



RANGER COLLEGE  
STEPHENVILLE, TEXAS

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COURSE SYLLABUS

**ENGLISH COMPOSITION**

**ENGL 1301**

**3 credit hours**

**Fall 2017**

**INSTRUCTOR:**

**Alyssa Cothran**

INSTRUCTOR: Alyssa Cothran  
EMAIL: acothran@rangercollege.edu  
OFFICE: via email  
PHONE: 210-213-6498  
HOURS: Monday – Friday 8-5

### **I. 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.

### **II. Course Description**

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. Credit 3 semester hours.

### **III. Required Background or Prerequisite**

Course Prerequisites: A passing score on appropriate section of the TSI or equivalent alternate test.

### **IV. Required Textbook and Course Materials**

Miller, George. *The Prentice Hall Reader*. Eleventh Edition.

Wysocki, Anne Frances and Dennis A. Lynch. *The DK Handbook*. Third Edition.

Dictionary of student's choice.

### **V. Course Purpose**

The purposes of this course are below:

- \*develop ideas and express them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively
- \*synthesize and interpret artistic expression and enable critical, creative, and innovative communication about works of art
- \*focus on the appreciation and analysis of creative artifacts and works of the human imagination

## VI. Learning Outcomes

Upon successful completion of this course, students will: Demonstrate knowledge of individual and collaborative writing processes. Develop ideas with appropriate support and attribution. Write in a style appropriate to audience and purpose. Read, reflect, and respond critically to a variety of texts. Use Edited American English in academic essays.

## VII. 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

## VIII. Methods of Instruction

This is an online class, and as such it may include video lectures, assigned readings, discussions, electronic documents, PowerPoints, and more.

## IX. Methods of Assessment

The student's final grade in this class will be determined by the total number of points he/she has accumulated during the semester.

During the semester, you will be given the following assignments that will total the student's point accumulation:

Four Essays - 50 points each {(C1) (C2) (C3) (C5) (B2) (B5)}

Research Paper – 100 points {(C1) (C2) (C3) (C5) (B2) (B5)}

Mid-Term Grammar/Essay Exam - 100 points {(C1) (C2) (C3) (C5) (B2) (B5)}

Proctored Final Exam - 100 points {(C1) (C2) (C3) (C5) (B2) (B5)}

Discussion Boards – 60 points {(B2) (B5)}

Reading/Grammar/MLA Quizzes- 145 points {(B2) (B5)}

Five Essay Writing Plans - 25 points each {(C1) (C2) (C3) (C5) (B2) (B5)}

Final Review - 25 points {(C1) (C2) (C3) (C5) (B2) (B5)}

Diagnostic Assessment - 25 points {(C1) (B2) (B5)}

Various Research Paper Assignments—120 points {(C1) (B2) (B5)}

**Points from all of the above assignments will be accumulated for the student's final grade in the course:**

**900-1000 total points = A**

**800-899 total points = B**

**700-799 total points = C**

**600-699 total points = D**

**599 or less total points = F**

## **X. Course/Classroom Policies**

1. Regular and punctual attendance is required of all students. If the student has the equivalence of three weeks of absences in the course, the instructor may drop the student from the course. (*Ranger College Catalog*)

For an online class, students who do not submit assignment at least one of the Unit Assignments by the weekly due date (noted on the class timeline), the student is counted as absent. The assignments include discussion boards, text assignments, essays, etc.

2. Upon written approval from instructor, make-up papers/assignments should be completed within one week of the original due date. 20 points will be deducted from all late work. Any assignment not made-up within one week 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. Students are required to read and sign a plagiarism policy at the beginning of the semester.
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 in the Goleman Library of Ranger College.
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.

#### **XI. Course Outline/Schedule**

Student Orientation: Week 1

Writing Basics Unit: Week 1

Unit 1(Narrative Essay) : Week 2

Unit 2(Narrative Essay): Week 3

Unit 3 (Descriptive Essay): Week 4

Unit 4(Division/Classification Essay): Week 5

Unit 5(Division/Classification Essay): Week 6

Unit 5B: (MIDTERM EXAM REVIEW): Week 7

Unit 6: (MIDTERM EXAM): Week 8

Unit 7A(Compare/Contrast Essay): Week 9

Unit 7B(Compare/Contrast Essay): Week 10

Unit 8(Research Paper): Week 11

Unit 9(Research Paper): Week 12

Unit 10 (Research Paper): Week 13

Unit 11(Research Paper): Week 14

Unit 12 (Research Paper): Week 15

**FINAL EXAM: PROCTORED** SPECIFIC DATES AND TIMES FOR FINAL EXAM TO BE POSTED AND DISCUSSED LATER.

\*\*\*SCHEDULE SUBJECT DUE TO CHANGE\*\*\*

## **XII. 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.

## **XIII. 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.