



ENGL 1110 G-Composition I Section Name Section Credit Hours Credits
Syllabus

Course Information

Meeting times and location: Section Meeting Times Section Location

Catalog description: In this course, students will read, write, and think about a variety of issues and texts. They will develop reading and writing skills that will help with the writing required in their fields of study and other personal and professional contexts. Students will learn to analyze rhetorical situations in terms of audience, contexts, purpose, mediums, and technologies and apply this knowledge to their reading and writing. They will also gain an understanding of how writing and other modes of communication work together for rhetorical purposes. Students will learn to analyze the rhetorical context of any writing task and compose with purpose, audience, and genre in mind. Students will reflect on their own writing processes, learn to workshop drafts with other writers, and practice techniques for writing, revising, and editing.

Prerequisites: ENGL-1110 by Placement

Terms offered: All Semesters

Section-specific Course Description:

Course Level Objectives

Student Learning Outcomes

1. Analyze communication through reading and writing skills.
2. Employ writing processes such as planning, organizing, composing, and revising.

3. Express a primary purpose and organize supporting points logically.
4. Use and document research evidence appropriate for college-level writing.
5. Employ academic writing styles appropriate for different genres and audiences.
6. Identify and correct grammatical and mechanical errors in their writing.

General Education Student Learning Outcomes

This course meets the requirements set forth by the state of New Mexico for a general education course that is transferable to any public institution of higher education in New Mexico. Each general education course addresses three essential skills as outlined in the table below.

General Education Content Area	Essential Skills Associated with the Content Area
Communication	Communication, Critical Thinking, Information & Digital Literacy
Creative and Fine Arts	Communication, Critical Thinking, Personal & Social Responsibility
Humanities	Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
Mathematics	Communication, Critical Thinking, Quantitative Reasoning
Science	Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
Social & Behavioral Sciences	Communication, Critical Thinking, Personal & Social Responsibility

For further information on the Essential Skills, visit the [General Education Essential Skills](#) page.

Required Texts and/or Materials

The standard textbook for ENGL 1110 is The Norton Field Guide to Writing with Readings and Handbook, 6th Edition. (ISBN: 9780393543773). Still, you can add the texts that you will be using in your class. For example, The I-Controversy Packet is an alternative to the textbook. Please contact the bookstore if you need it.

Required Technology and Software

- Canvas
- Chrome, Safari, or Firefox

Course Requirements

List the general activities and assignments students will complete in your course. As a rule of thumb, bear in mind that by the end of the semester, students who complete ENGL 1110 successfully should produce 12-14 pages of polished academic prose. Most instructors require a minimum of 3 major essays, but it is possible to have some variations on this requirement. It is imperative for all ENGL 1110 students to interact with texts. Students should also be able to use different kinds of sources. Apart from the 3 major essays, you may include different kinds of class activities like reading responses, freewriting, reflections, group discussions, presentations, debates, peer reviews, and any other classroom practices that can help your students improve their critical thinking and writing skills.

Other Classroom Policies and Expectations

Add your course policies, that is, the students dos and don'ts in terms of late work, cell phone/tablet/laptop use, online behavior, plagiarism/academic dishonesty, and son on. Please don't forget to also include the following English Department policies about wrap-around support and dual-credit. Please leave "College Expectations" as they are. However, you can modify the "Student Support" policy to meet the specific wrap-around support requirements of your class.

College Expectations:

Please be advised that all students, including dual credit students and early college high school students, are subject to the same policies and standards regarding submission of late work, participation, conduct, and academic honesty as outlined in this syllabus. By enrolling in this SJC course, students understand that complex subject matter may be covered and that course content may be intellectually and emotionally challenging.

In complying with FERPA, I cannot and will not discuss any matters regarding any student's performance or standing in this class with friends, parents or family members. A FERPA waiver entitles your parents/guardians access to your grade records, which they can access through Canvas with your help. All students are encouraged to contact me whenever they have questions or concerns about this class. Students should practice self-advocacy as part of the college experience. It is an important step to becoming an independent and responsible person. It also helps strengthen the student/instructor relationship and the classroom community. As a result of the concerns for student autonomy and to avoid potential liability, I will not conference with parents or guardians regarding this class. I am, however, always happy to meet with students.

Please customize your own policy to be sure all students are supported. The ideas below are options and suggestions.

Campus Support for Students: There are many campus resources that can be part of your success in this class.

- Students are required to take drafts of their papers to tutoring (either at the Student Success Center, through BrainFuse, or by taking advantage of one of the other campus tutoring resources) before submitting essays.
- Before submitting essays for grading, students must either conference with me or take drafts of their papers to tutoring (either at the Student Success Center, through Brainfuse, or by taking advantage of one of the other campus tutoring resources).

Faculty – Student Relationships: Because our relationship can be an important part of your success in this class, there are many opportunities to conference with me (in person or by phone) by appointment or during office hours:

- We will/may schedule a conference just after class begins to get to know each other and discuss your writing goals for the semester based on your first week writing sample.
- We will/may schedule a conference just after your first essay to discuss your strengths and areas for growth in your writing.

- If by midterm your grade is below 75%, I will reach out to you to schedule a conference to help you get on the right track.
- If you miss an assignment, you may make that assignment up for credit if you conference with me.
- If you would like to revise an essay for an improved grade, you may do so if you conference with me about that essay.
- Faculty feel free to insert other policies here regarding conferencing and the faculty-student relationship.
- Please feel free to reach out to me however works for you if you ever have questions or need help - come to office hours, text or call me with questions (if I am with family I may get back to you the next day), or message me through Canvas.

Additional Requirements for Honors, Service Learning, or Honors Service Learning

On top of the general activities and assignments that all students will complete in your course, add any additional assignments/ activities for the honor students here.

Grading

Give a clear breakdown of how you will determine the final grade in your class. Include the equivalence between points or percentages and letter grades.

Course Time Commitment

Specify the amount of time outside of class that the students will need to spend on assignments. (For example, 10-15 hours per week.)

Canvas Participation and Expectations

Please explain how you will be using Canvas in your class. Include some instructions on what students should do in the event of campus closure, especially if they need to do alternative activities or meet through Zoom.

Participation and Attendance Policy

Add your specific class participation and attendance policy.

Instructor Response Times & Regular Interaction Expectations

Add your preferred form of communication with students and the approximate wait time for your response.

Key Dates to Remember

[Full Academic Calendar](#)

Course Schedule

Please include your course activities calendar here. You may also direct your students to Canvas.

Technical Support

Technical support is available through the San Juan College Help Desk 24/7/365. The help desk can be reached at 505-566-3266 or by creating a ticket at [San Juan College Help Desk](#).

For password reset and Canvas support, visit the [Student Technology Guide](#) website.

Accessibility/Privacy Policies for all Technology Tools Used

[Accessibility/Privacy Policies for all Technology Tools Used](#)

Student Support

At San Juan College, we are committed to supporting your academic success and overall well-being. We recognize that college life can be challenging and stressful, impacting both learning and personal health. We are here to help you succeed.

Academic Support and Resources

We provide a range of academic support services to help you stay on track on your educational journey. Free resources include tutoring, computer loans, life skills workshops, and so much more. Visit the [Academic Support and Resources](#) webpage to learn more about support and resources available through Academic Advising, the Tutoring Center, the Student Resource Center (formerly Student Achievement Center) and the Testing Center.

Student Support and Resources

If you or someone you know could benefit from counseling, accessibility services, career exploration, veteran transitional assistance, or any of our other support services, visit the [Student Support and Resources](#) webpage where you'll find detailed information about various resources available to you as an SJC student.

We encourage you to take advantage of these free resources to enhance your college experience and ensure your success.

College Policies and Resources for Current Students

The [Student Handbook](#) provides information on student support, student organizations, and student conduct policies at San Juan College.

The San Juan College catalog outlines the [Academic Policies](#) students need to know.

Healthy and Safe Practices for Being on Campus

We want a healthy and safe campus for students, faculty, staff, and guests.

Contagious diseases and your responsibility:

If you have COVID-19 symptoms, fever, flu or even the common cold, you should stay home. Do not come to campus if you are feeling sick. Contact your instructor about missing class (and review your instructor's policies on missed or late work). Being sick does not necessarily excuse you from completing your work on time.

Safety on campus and your responsibility:

If you are on campus and experience or witness an emergency, call 9-1-1 first and then the Department of Public Safety at 505-566-3333 (or just 3333 if calling from a campus phone).

When you are on campus, be aware of your surroundings. If you need an escort to your vehicle, call 505-566-4444 (DPS non-emergency line) or 505-215-3091 (officer on duty line).

The College will send information for campus emergencies through SJC AlertAware, email and the webpage. Stay informed and stay safe.

Inclement Weather Information

Students will receive notification of class delays and cancellations due to inclement weather via the SJC AlertAware and SJC student email. Face-to-face classes will not meet in person; however, students are advised to check with instructors about alternative meeting options, as some may choose to meet via zoom. Hybrid classes will meet as scheduled via zoom. For questions regarding your class delay or cancelation, please contact your instructor.

Online Course Fee

Online Courses - San Juan College requires all online courses to include some form of assessment to demonstrate the mastery of course objectives. This could include exams, capstone projects, e-portfolios, presentations, final papers or other appropriate assessments. The use of a proctoring platform, plagiarism detection software or other method to ensure that assessments are completed by the enrolled student is required.

A course fee of \$5.00 is assessed for all online courses at San Juan College to cover the cost of the above services. Students who are required to take a proctored exam and choose to use a physical testing center outside the SJC Testing Center or SJC Disability Services will be responsible for the cost of using that center.