
English 0301: Basic Developmental English

Fall 2020

Instructor: Katherine (Kaytee) Jackson (she/her/hers)

Sections: 0301.200 (TR 9:30A – 10:45A, RC 306) | 0301.271 (MW 1:00P – 2:15P, LC 129A)

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Office Hours

Monday	Tuesday	Wednesday	Thursday	Friday
Lubbock Center 125I	Reese 318F	Lubbock Center 125I	Reese 318F	Reese 3 18F
9:30A – 10:30A	11:00A – 12:00P	9:30A – 10:30A	11:00A – 12:00P	10:00A-2:00P

and by appointment.

Course Description

This is a course in fundamental English for students who do not pass the English portion of THEA or the campus placement test and are selected to participate based on their score. This course includes a basic review of English grammar, focusing on spelling, punctuation, diction, and various types of sentence construction. It also covers the various types of paragraphs, as well as an introduction to the basic essay. This course will not satisfy graduation requirements.

Course Objectives

After completion of this course, the student will be able to:

- Compose a variety of texts that demonstrate clear focus, the logical development of ideas, and the use of appropriate language that advances the writer's purpose
- Determine and use effective approaches and rhetorical strategies for given writing situations
- Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies
- Evaluate relevance and quality of ideas and information to formulate and develop a claim
- Develop and use effective revision strategies to strengthen the writer's ability to compose college-level writing assignments.
- Edit writing to conform to the conventions of Standard English.

Textbook Requirements

The following are requirements for this course. You will need to purchase them immediately. They are available from the SPC bookstore or online.

- Bundle: Fawcett, *Grassroots with Readings: The Writer's Workbook*, Loose-leaf Version, 12th Edition + MindTap, 1 term Printed Access Card, ISBN: 9780357294529

You should purchase your textbook within the first week of class. Beginning on the second week of classes, we will utilize the textbook during class meetings often. It is your responsibility to ensure that you have the required materials to complete in-class assignments, including the textbook.

You can purchase your book directly from the South Plains College bookstores on the Levelland or Reese campuses, over the phone, or through the SPC bookstore website:

Levelland Campus Bookstore: 806-716-2397

Reese Campus Bookstore: 806-716-4690

SPC Bookstore website: <http://www.sp-levbookstore.com>

Other Materials

You are required to have access to the following technologies:

- Blackboard
- Microsoft Word
- MindTap
- Zoom
- Remind

You have access to Microsoft Office 365 through SPC with your student email. You can set up your Microsoft account through MySPC or here: www.office.com/getOffice365. You **must** use your SPC email address for this student account.

You can set up a free Zoom account here: <https://zoom.us/>

You can register for text alerts through Remind by texting _____ to 81010.

You should also be prepared for each class meeting with standard supplies: pen, paper, notetaking material, etc.

Communication

The best way to contact me is via email at kejackson@southplainscollege.edu. During office hours, you may also call me in the office, but do heed my office hours to determine which campus I am at on any given workday. I will respond to emails as quickly as possible during regular business hours (M-F, 8-5). In the evenings and on the weekends, please allow up to 48 hours for a response. As I make every effort to be current and prompt with my email, I ask that you do the same. You should check your email **at least** once per day. I will send all course communications and important messages through SPC email. To protect your privacy as a student, I ask that all emails originate from your **official SPC email address**. I cannot guarantee that emails from a third-party account (Gmail, Yahoo, Hotmail, etc.) will be read or responded to. You can find instructions to access your SPC email account below.

In all correspondence with me (and I recommend with all your instructors), you should communicate at the level of a college student. E-mails should include your course number, a subject line, salutation, and closing. E-mails with attachments should also follow these guidelines. You should write in complete sentences. This is a habit that will serve you well in college—it is best to start practicing now.

SPC Student Email Account: If you haven't already, you must go ahead and activate your SPC student email account. Not only will you need access to your SPC email account to receive TURNITIN digital paper

submission receipts for our class, but SPC also sends many important messages to your SPC email address.

- Your SPC Email address is: yourSPCusername@southplainscollege.edu
- Your student email password is the same as your Blackboard password. If you need help, call the SPC Help Desk at 806-716-2600.
- To access your SPC email account, log in to MySPC and click the Unread Messages: South Plains College O365 link at the bottom of the page.
- You can also set up access to your SPC email account through mobile phone mail apps, such as default smartphone Mail app or the Outlook app.
- Check with the SPC Help Desk for assistance: 806-716-2600.

Attendance

This course relies on your active attendance and participation. Missed classes or lack of engagement will adversely affect your experience. For this reason, a score for attendance and participation is given during **each** class as part of your Daily Work score. If you arrive on-time, prepared, and engaged, this score will be an easy 100. If you arrive late or unprepared, this score will be a 50. If you are absent, asleep, or entirely unengaged, this score will be a zero.

In a standard semester, you are allowed three (3) absences without penalty. The fourth absence results in being dropped from the course with a F. If at any point you accumulate four daily participation scores of 0, you may be dropped. If you are unsure of how your participation scores are accumulating, you should email me or come by during office hours to discuss your success with the course.

With the exception of COVID-19 protocol (below), I prefer that you do not bring me doctor's notes, obituaries, letters from your family, or other documents to "excuse" an absence. I generally do not distinguish between "excused" and "unexcused" absences. Your allotted absences are yours to do with as you wish, so I recommend saving them for unexpected illness or emergency. If you have ongoing attendance issues, I encourage you to meet with me privately to discuss your individual situation and ensure your success in the course.

COVID-19 Protocol:

It is possible that you or someone in your immediate family may contract the COVID-19 virus at some point in the semester. While it my hope that it doesn't happen, we are prepared to handle these situations as they arise. If you need to go into quarantine related to COVID exposure, you should email me **immediately** to initiate our COVID plan. **If you are told to quarantine by a medical professional, do not come to a face-to-face class or office hours. Email me and I will provide accommodations via Zoom. If you test positive for the virus, do not under any circumstances enter a campus building for face-to-face classes or office hours. Email me and we'll arrange a plan for your situation.**

If you or someone in your household contracts COVID-19 resulting in quarantine, you will not be penalized for absences, but you **must** be in contact with me and provide the appropriate documentation for accommodations. If you need to quarantine, you may continue attending classes via Zoom as much as your health permits. I will make arrangements for this on a case-by-case basis. At any rate, it's important that you keep me updated should this happen so we can make sure you're not falling too far behind.

Hybrid Class Procedures and Zoom Meetings

If enrollment for a specific class allows for safe social distancing in a face-to-face setting:

In the event that a class's size and location us to social distance responsibly with full attendance, we will conduct the course in a regular, face-to-face format twice a week. For these classes, Zoom attendance may be an option for certain unexpected reasons, but students in these courses should expect to attend class regularly pending extenuating circumstances.

Zoom

You will likely have to attend some classes via Zoom this semester due to the current pandemic. You can set up a free Zoom account here: <https://zoom.us/>

When you are attending via Zoom, I will open the Zoom classroom ten minutes prior to the start of class. You should be sure to login with camera functionality on time for attendance at the start of class.

For the best experience, you should treat Zoom meetings the same as F2F classes. As much as absolutely possible, I ask that you leave your camera on and you actively engage with the distance lecture. Throughout class, I might ask Zoom students to check in via the chat function or with a verbal response; leaving your camera on ensures that you won't be counted "missing" from the Zoom room should you miss a check-in. If your camera is turned off and you do not respond to a check-in, you may be counted absent. You should leave your microphone muted unless you are speaking.

I encourage you to find a quiet place with as few distractions as possible; however, I realize that most of you will be Zooming in from home—the most distracting place for many of us. If you are struggling with engaging online, please come see me to coordinate a strategy that works for your unique situation. Please do not plan to conduct your Zoom sessions in an environment that is not conducive to learning—laying down in bed, in your car on a commute, from the kitchen counter while you make breakfast, etc. Essentially, if you wouldn't do it during a face-to-face class, you should avoid doing it on Zoom.

Grading

Grades will be evaluated as follows

A (90-100), B (80-89), C (70-79), D (60-69), F (59 and below).

Final Drafts	25%
Peer & Process	25%
Daily Work/MindTap	20%
Midterm	10%
Final	10%
Journal	10%

Major Essays—Final Drafts

You will complete five major paragraph & essay assignments for this course. Each of these assignments will entail a prewriting process, rough draft, peer review, revision, and final draft. The final drafts of all five assignments will be averaged together to account for 20% of your overall course grade. Make sure you have reliable access to a computer. If you don't have one at home, plan to use any of the various SPC computer labs before an assignment's deadline.

All assignments should be submitted as a Microsoft Word (.docx) document. I will not accept any other file format. Failure to submit the correct file format will be counted late until the proper file type is submitted. This is a firm guideline. I cannot stress this enough—do not, for any reason whatsoever, assume that I will accept a PDF, Google Doc, or other processor file. Turn in a Microsoft Word file or your grade will be affected.

You may also be required to submit some assignments to TurnItIn through Blackboard to verify academic integrity. I will notify you when this is a requirement.

Late Assignment Policy:

If you submit after the deadline, 20% is automatically deducted from your grade. If your assignment is more than 48 hours late, 50% will be deducted from the earned score. Assignments over a week late will earn a score of 0%. In the event of technical difficulties that prevent you from online submission, email me ASAP (yes, even at 11:58 p.m.) to let me know and attach the assignment. This will ensure your assignment is counted on-time. I will not, however, grade emailed assignments. You're expected to upload the final draft appropriately after technical issues are resolved.

All major writing assignments must be completed in order to pass the course.

Grading Procedure:

I will provide feedback via Microsoft Word comments. I will upload your assignment with feedback to Blackboard. I encourage you to thoroughly read your feedback for each assignment, and I also encourage you to meet with me if anything is unclear.

If you would like to discuss your grade for any reason, you are welcome to do so. However – I ask that you wait at least 24 hours after the assignment has been returned to you before contacting me.

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.
6. A+ (98%), A (95%), A- (92%)

"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.
6. B- (82%), B (85%), B+ (88%)

"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.

6. C- (72%), C (75%), C+ (78%)

“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.
6. D- (62%), D (65%), D+ (68%)

“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.”
6. F (50% and lower)

Peer and Process Score

For each major writing assignment, you will follow the writing process which entails several steps: 1) prewriting, 2) outlining, 3) drafting, 4) peer reviewing, and 5) revising & editing. You will receive a grade for your engagement with each of these steps. This portion of your course average is designed to promote not only good essay, but good practices for your future writing at the college level. Process grades are not a matter of *quality*, but a matter of *effort*. If you submit all the required drafting activities in a completed fashion on-time, you will earn 100 for each of these scores. If you submit incomplete or late elements of your process credit, your score will fall substantially. If you do not participate in these activities or submit drafting elements that are less than 50% complete, you will earn a zero for each instance.

Following each major assignment, we will take time during class to collaborate on your process score for that assignment. Essentially, you will “grade” yourself. I will review these grades and make necessary adjustments, but I do take your own evaluation of yourself into account. That does not mean you should inflate your own self-evaluation; rather, you should be **critical and honest** with your evaluation of yourself. The ability to self-evaluate your work effectively will be an asset to the calculation of these scores.

I will provide you with a list of **all** required process activities for each major assignment. These activities will be submitted in-class for F2F sessions and via Blackboard for Zoom sessions. Other than the Diagnostic Paragraph (which we will complete the process work for in class), all process work assignments are due at the beginning of class.

For the outline and rough draft portion of each assignment, you will participate in peer review. Sometimes, these will take place during class. A substantial amount of peer review will take place online via Blackboard discussion. Failure to participate in peer review will result in a 0% for both the peer review and revision components of the assignment’s grade.

MindTap

We will use Cengage MindTap, an online assessment tool, to conduct a portion of your work. This access code is provided with the textbook bundle from the bookstore. You may also purchase MindTap direct from Cengage through Blackboard. I will provide instructions for registering MindTap during the first week of class.

MindTap assignments are grouped into weeks and all MindTap assignments will be due the Sunday of their corresponding week at 11:59PM. There are three categories of MindTap assignments: Learning, Graded, and Practice. Learning assignments are ungraded portions of the textbooks for you to review over the course of the week. Graded assignments are exactly what they sound like—the MindTap assignments that go in the gradebook! Practice assignments are optional. These are uploaded purely for your benefit. If you’re struggle with any particular concept, I encourage you to take advantage of these practices. You can find all MindTap assignments and due dates in the MindTap calendar on Blackboard.

I will not reopen a MindTap assignment for any reason after the due date passes. No late work will be accepted. There are no exceptions. At the end of the semester, I will drop up to ten of the lowest MindTap scores for students with three absences or less.

Midterm & Final Exams

You will take two exams in this course—a midterm and a final. The midterm will take place during class time. Face-to-face students will complete the exam in class; Zoom students will complete the exam on Blackboard. For Zoom students, the exam will only be open during the given class period and **must** be completed during the allotted meeting. Students scheduled to Zoom who wish to complete the exam in-person or vice versa should make arrangements with me well in advance of the midterm.

The final will be comprehensive and include information related to the writing process and grammar. The final will take place online via Blackboard for all students. It will be timed and you will only be allowed one attempt. Be prepared when you open it!

Journal

You will complete a large journal portfolio over the course of the semester. Early in the term, I will distribute a list of potential journal topics; additionally, I will add topics that might interest you over the semester. You will work on the journal at your own pace over the course of the semester. I will provide a rubric that details the way these assignments will be evaluated. The complete journal is worth 10% of your overall course grade.

Although there may be periodic check-ins about your journal progress, it is up to you to work on this throughout the semester. Journals are not graded for grammar. These are designed to provide you with platform to write freely without concern for “correctness.” Regardless, the final journal will be the largest single writing artifact you produce all semester; I strongly encourage you stay motivated with the journal throughout the course.

Final journals will be turned in online in a single word file by the due date.

Cell Phones and Technology

You should prevent your phone from buzzing, dinging, ringing, or vibrating in a distracting way during class. If you have an emergency, step outside the classroom to use the phone. Laptops and tablets are permitted in F2F sessions for class related purposes only. Headphones or earbuds are not permitted during F2F lecture unless otherwise specified. If you are using technology for something unrelated to the course, it will affect your participation grade and could potentially result in being marked “absent” for that class period. No verbal or written warning will be given. If you would like to use technology during class for legitimate educational purposes (i.e. translation services, etc.), please meet with me privately to discuss logistics and accommodations.

Office Hours Policy

In my experience, students don’t take advantage of office hours for a variety of reasons, but I personally encourage you to stop by at any time during the scheduled office hours. These hours are set aside for me to help you! However, in light of the current pandemic, I am taking extra precautions. I cannot have more than one student in my office at a time. If the door is shut, please knock—I will always be around during the scheduled times unless I’ve notified you otherwise. Students will not be permitted inside my office without a face mask, and I will ask you to use hand sanitizer when you enter (which I will have available for you). If you are feeling unwell **in any way**, please book an online appointment.

I will also provide office hours digitally via Zoom by appointment through Calendly. This link will be available on Blackboard and you are welcome to book an appointment at any time.

Blackboard

We will also use Blackboard in this course. You may access the Blackboard login page at southplainscollege.blackboard.com.

Do not—under any circumstances—give your username and/or password to anyone else or allow anyone else to log in to your Blackboard account. Doing so will be viewed as academic dishonesty and will be treated as such.

If you need technical support for Blackboard, please contact the Instructional Technology Department at blackboard@southplainscollege.edu. Include your name, student ID, the name of the course you're taking, a description of the problem you are having.

Like all other areas of this course, there are no exceptions to the late work policy, for any reason, including technical difficulties.

Student Code of Conduct

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 which 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.**

Academic Integrity and Plagiarism

It is the aim of the faculty at South Plains College to foster a spirit of 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.

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.

Pro-Tip: Self-plagiarism is a thing. Do not attempt to submit an assignment for this course that you also submitted to another course without my express approval.

Do not, under any circumstances, turn in another student's work as your own. Do not, under any circumstances, give your work to anyone else to turn in as their own. Both situations are representative of academic dishonesty and will be treated as such.

There is zero tolerance for academic dishonesty in this course. Plagiarism will automatically result in an F for the assignment and can, in many cases, result in getting dropped from the course with an F.

SPC Writing Center

SPC provides many tutoring services (for free!), including devoted writing tutors at Levelland, Reese, and Lubbock Center campuses. I encourage you to take advantage of these services – they will only help you improve! Be aware that hours fluctuate based on tutor availability. For tutoring schedules, you can check the Writing Center's website:

<https://www.southplainscollege.edu/exploreprograms/artsandsciences/english/writingcenter.php>

Disclaimer

Because we will use Blackboard to conduct a portion of this class, please note that the materials you may be accessing in chat rooms, bulletin boards, or unofficial web pages are not officially sponsored by South Plains College. The United States Constitution rights of free speech apply to all members of our community regardless of the medium used. We disclaim all liability for data, information or opinions expressed in these forums.

Health and Wellness

Any student needing individual counseling for issues such as depression, anxiety, adjustment to college, stress management, and substance abuse may visit the Health and Wellness Center to chat, confidentially, with licensed mental health professionals who provide services free of charge to current SPC students. Call or visit on Levelland Campus 806-716-2529 from 8:00 am – 4:00 pm. Students wanting to set up a counseling session will have an option to be seen face-to-face or teleconference session via Doxy.me or Zoom platform. Both students and Health and Wellness employees will wear a mask during face-to-face appointments. The number of people in an office will be limited to allow for safe social distancing. Signs are posted on the front door advising students not enter if they are showing signs of illness. Students will be escorted to an appropriate office to ensure social distancing is maintained. Any student in need of food or other essentials may visit the food pantry on Levelland Campus. Students can contact Dee Dee Odorizzi (806-716-2236) for more information.

Mask Policy

It is the policy of South Plains College for the Fall 2020 semester that as a condition of on-campus enrollment, all students are required to engage in safe behaviors to avoid the spread of COVID-19 in the SPC community. Such behaviors specifically include the requirement that all students properly wear CDC-compliant face coverings while in SPC buildings including in classrooms, labs, hallways, and restrooms.

Failure to comply with this policy may result in dismissal from the current class session. If the student refuses to leave the classroom or lab after being dismissed, the student may be referred to the Dean of Students on the Levelland campus or the Dean/Director of external centers for Student Code of Conduct Violation.

Diversity Statement

In this course, the teacher 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 exchanges, we will not only mirror society as it is, but also model society as it should be and can be.

Non-Discrimination Statement

South Plains College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President for Student Affairs, South Plains College, 1401 College Avenue, Box 5, Levelland, TX 79336. Phone number 806-716-2360.

Special Services

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.

Title IX Pregnancy Accommodation Statement

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact Crystal Gilster, Director of Health and Wellness at 806-716-2362, or email cgilster@southplainscollege.edu for assistance.

Campus Concealed Carry:

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at: http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php.

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.