Class Work Assignment
September 11th, 2019 (Wednesday)	<i>p.210-213, 204-205 (In-Class) College Writing Skills</i>	Narration/Description Essay (Rough Draft)
September 13th, 2019 (Friday)	<i>A Brave New World, Ch. 4-5</i> (Read Before Class)	In-Class Group Discussion
Week Four		
September 16th, 2019 (Monday)	Weekly Article: Posted on Blackboard (Read Before Class)	In-Class Group Discussion/ In-Class Work Assignment
September 18th, 2019 (Wednesday)	<i>p.33-43 (In-Class) College Writing Skills</i>	Reading Response #2
September 20th, 2019 (Friday)	<i>A Brave New World, Ch. 6</i> (Read Before Class)	In-Class Group Discussion
Week Five		
September 23rd, 2019 (Monday)	Weekly Article: Posted on Blackboard (Read Before Class)	In-Class Group Discussion/ In-Class Work Assignment
September 25th, 2019 (Wednesday)	<i>p.145-148 (In-Class) College Writing Skills</i>	Narration/Description Essay (Final Draft)

September 27th, 2019 (Friday)	<i>A Brave New World</i> , Ch. 7 (Read Before Class)	In-Class Group Discussion
Week Six		
September 30th, 2019 (Monday)	Weekly Article: Posted on Blackboard (Read Before Class)	In-Class Group Discussion/ In-Class Work Assignment
October 2nd, 2019 (Wednesday)	P. 281-303, (In-Class) <i>College Writing Skills</i>	Reading Response #3
October 4th, 2019 (Friday)	Long Weekend	Long Weekend
Week Seven		
October 7th, 2019 (Monday)	Weekly Article: Posted on Blackboard (Read Before Class)	In-Class Group Discussion/ In-Class Work Assignment
October 9th, 2019 (Wednesday)	P. 281-303, (In-Class) <i>College Writing Skills</i>	Comparison and/or Contrast Essay (Rough Draft)
October 11th, 2019 (Friday)	<i>A Brave New World</i> , Ch. 8 (Read Before Class)	In-Class Group Discussion
Week Eight		
October 14th, 2019 (Monday)	Weekly Article: Posted on Blackboard (Read Before Class)	In-Class Group Discussion/ In-Class Work Assignment
October 16th, 2019 (Wednesday)	Review all Relevant Material	Midterm Exam
October 18th, 2019 (Friday)	<i>A Brave New World</i> , Ch. 9-10 (Read Before Class)	In-Class Group Discussion
Week Nine		
October 21st, 2019 (Monday)	Weekly Article: Posted on Blackboard (Read Before Class)	In-Class Group Discussion/ In-Class Work Assignment
October 23th, 2019 (Wednesday)	P. 148-152, (In-Class) <i>College Writing Skills</i>	Comparison and/or Contrast Essay (Final Draft)

October 25, 2019 (Friday)	<i>A Brave New World</i> , Ch. 11 (Read Before Class)	In-Class Group Discussion
Week Ten		
October 28th, 2019 (Monday)	Weekly Article: Posted on Blackboard (Read Before Class)	In-Class Group Discussion/ In-Class Work Assignment
October 30th, 2019 (Wednesday)	P.343-364, (In-Class) <i>College Writing Skills</i>	Reading Response #4
November 1st, 2019 (Friday)	<i>A Brave New World</i> , Ch. 12-13 (Read Before Class)	In-Class Group Discussion
Week Eleven		
November 4th, 2019 (Monday)	Weekly Article: Posted on Blackboard (Read Before Class)	In-Class Group Discussion/ In-Class Work Assignment
November 6th, 2019 (Wednesday)	P.343-364, (In-Class) <i>College Writing Skills</i>	Argument Essay (Rough Draft)
November 8th, 2019 (Friday)	<i>A Brave New World</i> , Ch. 14-15 (Read Before Class)	In-Class Group Discussion
Week Twelve		
November 11th, 2019 (Monday)	Weekly Article: Posted on Blackboard (Read Before Class)	In-Class Group Discussion/ In-Class Work Assignment
November 13th, 2019 (Wednesday)	152-155, (In-Class) <i>College Writing Skills</i>	Reading Response #5
November 15th, 2019 (Friday)	<i>A Brave New World</i> , Ch. 16-17 (Read Before Class)	In-Class Group Discussion
Week Thirteen		
November 18th, 2019 (Monday)	Weekly Article: Posted on Blackboard (Read Before Class)	In-Class Group Discussion/ In-Class Work Assignment
November 20th, 2019 (Wednesday)	P.407-412, (In-Class) <i>College Writing Skills</i>	Reading Response #6
November 22nd, 2019	<i>A Brave New World</i> , Ch. 18	In-Class Group Discussion

(Friday)	(Read Before Class)	
Week Fourteen		
November 25th, 2019 (Monday)	Thanks Giving	
November 27th, 2019 (Wednesday)	Thanks Giving	
November 29th, 2019 (Friday)	Thanks Giving	
Week Fifteen		
December 2nd, 2019 (Monday)	Weekly Article: Posted on Blackboard (Read Before Class)	In-Class Group Discussion/ In-Class Work Assignment
December 4th, 2019 (Wednesday)	Revision Workshop	Argument Essay (Final Draft)
December 6th, 2019 (Friday)	Course Review	In-Class Group Discussion/ In-Class Work Assignment
Week Sixteen		
December 9th, 2019 (Monday)	Course Review	In-Class Group Discussion/ In-Class Work Assignment
December 11th, 2019 (Wednesday)	Course Review	Final Exam
December 13th, 2019 (Friday)	Final Day	