



RANGER COLLEGE STEPHENVILLE, TEXAS

COURSE SYLLABUS and INSTRUCTOR PLAN

COMPOSITION II

English 1302

INSTRUCTOR: Lisa Weber

“I never could have done what I have done without the habits of punctuality, order, and diligence, without the determination to concentrate myself on one subject at a time.” — Charles Dickens

“Character may almost be called the most effective means of persuasion.” — Aristotle

“The difficulty of literature is not to write, but to write what you mean; not to affect your reader, but to affect him precisely as you wish.” — Robert Louis Stevenson

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HOURS: By appointment only

Course Description: This class is a 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.

Required Background or Prerequisites: Students in English 1302 must have either 1) previously taken and passed English 1301, or 2) been exempted from English 1301 (e.g., by ACT or SAT scores).

Required Text & Materials

Title: *The Bedford Introduction to Literature* for Ranger College

Author: Michael Meyer

Publisher: Bedford St. Martin's

ISBN-13: 978-1-319-08557-5-8

Texas Core Curriculum Statement of Purpose

The Texas Higher Education Coordinating Board implemented the current statewide Core Curriculum in 2014. It specifies not only the core classes that all college students must take regardless of their major (what many people refer to as general education requirements or “the basics”) but the underlying rationale for specifying a common core of courses and subjects that will stand at the base of any academic college degree. Here, in part, is that rationale:

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the Texas Core Curriculum (TCC) must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. . . . 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.

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 (EQ):** Manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Teamwork (T):** 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

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Methods of Instruction

This is a multimedia class, and as such it may include lectures, assigned readings, discussions, group projects, videos, electronic documents, PowerPoints, and more.

Methods of Assessment

Each of these assessments addresses one or more of the Core Objectives:

- **Papers (CT, COM, T) (40 percent of total grade):** Students will write **several response papers**, a **fiction analysis paper**, a **poetry analysis paper**, and **one research paper**, and will participate in writing-related activities throughout the semester as prescribed by the instructor. These writings will be evaluated by the ability to identify a strong central idea (or in the case of the research paper, a fully formed thesis statement), support this central throughout the paper, demonstrate unity and focus, deploy appropriate and pleasing prose style, and talk insightfully about the subject matter. They will demonstrate students' proper use of grammar, punctuation, sentence structure, and spelling. The research paper will require proper documentation of sources using MLA format. The assignments will be composed during allocated time periods and will be graded according to clearly specified criteria (see "Essay Grading Criteria" on page 4 of this syllabus).
- **“Yes, I Did the Reading” (YIDTR) Quizzes (CT) (20 percent):** Quizzes will assess the adequate completion of assigned readings and students’ understanding of the literary and thematic concepts and issues involved in these readings.
- **Miscellaneous Daily Work (CT, CS, PR) (20 percent):** Various assignments may be given to help students practice and reinforce the conceptual and writing skills that are the focus of this course.
- **Final Exam (CT, COM) (20 percent):** There will be an in-class final exam given on Thursday December 8th..

Grading: The standard grading scale will be used for all assessments and your final course grade.

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

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Rules, Guidelines, and Strong Advice

The following rules and guidelines about classroom behavior are to be memorized, internalized, and strictly adhered to. Failure to do so will negatively impact your experience of this class, not to mention your grade. **Arrive on time.** Class begins promptly at the scheduled time. This means you should be in your seat and ready to discuss the assigned work (see rules 2, 3, and 4) every Thursday at 5:30 p.m.

1. **Always bring the assigned reading to class.** If there is an assigned reading on a given class day, class time will be devoted to discussing that reading. We will also read a great deal of material aloud together. In order for you to participate in close readings and discussions, it is imperative that you have in hand all of the assigned texts for each day. A few texts may be provided electronically through Blackboard. In these cases, it is acceptable for you to access them in class using a laptop computer (see rule 8), but not your phone (see rule 7).
2. **Come to class prepared.:** You are expected to participate in class discussions and come to class meetings having completed all assigned readings and written work.
3. **Turn in assignments on time.** By accepting this syllabus, you agree to accept a score of zero on any late work.
4. **Don't cheat.** Any assignment reflecting cheating, plagiarism, or any other form of academic dishonesty will receive a grade of zero. A second instance will result in automatic failure of the class.
5. **Six absences = Dropped from class with a failing grade.** I expect you to attend class regularly. As per Ranger College's stated absence policy in the general college catalog (see pages 25-26 at <http://rangercollege.edu/catalog.pdf>), the only absences that will be excused are "official" ones, defined as those that occur due to authorized Ranger College activities (such as sporting events). Unofficial absences are counted from the first day of class as listed in the College Calendar, regardless of the date of your registration.
6. **No phones. Ever. This even includes using your phone to access course materials.** Your phone must be turned off and properly stowed in your bag or otherwise stored off your person prior to class takeoff, which is promptly at 5:30 p.m. (see rule #1 above). Your phone should NEVER be in your hand, on your desk, in your pocket, or anywhere else that it might distract you, your classmates, or the instructor.
7. **Students with laptops must sit in the first two rows.** Allowing you to bring and use a laptop is a concession to the practical reality of our culture's present digital technological circumstance. Requiring you to sit in the front of the class if you exercise this option is a response to the practical reality of student tendencies when they have a computer in front of them.

ADA Statement: Ranger College provides a variety of services for students with learning and/or physical disabilities. Students are 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.

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.

Email: I am happy to communicate with you by email and will do my best to respond within 24 hours during the week. Messages sent over the weekend will be read on Mondays. In the subject line of any

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email that you send me, please indicate the content of the email. Then begin your message in the following manner: Dear Mrs. Weber, My name is _____ and I am in your English 1302 class.

ESSAY GRADING CRITERIA

- An **A paper (90-100%)** is excellent in nearly all respects. It shows originality of thought that goes well beyond material presented in class. It is well argued and well organized with a clear, specific, and ambitious central idea. It is well developed with content that is specific, interesting, appropriate, and convincing. It has logical and artful transitions and is marked by stylistic finesse and varied sentence structures. It demonstrates command of mature diction and has few, if any, mechanical, grammatical, spelling, or diction errors.
- A **B paper (80-89%)** is excellent in several respects but may have a less sophisticated central idea, a less distinguished style, some minor lapses in organization and development, some ineffective sentence structures, and some minor mechanical, grammatical, spelling, or diction problems.
- A **C paper (70-79%)** is generally competent, but compared to a B paper, it may have a weaker central idea and less effective style and development. It may contain some lapses in organization, poor or awkward transitions, less varied sentence structures that tend toward choppiness or monotony, significant problems with mechanics, grammar, spelling, and diction.
- A **D paper (60-69%)** is below average and may pursue a central idea that is too vague or too obvious to be developed effectively. It generally exhibits problems with organization, support, transitions, sentence structures, mechanics, grammar, spelling, and diction that impede understanding.
- An **F paper (59% and below)** is far below average and may have no clear thesis or central topic. It may display a lack of organization, support, and development. It may contain major and repeated problems with mechanics, grammar, spelling, and diction and may fail to fulfill the assignment or may be unacceptably brief.

Course Outline and Schedule

Reading assignments and the dates of exams and written assignments are subject to revision as needed. I will announce all revisions in class, post them on Blackboard, and do my best to make sure that everyone knows about the changes. If you miss class, you are still responsible for submitting assignments according to any revisions that we make to the schedule.

WEEK	DATE	TOPIC/ASSIGNMENT
1	Week 1 August 28	Introduction to class Syllabus Course Outline Homework: How do we define “literature”? Read pages 1-3 Why do we read literature? Read “The Value of Imaginative Literature,” Michael Meyer’s introduction to our textbook. Pages 4-5 Write (type) a 1-2 page’s narrative about your lifelong relationship or experience to literature. Due at next class
2	Week 2 September 4	<u>UNIT 1: READING AND WRITING ABOUT FICTION</u> ASSIGNMENT DUE: Paper about you and literature How to read fiction (13-45) How to write about fiction (46-65) Homework: Read “The Story of an Hour” (15-22) Read “Secret Sorrow” (31-39) and “A Sorrowful Woman” (39-43) Write a Reader Response Paper covering “Secret Sorrow” and “A Sorrowful Woman”
3	Week 3 September 11	ASSIGNMENT DUE: Reader Response Paper #1 on “A Secret Sorrow” and “A Sorrowful Woman.” The elements of fiction: Plot (66-102), character (107-56), setting (159-194), point of view (195-215) Homework: Read “A Rose for Emily” by William Faulkner (78-88) Write a Reader Response paper over reading. Due Next Class Study for quiz for next class over the terms

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4	Week 4 September 18	<p>ASSIGNMENT DUE: Reader Response Paper #2 on “A Rose for Emily” (99-109) The elements of fiction: Symbolism (220-46), theme (247-71), style, tone, and irony (272-96) Homework: Read Flannery O’Conner’s “Good Country People” (372-85) Write a Reader Response paper over reading. Study for quiz for next class over the Element of Fiction terms</p>
5	Week 5 September 25	<p>ASSIGNMENT DUE: Response paper #3 on “Good Country People” “Combining the Elements of Fiction: A Writing Process” (299-311) Homework: Read “A Bride Comes to Yellow Sky” by Stephen Crane (251-58) Write your last Reader Response over one of the four choices listed below. “A Bride Comes to Yellow Sky,” “The Story of the Good Little Boy” by Mark Twain (525-28), “Barn Burning” by William Faulkner (403-29) or “Killings” by Andre Dubus (89-102)</p>
6	Week 6 October 2	<p>ASSIGNMENT DUE: Requirements, guidelines, and advice for fiction analysis paper. Discuss possible topics. Homework: Write your first draft of fiction analysis paper</p>
7	Week 7 October 9	<p>First draft of fiction analysis paper due (bring paper copy to class). Conduct peer reviews of first draft. If peer reviews are completed, you may use the computer lab to begin final copy- bring flash drive. Homework: For next week’s class bring in the lyrics of one of your favorite songs (must be clean) as we dive into poetry</p>
8	Week 8 October 16	<p><u>UNIT 2: READING AND WRITING ABOUT POETRY</u> How to read poetry for maximum enjoyment and understanding (755-92) Elements of poetry: Word choice, word order, and tone (635-68), images (669-87), figures of speech (688-709), and symbol, allegory, and irony (710-29) Sounds (916-44), patterns of rhythm (945-69), poetic form (970-99), and open form 1000-22). Homework: Study for quiz for next class over the terms covered in class and in reading</p>
10	Week 10 October 30	<p>Read Susan Glaspell’s Play “Trifles” (1080-1089) Discussion of literary research paper assignment. Research paper topics due Brainstorming ideas and outline for research If time allows, we will go to computer lab</p>

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11	Week 11 November 6	Read the Short Story Version of Susan Glaspell's Play "Trifles" (1091-1094) Research outline due Research paper annotated list of works cited due
12	Week 12 November 13	First draft of research paper due. In-class peer reviews. Final copy of paper is due April 24th Computer Lab time
13	Week 13	Thanksgiving Break
14	Week 14 November 27	ASSIGNMENT DUE: FINAL RESEARCH PAPER IS DUE TODAY IN CLASS! Review sheet for final Questions
15	Week 15 December 4	REVIEW FOR FINAL: possible essay options
16	Week 16	Final Exam Date to Be Decided