

English 1302 – Mrs. Appleton

Course Description:

In this course, students will study and apply the principles of good writing by reviewing grammar and syntax as well as practicing methods of paragraph and theme development. Students will learn from examples of literary, analytical, and expository texts in order to develop professional qualities in their own writing. Through frequent and varied essays, the students will demonstrate and practice their skills.

Scope:

The purpose of English 1302 applies methods of argument to the critical lenses of studying literature. Additionally, students will build on foundations of research to develop a full, thoughtful paper.

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. Exhibit logic, unity, development, and coherence to create essays.
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.

Course Requirements:

Students will be expected to submit all essays on time. Work will be evaluated and returned in a timely manner so that students may learn from instructional comments. Students will be expected to attend all class meetings, with only limited, excused exceptions. All handouts and materials should be brought to class each day, and students are responsible for submitting work on time.

Academic Dishonesty:

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct Level II Consequences. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students on any formal assessment (formative and summative). If the student found to be engaged in academic dishonesty is enrolled in dual-credit, the student will be immediately withdrawn from their SPC course by the teacher in accordance with SPC policy. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.

Nondiscrimination Statement:

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. In addition to complying with federal and state equal opportunity laws and regulations, this diversity policy maintains that harassment based on individual differences to be inconsistent with SPC's instructional mission and educational goals.

Diversity Statement:

this class, 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 and can be. - South Plains College General Catalog Grading Policy:

Writing assignments will supply 80% of the overall average. The remaining 20% will consist of class activities.

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. Instructors may also include process assignments and drafts in their assessment of the final grade.

“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 error types (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 error types (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 error types (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 major error types (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.”

Class Assignments:

- Literature Quizzes (short answer and longer essays)
- Research process: annotated bibliographies, citation of sources, writing the paper, final draft submitted in MLA format
- Final Exam

Expectations:

1. Students will arrive on time and fully participate in the class. Take class notes, annotate texts, and speak up during discussions.
2. All assignments – reading and essay – must be submitted by the due date given in class.
3. Students must take the final exam during the scheduled time as indicated on the class calendar.
4. Students are always encouraged to come in during tutoring hours for additional instruction or advice.

Do not wait until the last few weeks of the class to attempt to improve grades.