



South Plains College
Master Course Syllabus: ENGL 1301
Revised August 2024

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Office Hours: M-F (3-4th + Power periods) F: after 4:00 by appointment
Department: English and Philosophy
Discipline: English

Course Number: ENGL 1301
Course Title: Composition I

Course Description: ENGL 1301 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.

Prerequisite: Students must be TSI-complete or waived in both writing and reading.

Credit: 3 Lecture: 3 Lab: 0

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 the 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.

Student Learning Outcomes Assessment: A writing assignment graded by a rubric will be used to determine the extent of improvement that the students have gained during the semester.

Textbook:

Langan, John. *College Writing Skills with Readings*. 11th ed., McGraw-Hill. ISBN for ebook in TexBook program: 9781266135910 (online)

Commented [1]: Are we still using the text?

Technology Requirements:

1. **SPC username and password:** email helpdesk@southplainscollege.edu or call the SPC Help Desk at 806-716-2600 for help with your username/password
2. **SPC student email access:**
 - o **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 here](#)
 - 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.
3. **Regular access to a computer and reliable internet service:**
 - o If you need to check out a Chromebook or Wi-Fi hotspot for the semester, contact the SPC Library here: <https://library.southplainscollege.edu/c.php?g=1097174&p=8122883>
 - o Open computer labs are available free to students with an SPC I.D. on three SPC campuses (Levelland, Lubbock CTC, Plainview).
 - o 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! Line up three friends TODAY who would be willing to loan you a laptop if yours suddenly crashes.
 - o Free WiFi is available in all SPC campus buildings, some SPC parking lots, most coffee shops, etc.
4. **Blackboard:** grades, assignments, quizzes, videos, and many other resources for this class are accessed through the Blackboard learning management system. Use your SPC credentials to log in here: <https://southplainscollege.blackboard.com>. Most assignments will be turned in via BlackBoard. As long as the assignment will let you submit, your assignment will be accepted. Once the assignment disappears, you may no longer submit your work. **No late work will be accepted.**
5. **Office 365: Word and PowerPoint:** You are required to use Microsoft Word to create papers for this course. As a member of the SPC community, you have [free access](#) to Office 365. Office 365 provides free 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 download for free and install to your PC, Mac, or mobile device.

- To access Office 365 for free as an SPC student, go to <https://www.office.com> and sign in with the following credentials:
SPCusername@southplainscollege.edu and your SPC password.
 - 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.
6. **Adobe Reader:** Available to download free from this website:
<http://www.adobe.com/products/reader.html>

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

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

Ebook Help:

- McGraw-Hill: https://mhedu.force.com/CXG/s/ContactUs?external_browser=2
- TextBook Information (Inclusive Access):
<https://www.southplainscollege.edu/texbook.php>
- TextBook Help: <https://solve.redshelf.com/hc/en-us>
- SPC Bookstore: tfewell@texasbook.com or agamble@texasbook.com

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 in the Blackboard course menu.

FREE TUTORING:

- Visit the Tutoring Information link to view the drop-in tutoring schedule or to learn how to book an appointment:
<http://www.southplainscollege.edu/exploreprograms/artsandsciences/teacheredtutoring.php>
- Tutor.com is also FREE to you when SPC tutors are not available. You have three hours per week for free to utilize these after-hours tutors.
 - To access Tutor.com, log into Blackboard and click on **Course Resources**. Use the Tutor.com link provided on that page.
 - Tutor.com hours:
 - Monday-Thursday 8:00 PM-8:00 AM
 - Friday 6:00 PM-8:00 AM
 - Saturday-Sunday 24/7
 - Tutoring Questions:



- Email: tutoring@southplainscollege.edu
- Phone: 806-716-2538

Course Syllabus and Organization:

- This syllabus is available on the **Syllabus and Schedule** page in our Blackboard course.
- The course calendar is also available on the Syllabus and Schedule tab.

Assignment Deadlines:

As ENGL 1301 is a college course, **no late work will be accepted**. Please use the syllabus to plan and prepare. **If you stay in the class, you agree to the no late work policy.**

Course Evaluation: A final letter grade will be assigned based on this grading scale: A (90-100), B (80-89), C (70-79), D (60-69), F (59 and below). Essay portfolio grades are usually made up of an outline, peer review workshop, and final draft. Essays include Exemplification, Definition, Compare/Contrast, Cause/Effect, and an Argument essay. **The grade on Friona ISD student portal is the student's current grade.**

Essay Portfolios:	70%
Outlines, drafts, peer reviews	
Quizzes and in class assignments:	30%
Bell work, free writing, discussions, assessments	
<hr/> Total:	<hr/> 100%

Essay Assessment Guidelines:

Essays may earn grades ranging from A to F based on the instructor's grading scale. Depending on the assignment, certain criteria may be weighted more than others, and the instructor's assignment may establish additional, more specific criteria. The quality of each of the criteria determines the letter grade. Not every essay will fit a single grade's description completely.

"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 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.”

Student Responsibilities: Students are expected

1. Be on time and regularly attend class,
2. Be responsible for the learning process, including preparation for class, such as reading and homework; participation in class discussions, including asking relevant questions; getting assignments and/or notes if absent; and accepting responsibility for not understanding an assignment or failing an assignment,
3. Be responsible for having an appropriate attitude and using appropriate language in academic environments; not use condescending, inflammatory, threatening, or profane rhetoric, whether verbally or in written form, in academic environments,
4. Have respectful behavior toward instructor and classmates in order to contribute to the Be responsible for courteous actions to others, **especially by putting away cell phones** and other distractions while in class,
5. **Be responsible for tracking your own grades and addressing issues immediately. While many assignments will be turned in via BlackBoard, Friona ISD Student Portal will reflect the student’s current grade.**
6. **Submit all assignments in accordance with due dates, formats, and requirements**

7. Avoid all forms of cheating and plagiarism on all assignments, including improper collaboration
8. Ask questions when something is unclear.

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 as defined in the course syllabus.

When an unavoidable reason for class absence arises, such as illness, an official trip authorized by the college or an official activity, the instructor may permit the student to make up missed work in a timely fashion (immediately following the absence). **It is the student's responsibility to complete work in a timely fashion as no late work will be accepted.**

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.**

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. Utilizing AI for the bulk of the assignment; or
5. Missing in-text citations.

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;
7. Copying another's work during an examination or on a homework assignment;
8. Rewriting another student's work in Peer Editing so that the writing is no longer the original student's;
9. **Using an AI source for the majority of the text;** and
10. Taking pictures of a test, test answers, or someone else's paper.

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.

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.

Title IX Pregnancy Accommodations: 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.

Campus Concealed Carry: Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at: (http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses.

In Dual Credit courses, the policies of South Plains College supersede district requirements.

ENGL 1301 is an at-will course. Remaining in the course indicates an acquiescence to the above guidelines.

Note: The instructor reserves the right to modify the course syllabus and policies, as well as notify students of any changes, at any point during the semester.

Narrative Unit

Readings

Grammar: sentence structure and word choice
Narrative essay structure
Mentor text: Sample personal history
Article on importance of academic writing

Summative Assessments

Grammar quiz
Article quiz

Narrative Portfolio

Brainstorming: Personal narratives of family's arrival in the community
Research: informal interviews of family members regarding family's arrival in Friona
Outline: Chronological narrative with reflective conclusion
Draft of chronological narrative with reflective conclusion
Peer reviews of draft
Final draft of personal narrative of family's arrival in the community

Description Unit

Readings

Grammar: misused words and punctuation
Essay structure of descriptive essay
Research local issues (newspaper + informal interviews)
Read newspaper articles
Read histories of local area

Summative Assessments

Grammar quiz
Research portfolio: Five collected APA resources
Presentation on local history
Local history quiz (student generated)

Description Portfolio

Brainstorming: Local issues
Research: articles from local sources or other
Outline: local issue following descriptive essay format
Draft of description of local issue
Peer review + community member review
Final draft of description of an issue endemic to the local community

Cause and Effect Unit

Readings

Grammar: transitions and conjunctions with punctuation
Structure of cause-and-effect essay
Mentor cause and effect text
Own research of local area issues

Summative Assessments

Grammar quiz
Structure quiz
Presentation of cause-and-effect speculation

Cause and Effect Portfolio

Brainstorming: What could have caused the student-selected issue?
Research: Reading local, informal interviews
Outline: follow structure for cause-and-effect paper
Draft of issue cause and effect paper
Peer review + community member review
Final draft of cause-and-effect paper

Literary Analysis Unit

Readings

Grammar: literary devices
Structure of literary analysis
Example of a primary source
Mentor literary analysis text
Own researched primary source

Summative Assessments

Grammar quiz
Literary device quiz
Artistic representation of primary source

Literary Analysis Portfolio

Research: Locating primary sources
Brainstorming: Artistic representation of tones and images from primary sources
Outline: follow structure for literary analysis of primary source
Draft a literary analysis of the primary source
Peer review + professor review
Final draft of literary analysis

Compare and Contrast Unit

Readings

Grammar: Visit individual weaknesses
Two compare and contrast structures
Mentor compare and contrast texts
Research to fit student-choice of two topics
 Compare and contrast past/present of local community in context of issue
 Compare and contrast own community with another in context of issue

Summative Assessments

Grammar quiz
Structure quiz
Venn diagram presentation of compare/contrast choice



Compare and Contrast Portfolio

Brainstorm: choose compare/contrast option and find information
Research presented in a Venn diagram
Outline: follow one of two structures for compare and contrast papers
Draft a compare/contrast paper
Peer review + SPC writing center
Final draft of compare and contrast paper

Exemplification

Readings

Grammar: APA and MLA citations and bibliographies
Exemplification structure
Mentor exemplification text

Summative Assessments

APA and MLA bibliographies
Structure quiz

Exemplification Portfolio

Brainstorm: Choose one of the following three prompts:
Write a paper that:
A. Advocates for a change that needs to be made in the community
B. Honors those that support community programs
C. Proposes something that their peers and they could do for the community
Research: five sources in correct APA bibliography
Outline: follow exemplification structure
Draft choice of exemplification paper
Peer and professor review
Final academic draft of exemplification paper
Turn exemplification paper into newspaper contribution and submit to Friona Star or other viable venue.

Major Assignments and Due Dates*

Monday	Tuesday	Wednesday	Thursday	Friday
W1		14 August Syllabus	15	16 Grammar quiz
19 W2	20 PN draft due	21	22	23 No No-No Words PN DUE
26 IC quiz W3	27 Interview transcript DUE	28	29	30 PN draft DUE Peer review
2 September Labor Day W4	3	4 Personal Narrative DUE	5	6
9 APA Research portfolio DUE W5	10	11 Description outlines due	12	13 Grammar quiz
16 Draft DUE Peer review W6	17 Local history presentation DUE	18 Local history quiz Community review DUE	19 Description DUE	20 Grammar quiz C/E quiz
23 W7	24	25	26	27 PTC
30 Draft of paper & Presentation DUE W8	1 October	2	3 Community member review DUE	4 Presentation DUE
7 W9 Paper and Presentation Peer reviews DUE	8 C/E DUE	9	10 Primary source DUE Grammar and literary device quiz.	11 Early Release
14 W10	15	16 Literary draft DUE	17 Professor and peer reviews DUE	18 Early Release
21 Holiday Lit Analysis DUE W11	22	23 Grammar and structure quiz	24	25

28 W12	29	30	31	1 November SPC Writing center review, peer review, and draft DUE
4 PD C/C DUE W13	5	6	7	8 Progress check DUE
11 W14	12	13	14 Outline with peer review DUE	15
18 W15	19	20 Ex. Draft and Peer Review DUE	21	22 Early Release Professor review DUE
25 Thanksgiving	26	27	28	29
2 December W16	3	4	5 Publish Ex. DUE	6
9 W17 Exemplification DUE	10 Presentations	11 Presentations	12 SPC Grades DUE	13
16	17	18	19 Early Release	20 Early Release

*Subject to change based on school, district, and global excitement.