

South Plains College  
 Course Syllabus: ENGL 1301-350  
 Revised August 2024

**Department:** English and Philosophy  
**Division:** Arts and Sciences  
**Course Number:** English 1301  
**Section:** 350  
**Course Title:** Composition I  
**Campuses:** Floydada High School

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**Instructor:**

Office Location: Floydada Collegiate High School, Room 197

Office Hours: TBD

Phone: (806) 983-2340

Email: blogsdon@southplainscollege.edu or blogsdon@floydadaisd.esc17.net

**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.

**Prerequisite:** Students must be TSI-complete or waived in both writing and reading.

**Credit:** 3 **Lecture:** 3 **Lab:** 0

**Core Curriculum: this course partially fulfills Communication Core 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 composition processes.
2. Write compositions that exhibit logic, unity, development, and coherence.
3. Develop ideas with appropriate support and attribution.
4. Compose in a style appropriate to audience and purpose.
5. Read, reflect, and respond critically to a variety of texts.
6. Use American Standard English, with an emphasis on correct grammar, parallelism, punctuation, spelling, and mechanics, in language appropriate for academic essays.
7. Compose a minimum of five 500-word essays, speeches, and/or projects.

**Student Learning Outcomes and Core Curriculum Objectives Assessment:**

Students must write a proctored diagnostic essay before access to the course material is granted. A post-test and/or a writing assignment rubric will be used to determine the extent of improvement that the students have gained during the semester.

**Required Textbook (ebook):**

Langan, John. *College Writing Skills with Readings*. 11<sup>th</sup> ed., McGraw-Hill.

- This textbook is **required** for dual-credit ENGL 1301 courses.
- This textbook will be available in Blackboard at no cost to students.

### Supplies:

Access to a computer with printer and reliable internet access.

### Technology Requirements:

1. **SPC username and password:** email [helpdesk@southplainscollege.edu](mailto:helpdesk@southplainscollege.edu) or call the SPC Help Desk at 806-716-2600 for help with your username/password.
2. **SPC student email access:**
  - **SPC Student Email Account:** If you haven't already, you must go ahead and activate your SPC student email account. Not only will you need access to your SPC email account to receive Turnitin.com digital paper submission receipts for our class, but you must use it to communicate with me.
    - Your SPC Email address is:  
**yourSPCusername@southplainscollege.edu** (ex. [jsmith1234@southplainscollege.edu](mailto:jsmith1234@southplainscollege.edu)).
    - Your student email password is the same as your Blackboard password. If you need help, call the SPC Help Desk at 806-716-2600.
    - To access your SPC email account, log in to [MySPC here](#)
    - You can also set up access to your SPC email account through mobile phone mail apps, such as default smartphone Mail app or the Outlook app.
    - Check with the SPC Help Desk for assistance: 806-716-2600.
3. **Regular access to a computer and reliable internet service:**
  - Computer or internet connection problems may occur for you at some point this semester. **Understand that it is your responsibility to find a way to submit your work on time.** You can always drive or walk to the school to use the Internet, use a friend's laptop, borrow someone's charger, etc.
4. **Blackboard:** grades, assignments, quizzes, videos, and many other resources for this class are accessed through the Blackboard learning management system. Use your SPC credentials to log in here: <https://southplainscollege.blackboard.com>
5. **Microsoft Word:** You are required to use Microsoft Word to create papers for this course.

### Computer Help:

Need help with your computer, laptop, email address, or username and password?

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

### Ebook Help:

- McGraw-Hill: [https://mhedu.force.com/CXG/s/ContactUs?external\\_browser=2](https://mhedu.force.com/CXG/s/ContactUs?external_browser=2)
- TexBook Information (Inclusive Access):  
<https://www.southplainscollege.edu/texbook.php>
- TexBook Help: <https://support.vitalsource.com/hc/en-us>

## Blackboard Help:

1. **Get Help by Email:** [blackboard@southplainscollege.edu](mailto:blackboard@southplainscollege.edu)
  - Be sure to include your full name, your instructor's name, the course and section you are enrolled in, and a detailed description of the problem.
  - The blackboard@southplainscollege.edu account is monitored from 8:00 a.m. - 10:00 p.m., Monday - Sunday.
  - You can expect a response within 24 hours by email; however, the average response time is less than one hour.
2. **Get Help by Phone:** 806-716-2180 (available between 8 AM and 4 PM Monday through Friday, except on holidays)
3. **Get Help Online:** click on the Help link listed in the Blackboard course menu.

## SPC Tutors:

Tutoring is FREE for all currently enrolled students. Make an appointment or drop-in for help at any SPC location or online! Visit the link below to learn more about how to book an appointment, view the tutoring schedule, get to know the tutors, and view tutoring locations:

<http://www.southplainscollege.edu/exploreprograms/artsandsciences/teacheredtutoring.php>

- Email: [tutoring@southplainscollege.edu](mailto:tutoring@southplainscollege.edu)
- Phone: 806-716-2538

## Tutor.com

You also have 180 FREE minutes of tutoring with tutor.com each week, and your hours reset every Monday morning. To access Tutor.com, log into Blackboard and click on Course Resources. Use the Tutor.com link provided on that page. Tutor.com tutors are available nights and weekends:

- Monday-Thursday 8:00 PM-8:00 AM
- Friday 6:00 PM-8:00 AM
- Saturday-Sunday 24/7

## Course Organization:

- The course is organized into 16 weeks.
- Each week has its own folder on the **Course Content** page in our Blackboard course.
- Each course week runs from 8:00 am Monday to 8:00 am of the following Monday.

## Explanation of Class Components & Assignments:

### Class Participation

Your class participation grades will be any assignment given in class. This could be discussion, group work, activities from the textbook, and/or notes. If you are absent, you have **THREE** days to make up any of these assignments. This does **NOT** include quizzes, tests, essay outlines, rough drafts, peer reviews, quizzes, or reflections. Please note the late work policy regarding those types of assignments.

### Essays

Major project assignment sheets will be handed out separately during the semester.

### Mid-term

The mid-term exam will evaluate your knowledge of the information learned in the textbook up to the exam. You will receive a detailed study guide before the exam.

### Final Exam

Your final exam will evaluate your knowledge of the information learned in the textbook. It will also include an essay portion to showcase the skills learned throughout the semester.

### Assignment Deadlines:

The weekly assignment deadline is generally going to be Mondays at 8:00 am with any exceptions being announced on Blackboard and in class.

### Grade Calculation:

A final letter grade will be assigned based on this grading scale: A (90-100), B (80-89), C (70-79), D (60-69), F (59 and below). Essay portfolio grades are usually made up of an outline, initial drafts, peer review workshops, and final draft.

<b>Definition (Object) Speech</b> <ul style="list-style-type: none"> <li>• Speech Outline 10%</li> <li>• Initial Draft of Speech 30%</li> <li>• Speech Presentation 60%</li> </ul>	<b>5%</b>
<b>Exemplification Essay</b> <ul style="list-style-type: none"> <li>• Essay Outline and Outline Review Group 10%</li> <li>• Initial Draft 30%</li> <li>• Final Draft 60%</li> </ul>	<b>10%</b>
<b>Comparison/Contrast Collaborative Essay</b> <ul style="list-style-type: none"> <li>• Essay Outline 10%</li> <li>• Initial Draft and Peer Review Workshop 20%</li> <li>• Final Draft 60%</li> <li>• Reflection Memo 10%</li> </ul>	<b>10%</b>
<b>Cause/Effect Essay Multimodal Composition</b> <ul style="list-style-type: none"> <li>• Proposed Product &amp; Reasoning 10%</li> <li>• Script/Plan/Draft/Etc. 30%</li> <li>• Final Composed Product 60%</li> </ul>	<b>10%</b>
<b>Argument Essay</b> <ul style="list-style-type: none"> <li>• Essay Outline 10%</li> <li>• Initial Draft and Peer Review Workshop 20%</li> <li>• Final Draft 60%</li> <li>• Reflection Memo 10%</li> </ul>	<b>20%</b>
<b>Quizzes/Assignments Average:</b> (4 lowest scores are dropped)	<b>25%</b>
<b>Midterm Exam:</b>	<b>10%</b>
<b>Final Exam:</b>	<b>10%</b>
<b>TOTAL:</b>	<b>100%</b>

Each week, click on the **My Grades** link in the Blackboard menu to view your grades and current average. If at any time you wish to discuss your course progress, contact me.

### Essay Portfolios Folder:

1. The **Essay Portfolios folder** is located in Blackboard on the **Course Content** page. The Essay Portfolios folder is a central location where all essay-related assignments and activities are submitted and completed through Turnitin.com:
  - Outlines
  - Outline Review Groups
  - Initial Essay Drafts
  - Peer Review Workshops
  - Final Drafts
2. **Outline Review Groups:** these are peer review groups for the essay outlines. Students review other students' outlines and their own, focusing mainly on the thesis, topic sentences, and rephrased thesis.
3. **Peer Review Workshops:** these are comprehensive peer review experiences. Students review other students' initial drafts, rating them on the rubric criteria of unity, support, coherence, and sentence skills.

### General Guidelines for Written Assignments:

1. All essays should meet the guidelines of the assignment prompt and be properly formatted in MLA 9th edition. You are responsible for understanding and following MLA format and asking questions when needed.
  - a. Here's a good source for MLA style info:  
[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_and\\_style\\_guide.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html)
  - b. Pay attention to all parts of the MLA style guide - not just the works cited. Follow the rules for font sizes, front page layout, etc. Points will be deducted for final drafts that do not meet basic formatting standards for a college essay.
2. All major assignments should be submitted as Microsoft Word files (.doc or .docx). Do not submit PDF, gdoc, .pages, .odt, .rtf, or .txt files. I will not accept assignments written in the "Submission Text" or "Comments" portion of the submission link. Incorrectly submitted files are counted late until the appropriate file type is uploaded. Any submission that is blank or corrupt is considered late until properly submitted. Make sure you receive a successful submission confirmation from Turnitin.com. Essays submitted with less than half the required word count earn a zero by default.

### Essay Assessment Guidelines:

Essays may earn grades ranging from A to F based on the instructor's grading scale. Depending on the assignment, certain criteria may be weighted more than others, and the instructor's assignment may establish additional, more specific criteria. The quality of each of the criteria determines the letter grade. Not every essay will fit a single grade's description completely. Instructors may also include process assignments and drafts in their assessment of the final grade.

#### "A" Essay (Superior)

To earn an "A," a paper meets all of the criteria below:

1. The paper fulfills all the **Basic Requirements** of the assignment (for example, topic, purpose, length, format).

2. **Unity:** The paper states a clear thesis, all topic sentences strongly support the thesis, and body paragraphs are unified around their topic sentences. The essay conveys a clear purpose and is tailored to a distinctive audience.
3. **Support:** Body paragraphs contain abundant, fresh details and examples that provide specific, concrete, logical evidence. If sources are required, the paper accurately integrates and correctly documents credible source material to add insight, sophistication, and complexity to the paper's ideas.
4. **Coherence:** The organization of the paper is excellent and logical (emphatic order, chronological order, etc.), transitions are sophisticated, and the paper exhibits mastery of basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form) and is virtually free of other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors. Word choice and sentence variety (simple, compound, complex) are effective and powerful.

### **“B” Essay (Strong)**

To earn a “B,” a paper meets all of the criteria below:

1. The paper fulfills all the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** The paper states a clear thesis, all topic sentences directly support the thesis, and body paragraphs display unity. The essay conveys good awareness of purpose and audience.
3. **Support:** Body paragraphs are well-developed with specific details, examples, and sound logic. If sources are required, the paper accurately uses and correctly documents credible source material to supplement its ideas.
4. **Coherence:** The organization of the paper is clear and helpful, transitions are helpful, and the paper exhibits strong basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no more than two major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form) and very few other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors. Word choice and sentence variety are strong.

### **“C” Paper (Acceptable)**

To earn a “C,” a paper meets all of the criteria below:

1. The paper fulfills all the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** A thesis is stated but may lack a strong claim or be obvious or predictable; topic sentences adequately support the thesis. One error in paragraph unity may occur. The essay's purpose and audience are adequately conveyed.
3. **Support:** Body paragraphs contain relevant details or logical reasons but need more specific examples/evidence. If sources are required, credible outside sources are usually integrated and cited correctly.
4. **Coherence:** Organization of ideas is satisfactory, transitions are logical, and the paper indicates competence in basic components (introduction, conclusion, and body paragraph structure).

5. **Sentence Skills:** The paper contains no more than four major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form). Some other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors are present but not distracting. Word choice and sentence variety are strong.

### **“D” Paper (Developing)**

To earn a “D,” a paper will exhibit *one or more* of the weaknesses below:

1. The paper only partially fulfills one or more of the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** The thesis may announce the topic but no claim, contain more than one idea, or be too vague, too broad, or too narrow. Topic sentences are not tied to the thesis. Two errors in paragraph unity may occur. Essay conveys little awareness of audience or purpose.
3. **Support:** Details are sparse or vague and consist of generalizations, clichés, or repetition. If applicable, sources are insufficient and/or not always integrated or cited correctly.
4. **Coherence:** Organization is attempted but disjointed or confusing; transitions are sparse. The paper indicates awareness of but not competence in basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no more than six major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form). Several other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors distract from the content. Informal word choices occur with little or no variety in sentence type and length.

### **“F” Paper (Unacceptable)**

To earn an “F,” a paper will exhibit *one or more* of the weaknesses below:

1. The paper fails to fulfill one or more of the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** The thesis is illogical, incomplete, or missing, so the essay lacks focus on one central idea. Topic sentences are missing, so body paragraphs lack unity. The essay ignores the purpose and audience.
3. **Support:** Details are illogical, irrelevant, or missing from body paragraphs. If sources are required, the paper fails to use sources, does not meet the minimum source requirements, uses source material inaccurately, uses sources that are not credible, fails to document fully or correctly, and/or includes plagiarism.
4. **Coherence:** Organization is incoherent, transitions are missing or illogical, or the paper indicates lack of competence in basic paper components (for example, lack of introduction and/or conclusion, lack of paragraphing).
5. **Sentence Skills:** Seven or more major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form) occur with numerous other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors. Word choice is often inaccurate, immature, or inappropriate. Multiple sentence structure/syntax errors make the paper difficult or almost impossible to read. If one type or a combination of types of errors, regardless of whether they are major or minor, seriously affects the readability of a paper, it will receive an “F.”



### Student Responsibilities:

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. Have a cooperative attitude and use appropriate language in academic environments; avoid condescending, inflammatory, threatening, or profane rhetoric, whether verbally or in written form.
4. Behave respectfully toward instructor and classmates to contribute to the atmosphere necessary for learning.
5. Be courteous to others, especially by putting away cell phones and other distractions while in class.
6. Write down all grades and apply them to the grading scale used for the class, which is shown in the 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 and unauthorized AI usage.
9. Ask questions when something is unclear.

### Attendance:

To be successful in this course, you must attend consistently and punctually and participate fully. For in-person courses, attendance counts as part of your course grade.

1. Students who enroll in a course but have “Never Attended” (in-person class) or who have not logged into the Blackboard class (for a fully-online course) by the official census date will be administratively dropped by the Admissions Office.
2. Attendance is taken at the beginning of class each day. If you miss more than 15 minutes of class at any point during a class meeting, you are counted absent and receive 0 attendance points for that day. Be aware that you must be mentally present in class to be counted present for the day. Additionally, students who are unable to participate in discussion when called upon will receive 0 attendance points for that day.
3. Please present an official FCISD notification in advance if you are going to miss class for a school-sponsored event. I will work with you to avoid missing any deadlines.
4. It’s your responsibility to drop the course if you stop attending.
5. I will accommodate extenuating circumstances at my discretion.

### Late Work Policy\*

\*Note that this late policy applies to **major assignments only** (final essay drafts, Midterm Exam—with limits). Late work is not accepted for any reason on all other assignments, such as essay outlines, rough drafts, peer reviews, quizzes, activities, or reflections.

1. If you submit after the deadline without a prior authorization for an extension, 10% is automatically deducted from your grade, and this penalty increases by 10% each day until submission. Major assignments will not be accepted more than one week after the deadline.

2. If technical difficulties prevent you from submitting a major assignment, email me and attach the assignment or document the issue including a timestamp. This may help avoid late penalties in the event of technical difficulties, but you're expected to upload the final draft appropriately after technical issues are resolved. I will not grade assignments sent via email.

### Dropping the Class:

The last day to withdraw/drop from a course this semester is listed on the academic calendar [here](#). It is the student's responsibility to withdraw from this course. Otherwise, students will be assigned their earned letter grade at the end of the course. Course grades are continually available in Blackboard each week. For more information regarding drops/withdrawals, please visit <https://www.southplainscollege.edu/admission-aid/apply/schedulechanges.php>.

### Plagiarism and Cheating:

There is zero tolerance for academic dishonesty in this course. Do not under any circumstances use words you didn't write in an essay or assignment without proper documentation. If you're not sure about proper documentation, you must reach out via email or office hours to ensure academic integrity. Plagiarism will automatically result in an F for the assignment and can result in getting dropped from the course with an F. In addition, an Academic Dishonesty Report may be filed with the Dean of Students.

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

1. Using Artificial Intelligence websites or apps to generate all or part of a paper or other assignment;
2. Turning in a paper or submitting work that has been purchased, borrowed, or downloaded from another writer or from an online site or is the product of collusion with another person or mechanism;
3. Cutting and pasting together information from books, articles, other papers, or online sites without providing proper documentation;
4. Using direct quotations (three or more words) from a source without showing them to be direct quotations and citing them;
5. Submitting an assignment for this course that you also submitted to another course without my express approval;
6. Missing in-text citations and/or missing works cited entries.

**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, texting, internet, Quizlet, etc.) 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;
7. Copying another's work during an examination or on a homework assignment;
8. Rewriting another student's work in Peer Reviews so that the writing is no longer the original student's;

9. Taking pictures of a test, test answers, or someone else's paper.

### Communicating with the Instructor:

The best way to reach me is through email, either the SPC or FCISD emails. Although I cannot guarantee that I will respond to your messages right away, I do check my email frequently. Please realize that if you email me after 5 PM, I cannot guarantee a response that night. Weekend responses may be slower or delayed until the next school day. Your SPC email is considered an official form of communication between you and me, so it is extremely important that you check your SPC email regularly.

If you have any questions or concerns about the class or your performance in the class, please do not hesitate to set up an appointment with me during office hours or write an email to me. I would rather hear about your concerns early in the semester when we still have time to work together, rather than at the end of the class when it is too late for me to help you. Also, if you have any special accommodations, please let me know of your needs as soon as possible.

After I hand back graded essays, you must wait 24 hours before you can discuss your grade with me. This time should be spent reading and processing my comments. I am happy to explain my comments and grading rubric and to answer any questions that you may have, but I require that all students let 24 hours pass before contacting me regarding essay grades.

### Official SPC Policy Statements:

Intellectual Exchange Statement, Disabilities, Non-discrimination, Title V Pregnancy Accommodations, CARE (Campus Assessment, Response, and Evaluation) Team, Campus Concealed Carry: For information regarding official South Plains College policies on these topics, please visit: <https://www.southplainscollege.edu/syllabusstatements/>.

### Weekly Schedule:

Link to SPC Academic Calendar: <http://catalog.southplainscollege.edu/content.php?catoid=61&navoid=2151#fall>

Week 1 (Aug. 26): Syllabus, Ch.1, Ch. 2

Week 2 (Sept. 2): Ch. 3-5

Week 3 (Sept. 9): Definition Speech

Week 4 (Sept. 16): Definition Speech presentations, Exemplification Speech

Week 5 (Sept. 23): Exemplification Speech

Week 6 (Sept. 30): Comparison/Contrast Collaborative Essay

Week 7 (Oct. 7): Finish up Comparison/Contrast Collaborative Essay, Midterm Exam

Week 8 (Oct. 14): Cause/Effect Multimodal Essay

Week 9 (Oct. 21): Cause/Effect Multimodal Essay

Week 10 (Oct. 28): Argument Essay

Week 11 (Nov.4 ): Research for Argument Essay

Week 12 (Nov. 11): Outline for Argument Essay

Week 13 (Nov. 18): Drafting the Argument Essay

Week 14 (Nov. 25): Thanksgiving Break!

Week 15 (Dec. 2): Argument Essay due

Week 16 (Dec. 9): Final Exam due 12/10