

**El Paso Community College
Syllabus-Spring 2021
ENGL 1302
CRN 21703
Location: A144
MWF 12:00-12:50**

**Part I
Instructor's Course Requirements**

I. Course Number and Instructor Information

Course and Instructor Syllabus

Instructor: Michael C. Duncan Email: mduncan7@epcc.edu
Office Hours: 10:00-12:00 MWF 5:00-6:00 MWF 5:00-6:00 TTR (all through
blackboard collaborate. E-mail me to set up office hour appointment)

**Please contact me with any questions about the course or specific assignments
through e-mail. Provide your name and class CRN number.**

Office Location: N/A (Due to covid restrictions all office hours will be done through
blackboard collaborate. e-mail me if you would like to schedule a conference)

Phone number: N/A (Contact through Blackboard Messenger. Offices are closed)

II. Texts and Materials

Hacker, Diana. *A Writer's Reference: With Writing About Literature*, 10th ed. Boston:
Bedford/St. Martin's, 2014.

Mays, Kelly. *The Norton Introduction to Literature*, 13th short ed. New York: Norton, 2020.

McCarthy, Cormac. *The Road*. New York: Vintage Books, 2006

III. Course Requirements

HYBRID CLASS FORMAT (**VERY IMPORTANT!!!!**):

This class is a MWF face to face hybrid class. We will be meeting once a week face to face and the other two class days for that week we will be working online through blackboard.

For the days we will be working online we will not have a scheduled meeting time. Each week I will post the folder for that week. The folder contains all the materials, readings, discussion boards, and submission tabs for assignments for that week Ex. Week One. I will also post an announcement for that week as well. The announcement will contain the chronological schedule for that week and the due dates for the assignments that week as well Ex. Week One Schedule. You will work at your convenience. You must have the work submitted by the due date scheduled for that week as outlined in the announcement.

COURSE DESCRIPTION: After a broad overview of literary language, the first third of the course will be spent reading, discussing and analyzing various works of fiction. Likewise, the second third of the semester will focus on poetry. In the final third of the semester we will look at the novel. Throughout the semester, various assignments will gauge your ability to read, interpret and write about literature critically, including the literary analyses and the final research paper. Your ability to conduct, organize, and incorporate research, along with the citation of sources using correct citation formats will also be evaluated.

IV. Instructor's Policies

A. Participation

You will write a short response for every reading assigned on the message board. You must write your response and respond to a fellow student's response with either an observation or question regarding their respective response. Instructions for message board will be found on BB. These responses will compromise 20% of your overall grade.

It is the student's responsibility to withdraw from the course should the student find it necessary (drop date: Apr. 14th)

A crucial component of participation is that **ALL major assignments will be peer-reviewed online**, and **ALL final drafts are expected to be final drafts**, and hence, if a student submits a first draft as his or her final draft the grade earned typically suffers (final drafts are held to a higher standard than rough drafts).

Online Message Board Etiquette:

Friendly debates regarding social topics are encouraged, however, you must refrain from threatening or hostile language, harassment, or bullying. Students who persist in any of the above behaviors may be dropped from the course.

B. Late Work

For major assignments I will count off a letter grade (10%) a day after the due date. No work will be accepted later than ONE day late, after that it is a "0." Late work will not have the same in-depth feedback from me, thus you will not be able to correct mistakes made for future assignments. The alternative is to turn in the work early. If a student experiences an extenuating circumstance, I will take into account the student's body of work in the class thus far, but it is ultimately the student's responsibility to turn in work on time. Discussion posts will not be accepted late.

C. Revisions

Each essay will be born out of multiple drafts which will be work shopped and edited by your fellow students. This process is extremely important to success in this class, therefore it is **mandatory** to complete all drafts of an essay. If you do not bring a complete rough draft on the day assigned you will receive a zero for that in-class assignment, you will not get the insight of the peer review sheet, I will not look at drafts during office hours, and you will need to take your draft to the writing center to receive assistance. Final drafts that do not have a peer review sheet or proof of visit to the writing center will not receive in depth feedback.

D. Academic Honesty

The work you turn in must be your own. Academic dishonesty includes plagiarism, which is the copying, deliberate or not, of another person's work and/or ideas without the proper citation. This can result in a grade of 0% on the assignment, the course (if repeated), and other disciplinary action. We will discuss this further in class, but you also need to be aware of what it is and how to avoid it. When in doubt, ask me.

E. Materials and Formatting

Always bring paper and a writing utensil to class, and **your notes on the readings**. This is a writing class, and we will be doing a *lot* of writing! Moreover, please bring your book to every class. Bring a printed draft to class when we peer review. All drafts of major assignments should be typed, double-spaced, with one-inch margins and Times New Roman 12-point font and MLA Style citations. In that regard, the EPCC computer lab allows ten pages of printing per day. From time to time I will post class materials on our blackboard, especially resources for the final research paper, so reliable Internet access and EPCC username and password are necessary.

F: Grading Scale

The final grade for this class will consist of a research paper (and the components of the annotated bibliography and prospectus), two literary analyses, a report on a critical school, and participation. The grades will be broken down as follows:

Research Paper

Annotated bibliography	25%
Research Paper	+25%
	= 50%

Literary Analysis

10%

The Road Analysis

10%

Report on Critical School

10%

Discussion Posts

20%

G. Extra Credit and Makeup/Redo option

There will be several opportunities for extra credit to help enhance a major grade (usually by one letter grade). This will involve watching a film related to the genre that we are covering in the book.

Finals week there will be an option to redo one of your major assignments for full credit.

I do my best to keep to this schedule, but be aware this schedule is subject to change, especially concerning the readings assigned. I will give specific instructions in class. If you are absent check my.epcc.edu for specific instructions, ask a fellow classmate, or e-mail me.

Calendar

<p>Week One: Jan. 18-23</p>	<p>Week One Schedule in Chronological order:</p> <ul style="list-style-type: none"> -Review Syllabus carefully (Course Materials) -Participate in "Ice Breaker Discussion Board" (Week One Folder) -Read 1302 Course introduction powerpoint -Write Response for Introduction to course powerpoint -Read "Annotating a Text" Powerpoint (Week One folder) -Read "Things to look for/focus on in A and P" (Week One folder) -Read "Reading Journal Discussion Board Response Directions" (Week One Folder) -Read "Reading Journal Discussion Board Example" (Week One Folder) -Create entry for "John Updike A and P Discussion Board" (Week One Folder) 	<p>-Print (if you can), read, and annotate John Updike "A and P" Short story (Week One folder)</p>
<p>Week Two: Jan 24-30</p>	<p>Week 2 Schedule in Chronological order:</p> <ul style="list-style-type: none"> • Review Purdue OWL MLA page 	<ul style="list-style-type: none"> • Read and annotate William Faulkner's "A Rose for Emily" PDF

	<ul style="list-style-type: none"> • Review MLA in-text citation examples • Complete MLA format assignment • Review "A Rose for Emily Things to Look for" Powerpoint (listen to audio) • Post and Reply on "A Rose for Emily Reading Journal Discussion Board" 	
Week Three: Jan 31-Feb 6	<ul style="list-style-type: none"> • Read "Lusus Naturae Things to Look for Powerpoint" • Write Reading Journal Discussion Board Response for Lusus Naturae • Sign up for Grammarly Premium account • Watch Grammarly Tutorial • Read chapter 31 of <i>Norton Anthology of Literature</i> "Literature Essay" p. 1918-1937 • Read Student Example of Literary Analysis • Submit Final Draft of Literary Analysis Essay and Grammarly Report in the Submission 	<ul style="list-style-type: none"> • Read and Annotate "Lusus Naturae" p. 260 <i>Norton Introduction to Literature</i>
Week Four: : Feb 7-13	<p>week 4 schedule in chronological order:</p> <ul style="list-style-type: none"> • Read section on Plot page 75-77 • Read section on Narration/Point of view page 169-173 • Read and listen to Powerpoint "A Very Old Man with Enormous Wings: Things to look for" powerpoint 	<ul style="list-style-type: none"> • Read and annotate Gabriel Garcia Marquez's "A Very Old Man with Enormous Wings" page 451 • Read and annotate Toni Morrison's "Recitatif" page 230 by Sunday 9/20/20 by midnight •

	<ul style="list-style-type: none"> • Post Discussion Response for "A Very Old Man with Enormous Wings" • Read section on Character page 210-213 • Read section on Setting page 282-283 • Read and listen to Powerpoint "Recitatif: Things to look for" 	
Week Five: Feb 14-20	<p>-Read A1-A25 in your <i>Norton Introduction to Literature</i> textbook (this is the last section in the VERY back of the textbook)</p> <p>-Read Purdue OWL Literary Theory Website</p> <p>--Read Report on Critical Approach Assignment sheet</p> <p>-Read Signal Phrases sheet</p> <p>-Conduct research for two or more academic outside sources using the EPCC Library link</p> <p>-Submit Report on Critical Approach Final Draft and Grammarly</p>	<p>Neil Gaiman, "How to Talk to Girls at Parties" pg. 94-103;</p> <p>O'Connor, "A Good Man is Hard to Find" pp. 492-439</p>
Week Six: Feb 21-27	<ul style="list-style-type: none"> • Read "The Author's Work in Context" page 512-516 in <i>The Norton Introduction to Literature</i> • Read Flannery O'Connor's "A" • Read "Passages from Flannery O'Connor's Essays and Letters" page 550 in <i>The Norton</i> • Write Reading Journal Response for 	<ul style="list-style-type: none"> • Good Man Is Hard to Find" page 516 in <i>The Norton</i> • Read Charlotte Perkins Gilman's "'The Yellow Wallpaper" page 571 in <i>The Norton Introduction to Literature</i> •

	<p>Flannery O'Connor's "A Good Man is Hard to Find"</p> <ul style="list-style-type: none"> • OPTIONAL EXTRA CREDIT: Write comparison contrast of Short Story and Film "No Country for Old Men" • Read "Cultural and Historical Contexts: Women in Turn of the Century America" page 564-567 in <i>The Norton</i> • Write Reading Journal Response for Charlotte Perkins Gilman's "The Yellow Wallpaper" by Sunday 10/4/20 by midnight 	
<p>Week Seven: Feb 28-Mar 6</p>	<ul style="list-style-type: none"> • Read annotated bibliography and proposal assignment sheet • Read annotated bibliography and proposal example with highlighted comments • Begin Conducting research using the EPCC library Discovery Search and/or Academic Databases • Submit your first entry draft • Review feedback and continue to research and build entries for annotated bibliography • Conduct Annotated Bibliography and Proposal Peer Review • Conduct Grammarly scan of bibliography and make corrections • 	<p>Working on Bib. Research.</p>

Week Eight: Mar 7-13		Working on Bib. Research
Week Nine: Mar 21-27	Turn in Final Draft of Annotated Bibliography and Proposal and Grammarly Report	Working on Bibl. Research
Week Ten: Mar 28-Apr 3	<ul style="list-style-type: none"> Choose ONE poem to write response on and post "Chapter 11 Poetry" response Read Chapter 12 Speaker p. 769 Choose ONE poem to write response on and post in "Chapter 12 Poetry" response 	<ul style="list-style-type: none"> Read Poetry Response Directions in Week 10 folder Read Chapter 11 p. 730-734 Analyzing poetry Read Aphra Behn "On Her Loving Two Equally" p. 746 Read p. 747-754 Writing about Poetry Read Lydia Davis "Head, Heart" p. 732 Read Edwin Robinson "Richard Cory" p. 735 Read Robert Frost "Out, Out" p. 736 Read Emily Dickinson "The Sky is low and the clouds are mean" p. 742 Read Bruce Springsteen "Nebraska" p. 743 Read Etheridge Knight "Hard Rock Returns..." p. 769 Read A.E. Stallings "Hades Welcomes His Bride" p. 771 Read Margaret Atwood "Death of a Yong Son by Drowning" p. 773

		<ul style="list-style-type: none"> Read William Wordsworth "She Dwelt among the Untrodden Ways" p. 776
<p>Week Eleven: Apr 4-10</p>	<p>-Read Research/Analysis Assignment Sheet</p> <p>-Read Research/Analysis Paper Example with Marginal Quotes</p> <p>-Signal Phrases</p> <p>-Research Analysis Essay Peer Review</p>	
<p>Week Twelve: Apr 11-17</p> <p>Last Day to Drop Apr. 16th</p>	<p>-Research Analysis Essay Final Draft and Grammarly Report Submission</p>	The Road
<p>Week Thirteen: Apr 18-24</p>	Novel	The Road
<p>Week Fourteen: Apr 25-May 1</p>	Novel	The Road
<p>Week Fifteen: May 2-8</p>	Novel	The Road
<p>Week Sixteen: (Finals Week) May 9-14</p>	<p>The Road Analysis Paper Final Draft Due</p> <p>Make up/redo paper optional due</p>	

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	English
COURSE RUBRIC AND NUMBER	ENGL 1302
COURSE TITLE	Research Writing and Literary Analysis
COURSE CREDIT HOURS	3 3 0 Credits Lecture 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. 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 on an institutionally approved grade sheet or computerized substitute. All instructors must keep records in such a way that information would be clear to a second party having to check grade computation in special cases. An explanatory legend should be provided on the grade sheet.
2. 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.

3. The assignments on literature will count for the other fifty percent of the course grade.

4. 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.

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 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

B = 80 - 89

C = 70 - 79

D = 60 - 69

F = below 60

I = Incomplete

W = Withdrew or Withdrawn

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.