Angelo State University Dual-Credit Program
Course Syllabus
Course and Prefix: English 1302  Semester: Spring 2018
Instructor: Bryan E. Sowell  Composition II
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Course Outline: In order for students to receive state graduation credit for concurrent enrollment courses, content requirement must meet or exceed the essential knowledge and skills in a given course, in compliance with the standards of the Texas Education Agency. The course will include a review of the basic principles of grammar, punctuation, and sentence structure; spelling and vocabulary; selected readings; theme writing with emphasis on organization, paragraph development, and multi-paragraph composition development, corresponding with the literature in the syllabus.

ACGM Description:
1. Strong emphasis on the proper use of grammar, syntax, parallelism, and unity in composing themes based on research procedures according to APA and MLA guidelines.

2. Novels may vary by semester. American literature may be substituted when applicable to the needs of the class. In such cases, *To Kill a Mockingbird*, *The Grapes of Wrath*, and *The Great Gatsby*, and *The Pearl* are recommended. Theses novels are taught in conjunction with SAT preparation over essay style and vocabulary.

3. Timeline:

Fourth Six Weeks:

A. Students write a minimum of four papers over sections of *To Kill a Mockingbird* using various literary techniques.
B. Students employ APA and MLA standards of research to the literary
compositions they create.
C. Students employ standard punctuation in every composition.
D. Students write a minimum of three composition over The Great Gatsby by using literary techniques, them, and tone.
E. Students write a minimum of four expository compositions based upon current events.

F. Fifth Six Weeks

2. Cause-Effect Compositions.
3. Research papers, APA and MLA standards.
4. Students compose a minimum of four literary composition analyzing the theme and tone of The Grapes of Wrath.
5. Students write a minimum of four expository compositions based upon current events.

G. Sixth Six Weeks

Students select the particular literary techniques and themes they wish to explore in theme found in the works studied this semester, plus SAT novels on the Novels Most Recommended List. Sample topics and themes include the following topics:
1. A composition over the role of characterization, setting, fate, irony, racism, or hypocrisy in two novels studied in class this semester.
2. A composition over tragedy, coming of age, quest for truth, revenge, setting, racism, and imagery in To Kill a Mockingbird.
3. Composition over realism and quest for acceptance in The Grapes of Wrath.
4. Composition over symbolism and religious imagery in The Scarlet Letter.
5. Students will employ literary techniques such as setting, imagery, symbolism metaphors, similes, personification, contrasts, irony, allusions, point of view, characterization, fate, humor, paradox, flashback, foreshadowing, diction, and dialect in analytic compositions.
6. Students will analyze literary works thematically, such as quest for truth, quest for justice, quest for love, coming of age, loss and rebirth, loss and betrayal, and quest for love in analytic compositions.
7. Students will utilize tones in literary works such as loss, joy, hopelessness, irony, futility, discovery, hypocrisy, adventure, and determination in analytic compositions.
8. Students will study and test over approximately 1000 SAP Vocabulary word for college preparation and GRE examinations.
9. By the end of this semester, students will have written a minimum of eighteen compositions of approximately 500 words in length, based upon literary works and current events.
   *These are sample topics. Not all will be assigned.

4. Assessment:

Grammar and Punctuation--------Standardized Tests
Compositions-------------------Major Grades
Grades will be as follows: A: 90-99; B: 80-89; C: 70-79; D: 60-69; F: 59 and below.

Resources: Selected novels and selections utilized in class, in addition to references from the bibliographies below.

Works Utilized
1. To Kill a Mockingbird
2. The Grapes of Wrath
3. The Pearl
5. Currents events.

Supplemental Works Utilized
2. Guerin, Wilfred L. Handbook of Critical Approaches to Literature.

**Core Objective College SLO Course**

**SLO General Learning Activities Assessment**

1. **Critical Thinking Skills (CT 1)**
   1. Generate and communicate ideas by combining, changing, in reapplying information
   2. Brainstorm, pre-writer, several drafts, multiple edits, produce final draft. Embedded assessments 1-6 from papers, tests, and rubrics

2. **Communication Skills (CS 1)**
   1. Develop, interpret, and express ideas through literature and other forms of written communication 1,2,4
   2. Pre-write multiple drafts, editing, producing a presentation to the class, producing a final draft. Embedded 1-6 from papers, texts, and rubrics.

3. **Communication Skills (CS 2)**
   1. Develop, interpret, and express ideas through oral communication 1,2,3,5
   2. Pre-write multiple drafts, analyzing, producing a presentation to the class, listening to others' presentations. Embedded assessments 1-6 from papers, test, and rubrics.

4. **Communication Skills (CS 3)**
   1. Develop, interpret, and express ideas through visual communication 1, 2,3,5
   2. Analyze and interpret literature through individual drafts, producing a PowerPoint presentation, listening to others' presentations as well. Embedded 1-6 from papers, tests, rubrics, and presentations.

4. **Teamwork (TW 1)**
   1. Integrate different viewpoints as a member of a team 1, 2, 4, 5
2. Round table discussions pair sharing group assignments, peer editing. Embedded assessments from 1-6 from papers, tests, rubrics, presentations, and discussions

3. Personal Responsibility (PR 1)
   1. Evaluate choices and actions with each's relative consequences in decision-making, in terms of literature and personal life
   2. Brainstorm for cause-and-effect of tragic heroes and existential characters in literature to produce a final draft. Embedded assessments 1-6, from papers, tests, rubrics, and discussions
   3. The students' success in completing the core objectives within the Foundational Component Area of Communication will be measured using rubric, exam, or embedded assessment activity.

Methods of Instruction:
This course will be taught face-to-face by various delivery methods. Audio-visual materials and computer-based technology will be used when appropriate.
INSTRUCTOR VITA

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Education:
B.A in English and Speech 1976
Summa Cum Laude
Tarleton State University
M.A.T in English and Speech 1980
Magna Cum Laude
Tarleton State University
Alpha Chi National Award Winner at National Convention in Atlanta, Georgia
Teacher at Morgan ISD 1976
Outstanding Teacher Award at Glen Rose High School 2005
Outstanding Achievement Award at Glen Rose ISD 2006

Author of the Following Books
1. Texas Central Headquarters: Walnut Springs
2. The J.A. Sowell Genealogy and Collateral Lines (from William Wallace to the Present)
3. Voices of Transformation: The Ethics of Survival
4. The Seeds of Destruction: The Current Crisis in U.S. Foreign Policy
5. Quest of the Spirit: From Suffering to Acceptance
6. Top Ranch: A Dream Come True (co-author)