



RANGER COLLEGE - RANGER CAMPUS
RANGER, TEXAS

COURSE SYLLABUS

Composition I
ENGL 1301C05
MW 9:25 am – 10:15 am

3 credit hours
Spring 2021

INSTRUCTOR: Joanna Laws

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EMAIL: jlaws@rangercollege.edu
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

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.

III. Required Background or Prerequisite

Passing TSI scores or sufficient ACT/SAT required, as defined on the College website.

IV. Required Textbook and Course Materials

There is a link to the textbook in Blackboard that is provided for free. All required readings will be accessible on Blackboard.

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

Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.

3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. 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 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.

- 20% General Assignments (homework, in-class assignments, grammar activities, etc.)
- 25% Essay Prep (attendance & participation, completion checks, peer workshops, etc.)
- 45% Major Writing Assignments
- 10% Final Exam

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

General 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 two lowest grades and average together the rest to get this portion of the grade.

Essay Prep - This portion of the grade will be made up of participation, completion checks, peer reviews, and other activities directly related to developing and completing Major Writing Assignments. For most of these assignments, the grade will either be 100 or 0 (you either did it or you didn't). Excessive unexcused absences and/or failing to participate in these activities will cause your average in this category to be lowered (5 points per occurrence after 3 unexcused absences).

Major Writing Assignments - There are four Major Writing (essay) Assignments and one optional revision assignment for the semester. The final grades for each of these assignments will be averaged together for 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

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 is 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 the textbook is available through Blackboard, 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 for grading.**

"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

This provides a detailed course schedule. You'll notice I don't say "write the paper" anywhere here. I'm assuming, as you work through the different tasks here, you are building and writing your papers as we go along so that they are ready by the peer review date and/or due date. I suggest you print

out this calendar to help you keep track of what you've done and what you need to do.

Monday, 8/23: Welcome & Course Introduction
Read through Syllabus

Wednesday, 8/25: Questions about syllabus and/or policies?
Discussion: "What do we already know about 'good' academic writing?"
Discuss the writing process and the rhetorical situation

Monday, 8/30: Start Unit 1
Read through "Defining Moment" Assignment sheet (posted)
Read & discuss article example
Narration & Description
Voice & Genre
Complete Sentences

Wednesday, 9/1: Thesis Statements & Organization
Peer Workshop prep & etiquette
Run-on sentences
Sentence Fragments

Monday, 9/6 Labor Day Holiday

Wednesday, 9/8: Peer Workshop

Monday, 9/13: Defining Moment Assignment due at class time
Start Unit 2
Read through Analysis assignment sheet (posted)
Discuss elements of Analysis & Leading Questions
Walk through video in class

Wednesday, 9/15: Common Thematic Elements
Review of Drafting & Revising, Thesis Statements
Review Complete Sentences, Fragments, and Run-ons

Monday, 9/20: Organization for Analysis
Possible Role of Visuals in Analysis

Wednesday, 9/22: Read through sample papers
Commas

Monday, 9/27: Peer Workshop

Wednesday, 9/29: Analysis Assignment due at class time
Start Unit 3
Read Evaluation assignment sheet (posted)
Discuss Evaluation Characteristics

Monday, 10/4: Criteria
Criteria Class Activity

Wednesday, 10/6: Discuss Field Research (Interviews & Surveys)
Look over and add to interview shell (posted)
Subject-Verb Agreement
Complete interview over weekend

Monday, 10/11: Interview due for checking
Read through example essays
Organization
Pronoun –Antecedent Agreement

Wednesday, 10/13: Plagiarism Basics
Working Interviews into Text
Quotation Marks

Monday, 10/18: Review of Thesis Statements, Introductions, & Conclusions
Academic Titles
Topic Sentences and Transitions
Apostrophes

Wednesday, 10/20: Peer Workshop

Monday, 10/25: Evaluation Assignment due at class time
Start Unit 4
Read Argument assignment sheet
Argument Overview & Brainstorming

Wednesday, 10/27: Finding Sources, Academic Articles
Reading Academic Articles
Evaluating Sources
Other Punctuation, Italics

Monday, 11/1: Quoting, Summarizing, and Paraphrasing

Wednesday, 11/3: Citing Sources
Documentation

MLA Style and APA Style
Parallelism, Construction Issues

Monday, 11/8: Read through example essays
Organization

Wednesday, 11/10: Peer Workshop

Monday, 11/15: Argument Assignment due at class time
Start Unit 5
Revision Opportunity & Conferences

Wednesday, 11/17: Work on Revision Essay if you're doing one

Thanksgiving Week – 11/22 through 11/26

Monday, 11/29: Revision Essay due by class time
Final Exam Prep

Wednesday, 12/1: Final Exam prep
All grammar corrections from ORIGINAL drafts due by 11:59 pm through email

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 / <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.