CATALOG DESCRIPTION:

ENGL 1302  COMPOSITION AND RHETORIC II. CIP 2313015112
Study of and practice in the strategies and techniques for developing research-based expository and persuasive writing. Emphasis on interaction with literary texts, effective and ethical inquiry, including primary and secondary research methods; critical reading of texts in any format; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. (3SCH, 3 lecture, 0 lab)
*Prerequisite: ENGL 1301 (Composition I)*
*Required skill level: College-level reading and writing*

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GENERAL OBJECTIVES

1. To develop further the composition principles learned in English 1301.
2. To strengthen skills in literary analysis.
3. To improve library research skills, especially those related to literary criticism.
4. To increase appreciation of literature.

SPECIFIC OBJECTIVES AND COURSE CONTENT

English 1302 enhances the composition skills students learn in English 1301 and focuses these rhetorical skills upon analysis of literature. In addition, English 1302 reinforces the library skills of English 1301 and directs students' library research to literary criticism. Students incorporate these skills to produce a formal research document.

Students demonstrate mastery of literary terms and their applications to the genres of short story, poetry, and drama through a variety of procedures, such as journals, oral discussion and reports, response essays, written critiques, readers' theater, and objective and essay examinations.

Furthermore, using one of the previous genres or a novel or a biography, students simultaneously demonstrate mastery of several skills through a formal research paper. In presenting bibliography cards, note cards, formal thesis and outline, rough draft, final draft, and works cited, students demonstrate writing as a process. In particular, they show competence in properly restricting a literary topic and concisely stating a thesis, locating a variety of high-quality sources, taking appropriate notes, synthesizing their analysis with critics' analyses or logically refuting critics, and formulating a formal thesis and outline. Each student formally develops a rough draft of an introduction including a thesis, a body including topic, sub-point and clincher sentences, and a conclusion. Using appropriate paraphrasing, and effective incorporation of quotations, students should balance primary and secondary sources for adequate development of sub-points. Throughout the rough draft and works cited page, students use MLA guidelines. The final draft should show careful editing of all aspects including but not limited to adequate development, organization, coherence, sentence structure, diction, and mechanics.

CORE CURRICULUM OBJECTIVES AND ASSESSMENTS

As part of the Brazosport College Core Curriculum, this course provides students the opportunity to achieve the following core curriculum objectives:

1. Critical Thinking: Including innovation, creative thinking, inquiry and analysis, evaluation, and synthesis of information
2. Communication Skills: Including effective development, interpretation, and expression of ideas through written, oral, and visual communication.
3. Teamwork: Including the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

4. Personal Responsibility: Including the ability to connect choices, actions, and consequences to ethical decision making.

Objectives will be assessed according to the Brazosport College Core Assessment Plan through the sampling and evaluation of student work.

ASSIGNMENTS

READING: 6-12 short stories, 20-40 poems, and 2-4 plays, primary and secondary sources for a research paper (a literary critique using MLA format)

WRITING: 3-5 essays, additional essays on unit and final exams, and a research paper (a literary critique) of five to eight typed pages using the current MLA format

EVALUATION

Grade Distribution
1/4 Major tests (short story, poetry, drama)
1/4 Essays and other course tasks (e.g., bibliography, secondary and primary cards, oral reports, paragraphs, essays, journal entries, and discussion)
1/4 Research paper (a requirement)
1/4 Final exam

Note: If latter composition grades are consistently an improvement over previous ones, weight will be given latter grades.

GENERAL EVALUATION STANDARDS

Since quality of students' written work is a major factor in determining their grade, the students should be familiar with basic evaluation standards. The following points will receive attention:

1. Significance of purpose or controlling idea
2. Amount and relevance of supporting evidence
3. Plan, proportion, and transitions
4. Sentence structure
5. Diction
6. Mechanics

Listed below are general characteristics of each grade category:
Grade of A: Significant thesis; excellent support of thesis; well planned, well-proportioned, effective transitions; varied sentence structure; accurate and imaginative diction; free from errors in grammar, punctuation and spelling.

Grade of B: Significant point; adequate support; good arrangement, proportion, and transitions; competent sentences; precise diction; practically free from mechanical errors.

Grade of C: Fairly obvious point with relevant support, good planning, proportion, and transitions; mechanically correct sentences; conventional diction; infrequent mechanical errors.

Grade of D: Obvious and insignificant point with inadequate or irrelevant support, weak planning, proportion, and transitions; unimaginative, faulty sentences; colorless diction; many mechanical errors.

Grade of F: Trivial thesis, lack of supporting material, lack of plan, proportion, and transitions; frequent structural errors, inadequate diction, illiterate mechanics.

Instructors will apply the above standards relatively. It is not likely that a particular paper will have all the characteristics listed in any one category.

COURSE EVALUATION

In accordance with college policy, each student will complete a course evaluation. Periodically division faculty members will review the course syllabus. Tracking of students' performance in subsequent English courses will provide additional data for course evaluation.

STUDENTS WITH DISABILITIES

BC is committed to providing equal education opportunities to every student. BC offers services for individuals with special needs and capabilities including counseling, tutoring, equipment, and software to assist students with special needs. Please contact Phil Robertson, Special Populations Counselor, 979-230-3236 for further information.

ACADEMIC HONESTY

BC assumes that students eligible to perform on the college level are familiar with the ordinary rules governing proper conduct including academic honesty. The principle of academic honesty is that all work presented by you is yours alone. Academic dishonesty including, but not limited to, cheating, plagiarism, and collusion shall be treated appropriately. Please refer to the BC Student Guide for more information, this is available online at http://www.brazosport.edu, click on the link found on the left side of the homepage.
STUDENT RESPONSIBILITIES

Students are expected to fully participate in the course. The following criteria are intended to assist you in being successful in this course.

a. Time Management
b. Understanding the Syllabus Requirements
c. Utilizing Online Components (such as WebCT)
d. Communicating with the Instructor
e. Completing Course Work

OTHER STUDENT SERVICES INFORMATION

This list is provided to assist students in locating available services. Information about the BC Library is available at http://www.brazosport.edu/~lib/Information.htm or by calling 230-3310. Tutoring for Math, Reading, Writing, Biology, Chemistry, and other subjects is available in the LAC, 230-3253. To contact the Communications & Fine Arts Division call 230-3224. The Student Services area provides the following services: Counseling and Advising, 230-3040; Financial Aid, 230-3294; and Student Activities, 230-3355.

LEARNING OUTCOMES FOR ENGLISH02
COMPOSITION AND RHETORIC II

1. Demonstrate knowledge of individual and collaborative research processes.

   Assessment: Participation in peer editing, draft workshops, and group discussions. 1-4 compositions incorporating research (passing with at Least 70%)

2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one of more research-based essays.

   Assessment: 1-4 compositions incorporating research (passing with at least 70%)

3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.

   Assessment: Students support their opinion about theme and characters by using logical appeals. 1-4 compositions (passing with at least 70%)
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.

    Assessment: quizzes, tests, and/or other assignments (passing with at least 70%)

5. Apply the conventions of style manuals for specific academic disciplines (E.g., APA, CMS, MLA, etc.)

    Assessment: 1-4 compositions incorporating research (passing with at least 70%