

# English 1301 Syllabus (INRW Fall 2019)

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**Instructor:** Caleb N Humphreys

**Office:** Reese, Building 3, #318A

**Office Hours:** Monday/Wednesday: 12:15-1, Tuesday/Thursday: 12:15-2:30,  
Friday: 12-2pm (by appointment)

\* If you cannot meet at one of the above times, simply schedule an appointment.

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**\*Email is the best way to contact me.**

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## Catalog 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.

## Purpose

Freshman Composition is arguably the most important preparatory course that students will take. This course is, at its heart, both an introduction to college and to academic writing. The intention of this course is to help students begin to think of themselves as college students and, more importantly, as writers. This course will supply students with the necessary tools to succeed in other courses and provide a strong foundation for success throughout college and beyond. Furthermore, students will learn to understand writing as a process, a skill that takes practice.

## Required Texts

No textbook is required for this course. However, you will have weekly readings and notes that will be posted to Blackboard.

If you need supplemental instruction, consider *College Writing Skills with Readings* by John Langan. 978-0078036279

## Objectives

The late writing scholar Donald Murray explains that we write "to learn, to describe, and therefore to see, to entertain, to inform, to persuade, to celebrate, to attack, to call attention, to think, to make money, to promote, to advocate, to connect, to relate, to make, to share. But always behind each writing purpose is the secret excitement of discovery: the word, the line, the sentence, the page that achieves its own life and its own meaning." In this course, students will explore the reasons why writers write and the many

genres they use to express their ideas. Through critical reading and writing, discussion, peer review, and classroom exercises, students will develop the skills necessary to express their ideas across a variety of genres.

## Outcomes

Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Exhibit logic, unity, development, and coherence to create essays.
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.

## Essays

Students will write six essays. Good writing is a process and the essays must show evidence of this process. Essays written in this course will start in draft form. The first draft of an essay will only be graded for completion. This will give students the chance to practice the writing process and to improve on the essay through workshopping with peers, suggestions from the instructor, and self-analysis. The second draft will be graded.

## Late Work Policy

**Late work is not accepted.**

## Grading Policies

All students enrolled in English 1301 can expect a fairly heavy work load designed to improve the reading, writing, and critical thinking skills.

**I try to have all essays graded within two (2) weeks after the due date.**

## Grading of Course Work

Grammar Quizzes	10%
Personal Narrative	10%
Cause and Effect	10%
Advertisement Analysis	10%
Argument	10%
Persuasive (Research)	20%
Final Portfolio	10%
Process Work	15%
Misc. Work	5%

If your grade is border-line, I may take your attendance, participation, and attitude into consideration when deciding whether to assign the higher or lower grade. Any missing major assignments will not benefit you in this decision.

## Methods of Evaluation

Student work is evaluated by means of A, B, C, D, and F: Superior, Good, Average, Poor, and Unacceptable. Numerical grades are assigned for convenience in averaging grades only.

A - 90-100

B - 80-89

C - 70-79

D - 60-69

F - ☹

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

1. Use of the conventions of standard grammar.
2. Use of the appropriate method of development for the assignment.
3. Use of the principles of unity and coherence.
4. Use of logical, factual arguments to advance the thesis of the assignment.

## Attendance Policy

Students are expected to attend all classes in order to be successful in a course. The student may be administratively withdrawn from the course when absences become excessive. Any student who misses more than four (4) class sessions could be dropped from the course. An absence is defined as failing to attend class or leaving class without the instructor's approval. If you are unprepared for class, you may be asked to leave and will be given an absence. A student will be counted as absent for every two tardies.

## Academic Integrity

The guidelines set forth in the South Plains College catalog will be followed. From the catalog:

**Cheating:** Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in an office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of course work. This applies to quizzes of whatever length, as well as to final examinations, to daily reports and to term papers.

**Plagiarism:** Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from the themes, reports or other writings of fellow student, is guilty of plagiarism.

*Plagiarism* is another word for academic dishonesty and is a form of theft. All of the writing and the ideas in your writing (e.g., journals) must be your own. Any attempt to pass off the work of someone else as your own will result in an F for the course.

Failure to comply with this policy **will** result in a '0' (no credit) for the assignment and can result in an "F" for the course if circumstances warrant. Please note that essays cannot be "recycled" - reusing previous essays that you have written is still a form of academic dishonesty. All writing in this class must be new and original.

## Turnitin

All essays **MUST** be submitted to Turnitin via Blackboard. An unfavorable Turnitin report may result in a zero for the assignment. Failure to upload an essay to Turnitin will result in a zero for the written work, regardless of quality.

## Blackboard, Internet Access, and Word Processors

Blackboard is the website host for our class, where you are able to view and access homework, view and print out class *PowerPoint* lessons, check your grades, view the syllabus, and utilize additional links. You will need internet access and a word processor to complete your homework assignments. If you do not have a computer or reliable internet access, you will need to plan time into your weekly schedule to use the SPC computer labs on the Levelland, Reese, or Lubbock campuses or find a computer with reliable, fast internet access and a word processor that you can use on a regular basis. Access our Blackboard course from the SPC homepage:

<http://www.southplainscollege.edu/> or at:  
<https://southplainscollege.blackboard.com>.

Frequently, you will need to view *PowerPoint* presentations and *Microsoft Word* files, as found under the *Course Content* tab. In order to fully participate in the course, you will need access to *Microsoft Office*. SPC provides *Office 365* for free for all students. You can download the programs here:

<https://portal.southplainscollege.edu/student-services/helpdesk/information-services/Pages/Microsoft-Office-365.aspx>.

## Cell Phones and Technology

Please do not use your cell phones during class except in the event of an emergency (talk with me about it first). Put your phone on silent, and do **NOT** text message during class.

- If you are expecting an important call, quietly step outside in order to avoid disturbing your fellow students.
- If you use your cell phone during class, you will be asked to leave. You will be counted absent.
- Personal laptops and tablets must remain closed and powered off during class, unless otherwise stated.

## Classroom Etiquette

Since you are college students, you are expected to conduct yourselves professionally:

1. Be respectful.
2. Bring all necessary materials (textbooks, notebook, writing utensil, etc.) to each class.
3. Any person disrupting class will be asked to leave.
4. Come to class prepared.

## Note to 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 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.

## Diversity Statement

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.

## Statement of Non-Discrimination

As your instructor, I do not discriminate on the basis of age, color, disability, ethnicity, gender, national origin, race, religion, sexual orientation, or veteran status. You can find SPC's Non-Discrimination Policy Statement online.

**\*I reserve the right to make changes in course policy at any time.**

# Schedule

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Note: This is **NOT** your homework calendar; it is a brief overview of the material the course will cover. This is a tentative schedule, so the course may deviate from this if I deem it necessary. There will be weekly readings and assignments.

## Week 1

**M, 8/26** – Welcome to 1301!

**W, 8/28** – Plagiarism, Email Writing

## Week 2

**M, 9/2** – **Labor Day: No Class**

**W, 9/4** – The Writing Process, Intro to Narrative

## Week 3

**M, 9/9** – Thesis Statements, Supporting Details, Showing VS Telling

**W, 9/11** – Intro to Peer Review

**Personal Narrative due Sunday by 11:59pm**

## Week 4

**M, 9/16** – Intro to Cause/Effect

**W, 9/18** – Critical Thinking, Analysis

## Week 5

**M, 9/23** – Academic Essay Structure, Introductions

**W, 9/25** – Topic Sentences and Outlining, Body Paragraphs, Reasoning and Support

## Week 6

**M, 9/30** – Conclusions, Peer Review

**W, 10/2** – No Class.

**Cause and Effect due Sunday by 11:59pm**

## Week 7

**M, 10/7** – Intro to Rhetoric

**W, 10/9** – Audience and Purpose

## Week 8

**M, 10/14** – Advertisements

**W, 10/16** – Advertisements, Summary and Analysis

**Ad Analysis due Sunday by 11:59pm**

Week 9

**M, 10/21** – Intro to Persuasion

**W, 10/23** – Argumentation, Introductions

Week 10

**M, 10/28** – Using Evidence, Body Paragraphs

**W, 10/30** – Peer Review, The Revision Process

**Argumentative Essay due Sunday by 11:59pm**

Week 11

**M, 11/4** – Intro to Persuasion

**W, 11/6** – Logical Fallacies

Week 12

**M, 11/11** – Intro to Research

**W, 11/13** – Finding Sources

Week 13

**M, 11/18** – Using Evidence

**W, 11/20** – Exigency and the Counter-Argument

Week 14

**M, 11/25** – Peer Review

**Persuasive Essay due Tuesday by 11:59pm**

**W, 11/27** – Thanksgiving Break. No Class.

Week 15

**M, 12/2** – Review for Final Portfolio. Wrap-Up Class.

**W, 12/4** – Conferences. No Class.

Week 16

**Finals Week – Portfolio Due Wednesday 12/11 by 12pm.**

**INRW 0300: Integrated Reading and Writing**

**Fall 2019**

**Syllabus and Class Policies**

## INRW 0300 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.

## Additional Policies

The attendance, late work, academic honesty, grading policies, disability, and non-discrimination policies from the ENGL 1301 component apply to this course as well.

## Grading of Course Work

Midterm Exam	10%
Final Exam	10%
Essay Revisions	20%
Reading Responses	15%
Journal	15%
Grammar Exercises	20%
Diagnostic	5%



Misc.

5%

**If you make an A in this course, I will give you (up to) 10 bonus percentage points in 1301. If you make a B, you will get 5 bonus percentage points.**

## **Schedule**

Wednesday, 8/28 - Diagnostic Exam

You will be provided with a detailed course schedule after the diagnostic exam.

