

Ranger College
ENGL 1301--Composition I
3 Credit Hours

COURSE NUMBER AND TITLE: ENGLISH 1301-COMPOSITION 1
CREDIT HOURS: 3 HRS/WK LEC: 3 HRS/WK

Name of Instructor: Kemberley Forbus
Office Location: Newcastle High School
Office Hours: Monday-Friday 9:55-10:40

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I. CATALOG DESCRIPTION

Essentially a course in essay composition. 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.

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 TEXTBOOK

Miller, George. *The Prentice Hall Reader*. Eleventh Edition. Englewood Cliffs, N.J.: Prentice Hall, 2007. ISBN 9780321899712

Wysocki, Anne Frances, and Dennis A. Lynch. *The DK Handbook*. Revised/Expanded ed. Print. ISBN: 0205863795.

Books provided for Newcastle High School students.

IV. METHODS OF INSTRUCTION

Lectures, discussions, handouts, board examples, interactive whiteboard presentations, and overhead projections will be used. Students will be required to actively participate in class.

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 a 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 appropriately 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 give an oral presentation.

VI. BASIC INTELLECTUAL COMPETENCIES

The basic intellectual competencies listed below are the 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 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 the 12th grade level.
- B4. Listening- The ability to analyze and interpret various forms of spoken communication, possess sufficient literacy skills of writing and reading-above the 112th grade level.
- B5. Critical Thinking- The ability to apply both qualitative and quantitative skills analytically and creatively to subject matter to evaluate arguments and to construct alternative strategies.

VII. COURSE OBJECTIVES

1. To write coherent, correctly constructed sentences and recognize and avoid major errors in grammar and mechanics that interfere with effective communication.
2. To understand the principles of paragraphing, including various methods of development and the major characteristics of an effective paragraph, including various methods of development and the major characteristics of an effective paragraph, and to be able to write a unified, coherent paragraph.
3. To understand the prewriting procedure, including choosing the subject, writing an effective thesis, preparing an outline, and writing the rough draft, and to be able to use the procedure in writing an essay.
4. To build on the prewriting process to write a well-organized, coherent composition that develops a thesis.
5. To write in Standard American English that is suitable for general, academic, and professional writing using diction appropriate for the reader and purpose.
6. To write essays using different methods of development.

VIII. 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 a course in which he/she is currently enrolled, the instructor may drop the student from the course"(Ranger College Catalog).
2. Students are expected to participate in class discussions and come to class having done the assigned readings.
3. Make-up tests should be completed within one week of the original due date. Any test not made up within one week of the original due date will receive a grade of zero.
4. Any assessment 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 and disruptive behavior, including sleeping in class, will result in immediate dismissal from class.
6. Tutoring is available in room 210 at Newcastle High School
7. ADA Statement: Ranger College provides a variety of services for 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. All cell phones must be kept off during class.

IX. ASSESSMENT

Students will write six essays and participate in activities prescribed by the instructor. Students will also receive a daily grade based on attendance, class participation, quizzes, and homework. The final grade for face-to-face students will be determined as follows:

Daily work = 40%

Major Writing pieces and test = 40%

Final exam = 20%

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

Online Students will be graded on a point scale.

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

Students will write essays that 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)

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 write essays reflecting selected types of expository discourse (Course Objective 4).

Students will be required to write essays in class during allocated time periods (Course Objective 5).

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

X. Course Calendar

See separate document.

XI. Discussion Boards

Students will post in BlackBoard weekly reading responses. Initial blog posts are due by 11:59 pm on Sundays. These posts will be 1 short paragraph of at least 100 words, where you briefly (1) respond/answer the blog question for that week, (2) use text evidence to support your answer, and (3) convey a question that arose out of your reading. In addition, students must give each blog entry an original title. Students must fulfill all of these requirements to receive credit for their blog posts.

1 paragraph
100-1500 words
Answer the question
Provide text evidence
Convey question

In addition to blog posts, students will comment on one other student's initial blog posts. Blog responses are due by 11:59 pm on Sundays. These responses will be at least 1 paragraph of at least 50 words in which the student offers a brief answer to the blogger's question. Responses must also refer to the week's reading, although responses do not need direct quotations. Students must fulfill all of these requirements to receive credit for their blog responses.

Initial blog posts are worth six (6) points and responses are worth two (4) points each.

XII. Weekly Analytical Paper

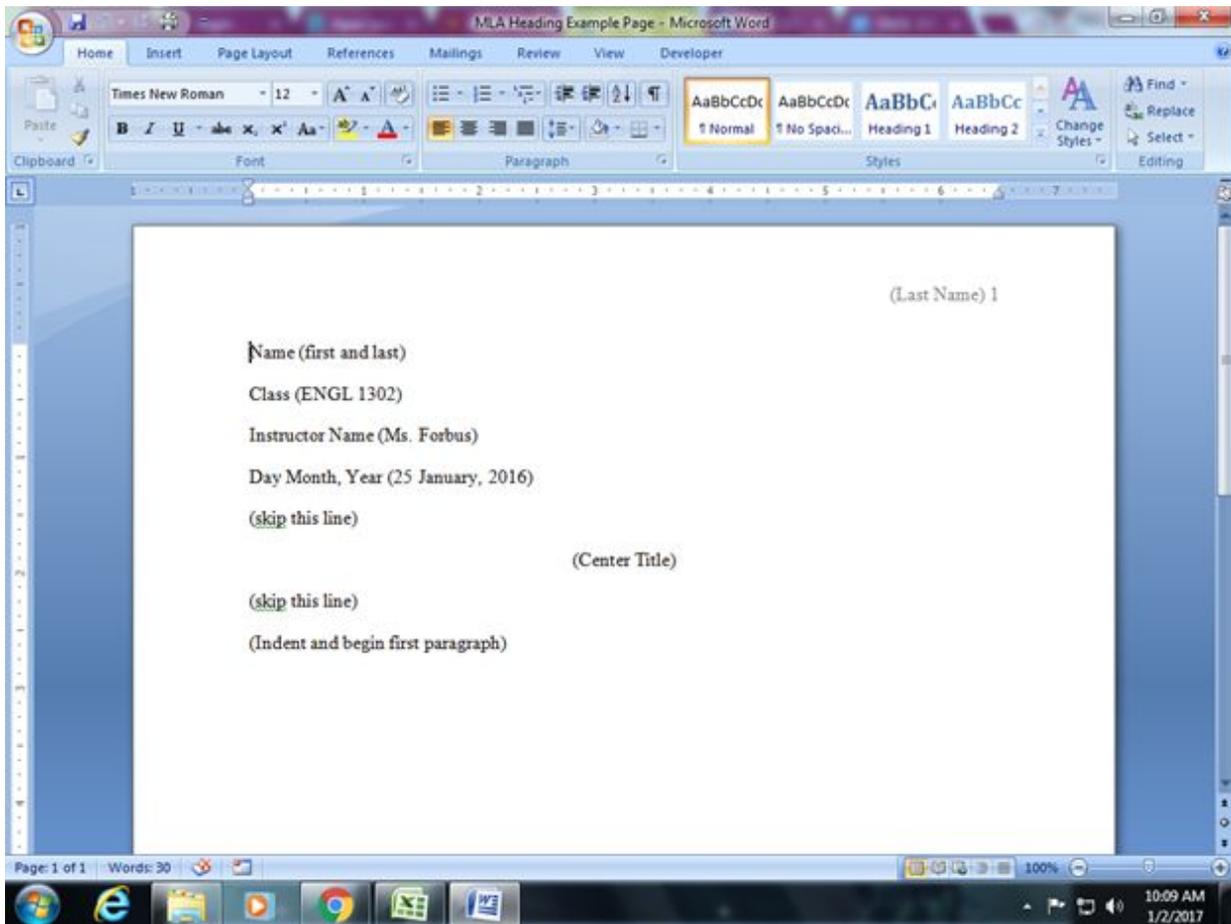
During specific weeks, students will write short analytical papers on a predetermined topic. I will post the topic for each week in the weekly folders. These essays need to be 200-500 words and must be MLA formatted. Do not summarize the readings; rather, focus on how the reading(s) are demonstrative of the question at hand.

Every paper should have a MLA heading (not in the header). In the header, there should be a last name and page number right aligned.

These papers need to demonstrate the student's ability to write a three-five paragraph paper. The introduction should contain a strong thesis statement that is the last sentence of the paragraph. The body paragraphs should begin with topic sentences that support the thesis. The body paragraphs should contain

support, quotes, examples to support the topic sentence, and the body paragraph should end with a concluding sentence. The conclusion of the paper should restate the thesis, summarize the main points, and provide a call to action if persuasive or a final thought if not persuasive.

XIII. Example of MLA formatted paper (heading and header)



XIV. 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 _____

Eng. 1301	Notes/Discussion	Reading	Assessment
Week 0	Syllabus Acknowledgement DK Tab 1-7, 9	DK Tab 1-7, 9	Paragraph Assessment Tab 7, 9 examples
Week 1	PHR pp. 1-30, 31-43 PHR 55-59, 62-73, 73-75, 76-82	Hard Unemployment Truths About 'Soft' Skills Caught in the Widow's Web Night Cut	Essay 1 DT 1
Week 2	PHR Ch. 2 Narration Pp. 103-118	Ch. 2 Narration Worry pp. 118-119 Salvation pp. 120-124 The Suddenly Empty Chair pp. 137-140 Lockdown pp. 141-147	Essay 1 DT 2
Week 3	Work on Essay 1 Review for Test 1		Essay 1 due Essay 2 DT3
Week 4	Drafting essay 2 Peer reviews Organization, theme, purpose		Essay 2 DT 4 Test 1
Week 5	Essay 2 Peer review		Essay 2 due DT 5

Eng. 1301	Notes/Discussion	Reading	Assessment
Week 6	PHR Ch. 3 pp. 149-164, 168-173, 174-179, 179-187	Ch. 3 Description The Day Nana Almost Flew 1, 2, 3, 2, 3 Nameless, Tennessee 1, 1 The Queen and I 2, 3, 1, 2	Essay 3 DT 6
Week 7	Drafting Essay 3		Essay 3 DT 7
Week 8	Essay 3		Essay 3 due Test 2 DT 8
Week 9	PHR pp. 198-213 PHR pp. 223-226, 227-230, 231-236, 237-243	Ch. 4 Division and Classification The Peak Time for Everything This Is Who I Am When No One Is Looking The Myth of the Latin Woman: I Just met A Girl Named Maria The Value of Children: A Taxonomical Essay	DT 9 Assign Essay 4
Week 10	DK Tab 10 10.9 p. 632 10.10 p. 632 10.11 p. 633 10.12 p. 633 10.14 p. 634 10.15 1-3 10.16 1, 2, 8 10. 17 1-10	DK Tab 10	Essay 4 DT 10

Eng. 1301	Notes/Discussion	Reading	Assessment
Week 11	TAB 10 10.18 1-3 10.23 p. 638 10.24 p. 639 10.25 1-10 Essay 4	Tab 10 Grammar and Punctuation	Essay 4 due DT 11
Week 12	PHR 248-265 P. 262 1, 2 P. 263 1, 3 P. 265 1, 3 265-267 1, 2, 3, 1, 3 268-271 1, 2, 3, 1, 2 Review for Test 3	Ch. 5 Comparison and Contrast In Prose Coca-Cola and Coco Frio In a Visual The Transaction: Two Writing Processes Neat People vs. Sloppy People	Assign Essay 5 DT 12
Week 13	Essay 5 Organization, details, thesis DK Tab 8 pp. 332-396 Assign Essay 6	DK Tab 8 Review MLA and Research Paper Requirements	Essay 5 due DT 13 Test 3
Week 14	Essay 6 Research Paper DK Tab 8	PHR Ch. 9 Argument and Persuasion pp. 441-461 Debate Casebook: Is College for Everyone and Just How Valuable Is a College Education pp. 462-476	Essay 6 DT 14 Source List and Outline Due
Week 15	Essay 6 Research Paper PHR Ch. 10	PHR Chapter 10 The Research Paper pp. 507-542	DT 15 Essay 6 due Test 4
Week 16	Finals Week		Final