

**RANGER COLLEGE**  
**Syllabus**  
**ENGL 1302-Composition II**

**COURSE NUMBER AND TITLE: ENGLISH 1302-COMPOSITION II**  
**CREDIT HOURS: 3 HRS/WK      LEC: 3 HRS/WK**

**Name of Instructor: Kemberley D. Forbus**  
**Office Location: Newcastle High School**  
**Office Hours: Monday-Friday 9:55-10:40**

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**I. CATALOG DESCRIPTION**

Continuation of English 1301 with further emphasis on essay composition and literary analysis as the basis of essay generation. The course includes instruction and practice in writing a formal research paper.

**II. REQUIRED BACKGROUND/PREREQUISITES**

English 1301

**III. REQUIRED TEXTBOOK**

Meyer, Michael (Ed.). *The Bedford Introduction to Literature For Ranger College*. Eleventh Edition. Boston: St. Martin's Press 2008 ISBN: 978-1-319-08557-5  
Books provided for Newcastle High School students.

**IV. METHODS OF INSTRUCTION**

Lectures, discussions, handouts, board examples, interactive whiteboard presentations, and overhead projections will be used. Students will be required to actively participate in class.

**V. EXEMPLARY EDUCATIONAL OBJECTIVES**

The purpose of the Exemplary Educational Objectives is intended to contribute to the student's intellectual and personal growth and to assist them in understanding and appreciating not only their heritage but also to prepare them for responsible citizenship and the ability to adapt to a rapidly changing and highly technological world.

Communication (C)

C1. To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.

C2. To understand the importance of specifying audience and purpose and to select appropriate communication choices.

C4. To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.

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C5. To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.

C6. To develop the ability to research and write a documented paper and/or give an oral presentation.

**VI. BASIC INTELLECTUAL COMPETENCIES**

The basic intellectual competencies listed below are the components of a process designed to assist and prepare students for becoming well-educated individuals who are intellectually flexible, articulate, and have the capacity to become responsible and creative members of society. These competencies are included in this course, and they are noted by the following numbering system:

B1. Reading- The ability to analyze and interpret a variety of printed materials, books, documents and articles above the 12<sup>th</sup> grade level.

B2. Writing- The ability to produce clear, correct and coherent prose adapted to purpose, occasion and audience-above the 12<sup>th</sup> grade level.

B3. Speaking- The ability to communicate orally in clear, coherent and persuasive language appropriate to purpose, occasion and audience-above the 12<sup>th</sup> grade level.

B4. Listening- The ability to analyze and interpret various forms of spoken communication, possess sufficient literacy skills of writing and reading-above the 112<sup>th</sup> grade level.

B5. Critical Thinking- The ability to apply both qualitative and quantitative skills analytically and creatively to subject matter to evaluate arguments and to construct alternative strategies.

**VII. COURSE OBJECTIVES**

1. To think, read, and write critically.
2. To effectively compose referential (interpretive/analytical) writing.
3. To critically analyze fiction (prose, poetry, drama).
4. To appreciate and evaluate how the elements of fiction (prose, poetry, drama) work together.
5. To effectively demonstrate the MLA Documentation guidelines in formal, analytical writing.

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**VIII. COURSE/CLASSROOM POLICIES**

1. Regular and punctual attendance is required of all students. "If the student has the equivalence of three weeks of absences in a course in which he/she is currently enrolled, the instructor may drop the student from the course"(Ranger College Catalog).
2. Students are expected to participate in class discussions and come to class having done the assigned readings.
3. Make-up tests should be completed within one week of the original due date. Any test not made up within one week of the original due date will receive a grade of zero.
4. Any assessment reflecting cheating, plagiarism or any other form of academic dishonesty will receive a grade of zero.
5. Adult behavior is expected of all students at all times. Misconduct and disruptive behavior, including sleeping in class, will result in immediate dismissal from class.
6. Tutoring is available in room 210 at Newcastle High School
7. ADA Statement: Ranger College provides a variety of services for learning and/or physical disabilities. The student is responsible for making the initial contact with the Ranger College Counselor. It is advisable to make this contact before or immediately after the semester begins.
8. All cell phones must be kept off during class.

**IX. ASSESSMENT**

Students will write six essays and participate in activities prescribed by the instructor. Students will also receive a daily grade based on attendance, class participation, quizzes, and homework. The final grade for face-to-face students will be determined as follows:

Daily work = 40%

Major Writing pieces and test = 40%

Final exam = 20%

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

Online Students will be graded on a point scale.

Reading assignments will be given and homework and/or reading quizzes will reflect the adequate completion of assignments (Course Objective 1)

Students will write essays that are evaluated by the ability to develop a thesis statement in the introduction, support the thesis statement in the body, and demonstrate unity and focus (Course Objective 2)

Students will write essays that are evaluated by the student's ability to use grammar, punctuation, sentence structure, and spelling (Course Objective 3).

Students will write essays reflecting selected types of expository discourse (Course Objective 4).

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Student will be required to write essays in class during allocated time periods  
(Course Objective 5).

**Course Calendar**

Separate Handout

**X. Discussion Boards**

Students will post in Blackboard weekly reading responses. Initial blog posts are due by 11:59 pm on Sunday. These posts will be 1 short paragraph of at least 100 words, where you briefly (1) respond/answer the blog question for that week, (2) use text evidence to support your answer, and (3) convey a question that arose out of your reading. In addition, students must give each blog entry an original title. Students must fulfill all of these requirements to receive credit for their blog posts.

1 paragraph  
100-1500 words  
Answer the question  
Provide text evidence  
Convey question

In addition to blog posts, students will comment on one other student's initial blog posts. Blog responses are due by 11:59 pm on Sundays. These responses will be at least 1 paragraph of at least 50 words in which the student offers a brief answer to the blogger's question. Responses must also refer to the week's reading, although responses do not need direct quotations. Students must fulfill all of these requirements to receive credit for their blog responses.

Initial blog posts are worth six (6) points and responses are worth two (4) points each.

**XI. Weekly Analytical Paper**

During specific weeks, students will write short analytical papers on a predetermined topic. I will post the topic for each week in the weekly folders. These essays need to be 200-500 words and must be MLA formatted. Do not summarize the readings; rather, focus on how the reading(s) are demonstrative of the question at hand. Every paper should have a MLA heading (not in the header). In the header there should be last name and page number right aligned. These papers can be one - two paragraphs. A topic sentence should be used to focus the paragraph. This sentence will answer the question. Body sentences should support the topic sentence with explanation as to how the support connects to the topic sentence. Paragraphs should end with a concluding sentence. This sentence should summarize the paragraph and/or provide a closing thought.

**XII. Genre Analytical Paper (Fiction, Poetry, Drama)**

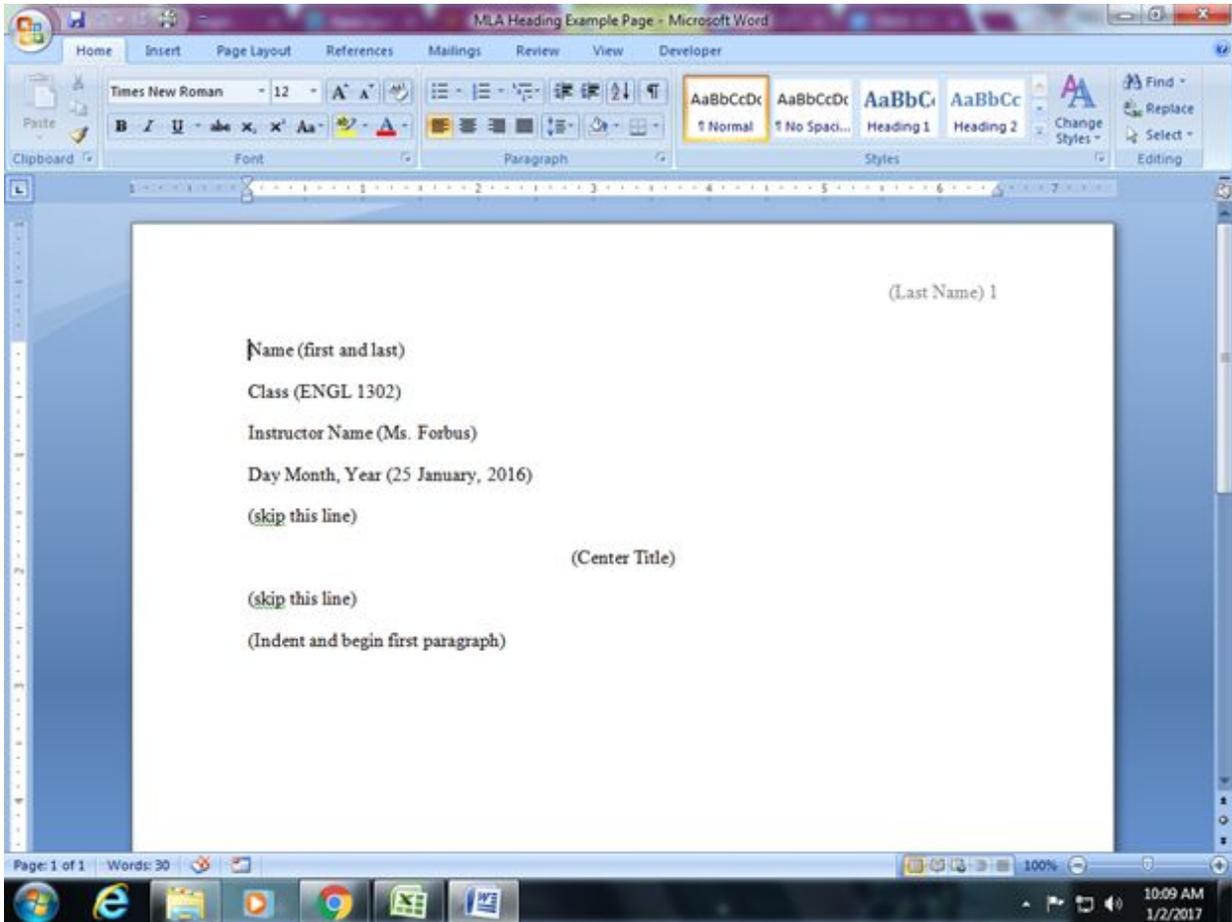
There will be three of these papers. These papers will be MLA formatted. These papers

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will be traditional 3-5 paragraph (300-1500 words) essays with well developed introduction, body paragraphs, and conclusion. The thesis statement should be clearly stated in one sentence, and it should appear at the end of the introduction. All body paragraphs should begin with a topic sentence that strongly supports the thesis statement. Topic sentences should be supported with quotes and examples from the reading selections. The essay's conclusion should restate the thesis, summarize the main points, and provide a closing thought. Papers should be free of grammatical, spelling, and capitalization errors.

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**XIII. Example of MLA formatted paper (heading and header)**



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**XIV. RECEIPT OF SYLLABUS**

I HAVE RECEIVED AND UNDERSTAND THE INFORMATION IN THE SYLLABUS FOR ENGLISH 1302, AND I AGREE TO ABIDE BY THE STATED POLICIES.

Signed: \_\_\_\_\_

Legibly print the following information:

Name \_\_\_\_\_ Date \_\_\_\_\_

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<b>Eng. 2322</b>	<b>Notes/Discussion</b>	<b>Reading</b>	<b>Assessment</b>
Week 1	Syllabus Acknowledgement Middle English Anglo-Saxon Literature Beowulf	Anglo-Saxon pp. 3-28 Beowulf pp. 36-108	Discussion Topic 1
Week 2	Beowulf Middle English Literature in the Fourteenth and Fifteenth Centuries Sir Gawain and the Green Knight	Sir Gawain pp. 183-238	Discussion Topic 2
Week 3	Sir Gawain and the Green Knight Chaucer The Canterbury Tales	Chaucer 238-241 The Canterbury Tales pp. 241-243	Discussion Topic 3
Week 4	The General Prologue The Pardoner's Tale	The General Prologue pp. 243-264 The Pardoner's Prologue and Tale pp. 310-325	Discussion Topic 4
Week 5	The Pardoner's Prologue and Tale	The Pardoner's Prologue and Tale	Discussion Topic 5 Test 1 Middle English Essay
Week 6	Intro to the Renaissance The Sixteenth Century Shakespeare Sonnet 18 Sonnet 130 Research Assignment Topic and Due Dates	The Sixteenth Century pp. 531-563 Shakespeare pp. 1166-1169 Sonnet 18 pp. 1172 Sonnet 130 pp. 1184	Discussion Topic 6
Week 7	Twelfth Night	Twelfth Night pp. 1187-1250	Discussion Topic 7
Week 8	Twelfth Night	Twelfth Night	Discussion Topic 8 Test 2 16th Century Essay

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<b>Eng. 2322</b>	<b>Notes/Discussion</b>	<b>Reading</b>	<b>Assessment</b>
Week 9	Research Week		Discussion Topic 9 Source List Due
Week 10	The Early Seventeenth Century John Donne	The Early Seventeenth Century pp. 1341-1369 John Donne pp. 1370-1372 The Canonization p. 1377-1378 Holy Sonnet 18 p. 1414 An Anatomy of the World p. 1399 King Lear Act 1 Sc. 2 pp. 1262-1266 Satire 3 p. 1394-1396	Discussion Topic 10
Week 11	John Milton	On Shakespeare p. 1909 Paradise Lost pp. 1943-2176	Discussion Topic 11 Outline Due
Week 12	Paradise Lost	Paradise Lost	Discussion Topic 12 Test 3 17th Century Essay
Week 13	18th Century Jonathan Swift Satire	18th Century pp. 2177-2207 Jonathan Swift pp. 2464-2465 A Modest Proposal pp. 2633-2638	Discussion Topic 13 18th Century Essay
Week 14	Research Week	Research Week	Discussion Topic 14 Research Week
Week 15	Research Paper	Teacher Review	Research Paper due
Week 16	Finals Week		Take Final