



RANGER
COLLEGE
RANGER, TEXAS

COURSE
SYLLABUS

Composition I
ENGL 1301

3 credit hours

INSTRUCTOR: Mary Newman, M.A.

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EMAIL: mnewman@rangercollege.edu
OFFICE:
HOURS: By appointment

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

All students must have passed the writing portion of the TSI test or its equivalent. All students should also have basic proficiency with word processing programs, email, the internet, and electronic database access without any need for instruction.

IV. Required Textbook and Course Materials

Miller, George. *The Prentice Hall Reader*, 11th edition, ISBN 978-0-321-89971-2.

V. Course Purpose

FCA: Communication

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 successful completion of this course, students will:

- Demonstrate knowledge of individual and collaborative writing processes.
- Develop ideas with appropriate support and attribution.
- Write in a style appropriate to audience and purpose.

- Read, reflect, and respond critically to a variety of texts.
- 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 their email. Students will be expected to use Blackboard throughout the semester as part of their coursework.

IX. Methods of Assessment

Students will complete several essays this semester (CT, COM, PR). Three essays will be between 1-4 pages each; the research paper will be 5-7 pages. Students will participate in group peer review prior to the submission of each paper (COM, TW). Students are expected to participate in discussions of the readings and assignments in class, and will receive a daily participation grade (CT, COM, PR). Students will take a final exam involving a timed argumentative essay. (CT, COM, PR). The grade breakdown is as follows:

- Participation: 5%
- Journal (due in class on last day of class before finals): 5%
- Peer Critiques (in class): 10%
- Literacy Narrative Essay (Blackboard submission): 10%
- Resumé and Cover Letter (Blackboard submission): 5%
- Textual Analysis (Blackboard submission): 15%

Annotated Bibliography (Blackboard submission): 5%
Research Paper Rough Draft (Blackboard submission): 10%
Research Paper Final Draft (Blackboard submission): 20%
Reflections Paper (in class): 5%
Final: 10%

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 0-59

Essay final drafts are scored based on the following elements:

- Content (clearly stated main idea and thorough, logical support)
- Organization (clear introduction, orderly development, smooth transitions, sense of conclusion)
- Style (correct and varied sentence structure, exact and appropriate words)
- Audience (clear to and appropriate for intended audience)
- Mechanics (usage, punctuation, spelling)
- Format (based on MLA style guide)

All assigned essays in this class must follow MLA formatting guidelines, including when citing sources. **Note that in this class essays must be submitted in Times New Roman 12pt font.**

Essay assignments must be submitted online through Blackboard. You will find a place to upload your document in the Assignments section. *If you are absent, you still must turn in your assignment online by the start of class or it will be counted late.*

Attendance Policy:

I strongly advise you to attend class regularly, as the information given in class will be critical to doing well on your assignments. *Students who miss class are responsible for finding out the information they missed.*

Late Work:

Late assignments will result in a penalty of 5 points per day that they are late for the first three days, followed 10 points per day for each day after that. (Example: 1 day late is 5 points off, 3 days late is 15 points off, 4 days late is 25 points off, etc.) If you believe you have extenuating circumstances, it is your responsibility to contact me.

Plagiarism Policy:

Ordinarily plagiarism will result in an automatic zero for the assignment. See the *Student Handbook* for more information.

Minimum Technology:

Students must have reliable computer and internet access.

Email expectations:

All communication for this class will be through your Ranger email addresses at the address provided above. You *must* check your Ranger email daily. I recommend you forward it to your preferred email address, and/or to your phone.

Please send emails with clear subjects and appropriate signatures for identification purposes; responses to emails should be expected within 48 hours during weekdays; emails will rarely receive responses on weekends.

Supplies:

- Composition book or spiral for in-class writing exercises and notes; loose paper for in-class journal entries
- Regular and reliable computer access. **All essays must be submitted to Blackboard by 11:59 p.m. on the due date.** Essays submitted after this time will be counted as late. Last minute computer issues are not an excuse for late work.

X. 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.

XI. 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.

Course Calendar:

NOTE: Readings listed for a specific class day are expected to be completed BEFORE the beginning of class.

8/27- Introduction and Review of Syllabus

8/29- Read: pg. 1-12

9/3- Read: pg. 16-30; Writing a critical response; Read: “Getting a Second Wind” (pg. 86) and “Ready for Some Fútbol?” (pg. 90); in-class discussion of readings

9/5- **Response Paper due on Blackboard;** Read pg. 103-106 on narratives; Topic selection and rhetorical situation

9/10- Read: pg. 130-140; Topic generation activities

9/12- MLA Review; Read: pg. 107-115, Introductions and Conclusions

9/17- The Art of Revision and How to Peer Critique; **Due in class (paper copy- journal grade for the day): Introduction and First Body Paragraph of Literacy Narrative**

9/19- **Literacy Narrative Essay due**, Intro to resumé and cover letter

9/24- Critique of example student resúmes; Cover letters continued

9/26- Peer critique- **bring two hard copies of your resumé (journal grade for the day);**
Plagiarism

10/1- **Resumé due**; Intro. to Compare and Contrast Essay; Read pg. 247-250

10/3- Compare and Contrast; Read pg. 251-262

10/8- Read pg. 265-271

10/10- Read pg. 288-297

10/15- **Due in class (paper copy- journal grade for the day): Rough Draft of Compare and Contrast Essay**

10/17- **Compare and Contrast Essay due**; Intro. to Issues Paper

10/22- Developing a Research Plan; Read pg. 507-509

10/24- Finding Sources; Read pg. 510-513

10/29- Evaluating Sources; Read pg. 513-514; **Bring bibliography to class (min. of 5 sources) (paper copy- journal grade for the day)**

10/31- Synthesizing Ideas; Read pg. 516-522; **Annotated Bibliography due on Canvas**

11/5- Transitions, Body Paragraphs, and Diction

11/7- Issues paper workshop and peer critique; **Completed Issues Paper Rough Draft due on Canvas AND in class (bringing a paper copy is your journal grade for the day; submission to Canvas is 8% of your grade for the class)**

11/12- Writing Conferences

11/14- Writing Conferences; **Lab 4 due**

11/19- Grammar Workshop

11/21- **Issues paper final draft due on Canvas**; Arguments; Read pg. 441-447

11/26-11/28- **NO CLASS; THANKSGIVING BREAK**

12/3- Arguments continued; Read pg. 448-450

12/5- Principles of an argument essay; Read pg. 462-471

Finals Week 12/10-12/12- the **FINAL EXAM** will be an in-class argument essay, date and time
TBA