



RANGER COLLEGE - RANGER CAMPUS
RANGER, TEXAS

COURSE SYLLABUS

Composition II
ENGL 1302

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 9:00-10:45 am, 1:00-1:30 pm
TR 10:30-11:00 am, 1:00-1:45 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 the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

III. Required Background or Prerequisite

English 1301 or its equivalent.

IV. Required Textbook and Course Materials

Title: The Bedford Introduction to Literature for Ranger College
Author: Michael Meyer
Publisher: Bedford St. Martin's
ISBN-13: 978-1-319-08557-5-8

V. Course Purpose

To focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building skills needed to communicate persuasively. This course involves the command of written 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 research processes.

2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

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.

- 30% Daily/General/Prep Assignments (discussion posts, peer reviews, grammar activities, participation, etc.)
- 60% Major Writing Assignments
- 10% Final Exam

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

Graded Course Requirements	Weight
<p>Daily/General/Prep Assignments Assignments in this category include homework, discussion assignments and group work, reading quizzes, assigned grammar activities, participation, completion checks, peer reviews, and/or other, small activities that may arise over the course of the semester directly related to developing and completing Major Writing Assignments. I will drop the three lowest grades and average together the rest to get this portion of the grade.</p>	30%
Major Writing Assignments	
<p>Writing Assignment 1: Report Essay using two assigned articles/readings. (3-4 double-spaced pages, 12 point font, 1 inch margins)</p>	10%
<p>Writing Assignment 2: Argument (Casebook) Essay using 3-5 sources pulled from casebook resources. (4-6 double-spaced pages, 12 point font, 1 inch margins)</p>	15%
<p>Writing Assignment 3: Project Proposal Proposal document outlining topic for Research Project, major research questions, possible source ideas, and project timeline. (2 typed pages, 12 point font, 1 inch margins)</p>	3%
<p>Writing Assignment 4: Annotated Bibliography An annotated bibliography of 5 sources related to the research paper topic that includes at least 2 scholarly secondary sources. Each annotation should be a minimum of 200 words and can include a fully-integrated quote. (Single spaced, 12 point font, 1 inch margins)</p>	10%
<p>Writing Assignment 5: Project Essay Approximately 2000 (minimum) word researched essay based on the topic proposal and using resources from the annotated bibliography. (7-10 double-spaced pages, 12 point font, 1 inch margins)</p>	20%
<p>Writing Assignment 6: Abstract One page, single-spaced document that summarizes the Project Essay. (12 point font, 1 inch margins)</p>	2%
Final Exam	
<p>Final Exam Traditional test and/or approximately 2-3 pages as 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.</p>	10%

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 Spring term with a W is Wednesday, March 31st.**

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 as an electronic download, 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 may be submitted to plagiarism checking resources provided by Blackboard if/when I feel the need to check the authenticity of your work.**

“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.

Wednesday, 1/20: Welcome & Introductions

Read through Syllabus
Orientation to course

Homework: By 11:59 pm on Sunday, 1/24:

Do "Introductions" Discussion post
Do "Opening Questions" Discussion post

Monday, 1/25: Questions about syllabus and/or policies?

Review the Rhetorical Situation and the Writing Process
Conversation about Research Writing
Grammar Review

Wednesday, 1/27: Introduction to Media Literacy & Judging Sources

Plagiarism Review

Homework: By 11:59 pm on Sunday, 1/31:

Complete Grammar Review Quiz due
Complete Media Literacy & Plagiarism Quiz

Monday, 2/1: Quoting, Summarizing, and Paraphrasing

Quotation Sandwiches

Homework: QSP Clinic Assignment (Email your sample to me by 8 am Wed 2/3)

Wednesday, 2/3: QSP Clinic

Homework: Read "The Birthmark" by Nathaniel Hawthorne, 339-349

Monday, 2/8: Discuss "The Birthmark"

Read through WA1: Report Assignment Sheet
Preview article reading

Homework: Read assigned articles

Wednesday, 2/10: Discuss assigned articles

Monday, 2/15: Discuss Report Writing Conventions

Review Thesis Statements
Report Organization

Review Correctly Marking Titles

Wednesday, 2/17: Review Introductions & Conclusions

Review Academic Titles

Discuss Controlling “You” in the Paper

Monday, 2/22: MLA Documentation

Review Plagiarism

Homework: Complete MLA Quiz by 11:59 pm on Tuesday, 2/23; get rough draft ready to share for workshop & clinic

Wednesday, 2/24: Participate in Peer Workshop & Plagiarism Clinic

Monday, 3/1: WA1: Report final draft due at class time

Read through WA2: Argument (Casebook) assignment sheet

Read through Love-ly Works (997-1007)

Brainstorm types of love

Discuss Finding Sources (Popular & Academic)

Homework: Submit 2 possible articles to Casebook (instructions will be provided) by 8 am Wed, 3/3

Wednesday, 3/3: Review Evaluating Sources

Small Group Juries for casebook submissions

Spring Break – March 8-12

Monday, 3/15: Discuss Arguing a Position

Discuss Academic Argument Conventions & Organization

Wednesday, 3/17: Discuss Ways to Respond & Distinguishing You from Your Sources

Discuss Dumped Quotations

Review Quoting, Summarizing, & Paraphrasing

Monday, 3/29: Discuss APA Documentation

Plagiarism Review

Homework: Complete APA Quiz by 11:59 pm Tuesday, 3/30; get rough draft ready for workshop & clinic

Wednesday, 3/31: Participate in Peer Workshop & Plagiarism Clinic

Monday, 4/5: WA2: Casebook Argument final draft due at class time

Research Project Overview

Read through WA3: Proposal assignment sheet & discuss possible topics
Discuss Crafting Research Questions

Homework: Prepare Research Project Proposal

Wednesday, 4/7: WA3: Proposal due at class time
Read through WA4: Annotated Bibliography assignment sheet
Discuss Annotated Bibliographies
Discuss Chicago documentation

Homework: Complete Chicago Quiz by 11:59 pm Sunday, 4/11; locate sources for annotated bib entries

Monday, 4/12: Workday for Annotated Bibs

Wednesday, 4/14: WA4: Annotated Bibliography due at class time
Read through WA 5: Project Paper assignment sheet & notes (posted)
Set up conferences – you each will need to set up a visit with me to discuss your progress on the paper. Instructions will be shared.
Discuss Research Writing Conventions & Organization

Monday, 4/19: Read through example essays
Review Topic Sentences and Transitions
Discuss Headings & Subheadings
Discuss Long Quotations

Wednesday, 4/21: Read through WA6: Abstract assignment sheet & instructions
Work & Help Day

Monday, 4/26: WA5: Project Paper & WA6: Abstract due by class time
Final Exam Prep

Wednesday, 4/28: Final exam prep

May 4-6: 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 (g.ewis@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.