



RANGER COLLEGE - RANGER CAMPUS  
RANGER, TEXAS

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COURSE SYLLABUS

**Intro to College Reading & Writing II**  
**ENGL 0301C02**  
**TR 12:25 – 1:45 pm**

**3 credit hours**  
**Fall 2021**

**INSTRUCTOR: Joanna Laws**

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OFFICE: Jameson, Ranger Campus  
PHONE: (254) 488-1440 (Cell)  
HOURS: MW 10:30-11:00 am  
TR 9:00-10:45 am, 2:00-3:30 pm

### **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**

This course includes strategies for advancing reading comprehension and facilitating critical analysis of text. Further, this course will include instruction on active reading strategies using text structure to improve comprehension, interpreting, and evaluating reading materials. This course will integrate critical analysis of text into writing instruction focused on the composition of essays, including pre-writing, drafting, organization, focus, unity, and revising and editing. This course includes a required lab.

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

The student has been holistically placed in ENGL 0301 using prior coursework, high school GPA, and TSI scores.

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

No required textbook. All required readings will be accessible on Blackboard or through other, free websites. You will also need regularly access to paper writing implements, highlighters, a folder for your work, and dependable computer access.

### **V. Course Purpose**

To support students who are in ENGL 1301, which features the following 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 literary skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

## VI. Learning Outcomes

Upon the successful completion of this course, students will:

- Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
- Comprehend and use vocabulary effectively in oral communication, reading, and writing.
- Identify and analyze the audience, purpose, and message across a variety of texts.
- Describe and apply insights gained from reading a variety of texts.
- Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.
- Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
- Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in students' writing using established strategies.
- Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
- Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.
- Recognize and apply the conventions of standard English in reading and writing.

## 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 assigned readings, electronic documents, interactive lectures, discussions, videos, in-class examinations, group projects, etc. Students are expected to maintain access to both computer writing programs and email. Students will be expected to use Blackboard throughout the semester as part of their coursework.

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

Official grades for this class are recorded in Blackboard. Final course grades will be posted in Campus Connect for your transcript.

- 80% General Activities & Assignments (homework, in-class assignments, grammar activities, attendance & participation, completion checks, etc.)
- 20% Final Exam

**A grade of I (Incomplete) will be assigned only under extreme circumstances.**

**General Activities & Assignments** - General assignments include homework, discussions and group work, assigned grammar activities, and other small assignments and activities that may arise over the course of the semester. I will drop the three lowest grades and average together the rest to get this portion of the grade.

**Final Exam** - There will be a terminal experience at the close of this course. Students must complete all components of the final exam during the scheduled final exam time. Any deviations from the final exam schedule should be discussed with the instructor well in advance.

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

**Early Exit from the Course:** State law says that you make take or retake the TSI at any time. If you pass it, you will be considered college-ready and be exempt from attendance in any further developmental courses in that discipline. **However**, that does NOT protect your grade in the course, and in addition, your GPA and your financial aid will be at risk. In order to prevent some horrible result, be sure to immediately discuss with me any plans you have to exit from the course early by taking the TSI. I can help you do so and protect you from those consequences.

## X. Course/Classroom Policies

**Attendance:** Prompt and regular class attendance and participation is considered necessary for satisfactory work. It is the responsibility of the instructor to keep an accurate and comprehensive record of attendance.

Ranger College recognizes that absence from class may occur due to illness, death or illness in the immediate family, observance of a religious holiday, or participation in a school or College-sponsored activity. (Absences due to participation in a College-sponsored activity must be authorized by the college.) Documentation may be required to corroborate the excused absence. Make up work will be allowed only for excused absences.

Since deadlines are published ahead of time, it is the student's responsibility to connect and/or log in regularly and often and to keep up with course requirements. If a student fails to attend class, access the streaming session (if needed), and/or log into Blackboard for three full calendar weeks, and if the instructor deems a student failing due to excessive absences and/or failure to make up work due to absences, the student **may** be dropped from the class. **The last day for students to drop in the Fall term with a W is Friday, October 29th.**

If bad weather (a storm knocks out your internet) or quarantine restrictions keep you from accessing technology or our online platform for more than 2 days, please let me know by email or text.

**Late Work:** A major assignment is due by the stated due date and time unless for some reason I announce a change or unless you have made special arrangements with me. Writing assignments turned in after that time may receive a deduction in grade (one half grade per calendar day).

*Quizzes and most in-person class activities may not be made up. Online discussions and activities may not be made up since most of those will have a "window" in which they can be completed.* Once the due date and time for that activity has passed, you're out of luck. However, if you miss something because of an excused event, please contact me.

I don't anticipate a situation like this, but just in case: essays that are written in class may not be done outside of class. In case of absence on the day of an in-class essay, it must be made up in coordination with the on-site proctor. Also, in order to make up an in-class essay, you must contact me on or before the scheduled day of the writings.

Assignment sheets will be given, listing dates and requirements. The student is responsible for knowing the assignment for each day and for being prepared for class, regardless of circumstances.

**Course Content:** College-level courses may include controversial, sensitive, and/or adult material. Students are expected to have the readiness for college-level rigor and content.

**Classroom Civility/Student Conduct:** I expect you to respect the rights of the other class members by not speaking disrespectfully to one another and/or to me. Even though this may become a hybrid environment, there are real people tied to the names that appear on the screen, and while we may engage in lively debates and ultimately agree to disagree, we're doing so without the plan or intent of making enemies. You may be barred from the course if you cannot conduct yourself appropriately.

**Student Technology Use:** Since some of the resources we'll be accessing are electronic, you can expect that reliable and regular access to technology will be a significant part of completing any work. Hopefully, you have your own laptop computer or can get to a campus lab regularly. In any event, be sure to make alternative arrangements if your computer crashes, your internet goes out, you can no longer access an on-campus lab, or something else renders your technology "toast." Know what resources are provided by your local libraries (municipal and/or school), find out where you can get a free wifi signal in a pinch (Sonic and some churches may be "hot spots"), and line up a backup computer in case yours suddenly decides to die. Also, consider saving your files to your Google Docs folder or some other cloud-based storage service. Hopefully, if you're prepared, you won't have your session thrown into chaos, which could turn your grade to "toast."

**You should log into Blackboard two-three times per week** during the term to make sure you are keeping up with course requirements. More frequent logging in is highly recommended.

**Academic Integrity:** Academic integrity is a fundamental value upon which colleges and universities are built. There are five fundamental values that characterize an academic community of integrity: honesty, trust, fairness, respect, and responsibility. Acts of academic dishonesty compromise these values and undermine the process by which knowledge is created, shared, and evaluated. Repeated offenses cast suspicion not only upon the integrity of the individual, but also damage the reputation of the college.

Acts of academic dishonesty include, but are not limited to, cheating on a test, plagiarism, and collusion.

"Cheating on a test" shall include copying from another student's test paper; using test materials not authorized by the person administering the test; collaborating with or seeking aid from another student during a test without permission from the test administrator; knowingly using, buying, selling, stealing, or soliciting, in whole or in part, the contents of an un-administered test; unauthorizedly transporting or removing, in whole or in part, of the contents of an un-administered test; substituting for another student, or permitting another student to substitute for oneself, to take a test; bribing another person to obtain an un-administered test or information about an un-administered test.

"Plagiarism shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work. Plagiarism can be interpreted as the

knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement. **Your papers are submitted to plagiarism checking resources provided by Blackboard when you submit them through that tool.**

"Collusion" shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. Students found to have violated policy FLB Local will be disciplined. Disciplinary action can include but is not limited to receiving a zero on the assignment, receiving a zero for attendance, or receiving a failing grade for the course.

I am always happy to look at drafts and provide feedback for you, so if you need a "professional" eye, come to me!

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

### **Changes to the Syllabus:**

The schedule and content are subject to change at the instructor's discretion

**Tuesday, 8/24:** Welcome & Course Introduction  
Read through Syllabus

**Thursday, 8/26:** Questions about syllabus and/or policies?  
Writing Samples  
Grammar Diagnostic

**Tuesday, 8/31:** Brainstorming Techniques  
Complete Sentences

**Thursday, 9/2:** Parts of an Essay  
Sentence Fragments

**Tuesday, 9/7:** Thesis Statements  
Small group workshops  
Run-on sentences

**Thursday, 9/9:** Reading Strategies  
Grammar practice

**Tuesday, 9/14:** Different academic genres

**Thursday, 9/16:** Review Common Thematic Elements  
Commas

**Tuesday, 9/21:** Small group workshops

**Thursday, 9/23:** Grammar clinic

**Tuesday, 9/28:** Types of Sources

**Thursday, 9/30:** Conducting an Interview  
Subject-Verb Agreement

**Tuesday, 10/5:** Ways of Organizing

**Thursday, 10/7:** Plagiarism Basics  
Quotation Marks

**Tuesday, 10/12:** Topic Sentences and Transitions

**Thursday, 10/14:** Organization Techniques  
Apostrophes

**Tuesday, 10/19:** Practice reading academic articles  
Practice Other Punctuation, Italics

**Thursday, 10/21:** Quoting, Summarizing, and Paraphrasing  
Parallelism, Construction Issues

**Tuesday, 10/26:** Citing Sources, Documentation practice

**Thursday, 10/28:** Small group workshops  
Grammar clinic

**Tuesday, 11/2:** Mock Essay

**Thursday, 11/4:** Mock Essay

**Tuesday, 11/9:** Small group workshops

**Thursday, 11/11:** Grammar Clinic

**Tuesday, 11/16:** Catch Up

**Thursday, 11/18:** Catch up

**Thanksgiving Week: November 22-26**

**Tuesday, 11/30:** Final Exam prep

**Thursday, 12/2:** Final Exam prep

**December 7-9: Final Exams**

**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 is committed to ensuring that students with disabilities have equal access to and participation in all programs of study. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, students receive reasonable accommodations to assure equal access to all programs and activities. 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) / <https://www.rangercollege.edu/counseling-and-advising/>). It is advisable to make this contact before or immediately after the semester begins. No special dispensations will be given without notification from their office.