

CORE CURRICULUM COMPONENT APPLICATION
Texarkana College

Part I: Course Information

Course Type

- Existing/Restructured
 New Course

Course Prefix & Number: **ENGL 1302**

Texas Common Course Number (TCCN): **1302**

Course Title: **Composition II**

Course Catalog Description

Composition II (3,3,1). A continuation of English 1301 with emphasis on reading, critical thinking, research skills, and writing about various genres of literature.

Course Prerequisites:

English 1301 or its equivalent

Available Online?

- Yes
 No

Part II: THECB Course Objectives

Upon successful completion of this course, students will:

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 (e.g., APA, CMS, MLA, etc.)

Part III: THECB Skill Objectives

1. Critical Thinking Skills: include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

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- 2. Communication Skills:** include effective development, interpretation and expression of ideas through written, oral and visual communication
- 3. Teamwork:** include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- 4. Personal Responsibility:** to include the ability to connect choices, actions and consequences to ethical decision making

Part IV: Course Student Learning Outcomes (SLO)

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 (e.g., APA, CMS, MLA, etc.)

Skill Objective:	Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
THECB Course Objective	<ol style="list-style-type: none"> 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.
Course Student Learning Outcome	<ol style="list-style-type: none"> 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.

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General Learning Activities	<p>Incorporating literary criticisms while analyzing literature</p> <p>The students will read and discuss a selection of short stories. The instructor will ask the students to explain the use of Literary Elements (setting, theme, symbolism, point of view, irony and/or allegory) in each story. The instructor will demonstrate and explain how to select literary criticisms by accessing the library database. The instructor will give several examples of how to incorporate literary criticisms in an essay. Students will then read several sample essays that include supporting details and parenthetical citations. Students will discuss the sample essays by identifying the thesis statement, topics sentences, and supporting details - literary criticisms.</p> <p>Students will select a story and analyze the use of one or more literary elements in the story. Students will use the text and at least 2 literary criticisms to support their thesis statement and topic sentences. Students will evaluate sources as they select the appropriate sources to be used in the essay. Students will then write a 4-6 page Literary Analysis Essay.</p>
Assessment <i>Must Include Assignment & Rubric</i>	Literary Analysis/Research Essay Score – Essay Grading Rubric & Critical Thinking Rubric

Skill Objective:	Communication Skills: to include effective written, oral, and visual communication
THECB Course Objective	1. Demonstrate knowledge of individual and collaborative research processes.
Course Student Learning Outcome	1. Demonstrate knowledge of individual and collaborative research processes.
General Learning Activities	<p>Analysis of Literary Works with Collaborative Groups. After being introduced to Literary Elements/Poetic Devices and a class lecture and discussion over the analysis of literary works, each group of students will analyze the assigned works. The students will work collaboratively to analyze sources and share information. Students will create a presentation that will include written reports/analysis and/or creative projects/visual</p>

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	aids. Students will give a presentation to the entire class.
Assessment <i>Must Include Assignment & Rubric</i>	Project/Presentation Grade - Collaborative Grading Rubric

Skill Objective:	Teamwork: include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
THECB Course Objective	<ol style="list-style-type: none"> 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.
Course Student Learning Outcome	<ol style="list-style-type: none"> 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 (e.g., APA, CMS, MLA, etc.)
General Learning Activities	<p>Analysis of Literary Works with Collaborative Groups. After being introduced to Literary Elements/Poetic Devices and a class lecture and discussion over the analysis of literary works, each group of students will analyze the assigned works. The students will work collaboratively to analyze sources and share information. Students will create a presentation that will include written reports/analysis and/or creative projects/visual aids. Students will give a presentation to the entire class.</p>

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Assessment <i>Must Include Assignment & Rubric</i>	Project/Presentation Grade – Teamwork Rubric
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Skill Objective:	Personal Responsibility: to include the ability to connect choices, actions and consequences to ethical decision-making
THECB Course Objective	3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
Course Student Learning Outcome	3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
General Learning Activities	After reading selection of short stories, studying Literary Elements, reading and discussing a chapter on Character Analysis, and reviewing and discussing several sample essays, students will select a character from one of the short stories to analyze. Students will analyze and select character traits such as the character’s physical appearance and name, the character’s actions, choices, thoughts and feelings, past, comments about other characters as well as narrator’s comments about the character. Students will then brainstorm, create a plan sheet, and write a 2-3 page Character Analysis Essay to analyze the character and provide supporting details to support that analysis.
Assessment <i>Must Include Assignment & Rubric</i>	Character Analysis Essay – Essay Rubric – Content Grading Rubric & Personal Responsibility Rubric