



RANGER COLLEGE
RANGER, TEXAS

COURSE SYLLABUS

Composition I

ENGL 1301

**“My pleasures are among the most intense known to man: writing and
butterfly hunting.”
-Vladimir Nabokov**

3 credit hours

INSTRUCTOR: Dr. Jonathan Villalobos

ENGL 1301

INSTRUCTOR: Jonathan Villalobos, Ph.D.
EMAIL: jvillalobos@rangercollege.edu
OFFICE: Jameson C, Ranger Campus
PHONE: (254) 647-3234 ext. 7162
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

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

The Prentice Hall Reader, 12th edition, editors George Miller & Jon Miller, ISBN 978-0-13-442541-2.

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 four essays this semester (**CT, COM, PR**). Three essays will be between 3-4 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 must take a comprehensive final exam covering forms of the essay, grammar, and syntax (**CT, COM, PR**). The grade breakdown is as follows:

Attendance:	5%
Participation:	15%
Peer Reviews:	10% (4 at 2.5% each)
Narrative Essay:	15%
Descriptive Essay:	15%
Compare/Contrast Essay:	15%
Research Paper:	20%
<u>Final Exam:</u>	<u>5%</u>
Total	100%

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

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. If the student has six (6) unauthorized absences, the instructor may choose to drop the student with a grade of F.

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.

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

PHR = Prentiss Hall Reader

	Day one	Day two
Week one	Intro to class Why writing is important HW: Read <i>PHR</i> 1-12	How to read an essay HW: Review grammar handout, read <i>PHR</i> 13-23
Week two	Grammar review	How to write an essay Assign Narrative Essay HW: Read <i>PHR</i> 85-95
Week three	Narration HW: Read <i>PHR</i> 101-117	Narration in text HW: Read <i>PHR</i> 25-32
Week four	Revision and such HW: Bring copies of Narrative Essay for peer review	Narrative Essay Peer Review HW: Narrative Essay due Saturday on Blackboard at 11:59 p.m.; read <i>PHR</i> 85-95
Week five	Writers at work HW: read <i>PHR</i> 127-137	Description Assign Descriptive Essay HW: Read <i>PHR</i> 205-216

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Week six	Description in-text HW: Read <i>PHR</i> 333-343	Definition HW: Read <i>PHR</i> 345-353 & 358-360
Week seven	Definition in-text HW: Bring copies of Descriptive Essay for peer review	Descriptive Essay Peer Review HW: Descriptive Essay due Saturday on Blackboard at 11:59 p.m.; read <i>PHR</i> 205-216
Week eight	Comparison and contrast HW: Read <i>PHR</i> 221-227 & 234-237	Comparison and contrast in-text Assign Compare/Contrast Essay HW: Read <i>PHR</i> 163-176
Week nine	Division and classification HW: Read <i>PHR</i> 176-189	Division and classification in-text HW: Read <i>PHR</i> 249-257 & 264-271
Week ten	Process HW: Bring copies of Compare/Contrast Essay for peer review	C/C Essay Peer Review HW: Compare/Contrast Essay due Saturday on Blackboard at 11:59 p.m.; read <i>PHR</i> 429-437
Week eleven	Research papers: the ins and outs Assign Research Paper HW: Read <i>PHR</i> 438-445	Sources and integration HW: Read <i>PHR</i> 371-386
Week twelve	Argument and persuasion HW: Read <i>PHR</i> 388-398	Argument and persuasion in-text HW: Read <i>PHR</i> 446-452
Week thirteen	Revising a research paper HW: Read <i>PHR</i> 453-462	An argument as a whole HW: Work on Research Paper
Week fourteen	NO CLASS – THANKSGIVING BREAK	NO CLASS – THANKSGIVING BREAK
Week fifteen	Connecting the parts HW: Bring copies of Research Paper for peer review	Research Paper Peer Review HW: Research Paper due Saturday on Blackboard at 11:59 p.m.
Week sixteen	Final Exam review in class HW: Study for Final Exam	Final Exam in 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.