

COURSE TITLE: Composition I

ENGL 1301 - Internet

INSTRUCTOR: Camy Brunson

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OFFICE HOURS: MW 2:15 - 4:15, TR 4:00 – 5:00, Friday 10:00 – 12:00

“Have something to say, and say it as clearly as you can. That is the only secret of style.”

-Matthew Arnold

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 collateral readings in literature and other humanities.

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.

Textbook: Langan, John. *College Writing Skills with Readings*. 9th ed., McGraw-Hill, 2013.

Other supplies or necessary tools: Access to computer, internet access

Core Objectives addressed:

- Communication 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

Course 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. Collateral readings from all areas of the humanities are included.

Student Learning Outcomes: Upon successful completion of the course, the student will show competence in the course objectives listed below:

1. Understand that writing is an interactive process that includes prewriting, writing, and revision and apply those principles to the assignments/paper
2. Develop papers using appropriate and logical structures and modes
3. Write in a style appropriate to audience and purpose
4. Apply the principles of logic, unity, development, and coherence to create papers that are focused and effective
5. Understand and apply correct grammar and mechanics in writing to promote effective communication
6. Use Edited American English in academic essays
7. Make constructive suggestions for others' writing during peer editing or other critiques/presentations
8. Work collaboratively with other members of the class in order to complete group assignments
9. Read, reflect on, and respond critically to a variety of texts

Attendance Policy: This is an online class. Students must be responsible for checking in *weekly if not daily*, for announcements/assignments and submitting work in a timely manner.

* *Instructor's note: **You must be present in your own life!*** When a course is structured to be completed online, you must hold yourself accountable for communication (with both your Instructor and your classmates), and for checking on and completing work. This is key to your success in the course!

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.

Academic Honesty: Please see the *SPC General Catalogue* (online at <https://www.southplainscollege.edu>) for policies and ramifications regarding plagiarism and cheating. Your instructor will be watching for signs of any such practice, and measures will be taken to ensure that the consequences for this type of behavior are serious. Respect yourself and others by putting forth original ideas and work in this class.

Classroom Behavior: Since all communication will take place online, please make every effort to behave appropriately in that setting. Discussion between classmates and/or between Instructor and student should always be respectful and professional. Refrain from using offensive language or making derogatory comments. Repetitive or extreme misconduct may result in a drop from the course. Remember that we are here to learn, and we will benefit ourselves the most by maintaining a positive and mature attitude towards others.

Grading Breakdown:

5 essays worth up to 150 points each	750 points	
5 discussion boards worth 10 points each	50 points	
Final Exam	100 points	Total = 900 points

A = 810-900 pts.

B = 720-809 pts.

C = 630-719 pts.

D = 540-629 pts.

F = 539 and below

Essay Assessment Guidelines:

Refer to each assignment packet for grading standards.

Tentative Class Schedule – ENGL 1301 Fall 2017

This schedule serves to outline the material/subject matter we will cover in class. Page numbers represent textbook readings that are meant to accompany lessons and assignments. Please make every effort to read along as we learn this material. In addition, your Instructor will notify you of specific dates for exercises or revision of essays. ***Peer Editing/Revision will occur on the Discussion Board and will be a graded activity. You must turn in a rough draft of a paper and participate in revision to receive points for this.*** All major assignments will be accompanied by instructions detailing specific requirements and due dates via your instructor and/or BlackBoard. ***Any written assignment submitted past the due date will receive an automatic deduction in points after the first 24 hours. Late assignments must be turned in within 48 hours of the due date to receive partial credit. After 2 days papers will not be accepted and you will receive a zero for the assignment. If there are excusable circumstances which might justify an extension on the assignment, arrangements must be made with your Instructor.*** Please note that if there

are readings or assignments due *on* a certain date, you need to be working on them and have them completed *before* they are due on the schedule. You are responsible for all outside work and assignment submission. This is a working schedule, and is subject to change during the semester. I will notify students of any modifications and will make sure all adjustments are reasonable.

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Week 1: Aug. 28 – Sept. 3

Syllabus and Textbook

First Graded Discussion Board (Introductions)

Parts of an Essay pp. 7 – 9

The Writing Process pp. 22 – 38

Basic Grammar Review

Week 2: Sept. 4 - 10

Introductions, Conclusions and Titles pp. 94 – 101

The Narration Essay (assigned) pp. 203 – 215

Thesis Statement

Description/ Definition Essays pp. 182-196, 304 – 324

Week 3: Sept. 11 - 17

Rough Draft of Narration Essay Due on Discussion Board for Peer Review

Editing and Revision pp. 33 - 37, 144 – 172

First Three Steps in Essay Writing pp. 50 – 109

Diction and Modifiers pp. 513 – 519, 575 – 591

The Process Essay pp. 242 - 251

(assigned – sign up to bring project/presentation for extra points)

Final Draft of Narration Essay Due

Week 4: Sept. 18 – 24

Slang and Clichés	pp. 585 – 591
Quick Review: Commonly Confused Words, Effective Word Choice	pp. 575 – 591
Balance and Consistency	pp. 111 – 115
Fourth Step in Essay Writing	pp. 110 – 144

Week 5: Sept. 25 – Oct. 1

Subject – verb agreement	pp. 484 – 489
Fragments	
Subject/Verb Review	pp. 441 – 445
Adjectives and Adverbs	pp. 507 – 512
Regular and Irregular Verbs	pp. 473 – 481
The Division and Classification Essay	pp. 325 - 342

Week 6: Oct. 2 - 8

Rough Draft of Process Essay Due on Discussion Board for Peer Editing

Proofreading

Parallelism	pp. 111-112
<i>The Compare/Contrast Essay (assigned)</i>	pp. 281 – 293

The Process Essay Due

Week 7: Oct. 9 - 15

Subordination and Coordination

Capital Letters, Numbers, and Abbreviations	pp. 526 – 37
Pronouns	

Week 8: Oct. 16 - 22

Parts of Speech

Run – On Sentences pp. 460 – 472

Evaluating Essays pp. 144 – 160

Citing Sources

Week 9: Oct. 23 - 29

Rough Draft of Compare/Contrast Essay Due on Discussion Board for Peer Review

The Argument Essay (assigned) pp. 343 – 355, 362

Spelling and Punctuation pp. 570, 539 – 567

Final Draft of Compare/Contrast Essay Due

Week 10: Oct. 30 – Nov. 5

Taking Essay Exams pp. 366 – 374

Cause and Effect Essay pp. 260 – 269

Essay Format Review

Week 11: Nov. 6 – Nov. 12

Fallacies

Ethos, Pathos, Logos

Library Day

Week 12: Nov. 13 - 19

Rough Draft of Argumentation Essay Due on Discussion Board for Peer Review

Final Draft of Argumentation Essay Due

Week 13: Nov. 20 - 26

***Thanksgiving Break**

Week 14: Nov. 27 – Dec. 3

Active Reading and a Review of the Four Skills for Effective Writing

Writing a Summary (assigned)

pp. 375– 386

Writing a Report

pp. 387 – 390

Importance of Effective Written Communication

Writing a Resumé and Cover Letter

pp. 392-398

Week 15: Dec. 4 – Dec. 10

Writing a Research Paper

pp. 413 – 436

Review for Final Exam

*Summary Assignment **Due***

Week 16: Dec. 11 – 15

Final Exam