

# South Plains College

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*"SOUTH PLAINS COLLEGE IMPROVES EACH STUDENT'S LIFE"*

Course Syllabus for Co-Requisites: Integrated Reading & Writing (INRW 0300) and English Composition (ENGL 1301)

SPRING 2022

**Instructor:** Mrs. Raylene Nuffer, M.A.

**Email:** [Rnuffer@southplainscollege.edu](mailto:Rnuffer@southplainscollege.edu)

**Phone:** 806-716-2239, Please leave me a message if I am not available to answer your call.

**Office Location:** Levelland Campus Library, 3<sup>rd</sup> floor, room 307

**Office Hours:**

Face to face:

Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 11:00am	9:00 – 11:00am	9:00 – 11:00am	9:00 – 11:00am	8:00 – 9:00am *by appointment only

*Office hours are subject to change; however, you will be notified if changes occur.*

**Mrs. Nuffer's INRW 0300 and ENGL 1301 Course Offerings for Spring 2022:**

ENGL1301+INRW0300.C005 meets M/T/W/Th from 1:00pm – 2:15pm in the Levelland Library, room 338

ENGL1301+INRW0300.C003 meets T/TH from 1:00pm – 1:15pm in the Levelland Library, room 338, **AND ONLINE**

## ENGL 1301: Composition 1 – Course Information

### Departments

English and Philosophy

### 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.

**This course partially satisfies a Core Curriculum Requirement:** Communications Foundational Component Area (010)

### 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. Write essays that exhibit logic, unity, development, and coherence.
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 American English, with an emphasis on correct grammar, parallelism, punctuation, spelling, and mechanics in language appropriate for academic essays.
7. Write a minimum of six 500-word essays.

## INRW 0300: Integrated Reading and Writing – Course Information

### Departments

The Teaching and Learning Center

### Course Description

INRW 0300 serves as a paired support course for students enrolled in ENGL 1301 who are not yet TSI-complete in reading and/or writing. The focus is on teaching students critical reading and academic writing skills to equip them for success in Composition I. Successful completion of this course fulfills TSI requirements for reading and/or writing.

**Student Learning Outcomes:** Upon successful completion of this course, students will:

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Identify and analyze the audience, purpose, and message across a variety of texts.
4. Describe and apply insights gained from reading and writing a variety of texts.
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.
6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
9. Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.
10. Recognize and apply the conventions of Standard English in reading and writing.

## Required Materials

*The Power of Determination* edited by: John Langan; ISBN 978-1-59194-503-1

Required materials for class:

- Pens/pencils
- Paper/spiral notebook
- Highlighters, colored pens/pencils (assorted colors for marking text)
- Folder/binder
- Calendar/agenda\*

\*The last day to buy books and supplies at the bookstore using financial aid is January 28<sup>th</sup>.

***The textbook and materials are due by the end of week 2: January 28, 2022.***

## Student Assessment

A pre- and post-test in reading and writing will be used to determine the extent of improvement that the students have gained during the semester.

## Course Details

Student writing Portfolio for EACH of the THREE major essays: pre-writing, outline, rough draft, revisions, and final copy

Active Reading

Reader response essays

Online Video discussions (Flipgrid)

In-class activities

Daily Grammar lessons/quizzes

Final (essay)

Grades are determined by the following scale:

90-100 = A                      60-69 = D  
80-89 = B                      0-59 = F  
70-79 = C

Your grade will be based on the following percentages:

Writing Portfolio (2 600-word essays) -Prewriting, outlines, rough drafts, revisions, and final copies -Each final copy is worth 8% of the Writing Portfolio total (compromising 24%)	50%
Writing Assignments	20%
Active Reading Assignments	20%
Grammar Lessons (Khan Academy and in-class activities)	5%
Final (reflective essay)	5%

*\*Academic progress is posted in each student's grade book in Blackboard.*

**\*\*Students need a "C," which is 70% or higher, to pass these courses and move on to other reading-intensive courses and satisfy the TSIA requirement.\*\***

### Tutoring with Academic Coach

It is mandatory that students will meet with Barbara, our academic coach, if their class average falls below a 70 OR if students receive less than a 70 on a major essay

### Grading Policy

1. All work is due as stated by the instructor and/or the syllabus
2. All work is due on time. LATE WORK WILL NOT BE ACCEPTED.
3. Grades are usually updated and entered in Blackboard within a week after the assignment is due. Although, I may need 2 weeks to grade major essays rough drafts and final copies.  
\*\*\*\*It is the *students' responsibility* to track their grades in Gradebook in Blackboard.

### Attendance Policy

In these co-requisite courses (INRW0300 + ENGL1301), students are required to attend every class and login to Blackboard weekly. Students are considered absent if they miss 30 minutes of a class or more. Students are considered late if they arrive 6 or more minutes late. For every 2 late classes that a student is late, the student will accrue an absence. Students are allotted 4 absences per semester. I may drop the student from both courses with an "X" if a student has more than four absences.

**A student cannot remain in one course, while dropped from the other course- the student will be dropped from both courses as these are co-requisite courses.**

## Academic Coach

This semester, we have the opportunity to utilize an Academic Coach in our English Co-Req classroom! Our Academic Coach is Barbara Waygood. It is Barbara's job to help you in our English Co-Req course in any facet pertaining to the course.

### **The Academic Coach functions as:**

1. A tutor, providing in-time tutoring services in a small group setting or one-on-one tutoring in the classroom or during an authorized tutoring session.
2. A coach will tutor all students who earn less than the grade of C on their first exam/major assignment and help them to develop successful academic habits.
3. A mentor or model who demonstrates effective student behaviors and successful academic habits.

### **The Academic Coach may engage in the following types of activities:**

- Assist the instructor by facilitating small group exercises or discussions.
- Provide students with academic tips and skills for success in the academic setting.
- Provided one-on-one tutoring with students who need extra academic support with class activities.
- Tutor students and answer questions during in-class hands-on assignments and skill development activities
- Lead discussions or short presentations from a personal, student prospective concerning how he/she was successful in the course, with an assignment, or with the development of a skill. This is only allowed when the instructor is present in the classroom.

### **The Academic Coach may not engage in the following types of activities:**

- Teach new concepts the course instructor has not already introduced.
- Present lectures or demonstrations of skill development activities without the instructor present in the classroom.
- Grade assignments.
- Take role or access student grades.
- Assist or tutor students outside of our classroom roster.
- Assist or tutor students in our class for their other classes
- Assist or tutor students outside of his office and classroom hours unless previously agreed upon by the academic coach and the student.

## Writing Portfolio Essays

There will be THREE major essays in this course. Students are required to complete a writing portfolio for each major essay.

The writing portfolio will include each of the following parts for the THREE major essays students will write this semester:

- Pre-writing
- Outline
- 500-word essay drafts
- Teacher, academic coach (or tutoring), and peer reviews
- Final Copy (revised and polished copy)

### **Personal Narrative (major essay)**

A personal narrative essay is an autobiographical writing focusing on important and pivotal moments from the author's life. Students will describe their life in first-person point of view.

### **Definition and Example (major essay)**

A Student Case Study Analysis is an essay that examines a student case study and looks for background information, issues or problems that hinder the student's growth, and provides a several options for future growth. English Co-Req students will use inference and analytical skills to evaluate a student case study.

### **Compare and Contrast (major essay)**

A compare and contrast essay will list and explain all important similarities and differences of two distinct entities in a four-paragraph format.

### **Reader Response / Double Entry Journal**

A reader response or double entry journal is a two-paragraph essay gives a brief summary of the reading/text in the first paragraph, and the student's impressions, thoughts, analysis and personal ideas about the reading/text in the second paragraph. Students will write several reader responses in the course of this semester.

## Helpful Websites

- Grammarly.com (use the free version to upload essays for spelling, grammar, and punctuation mistakes).
- Tutor.com (use the link in our Blackboard classroom in the navigational bar)
- SPC English Website:  
<http://www.southplainscollege.edu/exploreprograms/artsandsciences/english/writingcenter.php>

## Institutional and Academic Policies

### Plagiarism and Cheating

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 may result in an F for the course if circumstances warrant.

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

1. Turning in a paper that 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 and citing them; or
4. Missing in-text citations; or
5. Turning in a paper that was written for another class without further work (eg; added research, extensive text, or a reformatted essay); or
6. Using a translator (online or otherwise) to translate from the student's native language to English. The use of translators are not allowed in any writing assignment for these courses

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. Copying another's work during an examination or on a homework assignment;
7. Rewriting another student's work in Peer Editing so that the writing is no longer the original student's;
8. Taking pictures of a test, test answers, or someone else's paper.



## 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 OR email [lyoung@southplainscollege.edu](mailto:lyoung@southplainscollege.edu) (Levelland Campus).

## Nondiscrimination 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.

## Technical Course Information/Requirements

### Technical Help

Technical help with email, internet access, MySPC, or any other SPC tech support issues please-

Email: [helpdesk@southplainscollege.edu](mailto:helpdesk@southplainscollege.edu) OR Call: 806-716-2600

### Blackboard

Blackboard serves as our course website and will include real-time access to your grades, as well as, weekly modules with PowerPoint and class notes, assignments due, handouts, and your chapter quizzes. To access Blackboard, please go to MySPC and click on Blackboard, then click the course link for this class.

### Student Email

Your student email account can be accessed through MySPC. Please note: you will need your login information (username and password) to log into Blackboard. We will use the computer labs throughout the semester where you will need this information to log on to lab computers.

Once logged in to MySPC you will click on Student Email and your username & password is the same as your MySPC username & password.

### MYSPC Technical Assistance

For technical assistance, please email [askspc@southplainscollege.edu](mailto:askspc@southplainscollege.edu) or 806-894-9611 ext. 3300.

## Covid: Spring 2022

Consistent with the latest CDC recommendations, we have revised our guidance for students, faculty, and staff who have a known exposure or have tested positive.

- Anyone with a known exposure should wear a mask for 10 days and should seek a COVID-19 test on day five after exposure.
- If you test positive or develop symptoms, you should immediately self-isolate and seek a COVID-19 test. Please immediately notify your instructor, supervisor, and DeEtte Edens, Associate Director of Health and Wellness, any time you test positive for COVID-19.
- Anyone who tests positive is required to self-isolate for five days. Following the five-day isolation period, if you are asymptomatic or your symptoms are resolving, you may return to work or class but should wear a mask for five additional days.
- If you are still symptomatic, please contact DeEtte Edens at [dedens@southplainscollege.edu](mailto:dedens@southplainscollege.edu) or 806-716-2376 prior to your return date.

***\*\*\*\*\*Please note: I reserve the right to change this tentative schedule. I may add, delete, edit, or revise material to help students accomplish the learning outcomes of the course. If a change is made, it will be announced in class, and updated schedules will be made available on Blackboard.***

## Tentative Course Schedule – INRW0300 & ENGL1301 CO-REQ, SPRING 2022

Week	Topic
1 – January 17 – 21 MLK Day: Monday	Class Syllabus Quiz and Week 1 Meeting Writing pre-test
2 – January 24 – 28	The Power of Determination (TPoD) Introduction / Growth Mindset <i>Grammar: Kahn Academy- Nouns</i>
3 – Jan 31 – Feb 4	Student Case Study / TPoD: Maria <i>Grammar: Kahn Academy- Verbs</i>
4 – February 7 - 11	Personal Narrative Essay Prewriting & Outline / TPoD (group work): Paul, Erika, Jeroboam <i>Grammar: Kahn Academy- Pronouns</i>
5 – February 14 – 18	<b>Personal Narrative Essay Draft Due</b> / TPoD: Tay Thi <i>Grammar: Kahn Academy- Modifiers</i>
6 – February 21 – 25	Personal Narrative Essay Peer Reviews / TPoD: Indonesia and Ericka <i>Grammar: Kahn Academy- Prepositions and Conjunctions</i>
7 – Feb 28 – March 4	<b>Personal Narrative Essay Final Copy Due</b> / TPoD (group work): Peter, Melissa, Suashunn <i>Grammar: Kahn Academy- Commas and Apostrophes</i>
8 – March 7 - 11	Definition and Example Essay Prewriting / TPoD: Tricia <i>Grammar: Kahn Academy- Colons and Semi-Colons</i>
9 – March 14 - 18	<b>Spring Break</b>
10 – March 21 - 25	<b>Definition and Essay Draft Due</b> / TPoD: Richard <i>Grammar: Kahn Academy- Sentences and Clauses</i>
11 – March 28 – April 1	Definition and Example Essay Peer Reviews / TPoD: Crystal <i>Grammar: Kahn Academy- Conventions of Standard English</i>
12 – April 4 - 8	<b>Definition and Example Final Copy Due</b> / TPoD: Juan <i>Grammar: Kahn Academy- Usage and Style</i>
13 – April 11 - 15 Easter Break: Friday	Compare and Contrast Essay Prewriting / TPoD: Amanda <i>Grammar: Sentence structure and maintenance</i>
14 – April 18 - 22	<b>Compare and Contrast Essay Draft Due</b> <i>Grammar: Sentence structure and maintenance</i>
15 – April 25 - 29	Compare and Contrast Essay Peer Reviews <i>Grammar: Sentence structure and maintenance</i>
16 – May 2 - 6	<b>Compare and Contrast Essay Final Copy Due</b> <i>Grammar: Sentence structure and maintenance</i>
17 – Dec 9 – 13 Graduation: Friday	<b>FINALS WEEK: Reflection Essay</b>