

**English 1301.151**  
Policy Statement and Syllabus  
Spring Interim 2021

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Spring Interim Computer Office Hours: 9:30 – 11:30 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**

Title: COLLEGE WRITING SKILLS W/READINGS

Author: Albright and LANGAN, John Included in tuition – Inclusive Access – don't purchase

**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.

Introductory Discussion Board		50
Paragraph		50
Analytical Peer Revision Discussion Board	(3 @ 50 pts/each)	150
Drafts	(3 @ 50 pts /each)	150
Reading Questions	(5 Activities 20 pts/each)	100
Narrative Essay		100
Summary		100
Compare & Contrast Essay		100
Grammar	(4 quizzes @25pts/each)	100
Final Exam		100
Total		1000

**A = 900 - 1000**

**B = 800 - 899**

**C = 700 - 799**

**D = 600 - 699**

**F = 500 and below**

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

1. Using the conventional standards of grammar (not journalistic)

2. Using the appropriate method of development
3. Organizing the paper and maintaining coherence.
4. Supporting the argument with logic and facts that persuade.  
(see final page for grading rubric)

#### **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.**

#### **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**

**Because of the extremely tight schedule, there are no off days – putting 16 weeks of instruction into 13 days requires work every day of the week**

#### **Day 1            May 17**

Course Introduction

Complete Introductory Discussion Board by midnight

Print Syllabus, Formatting a document for class

Read Part 1 Chapter 1 An Introduction to Writing, Do Activity 5 pg. 18. due May 17th.

#### **Day 2    May 18**

Read Part 1 Chapter 2 The Writing Process;

Do Activity 6 pg. 33-34 complete by midnight tonight; Do Activity 7 pg. 37-38 - complete by midnight tonight

Read over sample paragraph - both items

**Day 3 May 19**

Write Personal Paragraph Submit to Bb by 11:59pm

Read Part 4 Handbook of Sentence Skills - Section 1 - Grammar Section- Chapter 23 Run On;

Read Part 4 Handbook of Sentence Skills - Section 2 - Mechanics and Punctuation - Chapter 36 Comma

Read Chapter 9 Narration pgs 225 – 245;

Do Activity Questions 1- 20 on pgs. 227-229 submit by midnight

**Day 4 May 20**

Review over Fused/Run on Sentence and Comma Splices using the Chomp Chomp link at the bottom of this page

Take Grammar Quiz #1 over Comma Splice/Fused/Run on Sentences. It will be open from 7 am until midnight. You have only 45 minutes to complete the quiz.

Look over Narrative power point

Read over Introductions/Conclusions Handout

Send me a course message with your Narrative topic for extra credit 5 pts.

Write Draft of Narrative Essay - turn in to draft discussion board by Midnight

**Day 5 May 21**

Complete peer revision of one document by 2pm. Revise Narrative and submit to Bb by midnight

Read Part Four Handbook of Sentence Skills - Grammar - Chapter 25 Subject Verb Agreement pg. 518 and Chapter 27 Pronoun Antecedent Agreement pg. 530; look over exercises in the Grammar unit.

Look over/print subject-verb, pronoun-antecedent agreement exercises in Grammar Menu button

**Day 6 May 22**

Read Part 3 Research, Writing, and Documenting: Chapter 18 Summary and Paraphrasing pg. 410; Complete Summary Activity 4 by midnight tonight submit to Bb

Look over Folder and select an article to summarize for the assignment; Send me a course message with the title of the article you will be using for this assignment for 5 pts extra credit.

Work on subject-verb, pronoun-antecedent agreement exercises in Chomp Chomp

Take Grammar Quiz #2 over Subject-verb-Pronoun Antecedent Agreement by midnight (opens at 7 am until midnight - you have 45 minutes to complete the quiz.

**Day 7      May 23**

Draft Summary. Be sure to have the MLA heading, title, and the Citation at the beginning of the document - see the sample

Submit Draft of Summary to Summary Discussion Board by midnight

Read Part 4: Handbook of Sentence Skills, Section 2 Mechanics and Punctuation, Chapter 34 Apostrophe pg. 574. Be sure to print Apostrophes Handout in the Grammar Unit - this will help you ace the test over Apostrophes

**Day 8      May 24**

Peer Revise one summary and complete by 1pm.

Submit Final version of Article Summary by midnight to Bb

Review Apostrophes on the Chomp Chomp website

Take Grammar Quiz #3 over Apostrophes; it will open at 7am and close at midnight. You have 45 min. to complete the quiz. You may use your grammar worksheets to help.

**Day 9      May 25**

Read Chapter 13 Comparison and/or Contrast 381 – 303, ppt, Assignment, Print/Save organizational handouts

Answer Questions over Chapter 13 Compare & Contrast Questions 1 pg. 311 by midnight

Send me a message with your topic for extra credit points (5)

Start Draft of Compare & Contrast

**Day 10      May 26**

Finish draft of Compare & Contrast essay; submit to Bb discussion board by midnight

**Day 11      May 27**

Peer Revise one essay and complete by 1 pm today.

Turn in Final of Compare & Contrast by midnight to Bb

**Day 12      May 28**

Take Grammar Quiz #4 - A little bit of everything. This will open at 7 am and close at midnight. You have 45 minutes to complete the quiz. You may use your worksheets/handouts from the 3 previous quizzes. (Fused/run on Sentences and Comma Splices; Subject-Verb-Pronoun-Antecedent Agreement; and Apostrophes)

Look over your graded paragraph and essays (the compare and contrast essay will come back sometime today to you.) Use this as research for your final exam.

**Day 13      May 29**

Write Final Exam. Submit to Bb by 3 pm today

Paper Grading Rubric

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Grammar, Punctuation, Mechanics, Spelling*</b>	1 – 4 Errors	5 – 8 Errors	9 – 12 Errors	13 – 17 Errors
<b>Length</b>	Meets maximum expectations	Exceeds minimum expectations	Meets minimum requirements	Within 1/3 – ¼ range of minimum
<b>Organization</b>	Clear thesis, solid introduction, has topic sentences; stays on topic in paragraphs; gives specific details; conclusion moves beyond thesis	Clear thesis, adequate introduction, has topic sentences; does fair job of staying on topic, gives some detail; summary type of conclusion	Introduction short but has a thesis; some topic sentences, has paragraphs that sometimes wander away from topic, lack of specifics in elaboration; repeats thesis in conclusion	Introduction very short with a weak thesis or only has a thesis as introduction; few or no topic sentences; paragraphs lack cohesion and unity (wanders around); 1 sentence or no conclusion
<b>Documentation/Research</b>	Exceeds expectations for # of quotes and sources; all quotes integrated or paraphrased and documented correctly w/ Works Cited error-free	Meets expectations for # of quotes and sources; most quotes integrated, paraphrased, and documented correctly; 5 or less errors on Works Cited	Meets expectations for # of quotes and sources, some integrated, paraphrased, and documented; 6 – 12 errors on Works Cited	Lacks quotes and sources; Fails to integrate, paraphrase, and document most correctly; error-filled or missing Works Cited
<b>Argument</b>	Takes a stand and makes reader support it. Presents opposing viewpoint and refutes it. Maintains a logical and unbiased tone.	Takes a stand most of the time and is convincing; presents opposing viewpoint and tries to refute it. Maintains a consistent and logical tone.	Takes a stand but uses less effective lexicon; Mentions opposing viewpoint; Has difficulty maintaining logic and unbiased tone.	Fails to take a stand and /or moves from side to side; Ignores obvious opposing argument; Tends to be illogical and displays bias toward topic.

