

# ASU ENGL1302

## COURSE SYLLABUS

### Course Prefix and Number

ENGL 1302 Section: 1 Semester: Spring 2022

### Course Title

Composition II

**Instructor:** Bryan E. Sowell

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### ACGM Description:

ENGL 1302

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

**Note:** ENGL 1302 is a pre-requisite for all 2000-level literature courses.

Lecture Hours: 3 Hours Lab Hours: 0 Semester Credit Hours: 3

Prerequisites: None

### Introduction and Purpose:

The purpose of Composition 2 is to review basic language/grammar techniques to enable the student to use those techniques in effective writing. The student should gain experience in expressing ideas in well-organized, clearly defined prose. This course not only provides writing experiences, but it also gives partial fulfillment of Hill College English requirements and transfers to senior institutions.

### Instructional Materials:

Required Textbooks: *The Longman Writer: Rhetoric, Reader, and Research Guide*, Ninth Edition

*Norton Anthology of American Literature*. Fifth Edition. Volume I.

*To Kill a Mockingbird* by Harper Lee

*The Great Gatsby* by F. Scott Fitzgerald.

Recommended Textbook: *The Little, Brown Compact Handbook*, Eighth Edition.  
Check with instructor for more textbook information.

Supplies: Paper, pen, pencil, Scantron answer sheets as required, examination blue books, notebook(s), collegiate dictionary, thesaurus

### Objectives/Student Learning Outcomes:

Upon completion of this course, the student should be able to:

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.

The students' success in completing these objectives will be measured using a set of examinations and assignments described, in detail under the section of this syllabus headed "Method of Evaluation".

Annual Assessment Plan will be implemented each year to review course.

### Description of Institutional Core Objectives (ICO's)

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum 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. Therefore, with the assistance of the Undergraduate Education Advisory Committee, the Coordinating Board approved a 42-semester credit hour core curriculum for all undergraduate students in Texas, including a statement of purpose, six core objectives, and common component areas.

#### 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. Hill College faculty periodically evaluates the objectives included in the Foundational Component Area of Communication.

Core Objective	College SLO	Course SLO	General Learning Activities	Assessment
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<b>Critical Thinking Skills</b>	CT1: Generate and communicate ideas by combining, changing or reapplying existing information	1, 2, 3, 4	Brainstorm, pre-write, several drafts, multiple edits, produce final draft	Embedded assessments 1-6 From papers, tests, and rubrics.
<b>Communication Skills</b>	CS1: Develop, interpret, and express ideas through written communication	1, 3, 4	Pre-write, multiple drafts, editing, produce final draft	Embedded assessments 1-6 From papers, tests, and rubrics.
<b>Communication Skills</b>	CS2: Develop, interpret, and express ideas through oral communication	1, 2, 3, 5	Pre-write, multiple drafts, editing, producing a presentation to the class, listening to others' presentations	Embedded assessments 1-6 From papers, tests, and rubrics.
<b>Communication Skills</b>	CS3: Develop, interpret, and express ideas through visual communication	1, 2, 3, 5	Pre-write, multiple drafts, editing, producing a power point presentation, listening to others' presentations	Embedded assessments 1-6 From papers, tests, and rubrics.
<b>Teamwork</b>	TW1: Integrate different viewpoints as a member of a team	1, 2, 4, 5	Round table writing, class discussion, pair share, group work	Embedded assessments 1-6 From papers, tests, and rubrics.
<b>Teamwork</b>	TW2: Work with others to support an accomplish a shared goal	1, 4	Round table writing, class discussion, pair share, group assignments, peer editing	Embedded assessments 1-6 From papers, tests, and rubrics.
<b>Personal Responsibility</b>	PR1: Evaluate choices and actions and relate consequences to decision-making	2, 4	Brainstorm for cause-effect essay, write and edit several drafts to produce a final draft	Embedded assessments 1-6 From papers, tests, and rubrics.

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 and by various delivery methods.

Audio-visual materials and computer-based technology will be used when appropriate.

## Methods of Evaluation:

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

Grades in this course will be based on the following evaluative criteria:

Exams/essays will be given during the semester. The average of these exams/essays will make up 50% of the students' grades. The instructors have discretion for assignments beyond SLOs which count 25%. The comprehensive final exam will count 25%.

Letter grades for the course will be based on the following percentages:

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

Course Outline: In order for students for students to receive state graduation credit for concurrent enrollment courses, content requirements 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 principles of grammar, punctuation, and sentence structure; spelling drill and vocabulary; selected readings; theme writing with emphasis on organization, paragraph development, and multi-paragraph composition development, along with emphasis on SAT and ACT writing models. Class Policies:

Regular attendance at all class meetings is expected. Disruptions in class will not be tolerated.

Topic Outline:

## I. THE WRITING PROCESS

- A. Getting Started through Prewriting
  - 1. Observations about the Writing Process
  - 2. Use Prewriting to Get Started
- B. Identifying a Thesis
  - 1. What Is a Thesis?
  - 2. Finding a Thesis
  - 3. Writing an Effective Thesis
  - 4. Arriving at an Effective Thesis
  - 5. Placing the Thesis in an Essay
- C. Supporting the Thesis with Evidence
  - 1. What Is Evidence?

2. How Do You Find Evidence?
3. Characteristics of Evidence
4. Activities: Supporting the Thesis with Evidence

#### D. Organizing the Evidence

1. Use the Patterns of Development
2. Select an Organizational Approach
3. Prepare an Outline

#### E. Writing the Paragraphs in the First Draft

1. How to Move from Outline to First Draft
2. General Suggestions on How to Proceed
3. If You Get Boggled Down
4. A Suggested Sequence for Writing the First Draft
5. Pulling It All Together
6. Sample First Draft

#### F. Revising Overall Meaning, Structure, and Paragraph Development

1. Five Strategies to Make Revision Easier
2. Revising Overall Meaning and Structure
3. Revising Paragraph Development
4. Sample Student Revision of Overall Meaning, Structure, and Paragraph Development

#### G. Revising Sentences and Words

1. Revising Sentences
2. Revising Words
3. Sample Student Revision of Sentences and Words

#### H. Editing and Proofreading

1. Edit Carefully
2. Use the Appropriate Manuscript Format
3. Proofread Closely
4. Student Essay: From Prewriting through Proofreading

## II. THE PATTERNS OF DEVELOPMENT

#### A. Description

1. What Is Description?
2. How Description Fits Your Purpose and Audience
3. Prewriting Strategies
4. Strategies for Using Description in an Essay
5. Revision Strategies
6. Student Essay: From Prewriting through Revision
7. Professional Selections: Description
8. Additional Writing Topics: Description

## B. Narration

1. What Is Narration?
2. How Narration Fits Your Purpose and Audience
3. Prewriting Strategies
4. Strategies for Using Narration in an Essay
5. Revision Strategies
6. Student Essay: From Prewriting Through Revision
7. Professional Selections: Narration
8. Additional Writing Topics: Narration

## C. Division-Classification

1. What Is Division-Classification?
2. How Division-Classification Fits Your Purpose and Audience
3. Prewriting Strategies
4. Strategies for Using Division-Classification in an Essay
5. Revision Strategies
6. Student Essay: From Prewriting Through Revision
7. Professional Selections: Division-Classification
8. Additional Writing Topics: Division-Classification

## D. Process Analysis

1. What Is Process Analysis?
2. How Process Analysis Fits Your Purpose and Audience
3. Prewriting Strategies
4. Strategies for Using Process Analysis in an Essay
5. Revision Strategies
6. Student Essay: From Prewriting Through Revision
7. Professional Selections: Process Analysis
8. Additional Writing Topics: Process Analysis

## E. Comparison-Contrast

1. What Is Comparison-Contrast?
2. How Comparison-Contrast Fits Your Purpose and Audience
3. Prewriting Strategies
4. Strategies for Using Comparison-Contrast in an Essay
5. Revision Strategies
6. Student Essay: From Prewriting through Revision
7. Professional Selections: Comparison-Contrast
8. Additional Writing Topics: Comparison-Contrast

## F. Cause-Effect

1. What Is Cause-Effect?
2. How Cause-Effect Fits Your Purpose and Audience
3. Prewriting Strategies
4. Strategies for Using Cause-Effect in an Essay
5. Revision Strategies
6. Student Essay: From Prewriting Through Revision
7. Professional Selections: Cause-Effect

## 8. Additional Writing Topics: Cause-Effect

### G. Argumentation-Persuasion

1. What Is Argumentation-Persuasion?
2. How Argumentation-Persuasion Fits Your Purpose and Audience
3. Prewriting Strategies
4. Strategies for Using Argumentation-Persuasion in an Essay
5. Revision Strategies
6. Student Essay: From Prewriting through Revision
7. Professional Selections: Argumentation-Persuasion
8. Debating the Issues: Topic to be determined
9. Debating the Issues: Immigration
10. Additional Writing Topics: Argumentation-Persuasion

## III. THE RESEARCH PAPER

### A. Locating, Evaluating, and Integrating Online and Print Sources

1. Plan the Research
2. Choose a General Subject
3. Find Sources
4. Use the Internet
5. Take Notes to Support the Thesis with Evidence

### B. Writing the Research Paper

1. Refine Your Working Thesis
2. Sort Your Notes
3. Revise, Edit, and Proofread the First Draft
4. Prepare the Works Cited List: MLA Format
5. Document Borrowed Material to Avoid Plagiarism: MLA Format

## **Disabilities/ADA**

Reports of discrimination based on disability may be directed to the ADA/Section 504 coordinator. The College District designates the following person to coordinate 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:

Name: Dr. Heather Kissack

Position: Executive Director of Human Resources

Address: 112 Lamar Drive, Hillsboro, TX 76645

Telephone: (254) 659-7731

Students with qualified and documented disabilities may request accommodations which will enable them to participate in and benefit from educational programs and activities. **Students should contact the Academic Advising and Student Success Center for more details at: 254 659 7650 for Hillsboro, 817 760 5650 for Cleburne, or 817 295-7392 for Burleson.**

### **EEO Statement**

Hill College is committed to the principle of equal opportunity in education and employment. The college does not discriminate against individuals on the basis of age, race, color, religion, sex, national origin, disability, genetic information, or veteran status in the administration of its educational programs, activities, or employment policies.

### **Instructor Class Resources**

1. *The Scarlet Letter* by Nathaniel Hawthorne
2. *Norton Anthology of American Literature*. Fifth Edition. Volume I
3. *Huckleberry Finn* by Mark Twain
4. *Handbook of Critical Approaches to Literature* by Wilfred Guerin.
5. *Handbook to Literature* by Hugh C. Holman.