

South Plains College
 “SOUTH PLAINS COLLEGE IMPROVES EACH STUDENT’S LIFE”
 ENGL 1301
 Fall 2022 Syllabus and Class Policies

Instructor’s Contact Information:

Instructor: Dr. Jamie Wormsbaker

Office Location: Lubbock Downtown Center Office # 2028

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Office Hours—Fall 2022

Monday	Tuesday	Wednesday	Thursday	Friday
11:00am - 12:00pm AND 2:30pm – 3:30 pm	8:00-9:00 am AND 4:00-5:00 pm	11:00am-12:00 pm AND 2:30 pm – 3:30 pm	8:00-9:00 am AND 4:00-5:00 pm	8:00-10:00 am AND By Appointment

Email: This is the best way to reach me: jwormsbaker@southplainscollege.edu

- I try to answer emails within 24 hours Monday-Thursday and Friday morning.
- Required for emails: Type your name, course, and subject in the subject box of your email to me (example: *Jane Doe – Corequisite - Question about Week 2*).

Remind Text: *Quickest way to reach me.*

We will sign up for a “Remind” course on the first day of class. You will be able to text me directly through the Remind App. This will probably be the quickest way to reach me!

Word of Welcome

WELCOME to your English course! The fact that you are signed up for this college class suggests that you are motivated and capable. I will hold high expectations for each of you, but I will also offer you any help you might need along the way. I want each of you to succeed and feel good about what you have produced in this class. Let’s work together to make this class an extraordinary opportunity for you to grow as readers and writers. You can expect a rigorous (but fun) class this semester.

About Me

My name is Jamie Brook Wormsbaker, and I love to teach and to learn from my students. I have a crazy family, which includes my fourteen year old son, Ryder, my ten year old son, Gunnar, and my three year old daughter, Brooklyn. My husband, Kelcey, used to teach high school science and coach football and basketball, but he is now a high school Assistant Principal at Cooper. In addition, we have a dog named Bear, a puppy named Cooper, and a grouchy, older cat named Chico. My hobbies include being outside/hiking whenever possible, cooking, spending time with my kids, and of course, reading!

Both my husband and myself have dedicated our lives to teaching, because we strongly believe that learning affords people the opportunity to escape oppression and to also enrich any life, no matter the circumstances. I have spent a long time in school in order to be the best teacher I can possibly be. I began my college education at the University of Nevada at Las Vegas where I earned a B.A. in English. From there, I went to the University of New Mexico where I earned an M.A. in English. Finally, after 11 long years of school, I earned a Ph.D. from Texas Tech in English, where I specialized in literary nonfiction. While at UNM and TTU, I was able to teach college courses at all levels, from Freshman composition to Senior level literature. You might feel good knowing that the college course you take with me will be taught just as I have taught it at major universities. This means you are truly experiencing a college level course. I know that each of you can succeed in this class and will be more prepared for any road you choose as a result.

ENGL 1301: Composition I Syllabus

Department: English and Philosophy

ENGL 1301 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.

ENGL 1301 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, voice, parallelism, punctuation, spelling, and mechanics in language appropriate for academic essays.

7. Write a minimum of six 500-word essays.

Required Materials

YOU DO NOT NEED TO PURCHASE A TEXTBOOK OR ACCESS CODE FOR THIS CLASS.

Our “text” will come from materials I have created for you as well as from free, “real world” current events news articles, speeches, essays, and even podcasts. We will utilize the types of texts you could expect to read, analyze, and write about in your everyday lives. While there is no “text book,” you will, however, need good internet access and a laptop in order to access many of these materials from our Blackboard course (see below). You will sometimes be expected to print materials for annotation purposes, peer reviews, or for extra practice.

Other Materials:

- Folder/Binder for any printed materials
- Pens/Pencils
- Paper/Spiral Notebook
- Highlighters, colored pens/pencils (assorted colors for marking text)

Required Computer and Internet Access: We will do as much required computer work during class time as possible. However, there will be some homework assignments which will require you to access Blackboard

- Blackboard is designed to work best with **Mozilla Firefox** browser, so download this browser now and use it every time you access Blackboard to avoid many technical issues.
- Computer or internet connection problems may occur for you at some point this semester. **Understand that it is your responsibility to find alternate computers you may use to submit your work on time.** Find your alternate resources **now**; do not wait until you suddenly need them! You can find computers and/or Wi-Fi in the following places:
 - SPC Reese Campus Student Computer Lab (806-716-4666)
 - SPC Levelland Campus Student Computer Lab (806-716-2179)
 - SPC Levelland Campus Library Computer Lab (806-716-2299) - this lab is open on Sundays also
 - your local city library
 - restaurants or cafes with free Wi-Fi
 - neighbors or friends (line up at least three)

Computer Help: need help with your computer, laptop, email address, username/password?

- helpdesk@southplainscollege.edu
- 806-716-2600

Blackboard Help:

1. **Get Help by Email:** 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 under the Course Tools menu.

Required Computer Software:

1. **Internet Browser:** Blackboard Learn is designed to work best with the **Mozilla Firefox** browser. Blackboard experts do not recommend using Internet Explorer 8 or 9. Visit this website for a free download of the Mozilla Firefox browser: <http://www.mozilla.org/en-US/firefox/new/>. Mac users may use either Firefox or Safari--both seem to work well with Blackboard.
2. **Office 365: Word and PowerPoint:** You will need a good word processing program to create papers for this course. As a member of the SPC community, you have free access to Office 365. Office 365 provides online access to Microsoft Word, Microsoft Excel, Microsoft PowerPoint, and 1TB of free online storage with Microsoft OneDrive. You can use Office 365 online or install to your PC, Mac, or mobile device.
 - a. To access Office 365, go to <https://www.office.com> and sign in with the following credentials: SPCusername@southplainscollege.edu and your SPC password.
 - b. You can then click the link for the individual application you want to use online, or click the install office link towards the top right to install the application to your computer.
3. **Adobe Reader:** Available to download **FREE** from this website: <http://www.adobe.com/products/reader.html>

Tutoring Help:

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>

Tutor.com

You also have 180 FREE minutes of tutoring with tutor.com each week, and your hours reset every Monday morning. Log into Blackboard, click on the tutor.com link on the left-hand tool bar and grab a session with a tutor. You can access tutor.com tutors during the following times:

Monday – Thursday: 8pm-8am

6pm Friday – 8am Monday morning

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 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).
- 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 and click the **Unread Messages: South Plains College O365** link at the bottom of the page.
- 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.

Course Details

TURNITIN (where you submit papers in our Blackboard course):

- TURNITIN is where papers are submitted and graded inside our Blackboard course.
- TURNITIN accepts files saved in the following formats: Microsoft Word, WordPerfect, Rich Text Format (.rtf file ending), and PDF. TURNITIN does NOT accept Microsoft Works documents. Do not submit Text documents (.txt file ending) because they will not retain the proper MLA formatting.
- Many students make the mistake of uploading a paper and thinking they are done. There is a second step, which is to confirm submission. If the second step isn't confirmed, the paper will not be submitted, and there will be no digital receipt.
- After you submit a paper to TURNITIN, you must immediately check your South Plains College e-mail account, including your junk, bulk, or deleted folders (it is sometimes filtered as spam) for the digital receipt email. If you do not see a digital receipt, then your submission was **not** likely received by TURNITIN, and you will need to resubmit your paper immediately.
- Without a digital receipt, you cannot prove that you submitted your paper before the deadline, and I don't accept late papers.
- Once your paper has been graded, click on the **View/Submit** link to view my comments and marks.

Course Organization in Blackboard: Click on Weekly Assignments in Blackboard, then . . .

- Click on the current week's assignment folder.
- Check out that week's overview and digital materials—this is to help you know the basics of what we covered if you must miss a class for any reason.
- Discussions/presentations are an important part of this course. At times, a grade will be given for participation during a class discussion. However, if you must be gone for any reason, there will often be a digital component to our discussion in the weekly folder so that you can still earn credit.
- **All assignments are due before our class meets each day unless otherwise noted.**

Attendance Policy

In ENGL 1301 face to face courses, students are required to attend every class. Students are considered absent if they miss 45 minutes of a class or more. Students are considered late if they arrive 6 or more minutes late, so if a student shows up to a 9:30 class at 9:36am or later, they will be considered late. For every 2 late classes, a student will be given an absence. Students must attend 90% of this course to receive credit, so **a student is only allowed 3 excused absences.** *I may drop the student from both courses with an "X" if a student has more than three absences.*

- If you accumulate **fifteen** zeros and/or do not submit assignments for three weeks in a row, you will be dropped from the course.

Course Evaluation: The same letter grade will be assigned for both the ENGL 1301 and the INRW 0300 courses: A (90-100), B (80-89), C (70-79), D (60-69), F (59 and below).

Your course grade will be based on the following percentages:

Attendance and Participation	5%
Essay Draft Work (Each Major Essay Includes In-Class Workshop Mini-Lessons, Outlines, and other homework leading up to final drafts)	7%
Description Paragraph	3%
Exemplification Essay	7%
Compare/Contrast Essay	8%
Rhetorical Analysis Writing	8%
Revision Assignments	10%
Articles of the Week (x13; 2 lowest grades dropped)	10%
Argument Essay	11%
Peer Reviews	6%
Grammar Mini-Lessons (including notes, practice, and quizzes) (x 11; 2 lowest grades dropped)	10%
In-Class Work/Homework/Practice Work: Active Reading Skills; Reading Quizzes, Responses/Reflections, and Reading Discussions, Presentations, Journals, Etc.	10 %
Final (Combined Essay and Grammar Test)	5%
TOTAL	100%

Course Grade Components Explained

Attendance: To be successful in a face to face course, you need to attend class each day. Choosing to not attend class can harm your grade. I will take attendance each day, and the attendance grade will factor into your overall course grade. See the attendance policy (above) for more details on tardiness and absences.

Essays: Why essays? Learning how to write a solid essay where you make a claim, support that claim with specific and vivid examples or research, and organize your thinking in a way that makes sense to and persuades an audience is a skill that transfers over to ANY writing asked of you in future classes or careers. You will write 4 major essays for this class beginning with a skill building Description Paragraph. The essay modes will be: Exemplification, Compare/Contrast, Rhetorical Analysis, and Argument. For each essay, we will go through a writing process where we will brainstorm topics, outline ideas, write a rough draft, peer review each other's work, and then submit a final draft. The draft work and peer review work are separate grades from the final essay grade and count as percentages in your final course grade. You will also be expected to revise each essay for a separate grade (see "Essay Revisions" below)

Articles of the Week: Part of the reason that many students struggle with reading is because they lack prior knowledge and background. They can decode the words, but the words remain meaningless without a foundation of knowledge. To help build your prior knowledge this semester, each week we will read, annotate, and respond to an Article of the Week, which we will discuss and turn in every Monday. You will receive a model for how to read and respond to the articles before your first article assignment. These free, current, well-written articles take the place of a "textbook" in many ways this semester, so my expectation is that you will read and complete these assignments.

Grammar Lessons: When I grade essays, I give a score of up to 50% for your essay content and up to 50% for grammar. It is true that the content and ideas are important in writing, but grammar is equally important. Consider this analogy: Think of your development of ideas/content in writing as the "car" you drive, which can have lots of personality and be many different colors, models, and all "souped up." Grammar, on the other hand, is the nuts and bolts, the "wheels," that make your car go. You can have a very pretty car (great ideas and content), but without wheels (grammar and spelling/mechanics), you won't get very far. Because most students never learned grammar prior to college, it is difficult to understand when a professor marks your papers for "fragments," "run-ons," "comma splices," or other unfamiliar terms. If you don't know what the grammatical term means or how to fix the problem, the feedback is useless. To that end, we will have grammar lessons all semester which will give you the foundation you need to write grammatically correct documents in both your personal and future work lives.

In-Class Work/Practice Work/Homework: I am not just your English instructor in this class. I am also your writing coach. Just as an athlete trains hard and works through drills in practice, I sometimes need my writers to run through practice rounds. These smaller drills aren't graded with the same scoring procedures because only full essays are treated like Game Day. Instead, these smaller homework, in-class, or practice assignments are more like a cardio workout with light weights. They are designed to keep you limber and maintain writing "muscles mass" until the next Big Game.

Essay Revisions: Just as you get sore from ripped muscle fibers after a strenuous workout, your "ripped" grammar and content scores on graded essays will help you to grow stronger as writers when you learn from your errors. Yes, this work of correcting your mistakes will hurt a bit, but growth comes from pain. We've all heard of growing pains, right? In order to truly learn how to write better, it is critical that you learn from your mistakes. Simply looking at an essay grade and then tossing the

essay teaches you nothing about how to improve your future writing. This is why students often keep making the same mistakes from essay to essay. To that end, for each major essay we write, as well as for some less formal writing, I will assign essay revisions. You will have 2 weeks, after you receive your feedback on the assigned writing to be revised, to make essay revisions. Revisions are a separate grade from your initial writing grade. I will explain the process for revisions in class.

Assignment Submission: I cannot accept an assignment via email, for any reason. All files must be submitted via the assignment tool in Blackboard weekly modules. It is your responsibility to make sure the assignment submitted properly before the due date. Double check each assignment instructions for proper submission. No documents will be accepted after the submission deadline has passed for any reason. At times, and in certain English courses, we will submit paper copies of assignments. When this is the case, you will be informed both in class and in Blackboard. For the most part, all assignments will be a digital submission through assignments in Blackboard.

Grade Reports: Click on the **My Grades** link in the Course Tools menu to view your scores and current grade. I recommend you do this weekly throughout the semester so you are always aware of your grade status.

Late Work

- Any assignments submitted past the due date will receive an automatic deduction in points (10) after the first 24 hours. After the first 24 hours, assignments may only receive partial credit (50%). Late assignments must be turned in **within** 48 hours of the due date to receive the partial credit. After 2 days, assignments will not be accepted and you will receive a zero for the assignment.
- HOMEWORK / OUTSIDE WORK: Please note that if there are readings or assignments due ON a certain date, on the course calendar, you need to be working on them and have them completed BEFORE class on the day they are due. For example, if you are assigned homework to complete part of an essay draft and the draft is due the next time we meet, this means that we will be using the draft during class to make more progress. If you aren't prepared with the assigned work, you won't be able to participate in class that day and must take an absence.
- You do not receive credit for a late assignment, nor should you ask to take a quiz or exam or submit a paper after the deadline because you have had or do have computer problems. Do not wait until the night before to complete assignments.
- Have alternate computer locations already lined up to use in case you have trouble with your own computer. Our Blackboard course is set up to prevent submission of late assignments, so be sure you complete and submit assignments before deadline.
- You may make up a major assignment (essay/exam) only if you have contacted me prior to the deadline and do have a dire circumstance, such as a death in the family. But keep in mind that you normally have at least a week or more within to complete major assignments. Plan ahead; if you have to be out of town or at work right when assignments are due, finish them early.
- **If you accumulate fifteen zeros and/or do not submit assignments for three weeks in a row, you will be dropped from the course.**

Essay Assessment Guidelines:

- Essays may earn grades ranging from A to F based on the grading scale below. The quality of each of the criteria determines the letter grade. Not every essay will fit a single grade's description completely. An essay's final grade may also include process assignments and drafts.
- Papers can take from one to two weeks to be graded; I will usually notify you through an Announcement when I have finished grading those written assignments.
- **MAJOR ERRORS are grade killers!** The major errors are fused sentences, comma splices, fragments, subject-verb agreement errors, pronoun-antecedent agreement errors, pronoun reference errors, three spelling/wrong word errors. Here's how major errors can affect your papers: if your paper has great content and contains no major errors, it could earn an A. Great content with one or two major errors would earn a B; great content with three or four major errors earns a C; five or six major errors drops it to a D; seven or more major errors receives a failing grade. In other words, don't let MAJOR ERRORS prevent your papers from earning the scores that your great content deserves!

“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.”

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 can result in an F for the course if circumstances warrant. According to the *SPC General Catalog*: “Complete honesty is required of the student in the presentation of any and all phases of course work. This idea applies to quizzes of whatever length as well to final examinations, to daily reports, and to term papers.”

- **Plagiarism:** “Offering the work of another as one’s own, without proper acknowledgements, 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 a fellow student [or another person] is guilty of plagiarism” (General Catalog). Some examples of plagiarism are not writing your own papers; copying parts of your papers from others’; not giving proper credit for source information; not quoting, paraphrasing, or summarizing source material correctly; or not using proper MLA documentation.
- **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 students, assisting others to cheat, alteration of grade reports, illegal entry or unauthorized presence in an office are examples of cheating” (General Catalog). Some example of cheating are copying responses from another student’s paper or quiz, allowing someone else to take a quiz or exam for you, or receiving help from someone else to complete any quiz, test, or written assignment.

- DO NOT RECYCLE OLD PAPERS FOR THIS CLASS: You may not submit the same or a revised version of a paper you wrote previously for this or another class. In other words, you will be expected to write new, original papers for each written assignment you complete this semester.
- TURNITIN will generate a similarity report for each of your papers and can reveal if parts have been plagiarized.

If you are involved in cheating or plagiarism on exams, quizzes, papers, or assignments, you will receive a point deduction or a zero for the assignment or be dropped from the course with the grade of "F" or "X" at my discretion.

WHAT I EXPECT FROM YOU:

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.

- Be Pro-Active—if you do not understand the assignment, call or send me a message through Course Email, or come by my office hours, but do so in a timely fashion. Do not wait to call or email the day or night before the assignment is due. I am usually able to respond to e-mails within 24 hours, except on weekends and holidays.
- Be Polite—Be courteous in all your communication. Treat others in our class as you wish to be treated. Students who display rude or confrontational behavior will be permanently blocked or dropped from the course. Also, please put cell phones away during class time. Cell phones are a distraction for both yourself and the instructor.
- Be Prepared—give yourself enough time to do each assignment. Waiting until the last minute to take a quiz or exam or write a paper will increase your stress and not produce the best results. If you have homework or reading assigned, be prepared by reading the assigned work or completing the assignment, so that you may fully participate in class discussions.
- Be Productive—realize that college courses require a great deal of self-discipline, organization, and self-motivation. Set aside times each week to study for this class. While in class, use any time given to work on essay drafts or other assignments wisely. Don't waste your time or resources.

WHAT YOU CAN EXPECT FROM ME:

- I will be **pro-active** in helping you by carefully scaffolding all assignments and work so that, with the right attitude and hard work, you can succeed. I realize that you have lives, jobs, families, and other work outside of class, and I have designed our class to be as efficient and respectful of your time as possible. I have also designed the course to prepare you both for future English courses and also for other types of writing that you will do in courses outside of English.
- I will be **polite** and respectful to you. I will treat you as an adult. While I will hold high expectations of you, I will never demean you in front of others, I will never speak inappropriately to you, and I will never start class late or end class late. I will show empathy

and kindness to you, while helping you to meet college level expectations. I will respect and listen to your opinions and try to infuse humor into class whenever I can! I will be fair to you in both grading and expectations. Every student can expect the same treatment from me.

- I will be **prepared** for class. Just as I ask you to be prepared with homework or other assignments, I will be prepared to teach you every class session with quality materials and well-thought out lessons. I will grade your work in a timely manner and offer advice to help you improve.
- I promise to make our class time as **productive** as possible. Every minute will be valuable. My goal is to accomplish as much as possible during our class time so that you have the least amount of work possible to accomplish outside of class. While college classes do have an expectation of homework (just as I must prepare lessons and grade assignments before and after my classes), you can expect a reasonable amount of homework, too. However, I will reserve as much time as possible, whenever possible, to accomplish some of your writing, reading, or grammar homework during class time.

Covid Statement: If you test positive for COVID or have been exposed, immediately notify Associate Director of Health and Wellness DeEtte Edens (dedens@southplainscollege.edu) for guidance. If she determines that you need to quarantine, she will notify your instructors. It is your responsibility to contact your instructors to inform them, also, and to make a plan to stay caught up with course work while you are isolated.

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.

Title IX Pregnancy Accommodations Statement: If you are pregnant, or have given birth within six months, under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations, you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact Crystal Gilster, Director of Health and Wellness at 806-716-2362, or email cgilster@southplainscollege.edu for assistance.

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.

Health and Wellness: Any student needing individual counseling for issues such as depression, anxiety, adjustment to college, stress management, and substance abuse may visit the Health and Wellness Center to chat, confidentially, with licensed mental health professionals who provide services free of charge to current SPC students. Call or visit on Levelland Campus 806-716-2529 from 8:00 am – 4:00 pm. Students wanting to set up a counseling session will have an option to be seen face-to-face or teleconference session via Doxy.me or Zoom platform. Both students and Health and Wellness employees will wear a mask during face-to-face appointments. The number of people in an office will be limited to allow for safe social distancing. Signs are posted on the front door advising students not enter if they are showing signs of illness. Students will be escorted to an appropriate office to ensure social distancing is maintained. Any student in need of food or other essentials may visit the food pantry on Levelland Campus. Students can contact Dee Dee Odorizzi (806-716-2236) for more information.