



RANGER COLLEGE

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COURSE SYLLABUS

**ENGL 0300**

**3 credit hours**

**Prof. Lance Hawvermale**

**Division Chair – Humanities and Fine Arts**

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**After our review of the syllabus, you will understand the following:**

1. You must have an email address. If you do not have an email address, please contact the Ranger College IT department.
2. If you are going to be absent for any reason, 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 day they're given; they will be completed during class. These must be emailed to me or submitted in hardcopy on the same day they're assigned.
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.

### **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**

The purpose of this course is to help students prepare to meet the requirements of the Texas Success Initiative, and to help students gain the skills necessary to be successful in classes that involve reading and writing at the college level. Students are placed in ENGL 0300 based on holistic placement procedures involving both quantitative and qualitative data, including, but not limited to: TSI scores, high school GPA, prior coursework, motivation, and TSI diagnostic profiles. This course is non-transferable college credit and may not be counted or used as hours towards graduation. Course content includes strategies for building vocabulary, increasing

reading rates, and improving comprehension. The course also includes instruction in active reading strategies using text structure to improve comprehension and the interpretation and evaluation of reading materials. Basic grammar concepts of standard American usage, mechanics, writing in diverse sentence structure and paragraphs, and evaluating problem areas common to college students will be analyzed for adequate application toward college-level writing.

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

This course has no prerequisites.

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

This course uses no textbook.

### **V. Course Purpose**

This course focuses on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. The course involves 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**

1. Students will demonstrate command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience. (Texas Higher Education Coordinating Board [THECB] Competency: Communication)
2. Students will demonstrate creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. (THECB Competency: Critical Thinking)
3. Students will effectively develop, interpret and express ideas through written, oral and visual communication. (THECB Competency: Communication)
4. Students will relate choices, actions, and consequences to ethical decision-making. (THECB Competency: Personal Responsibility)
5. Students will recognize different points of view and work effectively with others to support a shared purpose or goal. (THECB Competency: Teamwork)

### **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. Media include lectures, discussions, videos, electronic documents (.pdf, .doc), PowerPoints, MP3s, podcasts, webcasts, et cetera.

### **IX. Methods of Assessment**

We will write two or three essays (100 points each), take three (3) quizzes (100 points each), and take two exams, the mid-term and the final (200 points each). Additional, we may complete a few small assignments (10 points each) during class.

To pass the class, the student must achieve at least a 60% overall grade *and* they must pass the final exam.

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**).

**Quizzes (CT):** Three (3) quizzes will reflect the adequate completion of assignments.

**Essays and short writing assignments (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.

**Mid-Term Exam; Final Exam (CT, COM):** The student must pass the final exam in order to pass the course.

**Quick-writing assignments:** Students will write every day in class, based on provided prompts. These “quick-writes” can be submitted at the end of the term for additional points on the final exam.

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

## X. Calendar/Agenda

### Week 1

Introduction and “The Veldt”

#### Day 1

Review syllabus and course expectations  
Discuss deadlines for reading requirements  
Begin reading “The Veldt” PDF

#### Day 2

Discuss the story’s themes, characters, metaphors, and motifs.  
Watch animated video of “The Veldt,” with music by deadmou5  
Quiz  
Writing prompt

### Week 2

Vocabulary and Writing in the Active Voice

#### Day 1

Review the PowerPoint, “Expanding Your Vocabulary,” to emphasize “Right Tools + Context Clues”  
Vocabulary from “The Veldt”

#### Day 2

“Passive vs. Active Readers”  
Writing prompt

### Week 3

Sentence and Paragraph Structure

#### Day 1

“Sentence Structure”

Day 2

“Paragraph Structure”

Writing prompt

Week 4

Parts of Speech, Fragments and Run-Ons

Day 1

“Parts of Speech”

Begin reading “The Tell-Tale Heart”

Day 2

“Fragments and Run-On”

Writing prompt

Week 5

Main Points and Audience

Day 1

“Main Points Assignment”

Day 2

“Purpose and Audience”

Week 6

Writing the Narrative Essay

Day 1

“Narrative Essay Structure”

Day 2

**Outline** for their narrative essay.

Week 7

The Narrative Essay, continued

Day 1

Students receive their outlines back, with commentary. They spend the remainder of the class period composing a **five-paragraph essay**.

Day 2

Live-action production of “The Veldt” from the Ray Bradbury Theater, 1989

Week 8

Organizational Patterns; TSI practice

Day 1

“Patterns of Organization”

Day 2

TSI Test Practice

Week 9

Fact vs. Opinion; Thesis statement practice

Day 1

“Fact and Opinion”

Day 2

“Thesis Worksheet”

Week 10

Writing the Argument Essay

Day 1

“Essay 2”

Day 2

Outline for their argument essay. A

Week 11

Argument Essay

Day 1

Outlines are returned and students compose a five-paragraph essay.

Day 2

“All Summer in a Day”

Writing prompt

Week 12

Description and Detail; Showing vs. Telling

Day 1

Adjectives are descriptive words.

Writing prompt

Day 2

“Showing vs. Telling”

Week 13

Fiction and Creative Writing

Day 1

“Happy Endings” story

Day 2

Students add to “Happy Endings” with their own fiction.

Week 14

Reading Comprehension

Day 1

“Higher Education” article

Students read “Higher Education” and (1) Identify the article’s thesis statement, and (2) Write a one-paragraph summary that contains the article’s most essential information.

Day 2

“Streetcar Reading Comprehension”

Week 15

Final Assignment

Day 1

“The Intellectual in Air Jordans”

Essay

Day 2

Students receive feedback on essay and prepare for final exam or TSI exam.

## **XI. Course/Classroom Policies**

1. If the student has six (6) unexcused absences, the instructor may drop the student with a grade of “F.” Unofficial absences are counted from the first day of class as listed in the College Calendar, regardless of the date of the student’s registration. The only excused absence is an authorized College activity, medical emergency, or military service. All work and/or assignments missed because of an excused absence must be completed within one week.
2. Late papers receive a reduction of one letter grade; after one week, a late paper receives a zero.
3. Any assignment reflecting cheating, plagiarism or any other form of academic dishonesty will receive a grade of zero. A second instance of plagiarism results in automatic failure of the class.

4. Adult behavior is expected of all students at all times. Misconduct, including sleeping in class, will be punishable by immediate dismissal from class.
5. Tutoring is available upon request.
6. Students should not text or use phones in class.

## **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.