

Central Texas College

CLASS SYLLABUS-TERM3-09

Truman Education Center • 268 Constitution Ave., Suite 9
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Course Number: ENGL 1302

Course Title: Composition II

Day/Time: Thursday 5:00 - 10:40

Credit Hours: 3

Instructor: Dr. John Thomas Richards

(E-mail):

Contact: (H) 573-364-5723

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(Fax)

Prerequisites: Completion of ENGL 1301, or equivalent, with a grade of "C" or above.

Textbook(s): CTC Custom Literature: An Introduction
CTC Custom Bundle (Handbook, Dic, Thes)

Author(s): Roberts / Troyka

ISBN: 0536094438 / 0536087571

Edition: 2007 / 2007

Publisher: Pearson-Custom / Pearson-Custom

Catalog Description:

A continuation of ENGL 1301, emphasizing in more depth the principles and techniques of written compositions. Focus of compositions is on the development of critical thinking as it relates to the textual analysis of literary genres: the short story, poetry, drama, and the novel. Formal research paper is required.

Course Objectives:

Upon successful completion of this course, the student will

- A. Apply language skills (writing and interpretative) to enable him or her to communicate effectively in an educated society.
- B. Specify discussion of the principal literary genres--poetry, drama, short fiction, and the novel.
- C. Employ through appreciation and personal responses, a critical and imaginative approach to literature.
- D. Create well-developed responses in expository prose.
- E. Implement the research methods which are required in many college courses.
- F. Analyze works of literature and know the elements of the works, which makes the difference between acceptable works of literary merit and the all-too-prevalent examples of worthless works, whether the latter "sells" or not. Appreciation of genuine literature has declined in the present day, but students should be able to tell the difference between worthwhile and worthless literature by competent critical observation.

Weekly Topical Outline:

Week One: Introduction, how to write a term paper on literary topic, how to write a critical essay, analysis of poetry: sound, alliteration, consonance, assonance, rhyme, examples from the textbook (pp. 670-1199). Plot, character, setting, theme, viewpoint, and type. In-class critical essay analyzing a short James Thurber comic story.

Week Two: Return and discussion of the first in-class essay, list of choices of the literary topic for term papers, textbook: tone imagery, metaphor, simile, paraphrase, allegory, symbol. In-class essay analyzing Hawthorne's allegorical symbolic story, "Young Goodman Brown" (p. 395)

Week Three: Discussion of the essays analyzing "Young Goodman Brown," use of symbolism, irony, personification, hyperbole, understatement, metonymy, synecdoche,

apostrophe, allusion. Tape of a poet reciting and explaining his poetry, sound and rhetoric in oral poetry, in-class essay analyzing a poem.

Week Four: Discussion of last week's in-class poetry analysis essay
Discussion of all material to date
Mid-term essay test

Week Five: Return and discussion of the mid-term test. Regional traditions in literature, use of myths in poetry and prose, figures of speech, metrics, scansion, traditional forms of poetry, how to give an oral presentation, use of visual aids, use of note cards, in-class analysis of a Poe story (pp. 507-528)

Week Six: Discussion of the Poe story analysis
Other literature forms, alternate forms for poetry and stories
Twenty-minute oral presentations of term papers as oral reports

Week Seven: Continue presentation of term papers on literary topics as oral reports
Hand in fifteen-or-more-page documented term papers on literary topics, general discussion of term paper writing and oral presentation

Week Eight: All term papers should be returned, discussion of term papers which were presented, discussion of all material to date
Final essay examination

Method of Evaluation:	%of Grade:	Grading Scale:
In-class Critical Essays	40%	90 - 100 A
Term papers and oral presentation	30%	80 - 89 B
Mid-term and final examinations	30%	70 - 79 C
		60 - 69 D
		59 & below F

Description of Methods of Evaluation:

I evaluate students' work according to the exhibitions of knowledge they have acquired about literary criticism as shown by their in-class essays and formal term papers on literary topics. I also grade papers according to sentence structure, paragraphing, organization of ideas, and apparent understanding of the material being analyzed. Neatness of writing certainly plays a part in both hand-written and typed papers. Critical thinking is important in analysis of literature.

Additional Course Information (i.e. instructional methods, out-of-class activities, etc.):

- English 1302 is a continuation of English 1301, with primary emphasis on written composition and argumentation. The course focuses on the analysis of literature in order to further develop critical thinking and argumentation skills, which are necessary for writing effective expository prose. The course is writing intensive and requires the writing of a formal research paper, incorporating analysis of outside sources and the process of documentation.
- English 1302 is designed to meet the second semester English requirement for students transferring to a senior college or for students desiring the general education of the first two years of college. The course employs critical thinking and writing skills in the analysis of a wide variety of selected readings from poetry, drama, short fiction, and the novel. The course satisfies the requirement for the second semester English composition course and satisfies the requirement for an introduction to literature in most curricula.
- The primary out-of-class activity for students would be gathering data and organizing it into term papers on literary topics. I do not test over material which has not been the subject of my lectures.

Additional Information from the Instructor (make-up exams, rounding of grades, cell phone/pagers, etc.):