

English 1301.208.209.443.444

Interactive Television Dual Credit Statement and Syllabus

Fall 2021

8:00 – 8:50, 9:00 – 9:50 Tuesday/Thursday Friday/Computer Work

Instructor: Patti Thompson
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Office Hours: RC307B
MW 11:00 – 1:00 TT 10:00 – 12:00 F appointment only

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.

Prerequisites:

- Students must be TSI-compliant in both writing and reading.
- International students who do not have a TOEFL score of 550 must enroll in ENGL 0301 or 0302 or ESOL 0301 or 0302.

Texts

Albright, Zoe L., and John Langan. *College Writing Skills with Readings*. 10th ed., McGraw-Hill, 2019. ***Do not purchase this – it is included in your tuition. You will find it in your Bb course,; Click on the Red Shelf menu button on the left side of the screen once you login. Then you will scroll until you find your section number. Click on that section and follow the directions.***

TexBook Program: *This course is in the SPC TexBook program, so you do not need to purchase a textbook or access code for this course.*

- **What is TexBook?** The required textbook/digital content for this course is available to you in Blackboard from the first day of class. The fee for the textbook/digital content is the lowest price available from the publisher and bookstore and is included in your tuition/fee payment.
- **How do I access my TexBook?** Your course material is in your Blackboard course from the first day of class. Access to your course material is provided either by RedShelf or other links inside your Blackboard course. RedShelf (and many publisher's) ebook features include the ability to hear the text read aloud, highlight, take notes, create flash cards, see word definitions, build study guides, print select pages, and download up to 20% of the book for offline access.
- **Help with TexBook issues and support:** check with your professor and/or contact <https://solve.redshelf.com/hc/en-us/requests/new>
- **Opting out of TexBook:** Participating in TexBook is not mandatory, and you can choose to opt-out. However; by opting-out you will lose access to the course [*textbook/digital content*] and competitive pricing, and you will need to purchase the required course material on your own. If you drop the class or opt-out before the opt-out deadline, the

TexBook charge will be automatically refunded to your SPC account. The opt-out deadline for Fall and Spring is the twelfth class day. The opt-out deadline for shorter terms varies between the second and third class day.

**Please consult with your professor before deciding to opt-out.*

If you still feel that you should purchase the course textbook/materials on your own, send an **opt-out email** to **tfewell4texasbookcompany@gmail.com**. Include your first name, last name, student ID number, and the course you are opting out of. Once you have been opted-out, you will receive a confirmation email. If you need assistance with the process, contact the SPC Bookstore:

Email: tfewell@texasbook.com / **Phone:** 806-716-2399

Email: agamble@texasbook.com / **Phone:** 806-716-4610

Grading Breakdown

Reading Quizzes	(8 @ 15 pts/each)	120
Outline Drafts	(3 @ 25 pts/each)	75
Drafts/ Peer Revision	(4 @ 25 pts/each)	100
Paragraph		30
Narrative Essay		100
Compare & Contrast Essay		100
Summary & Paraphrase		100
Argumentative Essay		100
Reflective Writing	(3 @ 25pts/each)	75
Grammar	(4 quizzes @25pts/each)	100
Final Exam		100
Total		1000

This course satisfies a Core Curriculum Requirement: Yes—Communication Foundational Component Area

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. Exhibit logic, unity, development, and coherence to create essays.
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 edited American English, with an emphasis on correct grammar, punctuation, spelling, and mechanics, in academic essays.
7. Write a minimum of 3000 words/semester

Essay Assessment Guidelines:

- The “A” essay is perfectly formatted, with three or fewer spelling/wrong word and/or grammatical errors. It also has an excellent title, strong thesis, good transitions, an introduction with a hook, a thoughtful conclusion, and well-supported main points in the body paragraphs. The writing is lively and intelligent; there are no sentence structure errors.
- The “B” essay at the 1301 level contains all of the above with one or two more errors.
- The “C” essay has a thesis, introduction, and conclusion, but lacks support and has multiple errors.
- The “D” essay contains one or more of the following problems: lack of a strong thesis, lack of a strong organizational pattern, weak introduction and/or conclusion, formatting errors, multiple spelling and grammatical errors, and/or sentence structure issues (fragments and run-ons).
- The “F” essay does not meet the minimum requirements for a 1301-level essay assignment. Some examples of “F” essays are 1) those written on a topic that has not been approved; 2) those that do not meet the minimum word count; or 3) those that are not written in the required format.

Student Responsibilities: Students are expected to

1. Be on time and regularly attend class
2. Be responsible for 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
3. Be responsible for 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
4. Have respectful behavior toward instructor and classmates in order to contribute to the atmosphere necessary for learning
5. Be responsible for courteous actions to others, especially by putting away cell phones and other distractions while in class
6. Be responsible for writing down all grades and applying them to the grading scale used for the class, which is shown in the course’s policy statement/syllabus
7. Submit all assignments in accordance with due dates, formats, and requirements
8. Avoid all forms of cheating and plagiarism on all assignments, including improper collaboration
9. Ask questions when something is unclear.

Absence/Performance Policy

Punctual and regular class attendance is required of all students attending this course through their high school, South Plains College, and the State of Texas. Students are responsible for all class work covered during absences from class. Papers are due on scheduled dates, regardless of a student’s absence. “Whenever absences become excessive and, in the instructor’s opinion, minimum course objectives cannot be met due to absences, the student should be withdrawn from the course” (SPC General Catalog pg. 20). After four absences students could be withdrawn from the course. If something major is happening in your life, please let me know as soon as possible. **Assignments must be turned in on time; after the deadline, a late assignment will accumulate a penalty of 10% deduction for day late, up to 3 days. No assignments will be accepted or graded after 3 days. Missing assignments count as zeroes.**

Classroom Decorum

No student has the right to disrupt a class in any way and thus interfere with the education of the other students. Disruptive behavior is not restricted to behavioral problems; it can include noise from cell phones, watches, inappropriate attire/appearance. Using a laptop during class will be necessary, but not when instruction is occurring. Nothing is more frustrating for me than to have to repeat myself 4 times because students are talking, texting, surfing the net, or taking a mental vacation. I do not like giving instructions more than once, so expect problems if you ask me to repeat information. If the class takes place in a computer lab, students should not bring food into the class.

Plagiarism

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.

Students must turn in drafts of their papers, a major part of the participation grade. This ensures that a student is producing work alone.

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

- 1) Turning in a paper which 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; or
- 4) Giving a footnote only at the end of a paragraph, even if the paragraph is completely paraphrased from one source.

Cheating

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.
- 8) Having someone else write a paper for a grade.

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.

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. 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.

Discrimination Policy: The instructor will do his or her best not to discriminate on the basis of age, color, disability, ethnic background, gender, national origin, race, religion, sexual orientation, or veteran status.

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.

Campus Concealed Carry: 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.

Semester Schedule

Week 1 Aug. 30 – Sept. 5

8/31 Welcome; Syllabus overview; eTextbook; Discussion Board

9/1 Read Chapters 1 Intro to Writing epgs. 2 – 23; Chap. 2 Writing Process epgs. 24-51

9/2 Go over personal paragraph and handouts, Charting the paragraph; Complete Introductory Discussion Board (DB Do introductory discussion board and respond to 3 students NOT from your school);

9/3 take quiz over Chaps. 1 & 2; Turn in Personal paragraph to Bb by midnight

9/5 Read Chap. 9 Narration epgs. 225-245

Week 2 Sept. 6 – 12

9/7 Brainstorm over topics for Narrative on epgs. 239-240; Work on student essays in text book

9/8 Read Chap. 3: 1st and 2nd steps in essay writing epgs. 52 - 84; Chap. 4: 3rd step in essay writing epgs. 85 -111;

9/9 Red Run-Ons epgs. 495 – 506 and Chapter 36 Comma pgs. e589 – 598; Grammar Bytes

9/10 Take quizzes over Chaps 3 & 4

9/12 Turn in Outline of Narrative to Bb discussion by midnight

Week 3 Sept. 13 – 19

9/14 Go over Outlines of Narratives in Class

9/15 Work on Draft of Narrative; Read Chap 6 Four Bases for Revising Essays epg. 147 and Chap 7 Developing an Essay epg. 176

9/16 Discuss intros and conclusion

9/17 Take Grammar quiz #1 CS/FRO

9/19 Turn in Draft of Narrative to Bb by midnight

Week 4 Sept. 20 - 26

9/21 Peer Revision of 2 essays in class (bring 2 hard copies for this) Comments due by midnight to Bb

9/22 Read Chaps 25 Subject/Verb epg 518 and 27 Pronoun/Antecedent Agreement Work epgs 530

9/23 Deep Personal Revision of Narrative during class

9/24 Take Quizzes over Chap. 6 & 7; Final of Narrative due by midnight;

9/26 Read Chap 13 Comparison and Contrast epg 305

Week 5 Sept. 27 - Oct. 3

9/28 C & C Lecture w/handouts, go over topic list

9/29 Review SVPA w/Grammar Bytes

9/30 Work on Student sample essays in class from 317

10/1 Turn in Outline of C & C essay on graphic organizer include subjects, criteria, thesis, and topic sentences; Take Grammar Quiz #2 over SVPA

Week 6 Oct. 4 - 10

10/5 Go over Outlines in Class; focus on topic sentences

10/6 Turn in Draft of C & C essay to Bb by midnight

10/7 Peer Revision of C & C – bring 2 copies to class; submit comments to PR assignment by midnight

10/8 Turn in Final of C & C essay by midnight to Bb

10/10 Read Chap. 16 Argument epg. 367; Chap 18 Summarizing and Paraphrasing epg. 410; Chap 20 Writing a Research Essay epg. 453

Week 7 Oct 11 – 17

10/12 Discussion about Argumentative Research Essay, function of summarizing/paraphrasing, research; Topic possibilities

10/13 Look over topics and begin selection process

10/14 SPC Database tour during class; Turn in Topic for Argumentative Research Essay, begin research

10/15 Take Grammar Quiz #2

10/17 Submit copy of article for Summary/Paraphrase assignment

Week 8 Oct. 18 - 24

10/19 Review how to write a summary/paraphrase assignment; Discuss paraphrase portion

10/20 Submit draft of summary to Bb

10//21 Peer Revision of Summaries – bring 2 copies to class; comments to Bb by midnight

10/22 Submit final of Summary/Paraphrase to Bb by midnight

10/24 Read Chap. 34 Apostrophe epg 574,

Week 9 Oct. 25 - 31

10/26 Strategies for Argument 368 -371; Apostrophe worksheet/handout

10/27 Gather more research from SPC databases

10/28 Group work for supporting points for argument

10/29 Submit thesis and major points to Bb

Week 10 Nov. 1 – 7

11/2 Thesis and points work; Rebuttal

11/4 Model Essay to Consider 380

11/5 Take Quiz over Chap. 16 Argument

Week 11 Nov. 8 - 14

11/9 Integrating Quotes and paraphrasing

11/11 Work Cited set up; Review for Apostrophe quiz

11/12 Grammar Quiz #3 Apostrophe on Bb

Week 12 Nov. 15 – 21

11/16 Rebuttal discussion; Read Chapter 32 Misplaced Modifiers 552, Chapter 33 Dangling Modifiers 556 discussion

11/18 Work on rough outline; Submit rough outline to Bb by midnight

Week 13 Nov. 22

Thanksgiving week

I will comment on the rough outlines over the next week so check Bb for comments

Week 14 Nov. 29 – Dec.

11/30 Quoting and Paraphrasing Review

12/1 Turn in Draft of Argument essay to Bb (turn it in) by midnight (must have a Works Cited with it for full credit)

12/2 Peer Revision of 2 essays – submit comments to Bb by midnight

Week 15 Dec. 6 - 12

12/7 Ask any questions about your essays during class. – Deep Personal Revision? Final of Argumentative Essay due by midnight to Bb – Turn It In – GET RECEIPT

12/9 Assignment of Final Discussion Board and Exam; Take Final Grammar Quiz – comprehensive – over the previous 3 quizzes

12/10 Final Reflective Discussion board due by midnight in Bb

Week 16 Dec. 13 - 16

Final Exam due by noon Tuesday Dec. 14 to Bb

Again, dates may be changed due to unforeseen circumstances