



SOUTH
PLAINS
COLLEGE

Policy Statement

Instructor: B. Kyle Keltz

Office: RC318G

Phone: (806) 716-2585

Email: bkeltz@southplainscollege.edu

Office Hours: M/W 1:00pm-3:00pm; F 10:00am-11:00am

Department: English

Campus: Reese Center

Course Number: Engl 1301-205

Course Title: Composition I

Semester/Year: Spring 2020

I. 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.

II. Prerequisites

Students must be TSI-compliant or waived in both writing and reading.

III. Course Purpose

English 1301 is mainly an introduction to academic writing. The intention of this course is to help students begin to think of themselves as college students and as writers. This course will supply students with the necessary tools to succeed in other courses and provide a strong foundation for success throughout college and beyond. Furthermore, students will learn to understand writing as a process, a skill that takes practice.

IV. Required Resources for the Course

Langan, John. *College Writing Skills with Readings*. 9th MLA updated ed., McGraw-Hill, 2014. ISBN: 978-1259988547.

Recommended Text (optional; not necessary for course)

Zinsser, William. *On Writing Well: The Classic Guide to Writing Nonfiction*. 30th ed., HarperCollins, 2006.

Lester, Mark, and Larry Beason. *The McGraw-Hill Handbook of English Grammar and Usage*. 3rd ed., McGraw-Hill, 2019.

V. Core Curriculum Objectives Addressed

- **Communications skills**—to include effective written, oral, and visual communication
- **Critical thinking skills**—to include creative thinking, innovation, inquiry, 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.

VI. Student Learning Outcomes

Upon successful completion of the 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.

VII. Grading of Course Work

Descriptive Essay	100	Grade Total:	
Narration Essay	100	A (Excellent):	900-1000
Compare and Contrast Essay	150	B (Good):	800-890
Persuasion Essay I	150	C (Average):	700-790
Persuasion Essay II	200	D (Below Average):	600-690
Blackboard Grammar Quizzes	100	F (Failure):	0-590
Blackboard Journal Entries	100		
Final Exam	100		

VIII. Format of Assignments

As you will discover, part of the writer's job is to orchestrate how the reader perceives the ideas and opinions presented. To that end, meticulous attention needs to be given to the full presentation of papers. All assignments need to conform to MLA standards, although other styles such as Chicago or APA will be acceptable with prior confirmation. All assignments should be typed or computer generated papers with all text in Times

New Roman, 12 point font. All assignments should have 1” margins on the sides, top, and bottom. Your name, section number, and date should all be in the upper left (or right) hand corner of the first sheet, and your last name with the page number should appear on the top right of any remaining pages. Drafts should be clearly labeled as to first or final. Assignments with multiple pages must be stapled. Failure to conform to the above guidelines without prior approval from me may result in a reduction of credit for that assignment. Remember also that all electronically submitted assignments may be processed through Turnitin.com to verify originality.

IX. Essay Assessment Guidelines

“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.”

X. Late Work

Unless prior approval is received, late submission of assignments will result in a grade deduction of one half-letter grade for each calendar day (not including Saturdays, Sundays, or holidays) that the assignment is late.

XI. Attendance

Any student who accrues **more than four** unexcused absences (or **eight** excused) **shall be dropped** with a grade of “X” if the student has a passing grade average at that time. If the student is failing, due to poor work or missing assignments, the student will be given a grade of “F.” An absence will only be excused if the student misses class for a legitimate, unavoidable reason (for example, because of an illness or official trip authorized by the college), the student notifies the instructor before the class is missed, and the student provides confirming documentation (for example, a doctor’s note).

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.

XII. 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.

If a student is exhibiting disruptive behavior (for example, talking loudly without permission), I will give him or her a warning. The second time this happens, I will tell the student to leave class, and the student will be counted absent for the day. I will also contact the dean. The dean will usually contact the student to schedule a time to discuss the cause of the disruptions. After this, if there is a third disruption, I will ask the student to leave class and drop the student from the course with a grade of "F."

XIII. 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 it.

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. Giving an in-text citation only at the end of a paragraph.

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; or
7. Copying another's work during an examination or on a homework assignment.

XIV. 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. Processing time could take up to 30 days once paperwork has been submitted. 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) & Lubbock Center 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

XV. Nondiscrimination Policy

South Plains College does not discriminate on the basis of race, color, religion (creed), gender, gender expression, marital status, sexual orientation, military status, national origin, sex, disability or age in its programs and activities. All SPC courses meet federal regulations under Title II of the ADA, Sections 504 of the Rehabilitation Act of 1973. 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, 806- 716-2360.

XVI. Title IX Pregnancy 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.

XVII. 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.

Week	Date	Topics	Readings	Assignments
1	Jan. 15	Introduction to Course Intro to Writing and the Writing Process	Course Syllabus Ch. 1 (pp. 2-21), Ch. 2 (pp. 22-49), Ch. 8 (pp. 182-202)	
2	Jan. 22	Intro to Writing and the Writing Process The Writing Process (1st & 2nd Steps)	Ch. 1 (pp. 2-21), Ch. 2 (pp. 22-49), Ch. 8 (pp. 182-202) Ch. 3 (pp. 50-82), Ch. 23 (pp. 441-446)	
3	Jan. 29	Narration Writing Workshop	Ch. 24 (pp. 447-459) Ch. 9 (pp. 203-221), Ch. 25 (pp. 460-472)	Description Essay Due (Feb. 01)
4	Feb. 05	The Writing Process (3rd Steps) Journal Writing/Essay Help	Ch. 4 (pp. 83-109), Ch. 39 (pp. 554-563)	Fragments Quiz Due (Feb. 08)
5	Feb. 12	The Writing Process (4th Step) Writing Workshop	Ch. 26 (pp. 473-483) Ch. 5 (pp. 110-143)	Journal Entry 1 Due (Feb. 15)
6	Feb. 19	Compare/Contrast Revising Essays	Ch. 13 (pp. 281-303), Ch. 27 & 28 (pp. 484-493) Ch. 6 (pp. 144-172)	Narration Essay Due (Feb. 22)
7	Feb. 26	Introduction to Essay Development Exemplification	Ch. 7 (pp. 174-181), Ch. 29 (pp. 490-499) Ch. 10 (pp. 222-241)	Run-Ons Quiz Due (Feb. 29)
8	Mar. 04	Process Writing Workshop	Ch. 30 (pp. 500-506) Ch. 11 (pp. 242-259)	Journal Entry 2 Due (Mar. 07)
9	Mar. 11	Argument Journal Writing/Essay Help	Ch. 16 (pp. 343-364), Ch. 31 (pp. 507-512)	Compare/Contrast Essay Due (Mar. 14)
10	Mar. 18	Spring Break	No Class	No Class
11	Mar. 25	Cause and Effect Definition	Ch. 12 (pp. 260-280), Ch. 32 (pp. 513-516) Ch. 14 (pp. 304-320)	Pronouns Quiz Due (Mar. 28)
12	Apr. 01	Division - Classification Writing Workshop	Ch. 33 (pp. 517-521) Ch. 15 (pp. 325-342)	Journal Entry 3 Due (Apr. 04)
13	Apr. 08	Logic and Essay Structure Logic and Essay Structure	Chs. 35 & 36 (pp. 526-537) Chs. 35 & 36 (pp. 526-537)	Persuasion Essay I Due (Apr. 11)
14	Apr. 15	Fallacies Journal Writing/Essay Help	Chs. 37 & 38 (pp. 539-553), Ch. 40 (pp. 564-568)	Adj & Adv Quiz Due (Apr. 18)
15	Apr. 22	Writing Principles and Style Writing Workshop	Chs. 41 & 42 (pp. 570-584)	Journal Entry 4 Due (Apr. 25)
16	Apr. 29	Writing Principles and Style Exam Review	Ch. 43 (pp. 585-591)	Misplaced Modifier Quiz Due (May 02) Persuasion Essay II Due (May 02)
17	May 06	Finals Week	Final Exam Study Guide	Final Exam (07:00pm-09:50pm; May 6)