

**ENGL-1301-328 Composition I  
Syllabus and Policy Statement  
Fall 2022**

**Instructor:** Denise Sherrod

**Office hours:** MWF 11:45 a.m.-12 p.m. (on campus) or by appointment.

Remote office hours: T/TH 9-6 p.m.

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**Texts:**

**Fall**—Langan, John. *College Writing Skills with Readings*. 10<sup>th</sup> ed. New York: McGraw-Hill, 2019.

**Novels:** See KPA reading list.

**Supplemental reading:** Handouts and exercises provided throughout the course.

**Course Description:** English 1301 is a **writing and research** course designed to help the student learn to produce effective academic essays, using various formats; and research projects based on literary academic discourse, inquiry, and evaluation of published materials which support the student's proposed thesis. English 1301 is designed to help students think, read, and write well, employing the standards of formal written language. **There will be a lot of writing.**

**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:** At the end of the course, successful students will be able to:

- appreciate the value of reading from literary texts for purposes of inquiry, learning, thinking, and discussing academic questions;
- understand that writing is a nonlinear process of discovery, drafting, and revision; and gain awareness of audience and purpose;
- use the library or other research sources to gather concrete evidence; to analyze, evaluate, and synthesize information from a variety of texts; and to draw logical conclusions to support assertions;
- produce between 20 and 25 pages of portfolio-quality writing, working primarily from argumentation; and to incorporate at least three sources for each major paper, **using quotations, in-text citations, and works cited pages;**
- employ the conventions of academic writing to autonomously identify and correct most errors in writing.

**Attendance Requirements:** Attendance is required at all sessions. There are no excused absences except in extreme circumstances (severe illness, family death). Any student who must miss a class should notify the instructor ahead of time. The student is responsible for any missed work. Any student who is more than ten minutes late will be counted absent. Any student who misses more than six class sessions will be advised to drop the course or to set up alternative credit recovery sessions. *All local school holidays and state testing days will be observed; however, absences for school extra-curricular activities must be discussed with the instructor, and all work must be submitted before the absence occurs.*

**Disruptive Behavior:** Disruptive behavior or any form of disrespect toward the instructor or peers will not be tolerated. You will be ejected from the classroom and will be counted absent for that session. Cell phone use or texting during class instruction are considered disruptive behaviors. I will confiscate your phone, and it will cost you money to get it back.

**Plagiarism and Cheating:** Academic dishonesty is a serious matter. All submitted work is expected to be the result of the student's own thought, research, and self-expression. Plagiarism involves claiming work of others as one's own or borrowing words or ideas from others without acknowledging the source or giving credit. Submitted work that is plagiarized will earn a grade of F, which may result in failure of or expulsion from the course.

**Students with Disabilities:** Any student with physical, psychiatric, or learning disabilities who needs special accommodations should notify the KPA administration so that the appropriate arrangements can be made.

**Statement of Nondiscrimination:** This instructor will not discriminate on the basis of color, age, gender, ethnicity, national origin, race, religion, sexual orientation, or veteran status; nor will the instructor allow any form of discrimination from class members toward another student or students in class.

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.

Diversity Statement:

*In this class, 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 exchange, we will not only mirror society as it is, but also model society as it should and can be.*

-South Plains General Catalog

### **Title IX Pregnancy Accommodations 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 the Director of Health and Wellness at 806-716-2362 or email [cgilster@southplainscollege.edu](mailto:cgilster@southplainscollege.edu) for assistance.

**Grading Policy: All assignments are due on posted dates.** Late papers will be penalized 30 points for each late day. Letter grades on written work will be evaluated as A-superior; B-above average; C-average; D-poor; F-unacceptable. **Please note:** In college writing, C is considered an average paper. It may not have anything “wrong” with it; it simply does not go beyond average in form and/or content. **In other words, in order to earn an “A,” your paper must be pretty impressive.** All number grades will be converted to letter grades at the end of the course. See SPC Essay Assessment Guidelines on pp. 5-7.

Students should keep all returned, graded work for self-monitoring of progress and estimation of final grade outcome.

- Major essays, tests, & projects 45%
- Intermediate grades (quizzes, shorter essays, discussions) 35%
- Basic grades (exercises, questions) 20%
- Final 12% of semester grade

**Paper Format Policy:** All papers must conform to MLA (Modern Language Association), 8<sup>th</sup> or 9<sup>th</sup> edition. All major writing assignments must be typed, double-spaced, and in Times New Roman, 12-point format.

### English 1301, Fall 2021 Calendar

This is a tentative calendar for the course. Specific dates may need to be adjusted and are subject to change. Each week there will be extensive reading of professional writing examples and study of research and documentation methods.

Essays will be assigned on Mondays. Writing labs will usually be on Wednesdays of the next week. Rough drafts will be submitted for editing by email only and are due on the Tuesday prior to a writing lab. Final copies of essays will be due on the Monday following the writing lab.

Week 1: Aug. 15-19

Comp: MLA review/overview of changes. *College Writing Skills (CWS)*: Ch. 1 & 2 and activities.

Literature: Assign Summer Reading Project; begin *The Adventures of Huckleberry Finn (HF)*, chapters 1-10—due by Monday, Aug.22.

Grammar: Activities from Langan

Week 2: Aug. 22-26

*CWS*: Ch. 3 & 4 and activities.

Literature: *HF*

Discuss chapters 1-10

Chapters 11-20—due by Mon., Aug. 30.

Summer Reading Project due.

Assign short essay (HF characterization)—must include outline. RD due on Th. Sept. 1;  
FC due Fri. Sept. 2

Grammar: Langan activities

Week 3: Aug. 30-Sept. 2

- Comp: *College Writing Skills*—  
Ch. 5 activities.  
Short essay #1 due on Friday.
- Literature: *HF*  
Discuss chapters 11-20.  
Assign chapters 21-30 by Wed., Sept. 7.
- Grammar: Langan exercises.

Week 4: Labor Day Sept. 5-9—NO CLASS ON MONDAY.

- Comp: *CWS*--Quiz over Chapter 5 concepts.
- **Test over MLA WC.**
- Literature: *HF*:  
Discuss chapters 21-30.  
Assign chapters 31-36 by Mon., Sept. 12.

Week 5:—Sept. 12-16 Progress Reports go out.

- Comp: Begin Annotated Bibs. Discuss annotated bibliography.
- Literature: Discuss *HF*, ch. 31-36. Assign *HF*, ch. 37-39, by Mon., Sept. 19.
- Grammar: Langan exercises.

Week 6: Sept. 19-23

- Comp: *CWS*:  
*CWS*: **NARRATIVE essay**—Begin narrative essay. Read from Ch. 9, Narrative Essays. Read student essays and do activities. Choose from topics on p. 240-243.  
**RD: Sept. 27. Lab on Sept. 28. FC: Oct. 3.**
- Literature: Discuss *HF*, ch. 37-39. Assign ch. 40-end of book.
- **Grammar: Test**

Week 7: Sept. 26-Sept. 30

- *CWS*: **NARRATIVE** (cont.) RD due Tues; Writing Lab, Wed., **FC of narrative essay due Oct. 3.**
- Literature: Final discussion of *HF*. Test over *HF*.
- **Work on Annotated Bibs--due Nov. 15. Use proposed subjects for Spring Thesis.**

Week 8: Oct. 3-7

- *CWS*: **ARGUMENTATION, CH. 16.** Read student essays and professional essays. Choose from topic on pp. 384-386. **RD: Oct. 11; Lab: Oct. 12; FC: Oct. 17.**
- Literature: Begin *Jekyll & Hyde*. LEN and chapters 1-3 by Friday.

Week 9: End of KPA 1<sup>st</sup> 9 Weeks) Oct. 10-14

- Comp: RD of Arg. Essay due Oct. 11. Lab on the 12<sup>th</sup>.
- Literature: *Jekyll & Hyde* (JH)—Assign chapters 4-6 by Friday.

Week 10: (KPA 2<sup>nd</sup> 9 Weeks begins) Oct. 17-21

- *CWS*: **Ch. 17—Information Literacy.**
- Literature: J&H: Chapters 7-10 by Friday.
- Comp: Argumentative Essay: FC due Oct. 17.

Week 11: Oct. 24-28

- *CWS*:  
Ch. 18 Identifying and Avoiding Plagiarism  
Ch. 19, pp. 440-444; Activity 3
- Literature: *JH*—EOB activity.
- **Annotated Bibs due Dec. 2.**

Week 12: Oct. 31-Nov.4

- *CWS*: Ch. 20, Research Papers. **Find a subject related to writing or grammar to research and argue. Outline due: Nov. 11. RD due: Nov. 15. Writing Lab: Dec. 3; FC due Dec. 8.**
- Literature: Buffer week for *J&H*.
- Grammar: Weekly editing exercises.

Week 13: Nov. 7-11

- *CWS*: Continue research essays: Research lab, Nov. 7. **Outline due: Nov. 12; RD: Nov. 19; Lab on Dec. 2; FC due Dec. 5.**
- Literature: Begin *A Christmas Carol*—Stave 1 & 2 and LEN.
- Grammar: Weekly editing & vocab. exercises

Week 14: Nov. 14-18

- *CWS*: RD due Nov. 19. Lab on Dec. 3. **FC due Dec. 8. Writing lab for Annotated Bibs. FC due Dec. 2. (One week after T'giving Break)**
- Literature: Continue *ACC*—Stave 3 & 4.
- Grammar  
TPT Daily Activities; Weekly editing exercises.

**Nov. 21-25 (KPA Thanksgiving Break) No classes**

Week 15: Nov. 28-Dec. 2

- *CWS*: Research Essay Writing lab, Dec. 2; FC Dec. 5.
- Literature: Continue *A Christmas Carol*, Stave 5.  
**ANNOTATED BIBS DUE Fri., DEC. 2.**

Week 16: Dec. 5-9

Research Essay FC  
FINAL Exam: HF, J&H, CC, MLA.

Week 17: Dec. 12-16:

If schedule allows, assign students to watch a movie version of *A Christmas Carol* for a class discussion.

**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."