

RANGER COLLEGE

Syllabus

Fall 2011

Course Number and Title: Developmental English 0313

Credit Hours: 3 HRS/WK LEC: 3 HRS/WK LAB:

Name of Instructor: Marcia Glasgow, M Ed.

Office Hours: By appointment

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Textbook: **Pathways Scenarios for Sentence and Paragraph Writing**

Third Edition, Kathleen T. McWhorter

ISBN-10: 205-05807-8

Catalog description: Standard American usage, mechanics, and problem areas common to college students. Application of concepts in sentences and short paragraphs are included.

Required Background/Prerequisites

Asset Scores, TASP scores, and transcripts are used for development class placement.

Methods of Instruction

Lecture, writing, reading, and computer work

Basic Intellectual Competencies

The Basic Intellectual Competencies listed below are components of a process designed to assist and prepare students for becoming well-educated individuals who are intellectually flexible, articulate, and have the capacity to become responsible and creative members of society. These competencies are included in this course, and they are noted by the following number system:

B1: Reading – Reading at the college level means the ability to analyze and interpret a variety of printed materials – books, articles, and documents

B2: Writing – Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience.

B3: Speaking: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.

B4: Listening – Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

B5: Critical Thinking – Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.

B6: Computer Literacy – Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information.

Course Objectives

This course is designed to utilize reading, writing, speaking, critical thinking, and computer skills to improve comprehension. Various forms of the media will be used to enhance learning. Students will also be given objective and essay tests to improve and expand test-taking skills. (B1) (B2) (B3) (B4) (B5) (B6)

Course Calendar

This calendar is subject to change – notice of change will be put on the board in the classroom. The calendar will be adjusted according to the needs of the individual class. Articles and other assignments will be brought into the classroom for “hands-on” work. Classes will include a variety of group assignments, lecture, computer literacy skills, and active writing to improve comprehension for academic success on the ACCUPLACER.

Week 1 – Introduction

Week 2 – Diagramming

Week 3 – Diagramming

Week 4 – Sentences, punctuation, capitalization, grammar

Week 5 – Sentences, punctuation, capitalization,

Week 6 – Grammar, Sentences, punctuation, capitalization,

Week 7 – Grammar, Sentences, punctuation, capitalization,

Week 8 – Grammar, Sentences, punctuation, capitalization,

Week 9 – Grammar, Sentences, punctuation, capitalization,

Week 10 – Grammar, Sentences, punctuation, capitalization, paragraphs

Week 11 – Grammar, sentences, punctuation, capitalization, paragraphs

Week 12 – Grammar, punctuation, capitalization, essays

Week 13 – Grammar, sentences, punctuation, capitalization, essays

Week 14 – Grammar, sentences, punctuation, capitalization, essays

Week 15 – Review

Course/Classroom Policies

Attendance is mandatory – 6 unexcused absences in lab may result in dismissal from the class and from school. Four unexcused absences from class may result in the same.

5 minute tardy policy – roll will be taken/ if you are not in class, you will receive an absence

Adult behavior is expected at all times.

Missed exams and class assignments – only school approved excused absences are to be made up – the student will have 1 week to make up work.

Cheating (including plagiarism) is not tolerated – a zero (0) will be given if you are caught cheating

All papers must be typed.

Class participation is expected. The more the student participates, the more the class will assist the student in passing the ACCUPLACER.

Support services are in the Library where computers are available to students.

Students are expected to bring appropriate supplies to class.

Please refrain from texting or talking on your cell phone during class. Students can check messages during breaks.

Late papers or assignments will NOT be accepted unless on a school-approved absence. (one week make up time)

ASSESSMENT

Class assignments- 25% of total grade. Various assignments will be given during the semester. Some assignments will include group work as well as individual work, listening skills, reading and writing. (B1 (B2) (B3) (B4) (B5) (B6)

Participation/Attendance- 15% of grade.

Lab – 60% of total grade – The students will work on an individualized basis. Each student will be responsible for his/her own work. Grades are determined by score on the ACCUPLACER Test to be taken at the end of the semester. Completion of the work on the computer and attendance will be part of the grade. (B1, B2, B4, B5, B6) Attendance will also be a part of your lab grade. The following is a scale for absences: 0-1 = A, 2-3 = B, 4 = C, 5 = D, 6 or more = F or a drop.

Moving to the next level of writing requires a “C” or better in class/lab and a score of 62-79 on the ACCUPLACER.

Admissions, employment, and program policies of Ranger College are nondiscriminatory in regard to race, creed, color, sex, age, disability, and national origin.

ADA Statement: Ranger College provides a variety of services for students with learning and/or physical disabilities. The student is responsible for making the initial contact with the Ranger College Counselor. It is advisable to make this contact before or immediately after the semester begins.

Receipt of Syllabus

