

## Composition II (ENGL 1302-9B3)

### CREDIT

3 SCH Semester Credit Hours (3 Lec hours lecture, 0 Lab hours lab)

### MODE OF INSTRUCTION

This course is taught on campus at King Collegiate High School.

### PREREQUISITE/CO-REQUISITE:

ENGL 1301 with a D or higher

### 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.

### 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.)

### CORE OBJECTIVES

1. Critical Thinking: To include creative thinking, innovation, inquiry and analysis, evaluation, and synthesis of information. Demonstrate knowledge of individual and collaborative research processes.
2. Communication: To include the effective development, interpretation, and expression of ideas through written and visual communication.
3. Personal Responsibility: To include the ability to connect choices, actions, and consequences to ethical decision-making.
4. Empirical and Quantitative: To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.



**LAMAR INSTITUTE  
OF TECHNOLOGY**

**INSTRUCTOR CONTACT INFORMATION**

Instructor: Kelly Kanetkar

Email: kkanetk@bmtisd.com

Office Location: King Collegiate Academy – Beaumont ISD

**REQUIRED TEXTBOOK AND MATERIALS**

A reliable device with internet access is required. All required reading materials are provided by instructor in Blackboard.

**ATTENDANCE POLICY**

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.

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.

**DROP POLICY**

If you wish to drop a course, you are responsible for initiating and completing the drop process by the specified date as listed in the College Calendar on the [Student Success](#) web page. If you stop coming to class and fail to drop the course, you will earn an "F" in the course.

<p><b>Schedule of Assignments</b> <b>(Subject to Change)</b></p>	<p><b>Unit 1: Literary Theory Exploration:</b> January 5 - February 6, 2026</p> <ul style="list-style-type: none"> <li>• Literary Devices Chart</li> <li>• Selections from <i>How to Read Literature Like a Professor</i> by Thomas C. Foster</li> <li>• Selections from <i>Texts and Contexts: Writing About Literature with Critical Theory</i> by Steven Lynn (videos on YouTube)</li> <li>• “The Garden Party” by Katherine Mansfield (short story)</li> <li>• “Reunion” by John Cheever (short story)</li> <li>• “A Devoted Son” by Anita Desai (short story)</li> <li>• “A Family Supper” by Kazuo Ishiguro (short story)</li> <li>• Grammar: Adjective Clauses</li> <li>• Writing: Embedding Quotes, ACE short answer response</li> <li>• Assessments: Individual Presentation; Unit 1 Quiz; Reading Quiz; Reader’s Response</li> </ul> <p><b>Unit 2: Innocence and Experience:</b> (February 9 - March 5, 2026)</p> <ul style="list-style-type: none"> <li>• “Woman Hollering Creek” by Sandy Cisneros (short story)</li> <li>• “A &amp; P” by John Updike (short story)</li> <li>• “The Lesson” by Toni Cade Bambara (short story)</li> <li>• “Girl” by Jamaica Kincaid (short story)</li> <li>• “Greasy Lake” by TC Boyle (short story)</li> <li>• “The Cask of Amontillado” by Edgar Allan Poe</li> <li>• “A Barred Owl” by Richard Wilbur (poem)</li> <li>• “The History Teacher” by Billy Collins (poem)</li> <li>• “Homecoming” by Julia Alvarez (poem)</li> <li>• <i>Death of a Salesman</i> by Arthur Miller (play)</li> <li>• Poetry Analysis Toolkit</li> <li>• Grammar: Pronoun Usage and Prepositional Phrases</li> <li>• Writing: Correct textual citations and works cited</li> <li>• Assessments: Reader’s Response; Unit Quiz 2; Group Presentation; Midterm Exam over <i>Death of a Salesman</i></li> </ul> <p><b>Unit 3: Conformity and Rebellion:</b> (March 16 - April 3, 2026)</p> <ul style="list-style-type: none"> <li>• “Two Kinds” by Amy Tan (short Story)</li> <li>• “The Story of an Hour” by Kate Chopin (short story)</li> <li>• “Once Upon a Time” by Nadine Gordimer (short story)</li> <li>• “Much Madness is Divinest Sense” by Emily Dickinson (poem)</li> <li>• “She Rose to His Requirement” by Emily Dickinson (poem)</li> <li>• “If We Must Die” by Claude McKay (poem-sonnet)</li> <li>• “We Real Cool” by Gwendolyn Brooks (poem)</li> </ul>
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|  | <ul style="list-style-type: none"><li>● <i>A Doll's House</i> by Henrik Ibsen (play) If time permits or <i>Trifles</i> (play) by Susan Gaspell</li><li>● Grammar: Review of Compound, Complex, and Compound Complex Sentences</li><li>● Assessments: Reader's Responses; Reading quiz; Short writing assignments</li></ul> |
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**Unit 4: Literary Analysis Research Paper** (April 6 - May 8, 2026)

- "Literary Research Analysis" by David. A. James
- Research Assignments
- Process Writing Assignments
- Assessment: Final Research Paper

## **COURSE EVALUATION**

Final grades will be calculated according to the following criteria:

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

## **GRADE SCALE**

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

## **TECHNICAL REQUIREMENTS**

For the latest technical requirements, including hardware, compatible browsers, operating systems, etc., review the Minimum Computer and Equipment Requirements on the [LIT Online Experience](#) page. A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of 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)-951-5708 or email [specialpopulations@lit.edu](mailto:specialpopulations@lit.edu). You may also visit the online resource at [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](http://www.lit.edu). Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

### **ARTIFICIAL INTELLIGENCE STATEMENT**

Lamar Institute of Technology (LIT) recognizes the recent advances in Artificial Intelligence (AI), such as ChatGPT, have changed the landscape of many career disciplines and will impact many students in and out of the classroom. To prepare students for their selected careers, LIT desires to guide students in the ethical use of these technologies and incorporate AI into classroom instruction and assignments appropriately. Appropriate use of these technologies is at the discretion of the instructor. Students are reminded that all submitted work must be their own original work unless otherwise specified. Students should contact their instructor with any questions as to the acceptable use of AI/ChatGPT in their courses.

### **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.

### **ADDITIONAL COURSE POLICIES/INFORMATION**

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. Phones, wireless headphones, and smart watches must be kept in the Yondr pouch.
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'.