



Composition II (ENGL 1302)

Instructor: Kelly Kanetkar

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Tutorials: Tuesday and Wednesday 3:00 PM - 4:00 PM

Credit: 3 semester credit hours

Course Description:

Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

Required Textbook and Materials:

Literature, Critical Thinking, and Writing

Book PDF is located on Blackboard; other materials will be provided by the instructor.

Course Objectives: Upon completion of this course, the student will be able to:

1. Demonstrate knowledge of individual and collaborative research processes.
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
5. Apply the conventions of style manuals for specific academic disciplines, APA, CMS, MLA, or other style manuals.

Course Outline:

1. The Basics of Literature
2. Critical Approaches to Literature and Literary Analysis
3. Drama
4. Poetry
5. Fiction

Grade Scale:

- 90 – 100 A
- 80 – 89 B
- 70 – 79 C
- 60 – 69 D
- 0 – 59 F

Course Requirements:

Quizzes
Discussion Boards
Short Writing Assignments
One graded mid-term exam
Research Paper—Common Assignment (Literary Analysis)
One graded final exam

Course Evaluation:

Participation 10%
Daily Work Assignments 40%
Mid-Term Exam 15%
Research Paper--Common Assignment 15%
Final Exam 20%
Total 100%

Course Policies:

1. Computers, phones, corded headphones, and any other electronic devices must be turned off while in class or used only with permission of the instructor.
2. No late assignments will be accepted.
3. Tests. Students who miss a test are not allowed to make up the test. Students who miss a test will receive a grade of '0'.
4. Attendance Policy. Two absences are allowed. If a student is tardy to class or departs early three (3) times, it will be equal to one (1) absence. Each absence beyond two absences will result in a five-point deduction from your final grade.
5. If you wish to drop a course, the student is responsible for initiating and completing the drop process. If you stop coming to class and fail to drop the course, you will earn an 'F' in the course.
6. Additional class policies as defined by the individual course instructor.

Technical Requirements

The latest technical requirements, including hardware, compatible browsers, operating systems, software, Java, etc. can be found online at:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/Browser_Checker A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of the online technology and resources.

Disabilities Statement

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)839-2018. You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](http://Special Populations - Lamar Institute of Technology (lit.edu))

Student Code of Conduct Statement

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the LIT Catalog and Student Handbook. The LIT Catalog and Student Handbook may be accessed at www.lit.edu or obtained in print upon request at the Student Services Office. Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

Starfish

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT. Students may obtain additional information by accessing the following QR Code:



<p>Schedule of Assignments (Subject to Change)</p>	<p>Unit 1: Literary Theory Exploration: January 4 - February 7, 2025</p> <ul style="list-style-type: none"> ● Literary Devices Chart ● Selections from <i>How to Read Literature Like a Professor</i> by Thomas C. Foster ● Selections from <i>Texts and Contexts: Writing About Literature with Critical Theory</i> by Steven Lynn (videos on YouTube) ● “The Garden Party” by Katherine Mansfield (short story) ● “Reunion” by John Cheever (short story) ● “A Devoted Son” by Anita Desai (short story) ● “A Family Supper” by Kazuo Ishiguro (short story) ● Assessments: Individual Presentation; Unit 1 Quiz; Reading Quiz; Reader’s Response <p>Unit 2: Innocence and Experience: (February 10 - March 7, 2025)</p> <ul style="list-style-type: none"> ● “Half a Day” by Naguid Mahfouz (short story) ● “A & P” by John Updike (short story) ● “The Lesson” by Toni Cade Bambara (short story) ● “Girl” by Jamaica Kincaid (short story) ● “Greasy Lake” by TC Boyle (short story) ● “The Cask of Amontillado” by Edgar Allan Poe ● “A Barred Owl” by Richard Wilbur (poem) ● “The History Teacher” by Billy Collins (poem) ● “Homecoming” by Julia Alvarez (poem) ● <i>Death of a Salesman</i> by Arthur Miller (play) ● Poetry Analysis Toolkit ● Assessments: Reader’s Response; Unit Quiz 2; Group Presentation; Midterm Exam <p>Unit 3: Conformity and Rebellion: (March 17 - April 4, 2025)</p> <ul style="list-style-type: none"> ● “Two Kinds” by Amy Tan (short Story) ● “The Story of an Hour” by Kate Chopin (short story) ● “Once Upon a Time” by Nadine Gordimer (short story) ● “Woman Hollering Creek” by Sandy Cisneros (short story) ● “Much Madness is Divinest Sense” by Emily Dickinson (poem) ● “She Rose to His Requirement” by Emily Dickinson (poem) ● “If We Must Die” by Claude McKay (poem-sonnet) ● “We Real Cool” by Gwendolyn Brooks (poem) ● <i>A Doll’s House</i> by Henrik Ibsen (play) If time permits ● <i>Trifles</i> (play) by Susan Gaspell ● Assessments: Reader’s Responses; Reading quiz; Short writing assignments <p>Unit 4: Literary Analysis Research Paper (April 7 - May 7, 2025)</p> <ul style="list-style-type: none"> ● “Literary Research Analysis” by David. A. James ● Research Assignments ● Process Writing Assignments ● Assessment: Final Research Paper
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I have read and understand the requirements and expectations for this course:

Student Name: _____

Student email: _____

Student Signature: _____

Parent Name: _____

Parent email: _____

Parent Phone Number: _____

Parent Signature: _____