

South Plains College
"SOUTH PLAINS COLLEGE IMPROVES EACH STUDENT'S LIFE"

Course Syllabus for ENGL1301 + INRW0300 – Fall 2018

Instructor Contact and Office Hours

Instructor: Dr. Erika M. Warnick, Associate Professor in Reading and Education

Email: ewarnick@southplainscollege.edu

Phone: 806-716-2238. Please leave me a message if I am not available to answer your call

Office Location: Library Building, Levelland Campus, Third Floor –
room 306 Classroom Location: Room 313 – Library Building

Office Hours for Fall 2018

Monday	Tuesday	Wednesday	Thursday	Friday
9:00a.m.-9:30a.m. 1:00p.m.-3:00p.m.	11:00a.m.-1:00p.m.	9:00a.m.-9:30a.m. 1:00p.m.-2:00p.m.	11:00a.m.-1:00p.m.	9:00a.m.- 12:00p.m <i>by appt. only!!!</i>

Please complete and cut off this portion of the syllabus (you may use the back of this form). Please turn this slip into Dr. Warnick by _____.

1. Name & CONTACT INFO (Cell # and email):
2. Once upon a time I completed a project I enjoyed and this is why...
3. In this course, I hope the teacher will... I expect to learn from this class...
4. Please share anything else you think might be helpful for me to know about you.

I have read and understood all policies contained in this document.

SIGNATURE _____ DATE _____

ENGL 1301: Composition I Syllabus

Department: English and Philosophy

ENGL 1301 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.

ENGL 1301 partially satisfies a Core Curriculum Requirement: Communications Foundational Component Area (010)

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: Upon successful completion of this 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, voice, parallelism, punctuation, spelling, and mechanics in language appropriate for academic essays.
7. Write a minimum of six 500-word essays.

INRW 0300: Integrated Reading and Writing Syllabus

Departments: English and Philosophy/The Teaching and Learning Center

INRW 0300 Course Description: INRW 0300 serves as a paired support course for students enrolled in ENGL 1301 who are not yet TSI-complete in reading and/or writing. The focus is on teaching students critical reading and academic writing skills to equip them for success in Composition I. Successful completion of this course fulfills TSI requirements for reading and/or writing.

Student Learning Outcomes: Upon successful completion of this course, students will:

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Identify and analyze the audience, purpose, and message across a variety of texts.
4. Describe and apply insights gained from reading and writing a variety of texts.
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.
6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
7. 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.
8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
9. Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.
10. Recognize and apply the conventions of Standard English in reading and writing.

ENGL 1301 + INRW 0300 Class Policies

Required Materials for Class

Textbook:

1. MindTap English, 1 term (6 months) Printed Access Card for Wyrick's Steps to Writing Well with Additional Readings, 10th edition 9781305665569

Material:

1. 3-ring binder
2. Highlighters, pens, pencils
3. Jump/flash drive
4. Word processing software (e.g., Word, or Pages for Mac)
5. Dedicated access to a computer WITH Wifi, to complete assignments in Blackboard, In Mindtap, and to create, revise, and email papers.

Grades and Assessment of Work in Class

Student Learning Outcomes Assessment: A pre- and post-test, and a writing assignment rubric will be used to determine the extent of improvement that the students have gained during the semester.

Grades are determined by the following scale:

90-100 = A 60-69 = D

80-89 = B 0-59 = F

70-79 = C

(please note: the grade you earn in ENGL1301 will be the same grade awarded for INRW0300):

Writing portfolio (includes seven papers, three of which will include drafts + revisions)	50% of grade
In-class writing assignments	10% of grade
Written-based homework	10% of grade
Weekly digital homework (e.g., Mindtap, Discussion Board, Digital Journals)	15% of grade
Mid-term exam	10% of grade
Reading/writing quizzes	5% of grade
Participation	5% of grade
TOTAL	100%

**I reserve the right to make changes in grade calculation policies at my discretion*

The grades you receive on your assignments, quizzes, homework, digital work, drafts, revisions, papers, and exams are indicators of your progress toward college level writing. Students will be asked to keep an ongoing record of these grades. Additionally, it is each student's responsibility to continually monitor academic progress posted in each student's grade book on Blackboard.

General Assignment Information

- **Writing portfolio:** Your portfolio will consist of essays of various topics, lengths, and styles, three of which will be turned in for both draft and revision grades, for a total of seven written assignments. You will receive a set of specific instructions for each writing assignment. The rubric used to assess your assignments is located at the end of this syllabus. You are expected to turn in every part of an assignment according to the dates listed on the course outline, and announced in class.
- **In-class writing assignments:** You will practice writing in writer's workshops daily. You will also be asked to complete summaries, reflections, worksheets, and other written assignments.
- **Homework:** You will have written, reading-based assignments, in which you will read something (e.g., text-book chapter, news article), and then write something related to the reading (e.g., create an outline of a chapter, create a double-entry journal). You will have these due every week to two weeks.
- **Digital homework (weekly):** Every week, you will have something to complete, in Mindtap, Blackboard, or both. These include discussions in the discussion board in Blackboard, and/or Mindtap homework. Digital homework cannot be made up if missed, unless the instructor grants permission (e.g., due to an unforeseen circumstance):
 - Having technical difficulties is not an excuse for missing homework.
 - It is ***YOUR responsibility to locate a working computer and wifi, and to file tech support tickets, and/or call any tech support numbers*** to report a problem.
 - If you are experiencing technical issues with Mindtap, you will need to:
 - file a tech support ticket with Mindtap (through the Mindtap support area) within two (2) business days of your issue and,
 - send me a screenshot of the issues you see on your end and,
 - email me the case number for the issue.
 - **If you are having issues with Blackboard, please email me to let me know, then contact Blackboard Technical Support at blackboard@southplainscollege.edu or (806) 716-2180.**
- **Reading Quizzes:** you will have weekly reading and grammar quizzes. Quizzes are designed to assess your understanding of the material reviewed in class and read about in the chapters. You will have the opportunity to take each quiz twice and keep your highest score. All quizzes are taken in Blackboard and are timed. Your highest quiz score will be counted twice. Quizzes cannot be made up if missed.

- **Mid-term exam (1 exam).** You will have one mid-term exam, which will cover the concepts learned up until that point, which will include: active reading, SQ3R, vocabulary/context clues, grammar, topic, main idea, inferences, and details. During exams, everything you brought to class that day will be kept out of sight the entire time. This includes all electronic devices (i.e., cell phones, tablets, laptops, headphones, etc.), notebooks, backpacks, textbooks, etc. Students may not wear headgear during the exam (e.g., no headphones, no sunglasses).
- **Missed exam:** If a student misses the exam, the student will receive a 0 for the exam. HOWEVER:
 - if you have documentation for missing the exam (e.g., an official doctor's note), then you may make up the exam within a week.

Essay Guidelines

Essay Assignment 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.

"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."

Classroom Policies, Assignment Policies, and Due Dates

Assignment Deadlines and Requirements

1. Students are expected to submit college level work on time, on the date on which the assignment is due. **No late work will be accepted in the class. Please plan your time accordingly!**
2. All work (typed or hand-written) is expected to contain professional and appropriate language, correct grammar, correct spelling, and complete sentences.
3. All assignments must be in the **MLA 8th edition (2016) format**, unless otherwise noted.
4. Typed assignments must be in a recognized word processing software (such as Word, or Pages for MAC). **I must be able to open, save, download, and add comments to any attachment sent to me, otherwise, a grade of 0 will be given for any assignment sent in an unrecognized program.** Please do not send assignments in PDF format, unless otherwise noted.
5. If you forget to attach an assignment to your email in Blackboard, **the first time this occurs, I will allow you to submit the assignment ASAP after the deadline, but no later**

than 12:00p.m. (CST) the following day. Any subsequent times in which you forget to attach an assignment/paper, a grade of 0 will be given for the missed assignment.

6. At the end of the semester, after the last week of class, I will drop your two lowest assignment/homework grades.
7. Revised essays (three of them) will be submitted through the Turnitin link in Blackboard. TURNITIN is a powerful program that helps detect plagiarism or improper use of sources in papers, as well as grammatical errors. Once your paper has been graded in TURNITIN Feedback Studio, you will be able to view my comments and marks on your paper. You will submit revised papers to the TURNITIN link under the Course TURNITIN accepts the following file types: Microsoft Word, WordPerfect, PDF, RTF, OpenOffice (ODT), Google Docs.

Unforeseen Circumstances

If a student is dealing with an unforeseen circumstance (e.g., a death in the family, an illness), the student should contact the instructor immediately, before the due date of an assignment. Please do not assume that the instructor will change the date of an assignment, or extend the date, due to an unforeseen circumstance. It is only at the instructor's discretion that a due date may be amended or extended. If a date is changed, it will only be changed/amended/extended once. After that, a grade of 0 will be given for additional missed assignments.

Attendance

- Students are expected to attend all class sessions, and attend class on time. Being late is disruptive and disrespectful to the class. Please see the Disruptive Behavior policy, below.
- Students will be given four (4) absences to be used throughout the semester.
- If a student has five (5) or more absences, the student may be dropped from the course with a grade of F.
- If a student is late to class (5 minutes or more, up to 15 minutes late), he or she will be marked tardy. **Two tardies = 1 absence, and these do count towards the four total allowable absences.**
- If a student arrives to class 16 minutes late or more, without prior consult with the professor, OR a documentable reason, the student will be marked absent, as this is disruptive to the class. This absence does count towards the four allowable absences in the class.
- If a student leaves class early without consult with the professor, the student will be marked absent for class that day. This absence does count towards the four allowable absences in the class.

Cellphone/Laptop/Tablet Usage in Class

Cellphones, tablets, and/or laptops may be used in the class for note-taking and academic purposes only. These devices should be kept on mute or off mode. Taking phone calls during class is prohibited. If I see anything distracting, I will ask you once to put the item (e.g., cell phone) away. If the behavior continues, and I have to ask you a second time, you will be asked to leave the class, which will count as an absence for that day.

Disruptive Behavior

You are an adult, and as such, you will be treated as one, with respect and professionalism, in the class! Being an adult also means being respectful to those around you. Do your best to be respectful of others and their right to learn in a peaceful environment in all aspects of classroom behavior. Disruptive behavior includes, but is not limited to creating distractions, talking out of turn, talking with classmates during lecture, wandering in and out of class, chronically showing up late, chronically leaving early, or improper use of technology. "Failure to comply with lawful directions of a classroom teacher relative to maintaining good order is considered misconduct on the part of the student. Repeated violations of disrupting a class will result in the student being dropped from the course." (See Student Guide)

*****If the instructor deems a student unprepared in any manner (e.g., consistently not bringing required materials/homework to class), and/or, if a student disrupts the learning environment, he/she will be asked to leave the class. If a student is asked to leave the class, this will result in an absence for that day, and this absence does count towards the student's allowable total of absences for the semester. If the student is continually unprepared for class in any way, and/or continually disrupts the learning environment, that student may be dropped from this course with the grade of F.*

"Freebie" for Class

On a homework assignment, a discussion board, or a Mindtap assignment (ONE), you may use what I call a "Freebie," which means you will be **EXEMPTED** from that specific assignment (i.e., a grade of 0 will not be entered for that assignment). You can only do this once during the session, so use it wisely. To use this option, you will email your instructor in **Blackboard** within **three days after that deadline occurs**, state that you would like to use your Freebie, and specifically state the coursework to which you would like it applied (e.g., "Dear Dr. Warnick, I would like to use my Freebie on the Chapter 3 concept map). **This doesn't happen automatically; no email, no credit, it's all on you. This option cannot be used on exams, quizzes, or any part of the portfolio.**

Grade Drop

At the end of the semester, after the final essay (unless a student is exempted from Exam #4), I will drop your two lowest assignment/homework/quiz grades.

Plagiarism and Cheating

Students are expected to do their own work on all projects, quizzes, assignments, digital homework, exams, 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. Additionally, a student may be asked to meet with the Dean of Students for further disciplinary action.

What is Plagiarism?

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. Two or more students turning in an assignment with the same answers;
2. Obtaining an examination by stealing or collusion;
3. Discovering the content of an examination before it is given;
4. Using an unauthorized source of information (notes, textbook, text messaging, internet) during an examination, quiz, or homework assignment;
5. Entering an office or building to obtain unfair advantage;
6. Taking an examination for another;
7. Altering grade records;
8. Copying another's work during an examination or on a homework assignment;
9. Rewriting another student's work in Peer Editing so that the writing is no longer the original student's;
10. Taking pictures of a test, test answers, or someone else's paper.

Student Responsibilities

As a student, you are responsible for:

1. the learning process, including preparation for class, such as reading and homework; participation in class discussions, including asking relevant questions; getting assignments and/or notes if absent; and accepting responsibility for not understanding an assignment or failing an assignment,
2. having an appropriate attitude and using appropriate language in academic

- environments; not use condescending, inflammatory, threatening, or profane rhetoric, whether verbally or in written form, in academic environments,
3. having respectful behavior toward instructor and classmates in order to contribute to the atmosphere necessary for learning,
 4. courteous actions to others, especially by putting away cell phones and other distractions while in class,
 5. consistently monitoring grades and academic progress in the course (in the gradebook in Blackboard),
 6. submitting all assignments in accordance with due dates, formats, and requirements,
 7. avoiding all forms of cheating and plagiarism on all assignments, including improper collaboration with others,
 8. asking questions (to the instructor) when something is unclear.

Institutional Policies

Academic Integrity/Plagiarism

It is the aim of the faculty of 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 serious offense and renders the offender liable to serious consequences, possibly suspension. **Unless otherwise noted, all assigned homework is designed to be an individual exercise with the purpose of increasing reading skills, writing skills, and comprehension. Students who present work that may not be their own will receive an F for that assignment/paper/digital homework/quiz/ exam. Additionally, the student may be referred for disciplinary action, and/or maybe dropped from the course with the grade of F.**

Campus Concealed Carry Statement

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 and Frequently Asked Questions, please refer to the Campus Carry page at: <http://www.southplainscollege.edu/campuscarry.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.

Campus Resources

Advising & Testing: Students may contact the advising and testing center for information regarding TSI or other tests required by programs at SPC and/or advising services. Please call 806-716-2366 (Levelland Campus), 806-716-4606.

Tutoring: Please visit the Teaching and Learning Center, third floor of the Library Building, Levelland campus. Contact Dr. Gail Malone, or Dalila Gonzales, at 806-716-2241 or dgonzales@southplainscollege.edu. Each semester, tutor schedules will be posted in our classroom and various other locations around campus as they become available. Please make special note that all tutoring services at SPC are free to students.

Health & Wellness Center: The counselors at the Health & Wellness center can advise you confidentially. They can also help you access other resources on campus and in the local community. You can schedule an appointment with a counselor by calling 806-716-2529.

Health Clinic: Students taking at least 6 hours on the Levelland Campus have free access to our on campus health clinic. They are able to have an office visit with a nurse and a doctor as well as receive information for assistance with prescriptions. Monday thru Friday, 8:00 am – 3:00 pm. To make an appointment call: 806-716-2576.

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.

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.

Students with Disabilities

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 Chris Straface, Director of Health and Wellness, at 806-716-2362 or email cstraface@southplainscollege.edu for assistance.

The intention of the master syllabus is to provide an outline of the contents of this course, as specified by faculty of the Reading Department at South Plains College, regardless of who teaches the course, when it is taught or where it is taught. Faculty members teaching this course for South Plains College are expected to facilitate learning pursuant to the course objectives. However, instructors also are encouraged to cover additional topics of interest so long as those topics are relevant to the course's subject. The master syllabus is, therefore, prescriptive in nature but also allows for a diversity of individual approaches to course material.

Tentative Schedule - ENGL 1301 + INRW 0300 Co-Requisite (co-req) Class

This schedule is tentative. I reserve the right to change/amend this schedule as needed. Any changes will be announced in class, and updated on Blackboard.

Please note: This is NOT a homework schedule! This is the overview of the topics to be discussed, and the essay due dates. Weekly homework/quizzes/Mindtap assignments will be announced in class, and posted to Blackboard.

August 28-30	Welcome to Class!!!! Nelson-Denny Assessment, Getting to Know You, Active Reading/SQ3R, Reading/Writing Connection, Syllabus Review STWW - Reach Chapter 8, Reading-Writing Connection
September 4-6	<i>Reading Activity</i> <i>Introduction to the 6 Traits of Writing/Trait #1 - Ideas</i> <i>Begin In-Class Informational Essay; Introduce Concept Map/Clustering</i> <i>Grammar - Word Parts, Sentences, and Fragments</i> <i>STWW - Read Chapter 1, Ideas</i>
September 11-13	<i>Digital Day in Lab (please see Blackboard for Lab Location) /MLA 8th Set Up in Word</i> <i>Trait #2 - Organization</i> <i>Outlining; Thesis Statements</i> <i>Grammar - Capitalization</i> <i>STWW - Chapter 2, Thesis Statements</i>
September 18-20	<i>Trait #3 - Voice</i> <i>Turning Outlines into Paragraphs</i> <i>Grammar - Clauses, fragments, sentence types</i> <i>STWW - Chapter 3, Body Paragraphs</i>
September 24-26	In-Class Essay DRAFT due (printed, brought to class) on 9/24 Trait #4 - Word Choice Stated Main Ideas in Reading and Writing Writing Topic Sentences; Peer Review Practice Grammar - Errors Part I STWW - Chapter 4, Beginnings and Endings; pp. 545-548
October 1-3	<i>Inferences/Implied Main Idea in Reading and Writing</i> <i>Trait #5 - Sentence Fluency</i> <i>Pattern #1 - List and Process; Begin Process Essay</i> Grammar - Errors Part II STWW - Chapter 10, Process; pp. 552-559

October 8-10	REVISED Informational Essay Due by Sunday, 10/6 Mid-Term Exam October 10 <i>Supporting Details; Pattern #2 Definition</i> Grammar - Punctuation STWW, Chapter 25, Punctuation, AND Chapter 12, Definition
October 16-18	Library Workshop Resume/Cover Letter Workshop Trait #6 - Conventions Grammar - Commas STWW - Chapter 19, Conducting Research and Using Sources
October 23-25	Process Essay Draft Due Sunday, 10/28 Grammar - Apostrophes Pattern #3 - Example STWW - Chapter 9, Development by Example; STWW - Chapter 23, Writing in the World of Work; pp. 573-582
October 30- November 1	Begin Job/Career Essay workshop Pattern #4 - Compare and Contrast Grammar - Dashes and Hyphens STWW - Chapter 11, Compare and Contrast; pp. 589-596
November 6-8	Process Essay Revision Due Sunday, 11/11 Fact and Opinion/Argumentation STWW - Chapter 5, Drafting and Revising; Chapter 15, Argumentation
November 13-15	Pattern # 6 - Cause and Effect STWW -Chapter 19, Conducting Research Grammar - S/V agreement Practice
November 20	Faculty Consult/ Escape the Room S/V Practice
November 27-29	Job Research/Career Draft Due by Tuesday, 11/27 Peer Reviews Wrapping Up
December 4-6	Job Packet (resume, cover letter, research paper) due by Thursday, 12/6 Nelson-Denny; Faculty Meeting
December 10-13	FINALS - Please Consult the SPC Finals Schedule for Your Exact Time

*******Please note: I reserve the right to change this tentative schedule. I may add, delete, edit, or revise material to help students accomplish the learning outcomes of the course. If a change is made, it will be announced in class, and updated schedules will be made available on Blackboard.**

