

English 1301.001 Spring Interim

Policy Statement and Syllabus

Spring Interim 2022

MayMester

Instructor: Patti Thompson
Phone: (806) 716-2438 (I won't be out there most of the time)
Email addresses: pthompson@southplainscollege.edu or
pattit22@att.net (home)

Spring Interim Computer Office Hours: 11:00am – 12:00 M-F

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 (**no Connect**) , Edition: 11TH

Author: Albright and Langan - Inclusive Access ebook – **do not purchase a book from the bookstore**

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
Reading Questions	(5 @ 20 pts/ea)	100
Analytical Discussion Boards	(4 @ 25 pts/each)	100
Drafts	(4 @ 25 pts /each)	100
Descriptive Essay		100
Narrative Essay		100
Compare & Contrast Essay		100
Argumentative Essay		100
Grammar	(4 quizzes @25pts/each)	100
Final Exam Research Discussion Board		50
Final Exam		100
Total		1000
A = 900 - 1000		
B = 800 - 899		
C = 700 - 799		
D = 600 - 699		
F = 599 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. If a student misses 2 major assignments, the instructor may drop them from the course. Please notify me of any circumstances or issues as soon as possible.

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 19 days requires work every day of the week

Day 1 May 16

Course Introduction, Complete Introductory Discussion Board

Print Syllabus, Formatting a document for class

Watch Welcome video and how to navigate the course video

Day 2 May 17

Read Chapter 2 The Writing Process pgs. 27 - 54; Complete Assignment #1 submit to Bb by midnight – the questions are listed below

View Description ppt. Descriptive Paper Assignment,

Read Chapter 8 Description 208-226

Read Chapter 23 Run On 503-514, Chapter 36 Comma 597-606

Day 3 May 18

Review Comma Splices/Run On/Fused Sentences using Chomp Chomp by Grammar Bytes – link is on the page

Take Grammar Quiz #1 Comma Splices, Run On/Fused Sentences - complete by 11:59 pm 5/18

Start Draft of Descriptive essay

Day 4 May 19

1) Write and Submit draft of Descriptive essay to Bb by 11:59 pm – Ms. T will glance over intros, thesis statement, and conclusion and comment in Bb

2) Submit a copy of your Descriptive Essay to the Peer Revision Discussion board – peer revise 1 other student's essay – the discussion board is located in Day 5 May 20th since it is due that day

3) Read Chapter 25 Subject Verb Agreement 525-531 and 27 Pronoun Antecedent Agreement 537-545

Day 5 May 20

Peer Review of 1 other student's essay due by Midnight

Reading Questions over Lou's Place pgs 218-222, answer questions on 222-233 and submit by 11:59 to Bb

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

Day 6 May 21

Revise Descriptive Essay using the Description Checklist, submit essay to Bb by 11:59 for grading

Review Subject-Verb-Pronoun-Antecedent Agreement using the link to Chomp Chomp

View Narrative Writing, ppt, Assignment, Read Chapter 9 Narration 229 - 249

Day 7 May 22

Take Grammar Quiz 2 over Subject-Verb, Pronoun-Antecedent Agreement by midnight (you can use the work sheet to help)

Assignment Reading Questions #3 over "Taking on A Disability" and "A Night of Violence" pg 230-232, questions on 232-234 by midnight

Start draft of Narrative essay

Day 8 May 23

Read Chapter 34 Apostrophe 582-583, Chapter 22 Fragment 489-502

Submit draft of Narrative Essay by 11:59pm Mrs. T will glance over intros, thesis statements, and conclusion with comments in Bb;

Submit a copy of your narrative to the Narrative discussion board in Day 9 and revise one other essay by noon tomorrow.

Day 9 May 24

Complete peer revision of Narrative essay by NOON

Revise Narrative according to Checklist on page 248 of textbook (note – dialogue is not needed)

Submit final of Narrative by 11:59

Day 10 May 25

Practice Apostrophe/Fragment exercises in grammar unit, Work with Chomp Chomp

Read Chapter 13 Comparison and/or Contrast 308 - 331, ppt, Assignment, Print/Save organizational handouts

Look over possible topic list

Take Grammar Quiz #3 over Apostrophes and Fragments by 11:59pm

Day 11 May 26

Assignment #4 Reading questions over “A Vote for McDonald’s” and “The Lone Ranger and Tonto Fistfight with Smoke Signals” pgs. 312 – 315, questions on pgs. 315 – 317 **due by midnight to Bb**

Turn in compare and contrast thesis statement with subjects and evaluative criteria for extra credit (10 pts)

Start Draft of Compare & Contrast

Day 12 May 27

Turn in Draft of Compare & Contrast Essay by 11:59pm; copy essay into the Compare and Contrast discussion board thread in Day13 May 28

Day 13 May 28

Complete Peer Revision discussion board by noon today

Revise Compare & Contrast essay using Checklist on page 331

Submit Final of Compare & Contrast essay by 11:59 pm

Day 14 May 29

Read Chapter 16 Argument 370-392, View Argument ppt, assignment and list of topics

Start research over topic

Take Grammar Quiz #4 – a little bit of the 3 previous ones.

Day 15 May 30

Submit topic with thesis to Ms. Thompson in an extra credit assignment (10 pts)

Submit Reading Assignment #5 Questions over “Essay on the Importance of Teaching Failure” on pgs. 383–385; questions on pgs. 385-387 by 11:59pm

Work on draft of Argumentative essay

Day 16 May 31

Draft of Argumentative/Persuasive Essay due by 11:59 pm to Bb;

Copy and paste the draft into the Peer Revision Discussion Board for Argumentative essay in Day 17

Day 17 June 1

Complete peer revision of 1 other essay by noon

Revise according to Argument Checklist on pg. 392

Submit Argumentative/Persuasive Essay through the TurnItIn link by 11:59 pm

Day 18 June 2

Compile information over graded essays

Discussion board over essays due by 8 pm

Day 19 June 3

Final exam due by 1 pm to Bb

Paper Grading Rubric

	A	B	C	D
Grammar, Punctuation, Mechanics, Spelling*	1 – 4 Errors	5 – 8 Errors	9 – 12 Errors	13 – 17 Errors
Length	Meets maximum expectations	Exceeds minimum expectations	Meets minimum requirements	Within 1/3 – ¼ range of minimum
Organization	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
Documentation/Research	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
Argument	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.