

## English 1301.001 Spring Interim

Policy Statement and Syllabus

Spring Interim 2020

MayMester

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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: 9TH

Author: LANGAN, John buy used if possible or rent

### 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
Analytical Discussion Boards	(5 @ 30 pts/each)	150
Drafts	(4 @ 25 pts /each)	100
Paragraph		50
Descriptive Essay		100
Narrative Essay		100
Compare & Contrast Essay		100
Persuasive Essay		150
Grammar	(4 quizzes @25pts/each)	100
Final Exam		100
Total		1000

Extra credit opportunity (4 @ 12.5 pts/ea – Reading questions) 50 pts

A = 900 - 1000

B = 800 - 899

C = 700 - 799

D = 600 - 699

F = 500 and below

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

1. Using the conventional standards of grammar (not journalistic)
2. Using the appropriate method of development
3. Organizing the paper and maintaining coherence.
4. Supporting the argument with logic and facts that persuade.

(see final page for grading rubric)

### **Student Learning Outcomes:**

1. Understand that writing is an interactive process that includes prewriting, writing, and revision, and applying those principles to the assignments/papers
2. Develop a paper in an appropriate and logical order/structure/mode
3. Use revision to rectify structural, unity/focus, developmental, grammatical, or mechanical issues with a paper
4. Analyze and appreciate professional writers' work by understanding its message, how it communicates, and how it impacts the reader
5. Apply the principles of logic to the writing in order to make its communication more efficient, coherent, and powerful
6. Understand and apply the grammatical and mechanical elements of writing in order to promote effective and powerful communication.
7. Make constructive suggestions for others' work during Peer Editing or other critiques or presentations
8. Do group work by working with other members of the class in order to complete the assignment by contributing to the project while interacting with other members of the group in order to do so.

### **Performance Policy**

**Assignments must be turned in on time; no late work will be accepted. Missing assignments count as zeroes. Students missing grammar quizzes will not be able to make up those tests. LATE WORK IS NOT ACCEPTED. 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 20 days requires work every day of the week**

### **Day 1 May 11**

Course Introduction, Complete Introductory Discussion Board

Print Syllabus, Formatting a document for class

Read over Sample Paragraph, Familiarize yourself with Blackboard

### **Day 2 May 12**

Write Personal Paragraph Submit to Bb by 11:59pm

Read Chapter 1 Intro to Writing 3 – 18; Description ppt. Descriptive Paper Assignment, Chapter 8 Description 182 - 202

Read Chapter 25 Run On 460-472, Chapter 39 Comma 554 – 563

### **Day 3 May 13**

Review Comma Splices/Run On/Fused Sentences using Chomp Chomp by Grammar Bytes

Take Grammar Quiz #1 Comma Splices, Run On/Fused Sentences - complete by 11:59 pm  
5/17

Start Draft of Descriptive essay

**Day 4 May 14**

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

Read Chapter 27 Subject Verb Agreement 484 – 489 and 29 Pronoun Antecedent Agreement 494 – 499

**Day 5 May 15**

Read Chapter 27 Subject Verb Agreement 484 – 489 and 29 Pronoun Antecedent Agreement 494 – 499

Reading Questions pgs. 196 – 197 submit by 11:59 for extra credit

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

**Day 6 May 16**

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

View Narrative Writing, ppt, Assignment, Read Chapter 9 Narration 203 – 221

**Day 7 May 17**

Review Subject-Verb, Pronoun-Antecedent Agreement using Chomp Chomp Take Grammar Quiz 2 over Subject-Verb, Pronoun-Antecedent Agreement.

Start draft of Narrative essay

**Day 8 May 18**

Read Chapter 32 Misplaced Modifiers 513 - 516, Chapter 33 Dangling Modifiers 517 – 522

Chapter 37 Apostrophe 539 – 545, Chapter 24 Fragment 447 – 459

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

**Day 9 May 19**

Revise Narrative according to Checklist on page 220 of textbook (note – dialogue is not needed)

Reading questions on 215 – 217 due by 11:59pm for extra credit

**Day 10 May 20**

Submit final of Narrative by 11:59

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

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

**Day 11 May 21**

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

Start Draft of Compare & Contrast

**Day 12 May 22**

Turn in Draft of Compare & Contrast Essay by 11:59pm

Look over parallelism handout in Grammar unit,

**Day 13 May 23**

Revise Compare & Contrast essay using Checklist on page 299

Complete Reading Questions on page 296 – 298 for extra credit Submit by 11:59 pm

**Day 14 May 24**

Review for parallelism quiz Use Chomp Chomp for practice

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

Read Chapter 16 Argument 343 – 364, View Argument ppt, assignment

**Day 15 May 25**

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

Take Grammar Quiz #4 over parallelism by 8:00 pm

**Day 16 May 26**

Submit Reading Questions over pages 357 – 359 by 11:59 for extra credit

Revise Argumentative essay by Checklist on pg. 361

**Day 17 May 27**

Argumentative/Persuasive Essay due by 11:59

**Day 18 May 28**

Compile information over graded essays

**Day 19 May 29**

Discussion board over essays due by 8pm

**Day 20 May 30**

Final exam due by 11:00 am to Bb

Paper Grading Rubric

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