

ENGL-1301-328 Composition I
Syllabus and Policy Statement
Fall 2023

Instructor: Denise Sherrod

Office hours: MWF 11:45 a.m.-12:15 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*. 10th ed. New York: McGraw-Hill, 2019.

Literature: *Paradise Lost, The Strange Case of Dr. Jekyll and Mr. Hyde, A Christmas Carol*

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:

There is zero tolerance for academic dishonesty in this course. Do not under any circumstances use words you didn't write in an essay or assignment without proper documentation. If you're not sure about proper documentation, you must reach out via email or office hours to ensure academic integrity. Plagiarism will automatically result in an F for the assignment and can result in getting dropped from the course with an F. In addition, an Academic Dishonesty Report may be filed with the Dean of Students.

Plagiarism violations include, but are not limited to, the following:

1. Using Artificial Intelligence websites or apps to generate all or part of a paper or other assignment;
2. Turning in a paper that has been purchased, borrowed, or downloaded from another writer or from an online site;
3. Cutting and pasting together information from books, articles, other papers, or online sites without providing proper documentation;
4. Using direct quotations (three or more words) from a source without showing them to be direct quotations and citing them;
5. Submitting an assignment for this course that you also submitted to another course without my express approval;
6. Missing in-text citations and/or missing works cited entries.

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, texting, internet, Quizlet, etc.) 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 Reviews so that the writing is no longer the original student's;
9. Taking pictures of a test, test answers, or someone else's paper.

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

For information regarding official South Plains College policies on these topics, please visit: <https://www.southplainscollege.edu/syllabusstatements/>.

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 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, 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), 8th or 9th edition. All major writing assignments must be typed, double-spaced, and in Times New Roman, 12-point format.

English 1301, Fall 2023 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. 14-18

- Comp: MLA review/overview of changes.
- *College Writing Skills (CWS)*: Ch. 1 & 2 and activities.
- Literature: Assign Summer Reading Project; begin *Paradise Lost*, Argument and Book I—due by Monday, Aug.21.

Week 2: Aug. 21-25

- *CWS*: Ch. 3 & 4 and activities.
- Literature: *Paradise Lost*: Discuss Book I & II; assign Book III & IV—due Aug. 28
Summer Reading Project due *next Monday*.
- Choose Recitation pieces. Recitations due in Dec.
- Composition: Baseline handwritten 2-3 paragraphs in class: INTRODUCTORY SHORT ESSAY
- MLA test

Week 3 & 4: Grand Tour: Aug. 29-Sept. 8

Summer Reading Project due on Aug. 28.

Week 5: Sept. 11-15 Rhetoric Retreat; Progress Reports go out.

- *CWS*: Ch. 5 Reading Guide—
- Grammar activities
- Literature: *PL*: Book IV
- Assign **DESCRIPTIVE CHARACTERIZATION** essay: Satan in *PL*. Due 9/22.

Week 6: Sept. 18-22

- Comp: *CWS*: Quiz over Langan Ch. 5.
- Essays Characterization Essay: FC due Friday, 9/22
NARRATIVE essay—Begin narrative essay. Read from Ch. 9, Narrative Essays. Assign student essay and review activities. Choose from topics on p. 240-243 OR write a narrative essay based on an experience from the Grand Tour.
RD: Sept. 26. Lab on Sept. 29. FC: Oct. 4.
- *PL*: V-VI: Due Monday, Sept. 25

Week 7: Sept. 25-Sept. 29

- *CWS*: **NARRATIVE** (cont.) RD due Tues; Writing Lab, Wed., **FC of narrative essay due Oct. 4.**
- Literature: *PL*: Discuss Books V-VI. Skip VII-VIII. Assign Book IX-10. Due Mon.
- **Begin Annotated Bibs—Due Nov. 27. Use proposed subjects for Spring Thesis.**

Week 8: Oct. 2-6

- *CWS*:
Narrative Essay due Oct. 4
ARGUMENTATION, CH. 16. Read student essays and professional essays. Choose from topic on pp. 384-386. **RD: Oct. 11; Lab: Oct. 12; FC: Oct. 18.**
- **Grammar Test**
- Literature: Discuss *PL* IX-X. Assign completion of *PL* by Mon. EOB Test on Wed.

Week 9: End of KPA 1st 9 Weeks) Oct. 9-13—Last week of 9 wks

- Comp: RD of **Arg. Essay** due Oct. 10. Lab on the **11th. FC: Oct. 16**
- Literature: Test over *PL*.

Week 10: (KPA 2nd 9 Weeks begins) Oct. 16-20

- *CWS*: **Ch. 17—Information Literacy.**
- Literature: Begin *The Strange Case of Dr. Jekyll and Mr. Hyde*. Chapters 1-4 and LEN by Friday.
- Comp: **Argumentative Essay**: FC due Oct. 16

Week 11: Oct. 23-27

- *CWS*:
Ch. 18 Identifying and Avoiding Plagiarism
Ch. 19, pp. 440-444; Activity 3
Composition: **Cause/Effect or Comparison/Contrast Essay: RD due Oct. 31; Lab on Nov. 1, FC: Nov. 6.**
- Literature: *JH*—Chapters 5-8 by Friday.

Week 12: Oct. 30-Nov.3

- *CWS*: Ch. 20, **Research Papers**. Assign little-known historical figures to research and argue for their having a more prominent place in history. **Outline due: Nov. 13. RD due: Nov. 16. Writing Lab: Dec. 3; FC due Dec. 6.**
- Literature: *J&H*: Finish by Friday.
- Grammar: Weekly editing exercises.

Week 13: Nov. 6-10

- *CWS*: Continue research essays: Research lab, Nov. 6. **Outline due: Nov. 11; RD: Nov. 18; Lab on Dec. 3; FC due Dec. 6.**
- Literature: Begin *A Christmas Carol*—Stave 1 & 2 and LEN.
- Grammar: Weekly editing & vocab. Exercises

Week 14: Nov. 13-17

- *CWS*: **Writing lab for Annotated Bibs. FC due Nov. 27 (Monday after Thanksgiving)**
- Literature: Continue *ACC*—Stave 3 & 4.
- Grammar
TPT Daily Activities; Weekly editing exercises.
- Begin Poetry Recitations.

Nov. 20-24 (KPA Thanksgiving Break) No classes.

Week 15: Nov. 27-Dec. 1

- *CWS*: Research Essay **Writing lab, Dec. 3**; FC Dec. 6.
- Literature: Continue *A Christmas Carol*, Stave 5.
- Continue Poetry Recitations.
- Annotated Bib. due Nov. 27.

Week 16: Dec. 4-8

- Research Essay FC: Dec. 6.
- FINAL Exam: PL, J&H, CC, MLA.

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.”