

English 1301.214-443

Interactive Television Dual Credit Statement and Syllabus

9:00 – 9:50 Tuesday/Thursday

Fall 2019

Instructor: Patti Thompson
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Office Hours: RC307B
MW 10:00 – 1:00 TT 12:15 – 1:15 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

Langan, John. *College Writing Skills with Readings*. 9th ed., McGraw-Hill, 2013
ISBN -9780078036279 Buy used or rent. NO CONNECT NEEDED

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 six 500-word essays.

Grading Breakdown

Introduction/Thesis/Outlines	50
Drafts/ Peer Revision 4 @ 50 pts each	200
Paragraph	50
Narrative Essay	100
Summary Essay	100
Compare & Contrast Essay	100
Persuasive Essay	100
Grammar (4 quizzes @25pts/each)	100
Final Discussion Board (5 sections, 20pts/each)	100
Final Exam	100
Total	1000

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. Students missing grammar quizzes will not be able to make up those tests.**

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. 26 – Sept. 1

8/27 Welcome; Course Introduction; Syllabus overview; Policies, Writing Process ppt;

8/29 Chapter 447 – 459 Fragment; Bb Introduction – Practice turning in a Document, Course Message, Discussion Posting

8/30 Do introductory discussion board and respond to 3 students NOT from your school

Week 2 Sept. 2 – Sept. 8

9/2 Labor Day Holiday

9/3 Read Chapters 8 Description 182 – 202; Paragraph Development – sample personal paragraph, descriptive paragraph assignment;

9/5 Charting the paragraph with samples

9/6 Draft of Descriptive Paragraph Due to Bb – bring a copy to class on Monday

Week 3 Sept. 9 – Sept. 15

9/10 Peer Revision – Charting paragraphs will do at least 2

9/11 Final of Paragraph due to Bb by midnight

9/12 Chapter 7 Introduction to Essay Development pgs. 174 – 181; Chapter Comma 554-563, Chapter Run On 460-472

Week 4 Sept. 16 – Sept. 22

9/17 Chapter 9 Narrative Writing 203-221, ppt, Assignment, brainstorm topics; Talk about thesis/main idea

9/18 Turn in topic to Discussion Board: Narrative Topics

9/19 Free write on topic; Work on Introduction for Essay; Review for Grammar Quiz

9/20 Grammar Quiz #1 Comma Splices and Fused/Run on Sentences

9/22 Turn in Introduction with thesis and scratch outline to Bb by midnight

Week 5 Sept. 23 – Sept. 29

9/24 In class discussion of Reading “The Yellow Ribbon” pgs. 215 – 217; work on conclusion for narrative essay

9/26 Subject/Verb/Pronoun/Antecedent Agreement Work

9/29 Turn in draft of Narrative essay to Bb by midnight

Week 6 Sept. 30 – Oct. 6

10/1 Bring 2copies of revised essay to class. Peer Revision of 2 other essays – submit comments to Bb

10/2 Make revisions from peer revision comments; Have clean copy with changes for class tomorrow

10/3 Deep personal revision – submit to facilitator with marks to be scanned and emailed to Mrs. T

10/4 Submit final of Narrative essay to Bb by midnight

Week 7 Oct. 7 – Oct. 13

10/8 Writing a Summary Read pgs. 375 -386, Summary Assignment; Discuss articles provided in Bb

10/10 Discuss format of summary – go over sample; Review for SVPA Grammar Quiz #2;

10/11 Grammar Quiz #2 SVPA Agreement Quiz on Bb

10/13 Summary Draft due to Bb by midnight; need 2copies for class on Monday

Week 8 Oct. 14 – Oct. 20

10/15 Bring 2 copies for Peer Revision, Submit comments to Bb

10/17 Chapter 37 Apostrophe 539; Chapter 32 Misplaced Modifiers 513 - 516, Chapter 33 Dangling Modifiers 517 – 522

10/18 Submit Summary final to Bb by midnight

Week 9 Oct. 21 – Oct. 27

10/22 Read Chapter 13 Compare & Contrast 281 – 303, Assignment; ppt, methods of development, topic list

10/24 Analysis of reading pgs. 293 – 298 in class discussion; Work on Introduction/ organization of essay; Review for GQ3

10/25 Grammar Quiz #3 Apostrophe on Bb

Week 10 Oct. 28 – Nov. 3

10/29 Go over Point by Point (Alternating) and Block with easy topics

10/31 Work on outline and introduction with thesis

11/1 Submit outline with intro and thesis to Bb

11/3 Draft of C & C essay due by midnight, need 3 copies for class on Tuesday

Week 11 Nov. 4 – Nov. 10

11/5 Peer Revise 2 other students, then deep personal revision on 3rd copy – submit to facilitator to scan and email to Mrs. T

11/6 Submit Compare and Contrast final to Bb by midnight

11/7 Chapter 16 Argument 343 – 364, Argument ppt, assignment; Topics; Works Cited

11/9 Submit topic to Mrs. T in course message

Week 12 Nov. 11 – Nov. 17

11/12 SPC library database tour

11/13 – Find sources from SPC databases

11/14 Work on Thesis statements; look at sample essay; Last day to drop a class for SPC

11/15 Turn in outline with sources to facilitator to scan and email me

Week 13 Nov. 18 – Nov. 24

11/19 Quoting, parenthetical reference; conclusion; WC review

11/21 Draft of Argumentative Essay with WC due to Bb by midnight

11/20 Peer Revision of 2 Argument essays; comments to Mrs. T

Week 14 Nov. 25 – Dec. 1

11/25 SPC students/Any schools? Personal Revision – answer any questions

Nov. 27 -29 Thanksgiving Holiday

Week 15 Dec. 2 – Dec. 8

12/2 Final Argumentative Essay due by midnight;

12/3 Final Exam Overview, work on Discussion boards

12/5 Finish Discussion boards, Work on Final Exam Essay

12/6 Take Final Grammar Quiz - comprehensive

Week 16 May 6 - 9

Final Exam ?

Again, dates may be changed due to unforeseen circumstances