



RANGER COLLEGE  
STEPHENVILLE, TEXAS

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**COURSE SYLLABUS**

**COMPOSITION I  
ENGL 1301**

**3 Credit Hours**

**Fall 2017**

**INSTRUCTOR:  
Riley Jo Dunlap**

COMPOSITION I  
ENGL – Fall 2017

INSTRUCTOR: Riley Jo Dunlap  
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### **I. Texas Core Curriculum Statement of Purpose**

The Texas Higher Education Coordinating Board implemented the current statewide Core Curriculum in 2014. It specifies not only the core classes that all college students must take regardless of their major (what many people refer to as general education requirements or “the basics”) but the underlying rationale for specifying a common core of courses and subjects that will stand at the base of any academic college degree. Here, in part, is that rationale:

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the Texas Core Curriculum (TCC) must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. . . . 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.

COMPOSITION I  
ENGL – Fall 2017

**IV. 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.

Authors: Anne Frances Wysocki and Dennis A. Lynch

Publisher: Longman

ISBN: 978-0-205-86379-2

**V. Course Purpose**

Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

**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.

COMPOSITION I  
ENGL – Fall 2017

**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 a multimedia class, and as such it may include lectures, assigned readings, discussions, group projects, videos, electronic documents, PowerPoints, and more.

**IX. Methods of Assessment**

- **Essays (CT, COM, T) (60 percent of total grade):** Students will write four essays and one research paper, and will participate in writing-related activities throughout the semester as prescribed by the instructor. These writings will be evaluated by the ability to develop a thesis statement in the introduction, support the thesis statement in the body, demonstrate unity and focus, deploy appropriate and pleasing prose style, and talk insightfully about the subject matter. They will demonstrate students' proper use of grammar, punctuation, sentence structure, and spelling. The 4 essays are: A Personal Narrative, an Expository Essay, a Persuasive Essay, and a Descriptive Essay. The research paper will require proper documentation of sources using MLA format. The assignments will be composed during allocated time periods and will be graded according to clearly specified criteria (see "Essay Grading Criteria" on page 7 of this syllabus).

COMPOSITION I  
ENGL – Fall 2017

- **Miscellaneous Daily Work (CT, CS, PR) (20 percent):** Students will be expected to participate and attend class regularly. This includes writing a resume, cover letter, a college application essay, and poetry throughout the semester, as well as other various writing activities.
- **Final Exam (CT, COM) (20 percent):** There will be an in-class final exam given during finals week covering certain writing and reading elements learned throughout the semester.

Grading Scale:

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

**X. Course/Classroom Policies**

The following rules and guidelines about classroom behavior are to be memorized, internalized, and strictly adhered to. Failure to do so will negatively impact your experience of this class, not to mention your grade.

1. **Arrive on time.** Class begins promptly at the scheduled time. This means you should be in your seat and ready to begin.
2. **Always bring the assigned reading to class.** If there is an assigned reading on a given class day, class time will be devoted to discussing that reading. We will also read some things aloud together. In order for you to participate in close readings and discussions, it is imperative that you have in hand all of the assigned texts for each day, including printouts (preferably annotated by you) of any texts provided electronically.
3. **Come to class prepared.** You are expected to participate in class discussions and come to class meetings having completed all assigned readings and written work.
4. **Turn in assignments on time.** By accepting this syllabus, you agree to accept a score of zero on any late work. All essays/research paper need to be submitted in to SafeAssign prior to turning the hard copy in.
5. **Don't cheat.** Any assignment reflecting cheating, plagiarism, or any other form of academic dishonesty will receive a grade of zero. A second instance will result in automatic failure of the class and a report being filed with Ranger College's Vice President of Instruction. The consequences of this report can be

COMPOSITION I  
ENGL – Fall 2017

quite severe for your academic future. For more details, see the section of the Ranger College Catalog (available at [www.rangercollege.edu/catalog.pdf](http://www.rangercollege.edu/catalog.pdf)), titled “Student Misconduct,” subsection “Academic Dishonesty.”

6. **Six absences = Dropped from class with a failing grade.** I expect you to attend class regularly. As per Ranger College’s stated absence policy in the general college catalog (see pages 25-26 at <http://rangercollege.edu/catalog.pdf>), the only absences that will be excused are “official” ones, defined as those that occur due to authorized Ranger College activities (such as sporting events). Unofficial absences are counted from the first day of class as listed in the College Calendar, regardless of the date of your registration.
7. **Use certain technological devices when instructed to do so.** Your phone must be turned off and properly stowed in your bag or otherwise stored off your person prior to class takeoff. Your phone should NEVER be in your hand, on your desk, in your pocket, or anywhere else that it might distract you, your classmates, or me UNLESS I ask you to use it. Laptops are welcome when necessary. If it becomes a distraction, you will lose the privilege of using it in class.
8. **Email.** I am happy to communicate with you by email and will do my best to respond within 24 hours during the week. Messages sent over the weekend will be read on Mondays. In the subject line of any email that you send me, please indicate the content of the email.

### **XI. 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.

### **XII. 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](mailto:glewis@rangercollege.edu)). It is advisable to make this contact before or immediately after the semester begins.

### XIII. ESSAY GRADING CRITERIA

- **A paper (90-100%)** is excellent in nearly all respects. It shows originality of thought that goes well beyond material presented in class. It is well argued and well organized with a clear, specific, and ambitious thesis. It is well developed with content that is specific, interesting, appropriate, and convincing. It has logical and artful transitions and is marked by stylistic finesse and varied sentence structures. It demonstrates command of mature diction and has few, if any, mechanical, grammatical, spelling, or diction errors.
- **B paper (80-89%)** is excellent in several respects but may have a less sophisticated thesis, a less distinguished style, some minor lapses in organization and development, some ineffective sentence structures, and some minor mechanical, grammatical, spelling, or diction problems.
- **C paper (70-79%)** is generally competent, but compared to a B paper, it may have a weaker thesis and less effective style and development. It may contain some lapses in organization, poor or awkward transitions, less varied sentence structures that tend toward choppiness or monotony, significant problems with mechanics, grammar, spelling, and diction.
- **D paper (60-69%)** is below average and may present a thesis that is too vague or too obvious to be developed effectively. It generally exhibits problems with organization, support, transitions, sentence structures, mechanics, grammar, spelling, and diction that impede understanding.
- **F paper (59% and below)** is far below average and may have no clear thesis or central topic. It may display a lack of organization, support, and development. It may contain major and repeated problems with mechanics, grammar, spelling, and diction and may fail to fulfill the assignment or may be unacceptably brief.

COMPOSITION I  
ENGL – Fall 2017

**XIV. Course Outline/Schedule**

Reading assignments and the dates of exams and written assignments are subject to revision as needed. I will announce all revisions in class, post them on Blackboard, and do my best to make sure that everyone knows about the changes. If you miss class, you are still responsible for submitting assignments according to any revisions that we make to the schedule.

<b>Week</b>	<b>Date</b>	<b>Topic/Assignment</b>
	<b>8/28</b>	<b>Personal Narrative</b> <ul style="list-style-type: none"> <li>• Personal Narrative Expectations</li> </ul>
	<b>8/30</b>	<b>Personal Narrative</b> <ul style="list-style-type: none"> <li>• Work on rough draft</li> </ul>
	<b>9/1</b>	<b>Personal Narrative</b> <ul style="list-style-type: none"> <li>• Work on rough draft</li> </ul>
	<b>9/4</b>	<b>NO SCHOOL!</b> <ul style="list-style-type: none"> <li>• Work on rough draft</li> </ul>
	<b>9/6</b>	<b>Personal Narrative</b> <ul style="list-style-type: none"> <li>• Revise and edit rough draft</li> </ul>
	<b>9/8</b>	<b>Personal Narrative Due!</b> <ul style="list-style-type: none"> <li>• Typed, MLA format and Emailed by End of Class</li> </ul>
	<b>9/11</b>	<b>Resume and Cover Letter</b> <ul style="list-style-type: none"> <li>• Resume and Cover Letter Expectations</li> <li>• Formats</li> </ul>
	<b>9/13</b>	<b>Resume and Cover Letter</b> <ul style="list-style-type: none"> <li>• Create rough draft</li> <li>• Revise and Edit</li> </ul>
	<b>9/15</b>	<b>Resume and Cover Letter Due!</b> <ul style="list-style-type: none"> <li>• Typed, MLA format and Emailed by End of Class</li> </ul>
	<b>9/18</b>	<b>College Application Essay</b> <ul style="list-style-type: none"> <li>• College Application Essay Expectations</li> </ul>
	<b>9/20</b>	<b>College Application Essay</b> <ul style="list-style-type: none"> <li>• Work on rough draft</li> </ul>
	<b>9/22</b>	<b>College Application Essay Due</b> <ul style="list-style-type: none"> <li>• Typed, MLA format and Emailed by End of Class</li> </ul>

COMPOSITION I  
ENGL – Fall 2017

	<b>9/25</b>	<b>Expository Essay</b> • Expository Essay Expectations
	<b>9/27</b>	<b>Expository Essay</b> • Work on Outline
	<b>9/29</b>	<b>Expository Essay</b> • Work on Rough Draft
	<b>10/2</b>	<b>Expository Essay</b> • Work on Rough Draft
	<b>10/4</b>	<b>Expository Essay</b> • Revise and Edit
	<b>10/6</b>	<b>Expository Essay Due!</b> • Typed, MLA format and Emailed by End of Class
	<b>10/9</b>	<b>Poetry</b> • Sonnet, Limerick, Haiku, Tanka, Free Verse Expectations
	<b>10/11</b>	<b>Poetry</b> • Poem Rough Drafts
	<b>10/13</b>	<b>Poetry</b> • Poem Rough Drafts
	<b>10/16</b>	<b>Poetry</b> • Poem Rough Drafts
	<b>10/18</b>	<b>Poetry</b> • Poem Rough Drafts
	<b>10/20</b>	<b>Poetry Due!</b> • Typed, MLA format and Emailed by End of Class
	<b>10/23</b>	<b>Persuasive Essay</b> • Persuasive Essay Expectations
	<b>10/25</b>	<b>Persuasive Essay</b> • Work on Outline
	<b>10/27</b>	<b>Persuasive Essay</b> • Work on rough draft
	<b>10/30</b>	<b>Persuasive Essay</b> • Work on rough draft
	<b>11/1</b>	<b>Persuasive Essay</b> • Revise and Edit

COMPOSITION I  
ENGL – Fall 2017

	<b>11/3</b>	<b>Persuasive Essay Due!</b> <ul style="list-style-type: none"> <li>• Typed, MLA format and Emailed by End of Class</li> </ul>
	<b>11/6</b>	<b>Descriptive Essay</b> <ul style="list-style-type: none"> <li>• Descriptive Essay Expectations</li> </ul>
	<b>11/8</b>	<b>Descriptive Essay</b> <ul style="list-style-type: none"> <li>• Work on Outline</li> </ul>
	<b>11/10</b>	<b>Descriptive Essay</b> <ul style="list-style-type: none"> <li>• Work on rough draft</li> </ul>
	<b>11/13</b>	<b>Descriptive Essay</b> <ul style="list-style-type: none"> <li>• Work on rough draft</li> </ul>
	<b>11/15</b>	<b>Descriptive Essay</b> <ul style="list-style-type: none"> <li>• Work on rough draft</li> </ul>
	<b>11/17</b>	<b>Descriptive Essay Due!</b> <ul style="list-style-type: none"> <li>• Work on rough draft</li> </ul>
	<b>11/20-24</b>	<b>NO SCHOOL! Thanksgiving Break!</b>
	<b>11/27</b>	<b>Research Essay</b> <ul style="list-style-type: none"> <li>• Research Essay Expectations</li> <li>• MLA format</li> <li>• Citable Creditable Sources</li> </ul>
	<b>11/29</b>	<b>Research Essay</b> <ul style="list-style-type: none"> <li>• Locating Sources</li> <li>• Work on Outline</li> </ul>
	<b>12/1</b>	<b>Research Essay</b> <ul style="list-style-type: none"> <li>• Locating Sources</li> <li>• Bibliography</li> <li>• Choosing Evidence</li> </ul>
	<b>12/4</b>	<b>Research Essay</b> <ul style="list-style-type: none"> <li>• Incorporating Evidence into Paragraphs</li> </ul>
	<b>12/6</b>	<b>Research Essay</b> <ul style="list-style-type: none"> <li>• Incorporating Evidence into Paragraphs</li> </ul>
	<b>12/8</b>	<b>Research Essay</b> <ul style="list-style-type: none"> <li>• Work on rough draft</li> </ul>
	<b>12/11</b>	<b>Research Essay</b> <ul style="list-style-type: none"> <li>• Work on rough draft</li> </ul>
	<b>12/13</b>	<b>Research Essay</b>

COMPOSITION I  
ENGL – Fall 2017

		<ul style="list-style-type: none"><li>• Work on rough draft</li></ul>
	<b>12/15</b>	<b>Research Essay</b> <ul style="list-style-type: none"><li>• Revising and Editing</li></ul>
	<b>12/18</b>	<b>Research Essay</b> <ul style="list-style-type: none"><li>• Revising and Editing</li></ul>
	<b>12/20</b>	<b>Research Essay Due!</b> <ul style="list-style-type: none"><li>• Typed, MLA format and Emailed by End of Class</li></ul>
	<b>12/22</b>	<b>FINAL!</b>