



Ranger College

Fall 2010

COURSE NAME AND TITLE: ENGLISH 1301: COMPOSITION AND RHETORIC

CREDIT HOURS: 3 College Hrs

HRS/WK LECTURE: 3

INSTRUCTOR INFORMATION:

Leanne Ingram

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325-356-2690 (home)

254-734-6360 (cell)

CATALOG DESCRIPTION

Essentially 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.

REQUIRED BACKGROUND/PREREQUISITES

Prerequisite: All students enrolled in English 1301 must have passed the writing section of the THEA test or must have been scored as "THEA Exempt" on the Exit level TAKS test

REQUIRED TEXTBOOK

Miller, George. *The Prentice Hall Reader*. Eighth Edition. Englewood Cliffs, N.J.: Prentice-Hall, 2007.

Hefferman, James, et al. *Writing*. Fifth Edition. New York: Norton, 2001.

Dictionary of student's choice.

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. (6th or 7th ed.)

REQUIRED MATERIALS

FLASH DRIVE

STUDENT ISSUED COMPUTER

EXEMPLARY EDUCATIONAL OBJECTIVES

Communication (C)

- C1. To understand and demonstrate writing and speaking processes through invention, Organization, drafting, revising, editing, and presentation.
- C2. To understand the importance of specifying audience and purpose and to select

- appropriate communication choices.
- C3. To understand and approximately apply modes of expression, i.e., descriptive, expository, narrative, scientific, 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 given an oral presentation.

BASIC INTELLECTUAL COMPETENCIES

The Basic Intellectual Competencies listed below are components of a process design 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 the 12th grade level.
- B2. Writing: The ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience above the 12th grade level.
- B3. Speaking: the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience above a 12th grade level.
- B4. Listening: The ability to analyze and interpret various forms of spoken communication, possess sufficient literary skills of writing and reading above a 12th grade level.
- B5. Critical Thinking: The ability to apply both quantitative and qualitative skills in analytically and creatively to subject matter to evaluate arguments and construct alternative strategies.

COURSE OBJECTIVES

1. To recognize the difference in 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 through 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 designed 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)

COURSE POLICIES

1. Regular and punctual attendance is required of all students. If the student has the equivalence of three weeks of absences in a course in which she/she is currently enrolled, the instructor may drop the student from the course. (*Ranger College Catalog*)
2. Make-up papers should be completed within one week of the original due date. Any test not made-up within three days of the original due date will receive a grade of zero.
3. Any assessment reflecting cheating, plagiarism or any other form of academic dishonesty will receive a grade of zero.

4. Adult behavior is expected of all students at all times. Misconduct or disruptive behavior will be punishable by immediate dismissal from class.
5. Tutoring is available before and after school from the instructor.
6. 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.

ASSESSMENT

Students will write essays, participate in weekly journal responses, and complete weekly assignments and/or quizzes prescribed by the instructor. Students will receive daily grades on homework and journal entries. In addition, there will be various tests over grammar and other class objectives. The general grading scales will be used (A=90 to 100 percent, B= 89-80 percent, C=79-70 percent, D=69-60 percent, F=less than 60%).

Grade breakdown:

Daily assignments/journals	15 % of grade
Essays	35% of grade
Reading Quizzes	25% of grade
Tests	25% of grade

Reading assignments will be given and homework and/or quizzes will reflect the adequate completion of the assignments (Course Objective 1).

Students will write essays that are evaluated by the ability to develop a thesis in the introduction, support a thesis statement in the body, and demonstrate unity and focus (Course Objective 2).

Students will write essays that are evaluated by the student's ability to use grammar, punctuation, sentence structure, and spelling (Course Objective 3).

Students will be required to write essays during the time specified by the Class Timeline (Course Objective 5).

Students will be required to turn in journal assignments in a timely manner. (Course Objective 5).

No extra credit will be given. Five essays will be written during the course of the semester. **ALL STUDENTS MUST SUBMIT ALL REQUIRED PAPERS TO PASS THE COURSE.**

ALL FINAL COPYIES OF ESSAYS MUST BE HAND TYPED USING 12 POINT FONT/TIMES NEW ROMAN (DOUBLE SPACED). IF A STUDENT WILL NOT BE IN ATTENDENCE THE DAY AN ESSAY IS DUE, THEN THE STUDENT MUST MAKE ARRANGMENTS WITH THE INSTRUCTOR TO TURN IN THE PAPER EARLY OR TO E-MAIL THE ESSAY TO THE INSTRUCTOR. NO ESSAYS WILL BE ACCEPTED AFTER THE DUE DATE FOR ANY REASON.

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

COURSE CALENDAR Suggested timetable (subject to change).

- Week 1 Parallelism
 Intro to Reading Essays
 Intro to Writing Essays
 Quiz Essay Types
- Week 2 Complex Sentences
 Narration
- Week 3 Narrative Essays due
- Week 4 Using Pronouns
 Process
- Week 5 Process Essays Due
- Week 6 Subject Verb Agreement
 Compare & Contrast
- Week 7 Research & Proposals for C&C Essays due
- Week 8 Compare & Contrast Essays due
- Week 9 Midterm Exam
- Week 10 Active and Passive Voice
- Week 11 Cause and Effect
 Research & Proposals for C& E Essays due
- Week 11 Cause & Effect Essays due
- Week 12 Mechanics
- Week 13 Spelling, Hyphen, Apostrophe
- Week 14 Persuasion and Argumentation

Week 15 Research for Persuasive Essays

Week 16 Persuasive Essays due

Week 17 Review
Final Exam

RECEIPT OF SYLLABUS

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

Signed: _____

Legibly print the following information:

Name: _____

Date: _____