Course Syllabus

ENGL 1301 – English Composition I

Catalog Description: Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

Prerequisites: TSIP reading and writing completed

Semester Credit Hours: 3
Lecture Hours per Week: 3
Lab Hours per Week: 0
Extended hours: Additional study is required outside posted class times.
Contact Hours per Semester: 48

State Approval Code: 23.1301.51 12

Class section meeting time:

Alternate Operations During Campus Closure: In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Panola College to move to altered operations. During this time, Panola College may opt to continue delivery of instruction through methods that include, but are not limited to: online learning management system (CANVAS), online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Panola College's website (www.panola.edu) for instructions about continuing courses remotely, CANVAS for each class for course-specific communication, and Panola College email for important general information.

Artificial Intelligence (AI) Course Policy: There are situations throughout the course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content that will end up in any student work (assignments, activities, discussion responses, etc.). Use of any AI-generated content in this course without the instructor's consent qualifies as academic dishonesty and violates Panola College's standards of academic integrity.

Core Components and Related College Student Learning Outcomes
This course counts as part of the academic requirements of the Panola College Core Curriculum and an Associate of Arts or Associate of Science degree. ☒ Yes   ☐No: If no, skip to Instructional Goals.

The items below marked with an X reflect the state-mandated outcomes for this course **IF this is a CORE course**:

☒ Critical Thinking Skills – to include creative thinking, innovation, inquiry and analysis, evaluation and syntheses of information

    ☒ CT1: Generate and communicate ideas by combining, changing, or reapplying existing information

☐ CT2: Gather and assess information relevant to a question

☐ CT3: Analyze, evaluate, and synthesize information

☒ Communication Skills – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication

☒ CS1: Develop, interpret, and express ideas through written communication

☐ CS2: Develop, interpret, and express ideas through oral communication

☐ CS3: Develop, interpret, and express ideas through visual communication

☐ Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

☐ EQS1: Manipulate and analyze numerical data and arrive at an informed conclusion

☐ EQS2: Manipulate and analyze observable facts and arrive at an informed conclusion

☒ Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

☒ TW1: Integrate different viewpoints as a member of a team

☐ TW2: Work with others to support and accomplish a shared goal

☒ Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making

☒ PR1: Evaluate choices and actions and relate consequences to decision-making

☐ Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

☐ SR1: Demonstrate intercultural competence

☐ SR2: Identify civic responsibility

☐ SR3: Engage in regional, national, and global communities

Instructional Goals and Purposes:
The purpose of this course is to fulfill academic requirements of the Panola College Core Curriculum and an Associate of Arts or Associate of Science degree.

Learning Outcomes:
After studying all materials and resources presented in the course, the student will be able to:

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.

Course Content:
A general description of lecture/discussion topics included in this course are listed in the Learning Outcomes section of this syllabus.

Students in all sections of this course will learn the following content:

1. Students in English 1301 will be required to write a minimum of 3,500 words to be graded by the instructor according to the Panola College Minimum Grading Standards for English 1301 (see appendix at end of document).
2. The 3,500-word requirement includes both expository and argumentative writing. Expository modes may include a combination of some of the following: narration, description, process, definition, exemplification, division/classification, comparison/contrast, and cause and effect.
3. Students will be required to read both professional and student essays exemplifying each mode and to respond to these sample essays orally and/or in writing.

4. At the instructor's discretion, students may be required to complete exercises on grammar, punctuation, usage, etc. and to pass a test over this material as part of the course requirements.

Methods of Instruction/Course Format/Delivery:
English 1301 is taught in a writing lab for both face-to-face, hybrid, and hyflex classes. Online English 1301 classes are delivered through the Canvas learning management system. Face-to-face classes, hybrid, and hyflex classes include the use of Canvas as an enhancement to the course.

Students are instructed in methods of developing various types of essays, including both expository and argumentative essays. Instruction may include lecture, assigned readings, oral and/or written responses to readings, both in-class and out-of-class writing, peer evaluation, revising and editing, journal assignments, and practice exercises over grammar/punctuation/usage topics.

Instructor-assisted writing in a computer lab is an essential component of the course. Online students interact with the instructor and with other students through email, discussion boards, chat rooms, and peer editing requirements. Online instructors determine requirements and methods of submitting drafts of essays and receiving feedback on assignments.

Major Assignments/Assessments:
The following items will be assigned and assessed during the semester and used to calculate the student's final grade.

Assignments

1. Essays: Essay assignments include expository essays consisting of narration, description, comparison/contrast, definition, or other expository forms, and an argumentative essay (minimum 3500 words combined for essay assignments).
2. Daily assignments: Daily work may include short in-class assignments/activities, oral and/or written responses to assigned readings, drills and/or quizzes over sentence mechanics, self-evaluations of essay assignments, peer evaluations of essay assignments, essay corrections, and other assignments/activities not included in the essay grade category.
3. Also, exercises in grammar and punctuation chosen by the instructor may be required.
4. Final exam: Essay and/or grammar/punctuation test. A final exam is required.

Assessment(s):

Students will write a minimum of 3,500 words consisting of essay assignments to be graded by the instructor according to the Panola College Minimum Grading Standards for English 1301 (see appendix at end of document). At least 70% of the course grade will be based on essay assignments. At least 20% of the course grade will be based on daily assignments. A final exam (10% of course grade) is required. All testing not administered by the instructor must be proctored at a Panola College testing site or by proctoring software stipulated by the instructor.

Course Grade:
The grading scale for this course is as follows:

- Essays – 70%
- Daily grade – 20%
- Final exam – 10%

Texts, Materials, and Supplies:
- No text is required for English 1301.

Required Readings:
- Required readings will be assigned by instructor.

Recommended Readings:
- None

Other:
- Courses conducted via video conferencing may be recorded and shared for instructional purposes by the instructor.
- For current texts and materials, use the following link to access bookstore listings: https://www.panolacollegestore.com
- For testing services, use the following link: https://www.panola.edu/student-services/student-support/academic-testing-center
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Charles C. Matthews Student Center or go to https://www.panola.edu/student-services/student-support/disability-support-services for more information.
- Panola College welcomes pregnant and parenting students as a part of the student body. This institution is committed to providing support and adaptations for a successful educational experience for pregnant and parenting students. Students experiencing a need for accommodations related to pregnancy or parenting will find a Pregnancy and Parenting Accommodations Request form in *The Pathfinder* or may request the form from the course instructor.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook, *The Pathfinder: https://www.panola.edu/* (located at the bottom under students)

Appendix:
The document below, **Minimum Grading Standards**, is the evaluation instrument used for all student essays submitted in the course. These standards may be modified for shorter assignments such as paragraph-length assignments. In addition, these are considered end-of-course standards, and may be applied by individual instructors accordingly. These standards also apply to other English courses (1302, 2311, 2322, 2323).

Minimum Grading Standards
To be considered passing, a written essay must exhibit that the student writer has followed both oral and written instructions, organized the paper coherently, developed it with significant content, and written in correct grammatical form.

- A passing essay must be over a topic appropriate to the assignment. If the essay requires a minimum number of examples and points, then that minimum must be met.
- In argumentative and expository discourse, the essay must have a clearly discernible thesis sentence and related topic sentences.
- The paper must reveal some systematic pattern of organization based on or growing out of a central idea.
- The paper must offer specific support of the thesis (facts, examples, explanations, justifications, arguments,).
- The paper must be coherent.
- A passing essay may **not** contain *any combination of three of these categories of errors:*
  - one or more sentence fragments clearly not used for a specific effect or for generally recognized rhetorical and stylistic purposes
  - one or more fused sentences (run-on sentences)
  - one or more comma splices

By the end of the course, any paper which does not measure up to these standards should not be awarded a passing grade.

The following errors are considered insufficient alone to cause a paper to fail, *unless the number is excessive:*

- subject-verb agreement errors
- pronoun-antecedent agreement errors
- spelling errors or confusions between such common words as *their-they're-there, its-it's, no-know, lose- loose-loss, affect-effect,* and/or such everyday words as *occurrence, occasion, receive, among* (not an all-inclusive list)
- spelling errors of less than common words
- misuse of commas, other than the comma splice
- misuse of the apostrophe --other punctuation errors
- shifts in person
- shifts in verb tense
- shifts in voice
- misplaced modifiers