



RANGER COLLEGE
RANGER, TEXAS

COURSE SYLLABUS

Intro to College Reading & Writing II

ENGL 0301

“Reading makes immigrants of us all. It takes us away from home, but more important, it finds homes for us everywhere.”

– Jean Rhys

3 credit hours

INSTRUCTOR: Dr. Jonathan Villalobos

ENGL 0301

INSTRUCTOR: Jonathan Villalobos, Ph.D.
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HOURS: M/W 11:00-12:00, T/R 9:15-10:45, 12:30-1:30

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.

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

Students will receive reading quizzes on the class discussion day of each week except weeks 14 and 16 (**CT, PR**). Students will have an assignment to complete each week in lab (**CT, PR**). Students will complete two essays of approximately 3 pages apiece. Students will be expected to discuss the reading for the week on each class discussion day (**CT, COM, PR**). Students must take a comprehensive final exam (**CT, COM, PR**). The grade breakdown is as follows:

Attendance:	6%
Reading quizzes:	14% (14 @ 1% apiece)
Participation:	20%
Essay #1:	15%
Essay #2:	15%
Lab assignments:	15%
<u>Final exam:</u>	<u>15%</u>
Total	100%

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

X. Course/Classroom Policies

All outside assignments must be submitted through SafeAssign on Blackboard by the designated due date. No late papers will be accepted for any reason. Your acceptance of this syllabus indicates understanding of and agreement with this policy.

Unauthorized absences are counted from the first day of class as listed in the College Calendar, regardless of the date of the student's registration. Attendance is **mandatory**: a student having the equivalent of one week of unexcused absences (class and/or lab) per developmental course will be reported to the Retention Director for counseling. Students who miss the equivalent of two weeks of unexcused absences (4 unexcused absences total) will be dropped from the class by the instructor. Should this be the only developmental course that the student is taking, the student will also be required to drop from school.

This class uses the Early Alert Report service. By week 6 of the semester, I will notify the Retention Coordinator if you have struggled with excessive absences, incomplete work, or difficulty with the course content. This warning is not an official grade and should not be considered as such; nevertheless, it does indicate concerns about your progress that need to be addressed immediately. If you are contacted about an Early Alert Report, please respond to the Retention Coordinator and respective campus personnel (e.g. athletic coach, Dean of Students, instructor, campus administrator) to discuss action strategies and resources for academic improvement and, ultimately, success.

If you are absent, it is entirely and exclusively your responsibility to obtain any notes, handouts, and other information and materials from the missed day's lecture and classroom experience. I highly recommend you make a friend in class whom you may contact in the event of such an absence. Do not contact me and ask whether you missed anything when you were absent; you will have missed something and it is your responsibility to learn what you missed.

Being absent does not excuse missed work or missed in-class quizzes or tests. If you know you will be absent in advance of a date where a quiz or test will be given, it is your responsibility to schedule a time to take the quiz or test in advance of that date. No make-up quizzes or tests will be given.

It is a fundamental principle of rhetoric to respect the right of others to speak. When no one else is holding the floor, you are welcome to make a contribution without raising your hand. If someone else is holding the floor, please raise your hand and wait for me to acknowledge you before you chime in. You may not talk to students around you while another student is speaking, disrespect the speaker, or surf on your phone. Infringement of these floor rules will result in a warning; repeat infringement will result in immediate dismissal from that class session and marking an unauthorized absence.

Each individual student is entirely responsible for his or her own participation in the course. These responsibilities include individual participation; engaging other students and the instructor in relevant dialogue; in-class examinations, assigned readings, and other out-of-class preparations; Blackboard activities; and assigned papers. Neither technological difficulties nor shyness mitigate such responsibilities.

All phones must be shut off throughout class. No laptop computers, smart phones, or anything similar may be used during class without express instructor permission. No technological recordings are allowed during class time, whether auditory, visual, or anything else. Repeated studies demonstrate that students benefit and learn more from handwritten notes than they do from notes taken using a computer, phone, or other electronic source. **Note:** There will be days when we make use of computers in lab to work on assignments. You are only permitted to use your laptop to work on assignments; any unauthorized use of laptops will result in revocation of laptop privileges for the remainder of the semester.

Students are entirely responsible for the quality of any and all tools they choose to make use of, including internet resources. If a student chooses to trust an internet or computer resource to aid with spelling, grammar, or citations, that student is fully responsible for the grade that results even if the internet or computer resource provided faulty information (this is a fairly common occurrence). A key responsibility in the world of the 21st century is developing the ability to appraise, verify, and otherwise vet any internet resource or tool.

XI. Course Outline/Schedule

NB: All readings must be completed by the day we will discuss them. Students who do not participate in class discussions will receive a 0 in participation for the week.

	Lab (day one)	Class discussion (day two)
Week one	Introduction to lab	Introduction to class Why is college important? Discuss “The Secret Life of Walter Mitty” by James Thurber
Week two	Vocabulary Annotation and story maps	Reading strategies Discuss “The Lottery” by Shirley Jackson
Week three	Vocabulary quiz Rules of grammar	Begin Essay #1 Discuss “Lamb to the Slaughter” by Roald Dahl
Week four	Locating topics, main ideas, and supporting details	Discuss “An Occurrence at Owl Creek Bridge” by Ambrose Bierce
Week five	Prewriting + transition Word matching Rhetorical patterns of writing	Discuss “Where are You Going, Where Have You Been?” by Joyce Carol Oates
Week six	How to structure an essay	Discuss “Interpreter of Maladies” by Jhumpa Lahiri
Week seven	Revising and editing	Discuss “A Good Man is Hard to Find” by Flannery O’Connor
Week eight	Essay #1 due at end of lab	Discuss “The Story of an Hour” by Kate Chopin
Week nine	Critical reading skills through interpretation	Discuss “Split Cherry Tree” by Jesse Stuart
Week ten	Compare-contrast structure Run-on sentences	Begin essay #2 Discuss “Everyday Use (For Your Grandmama)” by Alice Walker

Week eleven	Capitalization and cleanliness	Discuss “The Metamorphosis” by Franz Kafka (Ch. 1)
Week twelve	Punctuation	Discuss “The Metamorphosis” by Franz Kafka (Ch. 2)
Week thirteen	Essay #2 due at end of lab	Discuss “The Metamorphosis” by Franz Kafka (Ch. 3)
Week fourteen	NO CLASS – THANKSGIVING BREAK	NO CLASS – THANKSGIVING BREAK
Week fifteen	Study guide/review for final exam	Discuss “Cathedral” by Raymond Carver
Week sixteen	Final Exam in Lab	NO 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.