

## RANGER COLLEGE

Welcome to ENGLISH 1301 - COMPOSITION I.  
**CREDIT HOURS: 3 HRS/WK LEC: 4 HRS/WK LAB: 0 LAB/LEC COMB: 3**

**Name of Instructor:** Lance Hawvermale

**Office Location:** Jameson-B

**Office Hours: Monday** - 2:45 to 5:00

**Tuesday** - 10:00 to 10:30; 1:15 to 1:45

**Wednesday** - 2:45 to 5:00

**Thursday** - 10:00 to 10:30; 1:15 to 1:45

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**Note:** Please feel free to email me with any questions or concerns you have throughout the semester. If you want to know your grade, drop me a line. I'll get back to you promptly.

### I. CATALOG DESCRIPTION

This is a course in essay composition. A knowledge of spelling, sentence structure, punctuation, and paragraph generation is needed for entrance into this course. The study focuses on various patterns of exposition and includes instruction and practice in writing brief, semi-formal research papers, preceded by an overview of grammar basics.

### II. REQUIRED BACKGROUND/PREREQUISITES

All students enrolled in English 1301 must have passed the writing section of the THEA test or its equivalent.

### III. REQUIRED TEXTBOOKS

1. *Prentice Hall Reader*, Tenth Edition, ISBN 9780205027866
2. *DK Handbook with Exercises*, Second Edition, ISBN 9780205741434

**Other Materials:** Please bring a pocket folder and plenty of lined writing paper!

### IV. METHODS OF INSTRUCTION

This is a multimedia class. Media include lectures, discussions, hardcopy handouts, electronic documents (.pdf, .doc), PowerPoints, MP3s, podcasts, webcasts, et cetera.

### V. EXEMPLARY EDUCATIONAL OBJECTIVES

The purpose of the Exemplary Educational Objectives is intended to contribute to the student's intellectual and personal growth and to assist them in understanding and appreciating not only their heritage but also to prepare them for responsible citizenship and the ability to adapt to rapidly changing and highly technological world.

#### Communication (C)

- C1. To understand and demonstrate writing and speaking processes through invention,

- organization, drafting, revision, editing, and presentation.
- C2. To understand the importance of specifying audience and purpose and to select appropriate communication choices.
  - C3. To understand and apply modes of expression, i.e., descriptive, expository, narrative, and self-expressive, in written visual, and oral communication.
  - C4. To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
  - C5. To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.
  - C6. To develop the ability to research and write a documented paper and/or give an oral presentation.

## **VI. 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 numbering system:

- B1: Reading- The ability to analyze and interpret a variety of printed materials, books, documents and articles above a 12<sup>th</sup>-grade level.
- B2: Writing - The ability to produce clear, correct and coherent prose adapted to purpose, occasion and audience-above a 12<sup>th</sup>-grade level.
- B3: Speaking - The ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience-above a 12<sup>th</sup>-grade level.
- B4: Listening - The ability to analyze and interpret various forms of spoken communication and the possession of sufficient literacy skills of writing and reading above a 12<sup>th</sup>-grade level.
- B5: Critical Thinking - The ability to apply both qualitative and quantitative skills analytically and creatively to subject matter to evaluate arguments and construct alternative strategies.

## **VII. COURSE OBJECTIVES**

- 1. To recognize the difference between the techniques used in selected genres of essays reflected in printed essays. (C2) (C3) (C4) (C5) (B1) (B3) (B4) (B5)
- 2. To write essays 400-600 words in length that reflect specific organizational patterns and demonstrate the use of unified thesis statements that are followed by support throughout the essays. (C1) (C2) (C3) (C5) (B2) (B5)
- 3. To demonstrate the ability to use grammar, punctuation, sentence structure, and spelling acceptable to semi-formal standards in essays. (C1) (B2)
- 4. To write selected types of expository discourse based on designated forms for each genre. (C3) (C5) (C6) (B2) (B5)
- 5. To formulate ideas and express them in writing within a specified time period. (C1) (B2) (B5)

## **VIII. COURSE/CLASSROOM POLICIES**

1. Regular and punctual attendance in all classes is considered essential for optimum academic success. If the student has the equivalence of three weeks of unofficial absences in a course in which he/she is currently enrolled, the instructor may drop the student from a non-developmental course with a grade of “F”, and will drop the student from a developmental course. It is the responsibility of the instructor to keep an accurate and comprehensive record of attendance.

Unofficial absences are counted from the first day of class as listed in the College Calendar, regardless of the date of the student’s registration. The only official absence is an authorized College activity. All work and/or assignments missed because of an official absence must be completed within two weeks or the official absence will count as unofficial. An official absence during the two-week period does not extend the deadline for the completion of assignments. (*Ranger College Catalog*)

2. Students are expected to participate in class discussions and come to class having done the assigned readings.
3. Make-up papers should be completed within one week of the original due date. Any paper not made up within one week of the original due date will receive a grade of zero. No more than one paper should be made up.
4. Any assignment reflecting cheating, plagiarism or any other form of academic dishonesty will receive a grade of zero.
5. Adult behavior is expected of all students at all times. Misconduct, including sleeping in class, will be punishable by immediate dismissal from class.
6. Tutoring is available in the Goleman Library of Ranger College.
7. 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.
8. Please turn off your phone. ☺

## IX. ASSESSMENT

**Quick Writes:** We will complete several “quick writes” during class. I will give you a question, quote, or scenario and ask you to respond in writing to the prompt. Your response will be hand-written and turned in during class. It should be a well-constructed paragraph with a **topic sentence** that addresses the prompt and **two to three well-organized supporting details**. I will evaluate grammar and mechanics; however, I will be grading mainly upon sentence structure and paragraph content (Course Objective 5).

**Tests and Quizzes:** Tests and quizzes will be announced in advance. It is imperative that you be in class on the day of the test and/or quiz.

**Participation:** Please contribute to class discussions. The college classroom should be a dynamic learning environment where people of different backgrounds exchange their personal perspectives with open minds, encouraging learning and enlightenment. Those students who frequently “speak up” will receive full credit for classroom participation.

**Essays:** Students will be required to write several (usually six) essays in class during allocated time periods (Course Objective 1). These essays are evaluated by the ability to develop a thesis statement in the introduction, support the thesis statement in the body, and demonstrate unity and focus (Course Objective 2), as well as by the student's ability to use grammar, punctuation, sentence structure, and spelling (Course Objective 3). These essays will reflect selected types of expository discourse (Course Objective 4).

**Final Exam:** The student must normally pass the final exam in order to pass the course.

### **Grading**

A student's grade is the average of the following:

Three (3) Quizzes: 100 points each  
Six (6) Essays: 100 points each  
Mid-term Exam 200 points  
Quick Writes: 100 points  
Final Exam: 300 points  
Total possible points: 1500

**Note: In order to pass the class, the student must achieve at least a 60% overall grade *and* they must pass the final exam.**

A=90-100    B=80-90    C=70-79    D=60-69    Below 60=F

ADMISSIONS, EMPLOYMENT, AND PROGRAM POLICIES OF RANGER COLLEGE ARE NONDISCRIMINATORY IN REGARD TO RACE, CREED, COLOR, SEX, AGE, DISABILITY, AND NATIONAL ORIGIN.

## 1301 READING ASSIGNMENTS

The following readings are from *The Prentice Hall Reader*.

- “On Cloning a Human Being,” page 6
- “Night,” page 75
- “Cut,” page 85
- “Can Wikipedia Ever Make the Grade?” page 103
- “The Ruby Slippers,” page 125
- “Salvation,” page 132
- “Sister Monroe,” page 136
- “Mission Iraq,” page 148
- “The Way to Rainy Mountain,” page 185
- “Child of the Americas,” page 227
- “What’s in Your Toothpaste,” page 232
- “In Defense of Talk Shows,” page 237
- “Coca-Cola and Coco Frio,” page 283
- “Neat People vs. Sloppy People,” page 303
- “Virtual Love,” page 313
- “How to Play Dreidel,” page 331
- “My Daily Dives in the Dumpster,” page 340
- “Stripped for Parts,” page 370
- “On Teenagers and Tattoos,” page 408
- “Drugs, Sports, Body Image and G.I. Joe,” page 423
- “The People in Me,” page 454
- “Water Wars,” page 527
- “I Have a Dream,” page 532

**XV. RECEIPT OF SYLLABUS**

I HAVE RECEIVED AND UNDERSTAND THE INFORMATION IN THE SYLLABUS FOR ENGLISH 1301 COMPOSITION AND RHETORIC, AND I AGREE TO ABIDE BY THE STATED POLICIES.

Signed: \_\_\_\_\_

Legibly print the following information:

Name \_\_\_\_\_ Date \_\_\_\_\_

Student ID # \_\_\_\_\_

Major \_\_\_\_\_

Hometown \_\_\_\_\_  
(City/State/Country)

Athletic or activity participation \_\_\_\_\_