



# ENGL 1301 - College Connect Composition I ENGL 1301.4C1 Course Syllabus

## 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** TSI Reading and Writing complete

**Credits** 3

**Lecture Hours** 3

**Lab Hours** 0

**Extended Hours** 0

**Contact Hours** 48

**State Approval Code** 23.1301.51 12

**Instructor Name** Jaynellen Wylie

**Semester/Year** Spring 2025

## Meeting Time and Location

On-Line

## 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](http://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.

## Student Basic Needs

Unexpected circumstances may arise, but Panola College offers various resources to support students. If you need mental health services or are facing challenges with transportation, affording class materials and supplies, or accessing food regularly—issues that may impact your class performance—please visit [panola.edu/resources](http://panola.edu/resources).

## Class Attendance

Regular and punctual attendance of classes and laboratories is required of all students. When a student has been ill or absent from class for approved extracurricular activities, he or she should be allowed, as far as possible, to make up for the missed work. If a student has not actively participated by the census date, they will be dropped by the instructor for non-attendance. This policy applies to courses that are in-person, online, hybrid, and hyflex.

Attendance in online courses is determined by submission of an assignment or participation in an activity. According to federal guidelines, simply logging into a distance learning course without participating in an academic assignment does not constitute attendance. Distance learning is defined as when a majority (more than 50%) of instruction occurs when the instructor and students are in separate physical locations. Students must engage in an academic activity prior to the course census date.

When an instructor feels that a student has been absent to such a degree as to invalidate the learning experience, the instructor may recommend to the Vice President of Instruction that the student be withdrawn from the course. Instructors may seek to withdraw students for non-attendance after they have accumulated the following number of absences:

Fall or spring semesters:

3 or more class meeting times per week - 5 absences

2 class meeting times per week - 3 absences

1 class meeting per week - 2 absences

The student is responsible for seeing that he or she has been officially withdrawn from a class. A student who stops attendance in a class without officially withdrawing from that class will be given a failing grade; consequently, the student must follow official withdrawal procedures in the Admissions/Records Office.

Please note: Health Science and Cosmetology courses may require more stringent attendance policies based on their accreditation agencies. Please see the addendum and/or program handbook for further information concerning attendance.

### **Pregnant/Parenting Policy**

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 Student Handbook or may request the form from the course instructor.

### **Artificial Intelligence (AI) Course Policy**

**Use of generated AI Permitted under some classroom circumstances with permission.**

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.). In such cases for Option #2, no more than 25% of the student work should be generated by AI. 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.

### **Student Learning Outcomes**

**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

**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

**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

### **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:

From the *Academic Course Guide Manual* for Developmental Integrated Reading and Writing.

**Upon successful completion of this course, the student will be able to:**

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Identify and analyze the audience, purpose, and message across a variety of texts.
4. Describe and apply insights gained from reading and writing a variety of texts.
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.
6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
9. Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.
10. Recognize and apply the conventions of standard English in reading and writing.

**From the *Academic Course Guide Manual* for ENGL 1301-Composition I:**

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. The course includes 16 hours of required supplemental instruction. This is at the beginning of the course and accounts for 25% of the overall grade.
2. 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).
3. 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.
4. 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.
5. 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 and hybrid classes. Online English 1301 classes are delivered through the Canvas learning management system. Face-to-face classes and hybrid 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 face-to-face and hybrid versions 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 are assigned and assessed during the semester and used to calculate the student's final grade.

### **Course Grade**

The grading scale for this course is as follows:

- Supplemental Instruction – 25%
- Essays – 50%
- Daily Grade – 15%
- Final Exam – 10%

**You must have a C or higher in the Supplemental Instruction category to receive high school English credit for this course. You must have a C or higher in the entire course to receive college credit for English 1301.**

### **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/studentservices/student-support/disability-support-services> for more information.
- 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: <https://www.panola.edu/> (located on at the bottom under student)