



RANGER COLLEGE

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COURSE SYLLABUS

Dual Credit

**Composition and Rhetoric**

**ENGL 1301**

**Dual Credit**

**3 credit hours**

**INSTRUCTOR:**

**Teresa Cope**

INSTRUCTOR: Teresa Cope  
EMAIL: tcope@rangercollege.edu  
PHONE: 325-642-2730  
HOURS: 8:00-4:00 M-TH

### **Texas Core Curriculum Statement of Purpose**

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

### **Course 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.

### **Required Background or Prerequisite**

Students in English 1301 must have passed the writing section of the TSI or its equivalent.

### **Required Textbook and Course Materials**

Title: *Prentice Hall Reader*, 11<sup>th</sup> Ed.  
Editor: George Miller  
Publisher: Longman  
ISBN: 978-0-321-89971-2

Title: *The DK Handbook*, 3<sup>rd</sup> Ed.  
Editors: Anne Francis Wysocki, Dennis Lynch  
Publisher: Longman  
ISBN: 978-0-205-86379-2

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### **Core Objectives**

This course meets the following of the six Core Objectives established by Texas:

- Critical Thinking Skills (CT)** – Creative thinking, innovation, inquiry, and analysis; evaluation and synthesis of information
- Communication Skills (COM)** – effective development, interpretation and expression of ideas through written, oral, and visual communication

- Empirical and Quantitative Skills (EQS)** – The manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Teamwork (TW)** – The ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- Social Responsibility (SR)** – Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- Personal Responsibility (PR)** – The ability to connect choices, actions, and consequences to ethical decision-making

### **Methods of Instruction**

This is a multi-media class. Media includes lectures, discussions, videos, electronic documents, PowerPoints, et cetera.

### **Methods of Assessment**

Each of these assessments addresses one or more of the Core Objectives: Critical Thinking Skills (CT), Communication Skills (COM), Empirical and Quantitative Skills (EQS), Teamwork (TW), Personal Responsibility (PR), Social Responsibility (SR).

Essays (CT, COM): Students will write essays and participate in essay-related activities prescribed by the instructor. 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. These essays will demonstrate the student's proper use of grammar, punctuation, sentence structure, and spelling. The assignments will be composed during allocated time periods.

Quizzes (CT): Reading quizzes will reflect the adequate completion of assignments.

Final Exam (CT, COM): The student must pass the final exam in order to pass the course. To pass the class, the student must achieve at least a 60% overall grade and they must pass the final exam.

Grading scale: A = 90-100%    B = 80-89    C = 70-79    D = 60-69    F = Below 60

### **Course/Classroom Policies**

1. You must have an email address. If you do not have an email address, please see your school administration.
2. If you are going to be absent for a school-related function (UIL, sports, one-act play, et cetera), it is up to you to get any notes from that day's lecture. Do not email me and say, "I was

gone yesterday. Did I miss anything?" The answer is always yes, you missed something. Please ask your classmates for their notes.

3. All assignments are due on the assigned date. These must be handed to me, emailed to me (Permission needed) or handed in to your classroom facilitator (not preferred) on the same day they're due.
4. Papers emailed or handed in the next day are considered late. Late papers receive a one letter-grade deduction if received within one week of the due date. Papers more than one week late will not be accepted.
5. School-related events are not reasons to turn in papers late. You know about your events ahead of time; if you know you're going to be gone on essay day, email me.
6. Please do not talk during class or play with your phone.

### **Course Outline/Schedule**

1. Intro to Course  
    Writing Sample
2. Grammar Review
3. How to read and analyze an essay.
4. Gathering and Using Essays
5. Narrative Essay
6. Narrative Essay
7. Descriptive Writing
8. Cause and Effect Essay
9. Cause and Effect Essay
10. Process Essay
11. Process Presentation
12. MLA Instruction
13. MLA Practice Essay
14. Review for Final Exam
15. Final Exam

The above course outline is subject to change. Students will be notified of any changes.

### **Non-Discrimination Statement**

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. Students are responsible for making initial contact with the Ranger College Counselor, Gabe Lewis (glewis@rangercollege.edu). It is advisable to make this contact before or immediately after the semester begins.