

**English 1301.152**  
Policy Statement and Syllabus  
Summer I 2021

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Computer Office Hours: 9:30 – 10:30 M – F, but checking in at other times

**Scope/Purpose**

The purpose of English 1301 is to help students develop their writing and reading skills to a level that is appropriate for college standards. The major essays will involve the writing process where students brainstorm, draft, revise, and edit before turning in, using a recursive process to improve their papers. Students will integrate class readings with the writing assignments.

**Texts**

Albright, Zoe L., and John Langan. *College Writing Skills with Readings*. 10<sup>th</sup> 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 E-Textbook menu button on the left side of the screen once you login. Click on the link with the textbook name and follow the directions.**

**Requirements**

Students will write four major essays, 1 shorter paragraph, and a final exam. All papers will be typed, double-spaced, using a 12 pt. Font. MLA documentation style will be used for any quoting.

**DOCUMENTS MUST BE EITHER A WORD DOC OR RTF (RICH TEXT FORMAT) TO BE OPENED IN BLACKBOARD – YOU MAY NOT USE GOOGLE DOCS OR PAGES. If I cannot open a document, I can't grade it, so you get a zero.**

**South Plains College has access to a free version of Office 365 for 4 years – instructions on how to download are available on the SPC web site.**

Introductory Discussion Board		50
Final Exam Discussion Board		50
Drafts	(4 @ 25 pts/each)	100
Peer Revision	(4 discussion boards @ 25 pts/each)	100
Paragraph		50
Descriptive Essay		100
Narrative Essay		100
Compare & Contrast Essay		100
Argumentative Essay		150
Grammar	(4 quizzes @25pts/each)	100
Final Exam		100
<b>Total</b>		<b>1000</b>

Extra credit opportunity (3 @ 15 pts/ea – Reading questions) 45 pts

**A = 900 - 1000**

**B = 800 - 899**

**C = 700 - 799**

**D = 600 - 699**

F = 500 and below

### **Student Learning Outcomes:**

1. Understand that writing is an interactive process that includes prewriting, writing, and revision, and applying those principles to the assignments/papers
2. Develop a paper in an appropriate and logical order/structure/mode
3. Use revision to rectify structural, unity/focus, developmental, grammatical, or mechanical issues with a paper
4. Analyze and appreciate professional writers' work by understanding its message, how it communicates, and how it impacts the reader
5. Apply the principles of logic to the writing in order to make its communication more efficient, coherent, and powerful
6. Understand and apply the grammatical and mechanical elements of writing in order to promote effective and powerful communication.
7. Make constructive suggestions for others' work during Peer Editing or other critiques or presentations
8. Do group work by working with other members of the class in order to complete the assignment by contributing to the project while interacting with other members of the group in order to do so.

### **Performance Policy**

**Assignments must be turned in on time; no late work will be accepted. Missing assignments count as zeroes. Students missing grammar quizzes will not be able to make up those tests. LATE WORK IS NOT ACCEPTED.**

**If you have issues that are interfering or will interfere with submitting work, let me know early – before work is due – about the situation. After the fact is too late.**

### **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.

## **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. For more information, call or visit the Disability Services Office at Reese Center Building 8, 806-716-4675.

## **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 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.

\* Students not completing the final exam will receive an F for their grade in the course.

## **Semester Schedule**

### **Day 1            June 1**

- 1) Send message to Instructor, Familiarize yourself with Blackboard
- 2) Create a thread in the introductory discussion board and respond to 3 other students to get full credit
- 3) Print Syllabus, Formatting a document for class

### **Rest of Week 1 June 2 - 6**

- 1) View Writing process power point
- 2) Read over Sample Paragraph and Charting the paragraph
- 3) Complete draft of Personal paragraph by Thursday, June 3<sup>rd</sup> 11:59 pm to Bb
- 4) Read Chapter 23 Run On pg. 495; Read Chapter 36 Comma pg 589
- 5) Submit Final of Personal paragraph by Saturday, June 5<sup>th</sup> , 11:59 pm to Bb
- 6) Read Chapter 1 Intro to Writing pg. 2; Read Chapter 8 Description pg. 204; view Description ppt. Descriptive Paper Assignment, glance over possible topic list; Begin draft.
- 7) Review Run On/Fused Sentences and Comma Splices on Grammar Bytes (ChompChomp) website.

### **Week 2 June 7-13**

- 1) Take Grammar Quiz #1 over Run On/Fused and Commas splices between 7 am and 11:59 on Mon. June 7<sup>th</sup>. Students have a 45 min. time limit to complete the quiz.
- 2) Turn in Draft of Descriptive Essay by Tuesday June 8 by 11:59 pm AND

- 3) Create a thread in the Descriptive Essay Discussion Board, upload draft, and then respond to ONE other essay, filling out the revision document by Thursday, June 10<sup>th</sup> 11<sup>th</sup>, 11:59 pm
- 4) Extra Credit Reading Questions over “Lou’s Place” pgs. 213 - 219 due by Friday, June 11<sup>th</sup> by 11:59
- 5) Revise Descriptive Essay using Description Checklist: The Four Bases on pg. 223
- 6) Turn in Final Version of Descriptive Essay by Saturday, June 13<sup>th</sup>, 11:59 pm to Bb
- 7) View Narrative Writing, ppt, Assignment, Read Chapter 9 Narration pg. 225; Look over possible topic list

### **Week 3 June 14-20**

- 1) Read Chapter 25 Subject Verb Agreement pg. 518 and 27 Pronoun Antecedent Agreement pg. 530
- 2) Review Subject-Verb, Pronoun-Antecedent Agreement using Chomp Chomp
- 3) Turn in Draft of Narrative essay by Tuesday June 15<sup>th</sup> at 11:59pm AND
- 4) Create a thread in the Narrative Essay Discussion Board, upload your draft and then respond to one other essay, Tuesday Jun 15<sup>th</sup>
- 5) Peer Revision Comments Due by Wednesday June 16<sup>th</sup> by 11:59pm
- 6) Take Grammar Quiz #2 over Subject-Verb, Pronoun-Antecedent Agreement on Thursday June 17<sup>th</sup> by 11:59
- 7) Extra Credit questions pgs 225 – 229 over “Taking on a Disability” and “A Night of Violence” due by Friday June 18 at 11:59pm for extra credit
- 8) Revise Narrative according to Narration Checklist: The Four Bases on pg. 243 of textbook (note – dialogue is not needed); Turn in Final version of Narrative by 11:59 pm on Saturday, June 19<sup>th</sup> 11:59 pm
- 9) Read Chapter 13 Comparison and/or Contrast pg. 305, ppt, Assignment, Print/Save organizational handouts; look at topic list – it is very long – don’t choose any of the ones about colors

### **Week 4 June 21-27**

- 1) Look over PDF Sample organization for C & C essay; begin draft
- 2) Draft of Comparison & Contrast Essay due by Tuesday June 22<sup>nd</sup> by 11:59 pm; Create thread in Peer Revision Discussion board; begin peer revision
- 3) Chapter 34 Apostrophe pg. 574,; Practice Apostrophe exercises in grammar unit, PRINT THE APOSTROPHE HANDOUT – IT WILL HELP YOU PASS THE QUIZ, Work with Chomp Chomp**
- 4) Take Grammar Quiz #3 over Apostrophe by Wednesday June 23<sup>rd</sup> by 11:59 pm
- 5) Complete peer revision on one other essay for credit by Thursday June 24<sup>th</sup> 11:59 pm
- 6) Complete Reading Questions on pgs. 308-313 over “A Vote for McDonald’s” and “The Lone Range and Tonto Fist Fight with Smoke Signals” for **extra credit**; Submit by Friday, June 25<sup>th</sup> at 11:59 pm;
- 7) Revise Essay according to Compare and Contrast Checklist: The Four Bases pg. 327
- 8) Turn in final of Compare & Contrast Essay by Saturday June 26<sup>th</sup> by, 11:59 pm
- 9) Read Chapter 16 Argument pg. 367, View Argument ppt and assignment; view possible topic list
- 10) View Youtube video of how to use the SPC databases to do research starring P. Thompson and T. Pineda

### **Week 5 June 28 – July 1**

- 1) Conduct research, begin draft of Argumentation essay; Look over parallelism handout in Grammar unit;
- 2) Draft of Argumentation essay due by Monday, June 28<sup>th</sup> by 11:59pm; upload draft to Discussion Board for Peer Revision

- 3) Take Grammar Quiz #4 A Little Bit of Everything by Tuesday June 29th by 11:59 pm
- 4) Complete peer revision by Tuesday June 29th at 11:59 pm. Must do 1 essay.
- 5) Revise essay according to Argument Checklist: The Four Bases on pg 388; Turn in Final of Argumentation Essay by Wednesday, June 30th 11:59
- 6) Compile information over graded essays (I will grade the Argumentation essays as quickly as I can)
- 7) Submit Analytical Discussion Board by Thursday, July 1<sup>st</sup> noon
- 8) Final Exam turn in Thursday July 1st by **8 PM not midnight**