

El Paso Community College

Syllabus

Part II

Official Course Description

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|---------------------------------|---|-----|---|---|---------|-----|-----|
| SUBJECT AREA | <u>English</u> | | | | | | |
| COURSE RUBRIC AND NUMBER | <u>ENGL 2341</u> | | | | | | |
| COURSE TITLE | <u>Introduction to Literature</u> | | | | | | |
| COURSE CREDIT HOURS | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 33.33%;">3</td> <td style="text-align: center; width: 33.33%;">3</td> <td style="text-align: center; width: 33.33%;">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 |
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| Credits | Lec | Lab | | | | | |

I. Catalog Description

Emphasizes the study of four literary genres: fiction, poetry, drama, and film, with focus on literary interpretation, further practice in composition, and writing literary analyses. One paper will be written using APA research techniques. Meets the Humanities requirements for Associate of Applied Science Degree programs. **Cannot be substituted for ENGL 1302 in the Core Curriculum. 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 skills with attention to audience and purpose.
- B. Improve comprehension and interpretive reading skills.
- C. Expand critical thinking skills through group work, class discussions, and presentations, etc.
- D. Increase vocabulary as an outgrowth of doing research and studying literature.
- E. Apply literary terminology as practical and appropriate.
- F. Follow an objective, logical step-by-step process of research, but demonstrate enough flexibility to revise as new insights emerge.
- G. Prepare an annotated bibliography.
- H. Use information resources, such as libraries, field research, experts, and mass media.
- I. Analyze data and information sources and take notes relevant for writing one research paper with a minimum of 1000 words.
- J. Organize research data and commentary to support a thesis statement.
- K. Connect a literary theme to an appropriate historical, sociological, psychological, cultural, or allied health topic that can be presented in a research paper, properly documented using current APA or MLA format as appropriate to the research topic.
- L. Demonstrate analytical insight and appreciation of three literary genres (fiction, poetry, drama or film) by writing a minimum of two critical literary analyses.

III. 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 as thirty percent (30%) 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 are given, but under no circumstances should the instructor base the entire research grade solely on the completed final product.

2. The literary analyses and various other evaluation instruments, such as exams and quizzes, will count for seventy percent (70%) of the course grade.
3. It is recommended that any quizzes, exercises, or other assignments be incorporated into the above percentages as relevant to either research or literature.
4. The instructor is required to schedule an appropriate activity for the final exam period. The completed research project and critical analyses should be sufficient to demonstrate mastery of course content.
5. 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 projects shall be allowed at the discretion of the instructor.
2. A literary 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 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 will be determined by the individual instructor.

E. Grading Scale:

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

IV. 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).

V. 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.