EL PASO COMMUNITY COLLEGE
Fall 2016, CRN: 13374
English 1302
MWF 8am-8:50am
Rio Grande B211

SYLLABUS AND BASIC REQUIREMENTS

Course and Instructor Information

COURSE: ENGLISH 1302 – Research Writing and Literary Analysis
INSTRUCTOR: Joanna Hinojosa
OFFICE HOURS: Monday 9am-11am RG A115
CONTACT: jhinoj35@epcc.edu

Text and Materials


Course Requirements

The overall grade for this term will be based on in-class participation, short papers, and a semester-long research paper. This final paper will consist of several steps, including research, revision, a rough draft, and in-class peer review.

The semester project will consist of several gradual steps. The finished product will be at least 8-10 pages, with at least 7 instructor-approved sources. It should reflect a clear and insightful understanding of both the source material and the critical writings surrounding it.

Participation in the course is every bit as important as the assignments themselves. Students will read all assigned material and arrive at class prepared for a lengthy and engaging discussion. If you had trouble comprehending a given piece, then that is not a problem. The goal is that, by the end of the discussion, you will have a clearer understanding.

Grading Breakdown

Major Assignments

  Topic proposal worth 100 points
  Literature Analysis worth 100 points
  Research paper worth 200 points
  Final Presentation worth 200 points

Total: 600 points
Minor Assignments

- Annotated Bibliography (4 at 50 points each) worth 100 points
- Research paper drafts (2 at 50 points each, including peer review) 100 points
- Short Response Paper worth 100 points

Total: 300 points

Attendance worth 40 points, 1 point per day
Participation worth 60 points, at the discretion of the instructor

Total: 100 points

Grades follow a standard format of 0-1000, with every hundred points being a letter grade. A final letter grade of D or F (anything below 700) means that the course will have to be retaken before it can qualify as a prerequisite.

Instructor’s Policies

Cheating and Plagiarism

Academic dishonesty will not be tolerated. All such cases will be given a zero for the assignment in question, and may be reported to the Dean or dropped from class altogether. Be careful to use proper citations and quotes, in order to avoid “accidental plagiarism.”

Attendance and Drops

If a student misses more than three class meetings, they may lose any points for both attendance and participation. Family and medical emergencies may be discussed with the instructor before being absent, but in all other cases, make every effort to be present for every session. Any student who arrives ten minutes or more after class begins will be counted absent. Two late arrivals constitute one absence. The student is responsible for maintaining and monitoring their absences and progress in class. As such, I will not drop a student if they choose to stop attending class at any point in the semester.

Format of Written Assignments

All assignments should be typed out and presented to the instructor; properly stapled, one side print, with the student’s name, the date, course number and subject of the piece. Follow all MLA guidelines as explained in your Writer’s Reference book. Use 12-point Times New Roman, double-spaced. If the student is unable to present work in a typewritten format for some reason, they should meet with the instructor immediately to discuss an alternative. Papers should be printed before arriving at class, not in the few minutes before we start, and any paper longer than one page must be stapled.

Missed Assignments

All assignments are due on the dates posted in the calendar and syllabus. Unless arrangements have already been made with the instructor, late work will not be accepted.

Electronic and Personal Devices
All cell phones and similar devices must remain off and out of sight during class. If there is an emergency, please step outside. Any student who texts in class will be counted absent for that class period. The class only meets for a few hours a day, and students are expected to remain focused for this relatively short span of time.

Classroom Conduct

Students are invited to engage each other and the instructor in a relaxed and conversational fashion. However, students are expected to remain respectful to each other at all times. Disrespect and derogatory comments will lead to the student being dismissed from class and given an absence for the day. If the problem continues, the student may be dropped.

The Writing Center:

There are Writing Centers located at most campuses. The NW Writing Center is located in the Library in room: L123. The Valle Verde Writing Center is located at: A1421. The Rio Grande Writing Center is located at: A112. The Transmountain Writing Center is located at: 1606. Please take the copy of the assignment to each visit and take your drafts with you. Students need to turn in a “Verification Form” for each tutoring session and this has to be stapled to the assignment on the due date.

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).

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.

All syllabus and schedule details subject to change at the instructor’s discretion
### COURSE CALENDAR

Additional readings may be assigned for in-class exercises. Students are expected to read all assigned materials, although they are welcome to use outside sources to help with their comprehension. Be prepared to discuss the contents if called upon.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Monday:</th>
<th>Wednesday:</th>
<th>Friday:</th>
<th>Home Work:</th>
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<td>Short topic</td>
<td>Topic proposal</td>
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<td>discussion</td>
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<td>Aug. 29 Peer</td>
<td>Aug. 31 Lecture:</td>
<td>Sept. 2 Library Day</td>
<td>Read: Annotation Outline</td>
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<td>review: Topic</td>
<td>MLA Topic</td>
<td>Topic Proposal Due</td>
<td>Research paper outline.</td>
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<td>Sept. 5 NO</td>
<td>Sept. 7 Peer</td>
<td>Sept. 9 Lecture:</td>
<td>Read: Cultural Influence on</td>
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<td>Annotation #1 Due at start</td>
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<td>Sept. 12 Lecture</td>
<td>Sept. 14 Lecture:</td>
<td>Sept. 16 Annotation #2 Due</td>
<td>Read: The Public Stigma of</td>
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<td>Thesis statements.</td>
<td>Outlining.</td>
<td>Annotation #2 Due</td>
<td>Mental Illness.</td>
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<td>In class exercise.</td>
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<td>Movie: A beautiful mind</td>
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<td>Sept. 19 Discussion:</td>
<td>Peer Review:</td>
<td>Sept. 23 Research paper</td>
<td>Read: Social Reaction as an</td>
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<td>Movie / Article</td>
<td>Research paper</td>
<td>draft 1 due (including peer</td>
<td>Explanation of Mental illness.</td>
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<td>3-4 page</td>
<td>review) Movie: A beautiful</td>
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<td>Sept. 26 Discussion:</td>
<td>Lecture:</td>
<td>Sept. 30 Annotation #3 Movie:</td>
<td>Read: 10 Days in a Mad House</td>
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<td>Movie/ article</td>
<td>Incorporating</td>
<td>Silver linings playbook</td>
<td>chap 1-6.</td>
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<td>Oct. 3 Discussion</td>
<td>Oct. 5 Lecture:</td>
<td>Oct. 7 Annotation #4 Movie:</td>
<td>Read: 10 Days in a Mad House</td>
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<td>Week 11</td>
<td>Oct. 31</td>
<td>Lecture: Toulmen argument</td>
<td>Nov. 2</td>
<td>Lecture: Rogerian argument</td>
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<td>Week 12</td>
<td>Nov. 7</td>
<td>Lecture: Althusser</td>
<td>Nov. 9</td>
<td>Lecture: Presentations</td>
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<td>Week 13</td>
<td>Nov. 14</td>
<td>Discussion: What does it all mean?</td>
<td>Nov. 16</td>
<td>Discussion: How does it all tie in?</td>
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<td>Week 14</td>
<td>Nov. 21</td>
<td>Presentations</td>
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<td>Short Response Paper Due Presentations</td>
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<td>Week 15</td>
<td>Nov. 28</td>
<td>Presentations</td>
<td>Nov. 30</td>
<td>Presentations</td>
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<tr>
<td>FINALS</td>
<td>Dec. 5</td>
<td>Final</td>
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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
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

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