

South Plains College

“SOUTH PLAINS COLLEGE IMPROVES EACH STUDENT’S LIFE”

Course Syllabus for English 1301 (ENGL1301) ONLINE

SPRING 2021

Instructor: Mrs. Raylene Nuffer, M.A.

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Phone: 806-716-2239, Please leave me a message if I am not available to answer your call.

Office Location: Library Building, Levelland Campus, Third Floor – room 307

Remind Class Code: @mrsraylen

Office Hours – SPRING 2021

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--|---|--|---|---|
| 9:00am–4:00pm Text (Remind) Zoom (by appt) | 10:00am – 2:00pm On campus, in my office *Also, 10:00am – 4:00pm Text (Remind) Zoom (by appt) | 9:00am – 4:00pm Text (Remind) Zoom (by appt) | 10:00am – 2:00pm On campus, in my office *Also, 10:00am – 4:00pm Text (Remind) Zoom (by appt) | 9:00am – 12:00pm Text (Remind) Zoom (by appt) |

Office hours are subject to change; however, you will be notified if changes occur.

Mrs. Nuffer’s ENGL 1301 Course Offerings for SPRING2021:

COMP1301.156 meets online only

South Plains College ALL campus Covid 19 Statement:

It is the policy of South Plains College for the Spring 2021 semester that as a condition of on-campus enrollment, all students are required to engage in safe behaviors to avoid the spread of COVID-19 in the SPC community. Such behaviors specifically include the requirement that all students properly wear CDC-compliant face coverings while in SPC buildings including in classrooms, labs, hallways, and restrooms. Failure to comply with this policy may result in dismissal from the current class session. If the student refuses to leave the classroom or lab after being dismissed, the student may be referred to the Dean of Students on the Levelland campus or the Dean/Director of external centers for Student Code of Conduct Violation.

ENGL 1301: Composition 1 – Course Information

Departments

English and Philosophy

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.

This course 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, parallelism, punctuation, spelling, and mechanics in language appropriate for academic essays.
7. Write a minimum of six 500-word essays.

Required Materials

The Power of Determination edited by: John Langan; ISBN 978-1-59194-503-1

Steps to Writing Well with Additional Readings by: Jean Wyrick, ISBN 978-1-305-39421-6 (optional)

Required materials for class:

- Pens/pencils
- Paper/spiral notebook
- Highlighters, colored pens/pencils (assorted colors for marking text)
- Folder/binder
- Calendar/agenda*

*The last day to buy books and supplies at the bookstore using financial aid is February 2, 2020.

The textbook and materials are due on the last day of week two, January 29, 2020.

Student Assessment

A pre- and post-test in reading and writing will be used to determine the extent of improvement that the students have gained during the semester.

Course Details

Student writing Portfolio, for EACH of the THREE essays:

- Outline
- 500-word essay drafts
- Teacher, peer, and tutor reviews
- Final Copy

Reader Response Journals

Discussion boards

FlipGrid discussions

Weekly Grammar lessons and quizzes (Kahnacademy.org)

Active Reading

Class assignments

Final

Grades are determined by the following scale:

90-100 = A

80-89 = B

70-79 = C

60-69 = D

59 or below = F

Your grade will be based on the following percentages:

| | |
|--|-----|
| Writing Portfolio (3 essays): (outline, draft, revisions, and final copy) | 50% |
| Writing Assignments | 20% |
| Active Reading Skills, Reading Quizzes, and Reading Discussions | 15% |
| Grammar Mini-Lessons | 5% |
| Final (Essay) | 10% |

*Academic progress posted in each student's grade book on Blackboard.

Grading Policy

1. All work is due as stated by the instructor and/or the syllabus, usually every Friday by noon.
2. Homework, in-class writing assignments, active reading assignments, and any work you miss is not permitted after 48-hours from the original due date. 15 points will be assessed for every day the assignment is late.
3. The final and *any part of the writing (outline, rough draft, revisions, and final copy)* WILL NOT be accepted late under any circumstances.
4. Grades are usually updated and entered in Blackboard within a week after the assignment is due. *However, essays may require two weeks before a grade is submitted into Blackboard. ****It is the students' responsibility to track their grades in Grade Book in Blackboard.*
5. IF an essay or overall class average is below a 70, students will be required to use tutoring services until the grade is above a 70.

Helpful Websites

1. Tutor.com: virtual tutoring found in Blackboard.
2. Grammarly.com (use the free version to upload essays for spelling, grammar, and punctuation mistakes).
3. <http://www.southplainscollege.edu/writingcenter/>: writing lab hours at all SPC campuses.
4. <http://www.southplainscollege.edu/exploreprograms/artsandsciences/teacheredtutoring.php>: SPC Tutoring

Writing Portfolio Essays

Narrative

When you write a narrative essay, you are telling a story. Narrative essays are told from a defined point of view, often the author's, so there is feeling as well as specific and often sensory details provided to get the reader involved in the elements and sequence of the story. The verbs are vivid and precise. The narrative essay makes a point and that point is often defined in the opening sentence, but can also be found as the last sentence in the opening paragraph.

Informative Essay

An informative essay is an academic assignment where the author's job is to inform the audience about the subject of the paper. The subject of an informative essay can be a person, an object, a phenomenon, or an event.

The writer must use facts and data to explain the nature of the subject to the audience who may have little to no idea about it beforehand. The task of writing an informative essay is actually a very important one, as you get to enlighten your readers and increase their awareness regarding the subject.

Compare and Contrast

To write a comparison or contrast essay that is easy to follow, first decide what the similarities or differences are by writing lists on scrap paper. Which are more significant, the similarities or the differences? Plan to discuss the less significant first, followed by the more significant. It is much easier to discuss ONLY the similarities or ONLY the differences, but you can also do both.

Other writing assignments:

Reflection

A reflection essay is a kind of writing that requires the author to inform the reader about his or her attitude, idea or impression regarding a given topic. Alternatively, writing reflective essays is meant to help its author describe how a certain event, person or experience has impacted him or her, or to describe the process of his or her personal growth during an academic course or some other significant experience (this can be a journey, an important class, etc).

Reader Response / Double Entry Journal

A reader response or double entry journal is a two paragraph essay gives a brief summary of the reading/text in the first paragraph, and the student's impressions, thoughts, or ideas about the reading/text in the second paragraph. Students will write several reader responses in the course of this semester.

Discussions

Journals

Attendance Policy

Instruction will be online, participation is still mandatory. *Students must login at least twice in an academic week. An academic week is considered Monday through Friday.*

If a student has not logged-in for three consecutive weeks, the student may be dropped from the course.

Technical Course Information/Requirements

ALL STUDENTS ARE REQUIRED TO HAVE A WORKING COMPUTER WITH INTERNET ACCESS ON A DAILY BASIS. Since this FLEX co-requisite course is taught online, students enrolled in this course need to have daily access to a working computer and internet. *A tablet will not work for this course in lieu of a computer.*

Blackboard

Blackboard serves as our course learning module. Blackboard is where you will find daily and weekly course work, and it is where you will turn in the majority of your classwork. It is imperative to your success in this co-requisite course that you are familiar with Blackboard. You must login to Blackboard several times per week; daily is best.

Student Email

Your student email account can be accessed through MySPC or the South Plains College home page (southplainscollege.edu). Please note: you will need your login information (username and password) to log into Blackboard and your student email.

MYSPC Technical Assistance

For technical assistance, please email askspc@southplainscollege.edu or 806-894-9611 ext. 3300.

Institutional and Academic Policies

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 the student will be dropped with an F from the co-requisite course if there is a second violation.

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

1. Turning in a paper that 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 and citing them;
4. Missing in-text citations;
5. Turning in a paper that was written for another class without further work (eg; added research, extensive text, or a reformatted essay);
6. Using a translator in any form: human or electronic.

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. Copying another's work during an examination or on a homework assignment;
7. Rewriting another student's work in Peer Editing so that the writing is no longer the original student's;
8. Taking pictures of a test, test answers, or someone else's paper;
9. Using a translator in any form: human or electronic.

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.

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 OR email lyoung@southplainscollege.edu (Levelland Campus).

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.

Technical Help

Technical help with email, internet access, MySPC, or any other SPC tech support issues please-
Email: helpdesk@southplainscollege.edu OR Call: 806-716-2600

For technical help in Blackboard click the blue "Help" tab in the black column on the left-hand side of any Blackboard screen OR use the technical support email/phone number listed here.

Note: The instructor reserves the right to modify the course syllabus and policies.

Students will be notified of any changes that may be made to the syllabus.

Tentative Course Schedule - ENGL1301, SPRING 2021

| Week | Topic |
|--|---|
| 1 - January 18-22 Martin Luther King: Monday | Class Syllabus Quiz Writing pre-test |
| 2 - January 25-29 | The Power of Determination (TPoD) Introduction / Growth Mindset <i>Grammar: Kahn Academy- Nouns</i> |
| 3 - February 1-5 | Student Case Study / TPoD: Maria <i>Grammar: Kahn Academy- Verbs</i> |
| 4 - February 8-12 | Personal Narrative Essay Prewriting & Outline / TPoD (group work): Paul, Erika, Jeroboam <i>Grammar: Kahn Academy- Pronouns</i> |
| 5 - February 15-19 | Narrative Essay Draft Due / TPoD: Tay Thi <i>Grammar: Kahn Academy- Modifiers</i> |
| 6 - February 22-26 | Narrative Essay Peer Reviews / TPoD: Indonesia and Ericka <i>Grammar: Kahn Academy- Prepositions and Conjunctions</i> |
| 7 - March 1-5 | Narrative Essay Final Copy Due / TPoD (group work): Peter, Melissa, Suashunn <i>Grammar: Kahn Academy- Commas and Apostrophes</i> |
| 8 - March 8-12 | Informative Essay Prewriting / TPoD: Tricia <i>Grammar: Kahn Academy- Colons and Semi-Colons</i> |
| 9 - March 15-19 Spring Break | Spring Break: Have a great week! |
| 10 - March 22-26 | Informative Essay Draft Due / TPoD: Richard <i>Grammar: Kahn Academy- Sentences and Clauses</i> |
| 11 - March 29 - April 2 Easter Break: Monday | Informative Essay Peer Reviews / TPoD: Crystal <i>Grammar: Kahn Academy- Conventions of Standard English</i> |
| 12 - April 5-9 | Informative Final Copy Due / TPoD: Juan <i>Grammar: Kahn Academy- Usage and Style</i> |
| 13 - April 12-16 | Compare and Contrast Essay Prewriting / TPoD: Amanda <i>Grammar: Sentence structure and maintenance</i> |
| 14 - April 19-23 | Compare and Contrast Essay Draft Due <i>Grammar: Sentence structure and maintenance</i> |
| 15 - April 26-30 Last day to drop classes: 29th | Compare and Contrast Essay Peer Reviews <i>Grammar: Sentence structure and maintenance</i> |
| 16 - May 3-7 | Compare and Contrast Essay Final Copy Due <i>Grammar: Sentence structure and maintenance</i> |

Week

Topic

17 - May 10-13

FINALS WEEK: Reflection Essay

*****Please note: I reserve the right to change this tentative schedule. I may add, delete, edit, or revise material to help students accomplish the learning outcomes of the course. If a change is made, it will be announced in class, and updated schedules will be made available on Blackboard.*