

# SUMMER I, 2020 -- COURSE SYLLABUS

COURSE TITLE: Composition I ENGL 1301- 151  
INSTRUCTOR: Joseph Fly E-MAIL: jfly@southplainscollege.edu  
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OFFICE HOURS: MTWTh: Online and by appointment

*South Plains College Improves Each Student's Life*

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## I. GENERAL COURSE INFORMATION:

- A. COURSE DESCRIPTION: ENGL 1301 (3:3:0) Composition I. This course includes a grammar review and a study of the principles of good writing, methods of paragraph and theme development, frequent essays, and collateral readings in literature and the other humanities.
- B. GOAL OF THE COURSE: The goal of this course is to help students understand and apply the standards of correctness in formal thought and the written English language. English 1301 will help students to think clearly by teaching them to write effectively through its focus on the writing process, on the use of appropriate grammar and diction, on the use of logic, and on the different methods of essay development. Students will also learn to read, and think, more critically.

## II. SPECIFIC COURSE/INSTRUCTOR REQUIREMENTS:

- A. TEXT: *College Writing Skills with Readings, 9<sup>th</sup> ed.* By John Langan
- B. COURSE ATTENDANCE: COURSE ATTENDANCE: Since this is an Internet class, attendance is monitored through date of logins and completion of assignments. Students are required to log in at least once a day, Mon- Thurs.  
Students may be dropped from the course for failing to log in, and / or complete assignments. If it becomes necessary to withdraw from the course, students **MUST TAKE THE INITIATIVE** to drop the class.
- C. ACADEMIC INTEGRITY: The guidelines for academic integrity set forth in the current South Plains College catalog will be followed, but perhaps one specific category should be addressed here: plagiarism and cheating. According to the SPC catalog, "Complete honesty is required of the student in the presentation of any and all phases of course work. This applies to quizzes of whatever length as well as to final examinations, to daily reports and to term papers." Failure to comply with this policy will result in a **zero (0)** for the assignment and can result in an "F" for the course if circumstances warrant. Self-plagiarism, or auto-plagiarism, in which the student submits a paper previously submitted for credit in a previous semester, is also considered plagiarism. (Basically, you can't submit the same work twice.)

*Except in extreme cases, disciplinary action in cases of cheating or plagiarism will be handled by and at the discretion of the instructor and, if necessary, in consultation with the departmental chairperson. Depending on the nature and the severity of the problem, individual instructors may assign penalties from zero for the assignment to an "F" in the course. Extreme cases may result in disciplinary action up to and including expulsion from South Plains College.*

- D. GRADING STANDARDS: Individual assignments have specific grading criteria, but this list outlines the basic grading standards.
- **On topic**. All papers must clearly follow the assigned topic. Paper which are off topic receive no credit (0).
  - **Mechanics**. All assignments should follow the conventions of standard, written English, with emphases on grammar, spelling, punctuation and capitalization
  - **Structure**. All papers should follow basic essay structure with an effective thesis, appropriate topic sentences, specific details and a short conclusion.
  - **Content**. Papers are evaluated on how effectively ideas are communicated.

- D. GRADING POLICY: Final course grades will be calculated using the following percentages:

• 5 Essays @ 100 points each	500 points
• The Workbook	200 points
• 10 Daily grades 10 points each	100 points
• Discussions 20 @ 5 points each	100 points
• <u>Final Exam</u>	<u>100 points</u>
• TOTAL POSSIBLE	1000 points

- E. GRADING SCALE:
- |               |              |
|---------------|--------------|
| 1000-900 = A  | Superior     |
| 890-800 = B   | Good         |
| 790-700 = C   | Average      |
| 690-600 = D   | Poor         |
| below 600 = F | Unacceptable |

- F. ASSIGNMENTS/MAKE-UP TEST POLICY: All writing assignments must be completed and turned in no later than the assigned due date.
- Quizzes must be taken on the date assigned
  - Daily grades cannot be made up.
  - Late work is not accepted.

- G. STUDENT RESPONSIBILITIES

1. Log in *at least* once a day (Mon- Thur).
2. Submit all assignments, responses, discussions, etc, by 11:55 pm, on the assigned due date.
3. Begin assignments early enough to ask for help.
4. Read all assignments carefully enough to ensure comprehension.
5. Be sure to follow all the conventions of standard written English, both on written assignments and in email messages.
6. It is each student's responsibility to be able to use a computer and Blackboard.
7. It is each student's responsibility to ask for help when needed.
8. All written assignments must clearly follow the assigned topic.
9. Technology issues not originating with SPC or the content management system (Blackboard) are the responsibility of the student.

- H. ADA 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 Special 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 Special Services Coordinator. For more information, visit the Special Services Office in Bldg 8, or call 885-3048, ext. 4675."

### INSTRUCTOR RESPONSIBILITIES:

1. Respond to all student emails within 24 hours
2. Maintain consistent office hours for student contact
3. Create clear objective-driven assignments
4. Double-check to make sure assignments and due dates are clear
5. Use clear grading standards and sufficient explanations when grading papers
6. Return all writing assignments within four class days

### TECHNOLOGY REQUIREMENTS:

*In order to be successful in an online learning environment, students are required to have access to the following technologies:*

- High-speed Internet connection
- Web browser
- Blackboard account
- Word processing program (papers will only be accepted in .doc, docx or .rtf format and must be formatted according to MLA standards)

*Students should also be proficient in the following minimum technical skills:*

- The ability to use a computer
- The ability to send an email
- The ability to update software and applications

TECH SUPPORT: South Plains College offers technical support in a variety of ways. Check it out:

Link: <http://www.southplainscollege.edu/information-for/current-spc-students/studentit.php>

Call: Brooke Walker: 806.716.2180

Email: [blackboard@southplainscollege.edu](mailto:blackboard@southplainscollege.edu)

### **III. COURSE OBJECTIVES**

By the end of English 1301, the student should have written a minimum of five, 500-word essays that reflect the ability:

- ✓ To understand writing as a process: that is, writing conceived as a connected and interactive process which includes pre-writing, writing and revision;
- ✓ To apply the principles of writing as a process and the analysis of audience and purpose to writing assignments;
- ✓ To write an essay that follows the principles of unity and coherence and that is appropriately developed to prove a thesis by means of narration, description, illustration, definition, process analysis, cause and effect, comparison / contrast, classification and division, argumentation, and / or persuasion;
- ✓ To write an essay which follows the conventions of standard written English, the criteria for standard written English being those described in the current required handbook;
- ✓ To understand and apply basic principles of critical thinking in the development of exposition and argument.

# SUMMER I, 2020

## Calendar

*The instructor reserves the right to change the calendar to better suit class needs and instructional priorities.*

<u>DATE</u>	<u>ASSIGNMENT</u>	<u>PAGES</u>
<u>Monday, June 1<sup>st</sup></u>	Introduction to the course, syllabus Start Here! Composition Terms	
<u>Tuesday, June 2<sup>nd</sup></u>	Ch. 1 An Introduction to Writing Ch. 8 Description Description essay assignment sheet	2 - 21 182 - 202
<u>Wed. June 3<sup>rd</sup></u>	Ch. 2 The Writing Process Ch. 3 The First and Second Steps	22-38 50-82
<u>Thursday, June 4<sup>th</sup></u>	Ch. 4 The Third Step “Dad”	83-109 233-236
<u>Monday, June 8<sup>th</sup></u>	Ch. 5 The Fourth Step <b>Description Essay Due</b>	110-143
<u>Tuesday, June 9<sup>th</sup></u>	Types of Introductions / Common Thesis Errors Ch. 9 Narration Narration essay assignment sheet	203-241
<u>Wed. June 10<sup>th</sup></u>	Ch. 10 Process CASQ Hyphenated Words Punctuating Titles	242-251
<u>Thurs. , June 11<sup>th</sup></u>	Ch. 11 Cause and Effect <b>Narration Essay Due</b> Compare / Contrast essay assignment	260-280
<u>Monday, June 15<sup>th</sup></u>	Ch. 13. Compare / Contrast “Lou’s Place”	281-301 192-194
<u>Tuesday, June 16<sup>th</sup></u>	Ch. 14. Definition “Shame”	304-320 636-639
<u>Wed., June 17<sup>th</sup></u>	Ch. 15 Division – Classification Hyphenated Words <b>Compare / Contrast Essay Due !</b>	325-340

<u>Thur., June 18<sup>th</sup></u>	Ch. 16 Argumentation Importance of the persuasive thesis Persuasion I assignment sheet	343-355
<u>Monday, June 22<sup>nd</sup></u>	More on persuasion Pronoun Reference errors “I Became Her Target”	643-647
<u>Tuesday, June 23<sup>rd</sup></u>	Grammar! <i>Modifiers, misplaced and dangling</i> <i>Regular and Irregular Verbs</i> <i>Past Participles</i> <b>Persuasion Essay I due!</b> Persuasion II Assignment sheet	
<u>Wed., June 24<sup>th</sup></u>	Diction Slang, clichés, jargon & idioms “Three Passions”	632-634
<u>Thur., June 25<sup>th</sup></u>	Editing vs. Revision “Mayor of Rust”	728-733
<u>Monday, June 29<sup>th</sup></u>	Fallacy review Parts of Speech	
<u>Tuesday, June 30<sup>th</sup></u>	Writing Process Review <b>Persuasion Essay II due!</b>	
<u>Wed., July 1<sup>st</sup></u>	Preview of English 1302 & The research paper <b>Workbooks Due</b>	
<u>Thursday, July 2<sup>nd</sup></u>	<b>Final exam review</b>	
<u>Monday, July 6<sup>th</sup></u>	<b>Final Exam</b>	

# THE WORKBOOK 5.0

All workbook entries *must* follow these guidelines:

- ◆ All entries should be double-spaced, using a 12-point, Times New Roman font with standard 1 inch margins.
- ◆ Each entry should begin with a heading that includes your name, class and the due date.
- ◆ Points will be deducted for improper formatting (*max. 10*).
- ◆ Workbook entries must contain a **minimum of 350 words** and a **maximum of 800 words**.

## **JOURNALS:**

- ◆ All journal entries should have a distinct introduction, with the thesis underlined, separate body paragraphs and a short conclusion.
- ◆ All journal entries must follow one of the assigned topics, and submitted in the order they are assigned.
- ◆ Be sure that each entry is numbered correctly.
- ◆ All journal entries must have a heading in the upper left-hand corner:  
Fly, Joseph (*your name, of course*)  
English 1301-200  
July 3<sup>rd</sup>, 2019
- ◆ All journal entries should have a number as a part of the original title.  
For example: Journal Entry # 1: My Super Power (*Don't use the topic as the title!*)

## GRADING:

You must submit at least 1,000 words to make an 'F.' Anything less than 1,000 words will receive a zero (no credit). Submissions between 1,000 and 3,000 will receive an 'F'.

Workbooks in the 3,000 – 4,000 range will receive a 'D', 4,001- 5,000 = 'C', 5,001 – 6,000 = 'B' and 6,001 – 7,000 = 'A'.

1000 - 2999 words = 100 points

3,000 - 3999 words = 120 points

4,001 - 4999 words = 140 points

5,001 - 5999 words = 160 points

6,001 - 6999 words = 180 points

7,000 + words = **200 points!**

## JOURNAL TOPICS

1. As a college student, what is the one best thing you can do for yourself?
2. If you could develop a new skill or ability overnight, what would it be?
3. Would you accept a guaranteed lifetime allowance of \$75,000 per year if accepting it meant that you could never again earn money from either work or investments?
4. Write a letter to your teenage self.
5. Which book / movie has made the biggest impact on your life? Why?
6. What was the biggest change that the Corona virus had on your life?
7. In your experiences, what are the biggest differences between high school and college?
8. How much influence should students have over college policies?
9. Should the U.S. reaction to the corona virus have been different? If not, why? If yes, how?
10. If you could be world famous, what would you want to be famous for? What is one thing you would NOT want to be famous for?
11. Do you feel you made a good use of your time during the quarantine period? If not, what would you do differently?
12. Should the federal minimum wage be based on age, number of dependents or something else?
13. When has your life changed as the result of seemingly random influence?
14. Will college change who you are, or cement it?
15. The world is so complex, no one can possibly understand it. Agree or disagree?
16. If the United States were completely destroyed in an unprovoked nuclear attack, would you want to destroy those who attacked us?
17. What do you consider to be a 'perfect' evening?
18. Would you have a healthy, loving pet put to sleep for \$50,000?
19. What do you believe are the chief reasons for students' academic failure in college?
20. The president of your college wants to get rid of spring break. Write a persuasive essay convincing him / her that it would be a bad idea.
21. What do you think are the major causes of divorce?
22. Describe the worst experience you've had with a teacher.
23. Describe the best experience you've had with a teacher.
24. How would YOUR life be different if there were no internet?

