Course Syllabus

Course and Prefix: English 1302   Semester: Spring 2020
Instructor: Bryan E. Sowell   Composition II
Contact: Phone: 254-898-3821   E-mail: sowebr@grisd.net 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 topic:

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

**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


Disabilities/ADA

Reports of discrimination based on disability may be directed to the ADA/Section 504 coordinator. The University coordinates its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands the requirements of Section 504 of the Rehabilitation Act of 1973, as amended:
Students with qualified and documented disabilities may request accommodations which will enable them to participate in and benefit from educational programs and activities.

**EEO Statement**

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6. **INSTRUCTOR VITA**

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**Education:**

1. B.A in English and Speech 1976  
   Summa Cum Laude  
   Tarleton State University

2. M.A.T in English and Speech 1980  
   Magna Cum Laude  
   Tarleton State University

3. Alpha Chi National Award Winner at National Convention in Atlanta,
Georgia
Outstanding Teacher Award at Glen Rose High School 2005
Outstanding Achievement Award at Glen Rose ISD 2006

4. 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*