



RANGER COLLEGE  
RANGER, TEXAS

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COURSE SYLLABUS

**Composition II**

**ENGL 1302**

**3 credit hours**

**Fall 2017**

**INSTRUCTOR:**  
**Roger Walton Jones**

INSTRUCTOR: Roger Walton Jones  
EMAIL: rjones@rangercollege.edu  
OFFICE: Jameson A (main campus)  
PHONE: 254 647-3234 ext. 7026  
HOURS: Tuesday and Thursday: 10:00-11:05, 1:15-4:00

### **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 the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

### **III. Required Background or Prerequisite**

English 1301

### **IV. Required Textbook and Course Materials**

Meyer, Michael (ed.) *The Bedford Introduction to Literature*. Tenth Edition. Boston: St. Martin's Press, 2013 ISBN: 9781457608278

### **V. Course Purpose**

To develop techniques for the creation of research-based expository and persuasive texts. In the process the student should learn to develop ideas and express them clearly, consider the effect of the message, foster understanding, and build the skills needed to communicate persuasively.

### **VI. Learning Outcomes**

- 1) Demonstrate knowledge of individual and collaborative research processes.
- 2) Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more researched based essays.

- 3) Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
- 4) Write in a style that clearly communicates meaning, build credibility, and inspires belief or action.
- 5) Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

## 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

Lectures, discussions, videos, etc.

## IX. Methods of Assessment

Fiction in the form of the short story, poetry and drama will be studied over the course of the semester with the goal of learning to think critically about literature (CT). Each student will be expected to successfully complete three critical essays: a short story essay, a poetry essay, and a drama essay (CT) (COM) (PR) culminating near the end of the semester in a major research paper over the short story (CT) (COM) (PR). Each student will be given an overall daily grade based on his or her attendance, participation in class discussion, and pop quizzes (CT) (COM) (PR) (TW). Each student will be required to take a comprehensive final exam. The three critical essays will each count 15% of the student's final grade, the research paper will count 30%, the daily grade 10%, and the final exam 15%.

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

## **X. Course/Classroom Policies**

- 1) Come to class on time having done the assigned reading and be sure to bring your text book. Be prepared to hand in any homework assigned and to discuss the assigned readings in class.
- 2) Make sure you hand in assignments on time! Late work, if accepted, will receive automatically a lower grade.
- 3) Unless I grant you permission to do otherwise, keep your cell phones and laptops turned off and out of sight!
- 4) All papers must be submitted via Safe Assign and any containing elements of plagiarism will automatically receive a grade of zero.
- 5) Regular attendance is crucial in a class like this. Anyone who receives six unexcused absences may be dropped from the course.
- 6) Adult behavior is expected at all times.
- 7) If you need to email me between class meetings, please remember to mention at the outset the class you are in.

## **XI. Course Outline/Schedule**

Class 1 Introduction  
Class 2 Introduction to Literary Criticism  
Class 3 Introduction to the Short Story  
Class 4 Character  
Class 5 Setting  
Class 6 Point of View  
Class 7 Symbolism  
Class 8 Theme  
Class 9 Style  
Class 10 Writing about the short story  
Class 11 Essay 1 due  
Class 12 Library talk  
Class 13 Introduction to Poetry  
Class 14 Word Choice, Word Order, and Tone  
Class 15 Imagery  
Class 16 Figures of Speech  
Class 17 Symbol, Allegory, Irony  
Class 18 Poetic Forms  
Class 19 Writing about poetry  
Class 20 Essay 2 due  
Class 21 Introduction to Drama and Tragedy  
Class 22 Sophocles  
Class 23 Shakespeare (Research Paper due)  
Class 24 Shakespeare (Hamlet)

[Insert Course Code] – [Insert semester]

Class 25 Shakespeare (Hamlet)  
Class 26 Arthur Miller (Death of a Salesman)  
Class 27 Arthur Miller (Death of a Salesman)  
Class 28 Writing about Drama  
Class 29 Essay 3 due  
Class Review for Final Exam

## **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.