

El Paso Community College

Syllabus

Part II

Official Course Description

SUBJECT AREA	<u>English</u>						
COURSE RUBRIC AND NUMBER	<u>ENGL 1302</u>						
COURSE TITLE	<u>Research Writing</u> <u>and Literary Analysis</u>						
COURSE CREDIT HOURS	<table border="0" style="margin: auto;"> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">Credits</td> <td style="text-align: center;">Lec</td> <td style="text-align: center;">Lab</td> </tr> </table>	3	3	0	Credits	Lec	Lab
3	3	0					
Credits	Lec	Lab					

I. Catalog Description

Continues intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasizes effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts (including artistic literature); systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions including the application of these to literature. **Prerequisite: ENGL 1301 with a "C" or better. (3:0).**

II. Course Objectives

Upon satisfactory completion of the course, the student will be able to accomplish the following.

- A. Refine and extend composition, reading, and logic skills.
- B. Follow an objective, logical, step-by-step process of research but demonstrate enough flexibility to revise plans as new insights emerge.
- C. Effectively use information resources such as libraries, field research, experts, and mass media.
- D. Analyze data and information sources and take appropriate notes as relevant for use in writing one longer or two shorter research papers.
- E. Organize research data and commentary to support an objectively developed and uniquely expressed thesis.
- F. Demonstrate an acceptable research paper format and proper documentation of sources according to the current MLA, APA, and/or a current scientific format.
- G. Use literary terminology as practical and appropriate.
- H. Demonstrate analytical insight and appreciation of two literary types (short stories, poetry, drama, or film).
- I. Write a minimum of two competent critical essays or equivalent writings with an interpretive/analytical emphasis.
- J. (Recommended) Attend at least one interpretive performance of a piece of literature (poetry, reading, play, film, etc.).

III. THECB Learning Outcomes (ACGM)

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.)

IV. Evaluation

A. Pre-assessment

Instructors should check each student's prerequisites the first week of class. Those who do not qualify should be sent back to Admissions.

B. Post-assessment

1. The research project will count fifty percent of the course grade. This part of the grade should reflect evaluation of the various research steps as well as the final paper itself. It is up to the individual instructor to decide how much weight these preparatory steps will carry, but under no circumstances should the instructor base the entire research grade solely on the completed final product.
2. The assignments on literature will count for the other fifty percent of the course grade.
3. The instructor is required to schedule an appropriate activity for the final exam period. The completed research paper and critical analyses should be sufficient to demonstrate mastery of course content. The following are some suggested uses of the final exam period.
 - a. Students take an exam over assigned literature selections.
 - b. Students give oral presentations, which summarize their research projects.
 - c. Students write or submit a third literary paper such as an analysis or other interpretive writing based on a film, live performance, or novel.
 - d. Students view an appropriate audio-visual presentation.
 - e. Students meet with the instructor to review course work.
4. Plagiarism is both intellectual theft and academic dishonesty and will not be tolerated. Any work that is plagiarized could result in failure of the course. See the Student Handbook.

C. Remediation

1. Revision of research papers shall be allowed at the discretion of the instructor.
2. A critical analysis which is evaluated by the instructor as unsatisfactory may be rewritten at the discretion of the instructor.
3. Students needing assistance with writing problems should contact the instructor. Assistance is also available through the Writing Centers or other programs located at most of the campuses.
4. Make-up work and retakes of quizzes may be provided at the instructor's discretion.

D. Grading Percentages:

Grade percentages for determining a final grade may be revised by the individual instructor, but should approximate the following proportions: research 50% and literature 50%.

E. Grading Scale

A	=	90 – 100	F	=	below 60
B	=	80 - 89	I	=	Incomplete
C	=	70 - 79	W	=	Withdrew or Withdrawn
D	=	60 - 69			

V. Disability Statement (American with/Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

VI. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.