

**ENGL-1301**  
**Composition I (Online)**  
**Summer 2019**

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**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.

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**Core Curriculum Objectives**

This course will address the following core curriculum competencies:

- **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.

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**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 the equivalent of six 500-word essays.

## Textbook and Supplies

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You will need to purchase the following digital access code immediately.

## MINDTAP ENGLISH HANDBOOK-ACCESS

**Author:** CENGAGE LEARNING

**Edition:** 16

**Published Date:** 2016

**ISBN:** 9781305259720

**Publisher:** CENGAGE L

This is not a physical book but an eBook and access code package. You can buy it at the SPC bookstore (preferably in person, since shipping times vary) or directly through Blackboard once the course starts.

## Software Requirements

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You are required to have access to the following technologies:

- High-speed Internet connection
- Web browser
- Blackboard account
- Skype (optional)
- Microsoft Word (more information can be found on the 'Required Technologies' page in Blackboard)
- Flipgrid (more information can be found on the 'Required Technologies' page in Blackboard)
- Dropbox (more information can be found on the 'Required Technologies' page in Blackboard)
- Edpuzzle account (more information can be found on the 'Required Technologies' page in Blackboard)
- Mindtap account (more information can be found on the 'Required Technologies' page in Blackboard)

## Communication

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You can reach me in one of three ways: you can email me at [mescamilla@southplainscollege.edu](mailto:mescamilla@southplainscollege.edu), call my office at 806-716-2252 and leave a message, or make an appointment to meet either in-person or via video conference using Skype.

I return emails and calls within 24 hours. This is going to require some planning on your part; you won't be able to wait until the last minute to complete assignments.

Your South Plains College email is the official communication for this course. Plan to check it every day.

## Attendance Policy

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Regular, consistent attendance is required for this course. Any class session or activity missed, regardless of cause, reduces the opportunity for learning and may adversely affect a student's achievement. Accordingly, this course requires student attendance and participation in order for students to remain enrolled in a class(es).

You should log in to Blackboard frequently and check your SPC email daily. I will post announcements and send emails regularly.

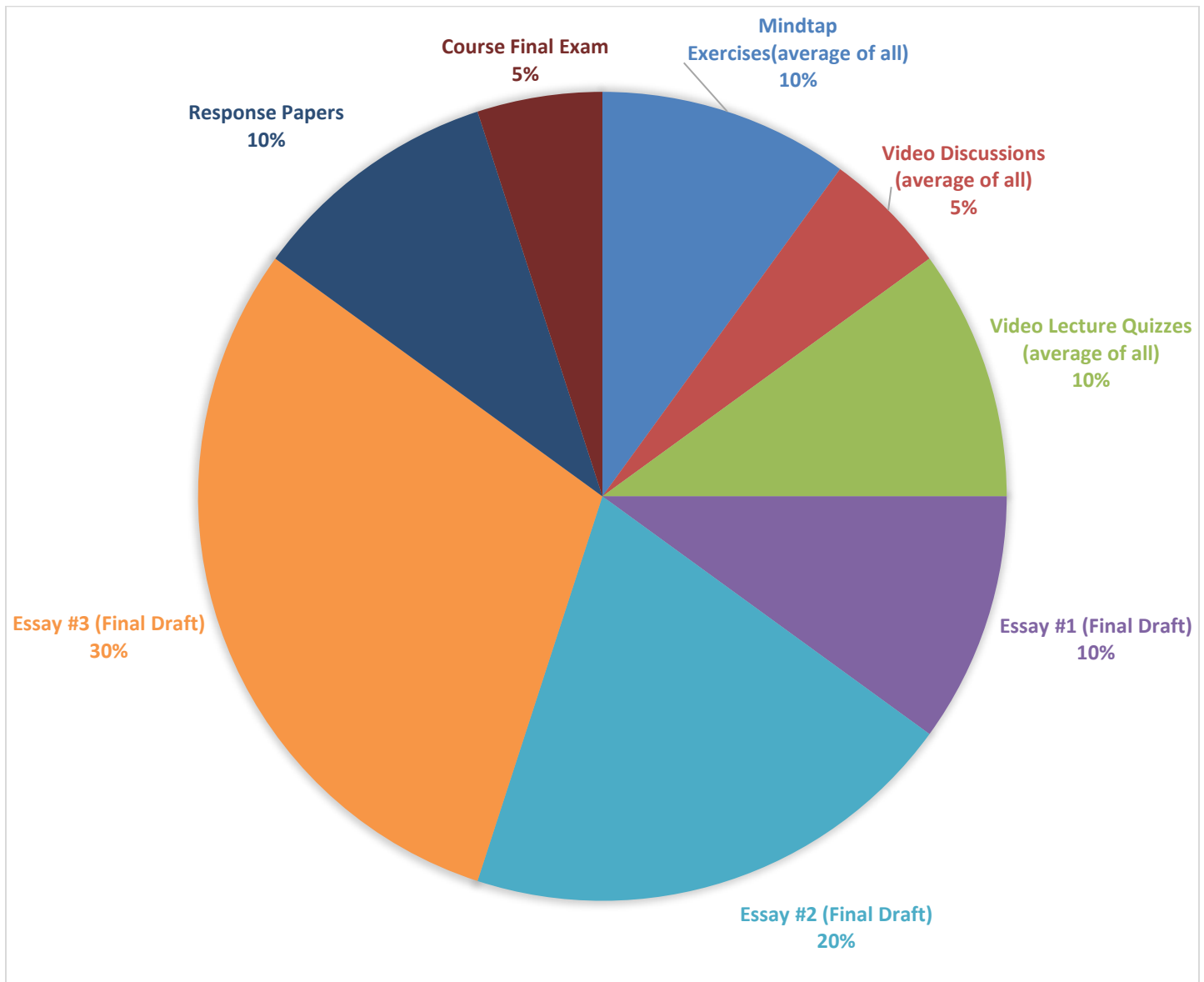
If you fail to submit any of the major essays (Essay #1, Essay #2, or Essay #3), you will be dropped from the course immediately. Check the calendar for due dates.

Be advised – I do not accept late work for any reason.

### Grading Policy

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Final grades will be assigned based on the following percentages:



It is up to you to monitor your average and course progress. If at any time you feel that you need to discuss your course progress with me, it is your responsibility to make contact. You can find your current average via the 'Gradebook' link in Blackboard.

Please note: I do not allow assignment resubmissions and there is no extra credit work for this course.

### Reading Assignments and Video Lectures

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Mandatory, assigned reading is required for this course; you may also be required to watch recorded video lectures with embedded quizzes. Reading and video lecture assignments can be found in the course modules in Blackboard.

## Essays

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You will be required to submit three full essays. There will be several steps to complete for each essay, with each step being counted toward the final grade for that essay. You will submit an initial draft, participate in peer reviews, and submit a final draft. If you do not submit an initial draft, you will not be allowed to participate in peer review, further lowering your grade.

Due dates for these assignments can be found on the course calendar in Blackboard, and specific assignment details can be found in the course modules in Blackboard.

Essays that do not meet the length requirement by  $\frac{1}{2}$  will be given a grade of zero.

The grading rubric for these assignments can be found at the end of this syllabus and in Blackboard.

Late work will not be accepted for any reason.

## Response Papers

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You will be required to write three response papers for this course – one for each module. Instructions for these assignments can be found in Blackboard, and due dates are on the course calendar.

Response papers that do not meet the length requirement by  $\frac{1}{2}$  will be given a grade of zero.

Late work will not be accepted for any reason.

## Mindtap Exercises

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Several Mindtap exercises must be completed over the course of the semester. Due dates are available on the course calendar. In addition to covering the content presented in the assigned reading and video lectures, these exercises will help you review your grammar and help you think about the writing process. Averaged together, these assignments are worth 10% of your final grade. I will not accept late submissions for any reason.

## Discussions

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Collaboration and communication is essential to success in both the academic and professional setting. To practice these skills and further our knowledge of the subjects we cover in this course, each student will be required to participate in weekly video discussions.

There are two parts to each module discussion assignment. The first is an **initial post**. The second part includes **responses** to your peers, which will be due in the second half of each module. A 5-point deduction will be applied to initial posts not posted by the first deadline, and no response posts will be counted for credit after the second deadline.

These are video discussions using Flipgrid, which can be accessed using your computer, webcam, and microphone, or via the Flipgrid app on your mobile device.

## Due Dates

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Due dates are posted on the course calendar and are firm. I do not grant extensions or allow late work for any reason. Work submitted after the due date will not be evaluated and will receive a grade of 0. Failure to submit one of the major essays on time will result in an administrative drop.

**Due times are noon on the date listed on the calendar.**

I do not post announcements, text, or email due date reminders. Keeping up with them is your responsibility and remember – I do not accept late work for any reason.

## **Assignment Submission**

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I cannot accept any assignment via email, for any reason. It is your responsibility to make sure the assignment submitted properly *before* the due date. No documents will be accepted after the submission deadline has passed, for any reason.

Additionally, all files must be submitted as .docx documents (Microsoft Word). I cannot accept .gdoc, .pages, .odt, .rtf, or .txt files. If you submit anything other than a .docx file, you will be given a 0 for that assignment and will not be allowed to make it up.

Papers will be submitted using in two places: in Blackboard as a TurnItIn assignment and Dropbox. Please note: you must submit files to both places. For the Dropbox part of the submission, you must put the file in our shared folder, and it must be named correctly, in order for them to be graded. I will not make allowances for the late policy because of misplaced files or files with non-standard file names.

Please understand: File management is a skill that, as an online student, you should be very comfortable with. I cannot accept late work from students who didn't understand what folder to save their files to. This is extremely important.

As an online student, you assume the responsibility for your technology. I suggest three things:

1. Have a backup plan in place from day one, just in case your technology fails.
2. After submitting an assignment, return to the assignment submission before the due date and make sure it's been submitted properly. If it's not submitted properly by the due date, you will not receive credit for it, regardless of whether or not you thought the paper had submitted.
3. Don't wait until the last minute to submit assignments. If you have trouble, but no one is available to help you, you will still not able to submit the assignment late.

You are responsible for making sure your work has been submitted properly.

## **Style Guide**

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We will use the APA style guide for formatting and documentation in this course. Specific rules regarding this particular style guide can be found in on the 'APA Resources' page in Blackboard. All documents you submit should be formatting using APA standards, and all citations you write, whether in-text or on a References page, should follow APA guidelines for citation.

## **Academic Integrity**

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It is the aim of the faculty at South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed

is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences and possible suspension. Please refer to the SPC General Catalog regarding consequences for cheating and plagiarism.

**\*\*Do not, under any circumstances, turn in another student's work as your own. Do not, under any circumstances, give your work to anyone else to turn in as their own. Do not copy and paste from the Internet. All of these situations are representative of academic dishonesty and will be treated as such.\*\***

I have zero tolerance for cheaters. If I suspect you of cheating, I will drop you without discussion. Please trust me when I say I have ways of determining whether or not you've cheated that you can't get around, as smart as you are. ;-)

### **Disclaimer**

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Because we will use Blackboard to conduct a portion of this class, please note that the materials you may be accessing in chat rooms, bulletin boards or unofficial web pages are not officially sponsored by South Plains College. The United States Constitution rights of free speech apply to all members of our community regardless of the medium used. We disclaim all liability for data, information or opinions expressed in these forums.

### **Diversity Statement**

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In this course, the teacher 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 about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should be and can be.

### **Special Services**

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Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Special 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 Special Services Coordinator. For more information, call or visit the Special Services Office in the Student Services Building, 806-894-9611, extension 2529.

### **Student Code of Conduct**

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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 which 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.**

## Essay Grading Rubric, Essays #1 & #2

	<b>Highly Proficient</b>	<b>Acceptably Proficient</b>	<b>Minimally Proficient</b>	<b>Non-proficient</b>
<b>Thesis statement (16)</b> <i>Main idea; controlling idea; compelling</i>	Precise, succinct thesis statement with obvious main idea and controlling idea; original and compelling.  16 pts.	Acceptable thesis statement has main idea and controlling idea, but may not be compelling or original. Slightly problematic.  12 pts.	Thesis statement is confusing or not immediately obvious. Missing main idea or controlling idea, but not both. Considerably problematic.  <b>AND/OR</b>  Thesis statement announces intention.  8 pts.	No thesis statement.          0 pts.
<b>Body paragraphs (16)</b> <i>Unified; coherent; related to thesis; topic sentences; supporting sentences</i>	All body paragraphs are unified and coherent; each body paragraph contains one distinct point; each body paragraph has a topic sentence that is directly related to the thesis; supporting sentences all relate to the topic sentence.  16 pts.	Body paragraphs are mostly unified and coherent; topic sentences are largely related to thesis, with one error at most; supporting sentences mostly related to the topic sentence, with no more than one error.  12 pts.	Body paragraphs are not wholly unified and/or coherent; topic sentences are mostly unrelated to thesis, with more than one error; supporting sentences mostly unrelated to the topic sentence, with more than one error.  <b>AND/OR</b>  Paper does not meet length requirement; short by no more than 150 words.  8 pts.	Body paragraphs are completely un-unified and incoherent; topic sentences are not related to thesis; supporting sentences not related to topic sentence.    <b>AND/OR</b>  Paper does not meet length requirement; short by more than 150 words.  0 pts.
<b>Grammar, Spelling, and Mechanics (16)</b>	Minimal grammar, spelling, or mechanical errors (at most 2).  16 pts.	3 – 5 grammar, spelling or mechanical errors.  12 pts.	6 – 8 grammar, spelling, or mechanical errors.  8 pts.	9 or more grammar, spelling, or mechanical errors.  0 pts.
<b>Style (16)</b> <i>Introductory and concluding paragraphs; sentence structure; transitional phrases; word choice; tone</i>	Introductory and concluding paragraphs are compelling and creative; sentence structure is widely varied (simple sentences, compound sentences, complex sentences), exceptional use of transitional phrases, academic/elevated/creative word choice; appropriate tone; no slang or informal language	Introductory and concluding paragraphs are satisfactory; sentence structure is somewhat varied; satisfactory use of transitional phrases; mostly academic/elevated/creative word choice; mostly appropriate tone; some slang or informal language; slightly problematic	Introductory and concluding paragraphs are unsatisfactory; sentence structure is mostly unvaried; occasional use of transitional phrases; unacademic word choice; considerably slang or informal language; considerably problematic  <b>AND/OR</b>  Use of first or second person.  <b>AND/OR</b>  Overuse of rhetorical questions.  8 pts.	No introductory or concluding paragraphs; completely unvaried sentence structure, or sentences with so many structural mistakes as to render the sentences illegible; wholly informal language    <b>AND/OR</b>  Essay does not follow appropriate essay pattern.    0 pts.
<b>Formatting (20)</b>	No errors in formatting.	1 error in formatting	2 errors in formatting	More than 2 errors in formatting.

<i>APA formatting guidelines</i>	16 pts.	12 pts.	8 pts.	0 pts.
<b>Rough Draft (10)</b>	Rough draft submitted on time. 10 pts.		Rough draft missing or not submitted on time. 0 pts.	
<b>Peer Review (10)</b>	All peer reviews complete. 10 pts.	More than half of peer reviews complete. 7.5 pts.	Less than half of peer reviews complete. 5 pts.	No peer reviews complete. 0 pts.

### Discussion Post Grading Checklist

<b>Initial Post (1)</b>		
Content All parts of selected question answered thoroughly Length	40 pts.	Comments:
Question Asked an original question in the text of initial discussion post	10 pts.	
<b>Total</b>	<b>50 pts.</b>	
<b>Response Posts (2)</b>		
Content Responds to peer in a substantive manner Adds something to the conversation	25 pts. each/50 pts. total	Comments:
<b>Total</b>	<b>50 pts.</b>	

### Response Paper Grading Checklist



Grade	Criteria
A (100)	<input type="checkbox"/> Formatted according to APA standards, with no errors. <input type="checkbox"/> Strong topic sentence. <input type="checkbox"/> Body sentences that support the topic sentence. <input type="checkbox"/> No grammar errors. <input type="checkbox"/> No style errors. <input type="checkbox"/> Meets length requirement (1 full page)
B (89)	<input type="checkbox"/> One error in APA formatting. <input type="checkbox"/> Strong topic sentence. <input type="checkbox"/> Body sentences that support the topic sentence. <input type="checkbox"/> 1-2 grammar errors. <input type="checkbox"/> No style errors. <input type="checkbox"/> Meets the length requirement (1 full page)
C (79)	<input type="checkbox"/> Two errors in APA formatting. <input type="checkbox"/> Vague topic sentence. <input type="checkbox"/> Body sentences that support the topic sentence. <input type="checkbox"/> 3-4 grammar errors. <input type="checkbox"/> One type of style error. <input type="checkbox"/> Does not meet the length requirement by ¼ page
D (69)	<input type="checkbox"/> Three errors in APA formatting. <input type="checkbox"/> Vague topic sentence. <input type="checkbox"/> Body sentences that support the topic sentence. <input type="checkbox"/> 5-6 grammar errors. <input type="checkbox"/> More than one type of style error <input type="checkbox"/> Does no meet the length requirement by ¼ page
F (0)	<input type="checkbox"/> No APA formatting. <input type="checkbox"/> No topic sentence. <input type="checkbox"/> Body sentences that do not support the topic sentence. <input type="checkbox"/> More than 6 grammar errors. <input type="checkbox"/> More than two types of style error <input type="checkbox"/> Does no meet the length requirement by ½ page

**Argument Essay Rubric (Essay #3)**

	Highly Proficient	Acceptably Proficient	Minimally Proficient	Non-proficient
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<p><b>Thesis statement (16)</b> <i>Main idea; controlling idea; compelling</i></p>	<p>Precise, succinct thesis statement with obvious main idea and controlling idea; original and compelling. <b>Thesis is clearly debatable.</b></p> <p>16 pts.</p>	<p>Acceptable thesis statement has main idea and controlling idea, but may not be compelling or original. <b>Thesis is clearly debatable.</b> Slightly problematic.</p> <p>12 pts.</p>	<p>Thesis statement is confusing or not immediately obvious. Missing main idea or controlling idea, but not both. Considerably problematic. <b>Thesis is clearly debatable.</b></p> <p><b>AND/OR</b></p> <p>Thesis statement announces intention.</p> <p>8 pts.</p>	<p>Thesis is not debatable or not immediately evident.</p> <p>0 pts.</p>
<p><b>Body paragraphs (8)</b> <i>Unified; coherent; related to thesis; topic sentences; supporting sentences</i></p>	<p>All body paragraphs are unified and coherent; each body paragraph contains one distinct point; each body paragraph has a topic sentence that is directly related to the thesis; supporting sentences all relate to the topic sentence. <b>There is a clear, logical line of reasoning.</b></p> <p>8 pts.</p>	<p>Body paragraphs are mostly unified and coherent; topic sentences are largely related to thesis, with one error at most; supporting sentences mostly related to the topic sentence, with no more than one error. <b>There is a line of reasoning, with 1 exception or error in logic.</b></p> <p>6 pts.</p>	<p>Body paragraphs are not wholly unified and/or coherent; topic sentences are mostly unrelated to thesis, with more than one error; supporting sentences mostly unrelated to the topic sentence, with more than one error.</p> <p><b>AND/OR</b></p> <p>Paper does not meet length requirement; short by no more than 150 words.</p> <p><b>AND/OR</b></p> <p><b>There is a line of reasoning, with 2 exceptions or errors in logic.</b></p> <p>4 pts.</p>	<p>Body paragraphs are completely un-unified and incoherent; topic sentences are not related to thesis; supporting sentences not related to topic sentence.</p> <p><b>AND/OR</b></p> <p>Paper does not meet length requirement; short by more than 150 words.</p> <p><b>AND/OR</b></p> <p><b>There is no clear line of reasoning.</b></p> <p>0 pts.</p>
<p><b>Counterargument/Rebuttal (8)</b> <i>Addresses the opposition and provides a rebuttal for the counterargument</i></p>	<p>Clear, obvious counterargument and rebuttal, with transitional phrases that signal to the reader that the author is addressing the opposition and then rebutting the counterargument.</p> <p>8 pts.</p>	<p>Counterargument and rebuttal are present, but without language that signal to the reader that's the author's intention.</p> <p>6 pts.</p>	<p>Counterargument and rebuttal are present, but rebuttal does not logically address the counterargument.</p> <p>4 pts.</p>	<p>Missing counterargument, rebuttal, or both.</p> <p>0 pts.</p>
<p><b>In-Text Citation (8)</b></p>	<p>In-text citations are formatted according to APA standards, with no incorrect or missing citations; all outside information has a citation.</p> <p>8 pts.</p>	<p>In-text citations are formatted according to APA standards, with 1 - 2 incorrect citations OR 1 - 2 paraphrased passages lacking a citation.</p> <p>6 pts.</p>	<p>In-text citations are formatted according to APA standards, with 3 - 5 incorrect citations OR 3 - 5 paraphrased passages lacking a citation.</p> <p>4 pts.</p>	<p>More than 5 incorrect citations or 5 paraphrased passages lacking in-text citation.</p> <p>0 pts.</p>
<p><b>References Citations (8)</b></p>	<p>References citations are formatted according to APA standards, with no exceptions.</p> <p>8 pts.</p>	<p>References citations are formatted according to APA standards, with 1 exception.</p> <p>6 pts.</p>	<p>References citations are formatted according to APA standards, with 2 - 3 exceptions.</p> <p>4 pts.</p>	<p>Missing References page</p> <p>0 pts.</p>

<b>Selected Sources (8)</b>	Selected sources follow assignment instructions with no exceptions.  8 pts.	Selected sources follow assignment instructions with 1 exception.  6 pts.	Selected sources follow assignment instructions with 2 exceptions.  4 pts.	Selected sources follow assignment instructions with 3 or exceptions. 0 pts.
<b>Grammar, Spelling, and Mechanics (8)</b>	Minimal grammar, spelling, or mechanical errors (at most 2).  8 pts.	3 – 5 grammar, spelling or mechanical errors.  6 pts.	6 – 8 grammar, spelling, or mechanical errors.  4 pts.	9 or more grammar, spelling, or mechanical errors.  0 pts.
<b>Style (8)</b> <i>Introductory and concluding paragraphs; sentence structure; transitional phrases; word choice; tone</i>	Introductory and concluding paragraphs are compelling and creative; sentence structure is widely varied (simple sentences, compound sentences, complex sentences), exceptional use of transitional phrases, academic/elevated/creative word choice; appropriate tone; no slang or informal language  8 pts.	Introductory and concluding paragraphs are satisfactory; sentence structure is somewhat varied; satisfactory use of transitional phrases; mostly academic/elevated/creative word choice; mostly appropriate tone; some slang or informal language; slightly problematic  6 pts.	Introductory and concluding paragraphs are unsatisfactory; sentence structure is mostly unvaried; occasional use of transitional phrases; unacademic word choice; considerably slang or informal language; considerably problematic  <b>AND/OR</b> Use of first or second person.  <b>AND/OR</b> Overuse of rhetorical questions.  4 pts.	No introductory or concluding paragraphs; completely unvaried sentence structure, or sentences with so many structural mistakes as to render the sentences illegible; wholly informal language  <b>AND/OR</b> Essay does not follow appropriate essay pattern.  0 pts.
<b>Formatting (8)</b> <i>APA formatting guidelines</i>	No errors in formatting.  8 pts.	1 error in formatting  6 pts.	2 errors in formatting  4  pts.	More than 2 errors in formatting.  0 pts.
<b>Rough Draft (10)</b>	Rough draft submitted on time.  10 pts.		Rough draft missing or not submitted on time.  0 pts.	
<b>Peer Review (10)</b>	All peer reviews complete.  10 pts.	More than half of peer reviews complete.  7.5 pts.	Less than half of peer reviews complete.  5 pts.	No peer reviews complete.  0 pts.