

**CENTRAL TEXAS COLLEGE**

**SYLLABUS FOR ENGL 1302**

**COMPOSITION II**

**Semester Credit Hours: 3**

**INSTRUCTOR:** \_\_\_\_\_

**OFFICE HOURS:** \_\_\_\_\_

**I. INTRODUCTION**

A. English 1302 is a continuation of English 1301, with primary emphasis on developing research-based expository and persuasive texts. The course focuses on the critical reading of verbal, visual, and multimedia literary texts to further develop critical thinking and argumentation skills, which are necessary for writing effective expository prose. The writing-intensive course requires the writing of a formal research paper incorporating analysis and evaluation of primary and secondary sources and the process of ethical documentation.

B. English 1302 is designed to meet the second semester English requirement for students transferring to a senior college or for students desiring the general education of the first two years of college. The course employs critical thinking and writing skills in the analysis of a wide variety of selected readings from poetry, drama, short fiction, and the novel. The course satisfies the requirement for the second semester English composition course and may satisfy the requirement for an introduction to literature in other curricula.

C. Prerequisites: The successful completion of the English 1301 with an earned grade of “C” or better is a prerequisite for English 1302.

**II. LEARNING OUTCOMES**

Upon successful completion of Composition II, the student will

A. Apply language skills (writing and interpretative) to enable him/her to communicate effectively and accurately in an educated society using MLA documentation.

B. Analyze, interpret, and evaluate a variety of texts including the principal literary genres--poetry, drama, short fiction, and the novel individually and collaboratively.

C. Employ through appreciation and personal responses, a critical and imaginative approach to literature.

D. Create well-developed responses in expository prose using primary and secondary sources including the critical research-based essay.

### **III. INSTRUCTIONAL MATERIALS**

This course uses Open Resource Material. All material is available for free online and other formats. You must be able to access relevant websites, documents, videos, and PowerPoint presentations.

### **IV. COURSE REQUIREMENTS**

#### **A. Reading Assignments**

1. Reading assignments are to be read and carefully studied for class lecture, discussion, and writing.

2. Four 500-750 word essays will be written on topics relating to reading assignments; two of these may be included in the midterm and final. At the discretion of the instructor essays are to be typed or word processed in MLA format. The instructor may require a formal outline for one or more papers.

**B. Projects and Research Paper:** Students will write a research paper (2500-3500 words/7-10 pages) on a topic developed by the student with instructor approval. The instructor will require a formal outline. A works cited page must accompany the research paper. The instructor may require that students create an annotated bibliography to be approved by the instructor before the research paper is completed. The research paper will follow the most current edition of MLA. Class time will be taken to discuss specific requirements and processes of the research paper. (See “Research Guidelines” attached to this syllabus.)

**C. Class Performance:** Students are required to attend all classes, bring required supplies to class, and learn to take and keep good class notes. Students are responsible for all assignments whether present or absent. The student must contact the instructor concerning any missed assignments.

**D. Constructive Class Participation:** Students are expected to participate in class discussion and attend class regularly and punctually.

### **V. EXAMINATIONS**

An objective and/or written exam may be given at the end of any unit. Unannounced quizzes covering the assigned materials may be given at the instructor’s discretion. The final exam may be comprehensive. Make-up work for in-class assignments will be given only in the event of an excused absence and only with the instructor’s permission.

### **VI. SEMESTER GRADE COMPUTATIONS**

The possible grades for this course are A, B, C, D, or F. The semester grade computation is as follows:

Essays (Short Story, Novel, Poetry, Drama) 100 points each for a total of 400 points or 40%

Discussion Boards (4 of 25 points each) 100 points in total or 10%

Midterm 150 points or 15% of grade

Research Paper – 200 points or 20% of

grade

Final Exam – 150 point or 15% of semester grade

## VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR

A. Course Withdrawal: It is the student's responsibility to officially withdraw from a course if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a signed Central Texas College Application for Withdrawal (CTC Form 59) or the appropriate e-form when available.

CTC Form 59 or the appropriate e-form when available will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is as follows:

11-week session	Friday of the 8th week
8-week session	Friday of the 6th week
5-week session	Friday of the 4th week

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

Students who officially withdraw will be awarded the grade of "W" provided the students' attendance and academic performance are satisfactory at the time of official withdrawal.

Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of F or FN for nonattendance.

B. Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on CTC Form 59 or the Faculty App for Withdrawal eform for submission to the registrar.

C. Incomplete Grade: The College catalog states, "An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course." Prior approval from the instructor is required before the grade of "IP" is recorded. A student who merely fails to show for the final examination will receive a zero for the final and, at the instructor's discretion, an "F" in the course.

D. Cellular Phones and Other Electronic Devices: Electronic Devices such as cell phones will be turned off (or set to vibrate if the student is on the emergency alert system) while the student is in the classroom or laboratory. If the student is "on call" or has some other emergency, a message can be left with the department staff, and the student will be notified. The departmental phone number is (254) 526-1239.

E. Disability Support Services: Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central

campus. This service is available to all students, regardless of location. Explore the website at [www.ctcd.edu/disability-support](http://www.ctcd.edu/disability-support) for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

## VIII. COURSE OUTLINE

### A. Unit One: Research Skills

1. Learning Outcomes: Upon successful completion of the lesson, the student will
  - a. Devise a research topic, using a variety of sources.
  - b. Develop the correct MLA format for noting reference materials.
  - c. Employ direct quotes, paraphrases, and summaries, from sources for notes.
  - d. Develop an annotated bibliography.
  - e. Compose a research paper with a well-formulated thesis and proper documentation.
2. Learning Activities:
  - a. Classroom lecture/discussion. (C5, C6, C7; F1, F2, F5, F7, F8, F9, F11, F13)
  - b. Reading Assignments: Coverage of Major Grammar Errors and Research Paper processes. (C5, C6, C7, C8; F1, F8, F9, F13, F17)
3. Unit Outline:
  - a. Beginning a research paper.
  - b. Writing a research paper and documenting sources.

### B. Unit Two: The Short Story

1. Learning Outcomes: Upon successful completion of this unit, the student will
  - a. Explain the major characteristics of modern fiction as they apply to the short story individually and collaboratively.
  - b. Critique the use of a specific literary device as used in a short story.
2. Learning Activities:
  - a. Classroom lecture/discussion. (C7, C9,; F5, F6, F7, F10, F11, F 13)
  - b. Reading Assignments. (C5, C6, C7; F1, F7, F8, F10, F11, F12)
  - c. Writing Assignments. (C5, C6, C7; F2, F7, F8, F9, F12, F13, F17)
  - d. Write an effective 500-750 word expository essay analyzing one or more short stories, demonstrating detailed understanding of the characteristics of short fiction.
3. Unit Outline:
  - a. Introduction to Short Story

- i. Plot/Conflict
- ii. Characterization
- iii. Setting
- iv. Point of View
- v. Symbolism
- vi. Theme

- b. Analysis and interpretation of multiple short stories
- c. Short story exam (optional)
- d. Short story essay

### C. Unit Three: The Novel

1. Learning Outcomes: Upon successful completion of this unit, the student will
  - a. Contrast the two types of narrative fiction - the short story and the novel.
  - b. Explain the major elements of fiction and how they apply to the novel.
2. Learning Activities:
  - a. Classroom lecture/Discussion. (C5, C6, C7; F5, F6, F7, F11, F13)
  - b. Reading Assignments (C5, C6, C7, C9; F1, F7, F9, F10, F12, F13)
  - c. Write an effective 500-750 word expository essay analyzing a novel approved by the instructor and demonstrating understanding of the characteristics of the novel form.
3. Unit Outline:
  - a. Review of fictional elements and narrative
  - b. Discussion of differences and similarities of the short story and the novel
  - c. In-class discussion and analysis of the novel selected by the instructor or by the student with instructor approval.
  - d. In-class exam (optional)
  - e. Novel essay

### D. Unit Four: Drama

1. Learning Outcomes: Upon successful completion of this unit, the student will
  - a. Explain the major elements of drama.
  - b. Critique the use of a specific literary device as used in a drama.
2. Learning Activities:
  - a. Classroom lecture/discussion. (C5, C6, C7, C9; F5, F6, F7, F10, F11, F13)

- b. Reading Assignments. (C6, C6, C7; F1, F8, F9, F11, F12, F13)
  - c. Write an effective 500-750 word expository essay analyzing a drama assigned by the instructor or selected by the student with approval from the instructor.
3. Unit Outline:
- a. The major elements of drama
    - i. Plot/conflict
    - ii. Characterization
    - iii. Dialogue
    - iv. Setting
    - v. Theme
    - vi. Spectacle
  - b. A brief history of the two major types of drama
    - i. Comedy
    - ii. Tragedy
    - iii. In-class discussion and interpretation of at least one drama
    - iv. Drama exam (optional)
    - v. Drama essay (this may be included on the exam)

E. Unit Five: Poetry

1. Unit Outcomes: Upon successful completion of this unit, the student will
- a. Explain the major characteristics of poetry as well as the major types of poetry.
  - b. Analyze and interpret a variety of poems.
2. Learning Activities:
- a. Classroom lecture/discussion.(C5,C6,C7,C9,F5,F6,F7,F11,F12,F13)
  - b. Reading Assignments. (C5, C6, C7, F1, F2, F7, F8, F9, F10, F11, F13)
  - c. Write an effective 500-750 word expository essay interpreting a poem assigned by the instructor or selected by the student with approval from the instructor.
3. Unit Outline:
- a. The major characteristics of poetry
    - i. Theme
    - ii. Word Choice
    - iii. Imagery and Figurative Language

- iv. Sound
- b. The forms of poetry
  - i. Closed forms
  - ii. Open forms
  - iii. In-class discussion of a variety of selected poems
  - iv. In-class exam (optional)
  - v. Poetry essay (may be included on an exam)

NOTE: The units may be covered in any order, and instructors should ensure class emphasis on critical thinking and writing skills. Unit One, the research component, may be covered concurrently with the genre units.

### **COMMUNICATIONS DEPARTMENT ENGLISH 1302 RESEARCH PAPER GUIDELINES**

The research paper is a major component of the English 1302, Composition II. In this course, instructors are required to teach students the research process. Some aspects of this process may be subject to individual instructors' requirements. However, to ensure that all English 1302 courses contain common core elements, the members of the Communications Department identify that core as follows:

- MLA is the required documentation style and should be taught in detail to the students.
- 10-15% of class time should be devoted to teaching the research process.
- Topics must be literary and may be selected by the instructor or selected by the students with the help of the instructor.
- A substantial amount of time must be devoted to the discussion of plagiarism in research. Instructors should be prepared to devote more than one lecture to this item.
- The completed essay (final draft) will contain seven to ten (7-10) pages (excluding any title page, outline with thesis statement, and works cited pages as required by the instructor).
- The paper will contain a minimum of 7 sources, including a variety of sources and limiting Internet sources to two with the exception of databases.
- 25-50 note cards (including summary, paraphrase, and quotation cards) will be submitted for this paper. (Optional)
- A minimum of 10-12 working bibliography cards and/or an annotated bibliography will be submitted for this paper. (Optional)
- Cited material (direct quotes, paraphrases and summaries) will comprise no more than 25% of the paper at the discretion of the instructor following accepted guidelines of scholarship.
- An early draft of the research paper must be submitted before the final draft for either instructor and/or peer review.