

# El Paso Community College

## Syllabus

### Part II

## Official Course Description

<b>SUBJECT AREA</b>	<u>English</u>
<b>COURSE RUBRIC AND NUMBER</b>	<u>ENGL 2389</u>
<b>COURSE TITLE</b>	<u>Academic Cooperative (Honors)</u>
<b>COURSE CREDIT HOURS</b>	<u>3            3            0</u> Credits    Lec        Lab

### I. Catalog Description

Emphasizes an independent studies format in which a student meets both one-on-one with an instructor and online. Gives attention to a literary interest that is shared by both the instructor and the student. Emphasizes rigorous reading, writing and discussion. Develops intellectual engagement and curiosity. Synthesizes complex ideas and researched materials into clear writing. **Prerequisites: English 1301 with an “A” any literature class with a “B” or better, and to be enrolled in the El Paso Community College Honors Program (Rm. A-1314), VV Campus. (3:0).**

### II. Course Objectives

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

- A. Select, with the input of the instructor, a writer, or groups of writers from a specific time period (for example, the Renaissance, the Victorian Period, prison literature, the Beats etc.), along with a voluminous reading selection to study.
- B. Instructor and student will meet once a week face to face (tutorial fashion) and several times a week through online correspondence that will consist of journal entries to the readings and intellectual dialogues to dissect questions posed by the text.
- C. Examine author(s) and literature(s) through in-depth discussions and literary analyses.
- D. Become expert in the chronological timeline and biography of the author(s) being studied.
- E. Identify the principal literary themes to each assigned reading.
- F. Clarify the relationship between the author(s) and the given time period on a sociological, historical, political, cultural and philosophical level.
- G. Demonstrate knowledge of secondary sources that touch upon the assigned readings.
- H. Relate the readings to one’s personal experiences and current events.
- I. Learn to do research and write literary analyses in MLA Style.
- J. Use logical and critical approaches to problem solving.
- K. Attend a library orientation on the use of library facilities and to become adept at using different kinds of resources.
- L. Produce work that would be acceptable as a sample essay to a high caliber four-year institution.
- M. Participate in special activities that include hearing guest speakers, attending poetry readings, and watching films.
- N. Instill an intellectual and artistic curiosity that exceeds the expectations of the average student.
- O. Enhance communication skills through face-to-face dialogues with instructor.

- P. Take a final exam—in essay format—to demonstrate the knowledge acquired during the course of the semester. Written examinations will account for 60% of the course grade. Essays, journals and other projects will be employed by the instructor to comprise the remaining 40% of the course grade.
- Q. Criterion of the Honors Program is to accentuate analysis and synthesis.
- R. Meet at round table discussions with other Honors English students in the Honors Room.
- S. Hold a symposium and paper presentation with fellow English Honors students on knowledge acquired during the course of the semester, with students and faculty as their audience.

### **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 instructor will maintain a continuous record of each student's progress.
  2. Students should be evaluated periodically throughout the semester.
  3. The instructor will determine the weight of each graded assignment.
  4. Instructors will require writing assignments other than quizzes and formal exams.
  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**  
This is left to the discretion of individual instructors. Some instructors permit students to rewrite major writing assignments. Students needing assistance with writing problems are encouraged to contact the instructor. Assistance is also available through the Writing Centers located at most campuses.
- D. **Grading Scale**  
A = 100 – 90 I = Incomplete  
B = 80 – 89 W = Withdrew or Withdrawn  
C = 70 - 79  
D = 60 - 69  
F = Below 60

### **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.