

English 1301

Fall 2021

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Reese Center Office: 307C ~ Lubbock Center Office: 125K

Office Hours or By Appointment

Monday (Lubbock)	Tuesday (Reese)	Wednesday (Lubbock)	Thursday (Reese)	Friday By Appointment
~	~	~	9am-11am	9am-11am
2:30pm-4pm	4pm-5:30pm	2:30pm-4pm	~	2pm-4pm

Departmental Course Description: This course includes a grammar review and a study of the principles of good writing, methods of paragraph and theme development, frequent essays, and readings in literature and the other humanities.

Scope/Purpose: The purpose of English 1301 is to help students understand and apply the standards of correctness in formal thought and the written English language. English 1301 helps students to think well by teaching them to read and write well 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.

Prerequisite: International students who do not have a TOEFL score of 550 must enroll in ENGL 0301 or 0302 or ESOL 0301 or 0302.

Student Learning Objectives: Upon successful completion of the course, the student should be able (1) to understand writing as a process: that is, writing conceived as a connected and interactive process which includes pre-writing, writing, and revision; (2) to apply the principles of writing as a process and the analysis of audience and purpose to writing assignments; (3) to write an essay that follows the principles of unity and coherence and that is appropriately developed by means of narration, description, illustration, definition, process analysis, cause and effect, comparison and contrast, classification and division, argumentation, and/or persuasion; (4) to write an essay in standard English, the criteria for standard English being those described in *A Writer's Reference*; and (5) to understand and apply basic principles of critical thinking in the development of exposition and argument.

Required Supplies:

Access to a computer with Internet access

An active SPC email account

Suggested Texts and Supplies:

A standard collegiate dictionary, such as *Merriam Webster Collegiate Dictionary*

Internet cloud storage

Course Requirements:

Students will write a minimum of six essays, including the final exam; these essays will be graded according to the standards set forth in this policy statement.

Students will read short stories, poems, and essays from all areas of the humanities, will participate in class discussions of the readings, and will be tested over their understanding of the readings through quizzes, examinations, and/or written assignments.

Individual instructors may require additional writing assignments including, but not limited to, resumes, business letters, homework or reaction papers, and journal entries.

Individual instructors may also require quizzes or examinations covering, but not limited to, grammar, reading assignments, logic, and rhetorical modes.

Grading of Course work:

Participation/Daily Writing Exercises 10 points

Narrative/Descriptive Essay Final Draft (2-3 pages) 10 points

Process Essay (2-3 pages) 10 points

Cause and Effect essay (2-3 pages) 15 points

Compare and Contrast essay (2-3pages) 15 points

Argument essay (3-4 pages) 40 points

Extra Credit Essay 5 points

Grading Scale:

A- 100-90 points

B- 89-80 points

C- 79-70 points

D- 69-60 points

F – 59-0 points

Drafting Process: This class views writing as a process. The ability to consistently write well requires the author to constantly re-read and re-evaluate his or her written work. One of the main purposes of this class is to introduce the student to the revision process. Writers should never fall in love with their first drafts. A concentrated effort to revise all papers will be expected. The final drafts must display a substantial effort toward improvement. For any of the assigned papers,

failure to engage in the revision process, regardless of the quality of the first draft, will result in a failing grade for that paper.

Format of Assignments: As you will discover, part of the writer's job is to orchestrate how the reader perceives the ideas and opinions presented. To that end, meticulous attention needs to be given to the full presentation of papers.

All assignments need to conform to MLA standards.

All assignments should be typed or computer generated papers with all text in Times New Roman, 12 point font.

All assignments should have 1" margins on the sides, top, and bottom.

Your name, section number, and date should be in the upper left (or right) hand corner of the first sheet, and your last name with the page number should appear on the top right of any remaining pages.

Drafts should be clearly labeled as to 1st or final.

Assignments with multiple pages must be stapled.

Failure to conform to the above guidelines without prior approval from me may result in a reduction of credit for that assignment.

—Remember also that all electronically-submitted assignments may be processed through Turnitin.Com to verify originality.

Methods of Evaluation: Students' work is evaluated by means of A, B, C, D, F: Superior, Good, Average, Poor, and Unacceptable. Numerical grades are assigned for convenience in averaging grades only.

All assignments must be completed and turned in on the date due before a student will receive credit for the assignment.

Essays and writing assignments will be evaluated according to the following criteria:

1. Use of the conventions of standard grammar;
2. Use of the appropriate method of development for the assignment;
3. Use of the principles of unity and coherence; and
4. Use of logical, factual arguments to advance the thesis of the assignment.

Superior Essays (A) These essays meet all the conventions listed for Good Essays, but the work is more original, more inspired, and more maturely presented. To receive an "A", an essay cannot contain more than one major grammatical error.

Good Essays (B) Central Idea: presents a significant and interesting central idea, clearly defined and supported with substantial, concrete, and consistently relevant detail.

Organization/Development: handled so that the essay conveys a sense of controlling purpose and orderly progression; the thought moves—clearly, coherently, and with compelling logic toward a conclusion; paragraphs are developed with sufficient support and suitable proportion and emphasis; transitions between paragraphs are explicit and graceful. Sentence Structure: skillfully

constructed and displaying fluency, economy, and effective variety; together with diction, sentence structure is the best evidence of style, the distinctive, natural display of a good mind at work. Diction: everywhere appropriate to the writer's subject, purpose, audience, and occasion; distinctive in precision, economy, and the idiomatic use of General English. Mechanics: notable for the consistent use of conventional General English grammar, punctuation, and spelling; any errors are minor and do not detract significantly from the generally high quality of the essay as a whole. If the content and development are particularly good, an essay may receive a "B" with two major grammatical errors.

Average Essays (C) Central Idea: is apparent but may be trite, general, or self-evident; the idea is supported with some concrete detail, but detail that is occasionally repetitious, irrelevant, or sketchy. Organization/Development: plan and method of the essay apparent but not consistently fulfilled; developed with occasional disproportion or inappropriate emphasis; paragraphs unified, coherent, and usually effective in development; transitions between paragraphs clear but sometimes abrupt, mechanical, or monotonous. Sentence Structure: most sentences correctly structured but lacking in variety, economy, or forcefulness. Diction: appropriate to the subject, purpose, audience, and occasion; generally clear and idiomatic but not distinctive; some misuse of words may occur. Mechanics: clarity and effectiveness of expression are weakened by occasional lapses from conventional General English grammar, punctuation, and spelling. An essay cannot get above a "C" if it contains three major grammatical errors.

Poor Essays (D) Central Idea: is vague or confused or too large or general; unsupported by specific, concrete, relevant detail. Organization/Development: plan and purpose of the essay are not apparent; either the generalizations are left undeveloped, or they are developed by detail that is irrelevant, or inconsistent; paragraphs lack unity, coherence, or support; if there are any transitions between paragraphs, they may be unclear, misleading, or ineffective; thought and planning may display illogic or insufficient effort. Sentence Structure: sentences lacking in unity or coherence; run-ons, comma splices, or fragments may exist; expression is generally marked by serious and/or frequent awkwardness, incompleteness, ambiguity, redundancy, or immaturity; coordination may be excessive with a subsequent lack of appropriate subordination. Diction: inappropriate expression in being vague, imprecise, unidiomatic, immature, too colloquial, or substandard. Mechanics: clarity of meaning is obscured by frequent or serious departures from conventional General English grammar, punctuation, and spelling. Under no circumstances will a paper with more than four major grammatical errors receive more than a "D".

Unacceptable Essays (F) An essay fails when it lacks a central idea, when it is clear that the writer has no subject, purpose, or reason for writing, or if the writer has clearly not put forth an effort to complete the assignment to the best of her or his ability. An essay may also fail when it exhibits a total inability to develop its central idea or when it demonstrates incompetence in the use of conventional General English. Under no circumstances will an essay receive higher than an "F" if it contains five or more major grammatical errors, and an essay may receive an "F" with three major errors if the content and development are not particularly strong.

No Essays (0) Any essay, or other assignment, not written and turned in receives a Zero and is averaged.

Late Work: Except in special circumstances, late work will not be accepted, so the assignment must be turned in on time. Like in the world of work, the job must be done right the first time, and completed on time, or no credit is given.

Attendance: Regular attendance is imperative for successful completion of this course. Mere physical presence, however, is not enough to master the learning objectives outlined in this syllabus. You must also be prepared for each class. This includes having read the assignment, being ready to discuss the topic, and having completed any writing assignments that were due.

Absence Policy: Any student who misses more than four class sessions shall be dropped with a grade of “X” if the student has a passing grade average at that time. If the student is failing, due to poor work or missing assignments, the student will be given a grade of “F”. In special cases because of extenuating circumstances, a student may miss more than four absences and not be dropped, but the student must immediately notify the instructor of the attendance difficulty and submit proof of those extenuating circumstances, especially if the student already has surpassed the four allowed absences. "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, p. 20). Students should consult the General Catalog on pp. 20-22 for the college's detailed policy on class attendance and drops & withdrawals. Students have their own responsibility for dropping a class for too many absences or too much missed work.

Academic Integrity—Plagiarism and Cheating: “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 most serious offense and renders the offender liable to serious consequences, possibly suspension” (SPC General Catalog, p. 23). "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" (SPC General Catalog, p. 23). Students should consult the General Catalog on p. 23 for the college's detailed policies on plagiarism and cheating. Failure to comply with these policies will result in an F for the assignment and can result in an F for the course if circumstances warrant.

Cell Phones, Ipods, Blackberries, Laptops, etc.: Please silence all electronics prior to entering the classroom and remember the following 2 guidelines:

The classroom is a communal environment which requires each student to respect the learning experiences of the others. Please consider how your devices may impact, and in some cases simply annoy, others who sit near you.

You enrolled in, and paid for, this class with a specific purpose in mind, whether it is to improve your writing skills or to fulfill a core requirement. While surfing on Facebook, text-messaging a friend, or playing Pokémon Go might be more fun, realize that such actions will impair your progress in this class (and yes, by progress I do mean your final grade).

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 through the Guidance and Counseling Centers at Reese Center (Building 8) 716-4606, or Levelland (Student Services Building) 716-2577.

Statement of Nondiscrimination: It is the policy of this instructor not to discriminate on the basis of age, color, disability, ethnicity, gender, national origin, race, religion, sexual orientation, or veteran status.

Statement of Diversity: In this class, the instructor 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.

Covid 19 Policy:

If you are experiencing any of the following symptoms please do not attend class and either seek medical attention or get tested for COVID-19.

- Cough, shortness of breath, difficulty breathing
- Fever or chills
- Muscles or body aches
- Vomiting or diarrhea
- New loss of taste and smell

Please also notify DeEtte Edens, BSN, RN, Associate Director of Health & Wellness, at dedens@southplainscollege.edu or 806-716-2376.

Class Schedule

All assignments are to be completed before the day they are listed. Submission of all assignments is the responsibility of the student. Please refer to the course syllabus for the complete class policy of late papers. I also reserve the right to modify this schedule according to class needs.

Week 1:

August 24th - 28th

Course Introduction, Narrative/Descriptive Writing

Homework: Narrative/Descriptive Reading

Week 2:

August 31st - September 4th

The Writing Process

Homework: Rough draft Narrative/Descriptive Essay Due Sunday, September 6th

Week 3:

September 8th - 11th (Labor Day Break)

Writing Lab; Editing and Revising

Homework: Final Draft Narrative/Descriptive Due Sunday, September 20th

Week 4:

September 14th - 18th

Exemplification Essay

Week 5:

September 21st - 25th

Process Essay

Homework: Rough Draft Process Essay

Week 6:

September 28th - October 2nd

Writing Lab; How to Cite Sources

Homework: Final Draft Process Essay Due Sunday, October 4th

Week 7:

October 5th - 9th

Definition Essay

Week 8:

October 12th - 15th

Cause/Effect

Homework: Rough Draft Cause/Effect Essay

Week 9:

October 19th - 23rd

Writing Lab; Works Cited Page

Homework: Final Draft Cause/Effect Essay Due Sunday, October 25th

Week 10:

October 26th - 30th

Classification/Division

Week 11:

November 2nd - 6th

Compare/Contrast

Homework: Rough Draft Compare/Contrast Essay

Week 12:

November 9th - 13th

Writing Lab

Homework: Final Draft Compare/Contrast Essay Due Sunday, November 15th

Week 13:

November 16th - 20th

Argument

Week 14:

November 23rd - 24th (Thanksgiving Break)

Building an Argument

Week 15:

November 30th - December 4th

Writing Lab

Homework: Final Draft Argument Essay Due Monday, December 7th

Week 16:

December 7th - 10th

Finals Week