Prerequisite: English 1301 and have met Texas Success Initiative (TSI) standard in Reading and Writing.

Course Description: Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. (3 Lec.)

Student Learning Outcomes (Spring 2015 ACGM):
At the end of the course, the successful student will be able to

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.)

Course Materials:

Billy Budd, Herman Melville
The Great Gatsby, F. Scott Fitzgerald
Death of a Salesman, Arthur Miller
Cat’s Cradle, Kurt Vonnegut, Jr.
Assorted poetry and short stories
A student of Eastfield College is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

THECB TAC Rule 4.218 (c)

**Major Course Units:** (subject to change)

**Unit 1:** Preparing to Write (topics reviewed throughout semester)
- grammar review
- summary vs. paraphrase vs. quotation vs. plagiarism
- MLA documentation & identifying plagiarism (SLO 5)

**Unit 2:** Critical Reading & Analytical Writing (SLO 3, 4, 5)
- purpose, assumptions, tone, supporting claims, rhetorical devices
- Paper: The Great Gatsby

**Unit 3:** Analysis of verbal, visual, or multi-media “text” (SLO 1, 2, 3, 4, 5)
- supporting claims, rhetorical devices, collaborative research, analysis, interpretation, documentation, drawing conclusions
- Paper: Films TBD

**Unit 4:** Literary Analysis (SLO 3, 4, 5)
- supporting claims, literary analysis, interpretation, research, documentation, drawing conclusions
- Paper: Vonnegut’s Cat’s Cradle

**Unit 5:** Writing & the research process (literary or expository) (SLO 1, 2, 3, 4, 5)
- writing process, library research, supporting claims, citing sources, meaningful conclusions
- Paper: William Faulkner’s Short Stories

**Midterm & final exam**

**Assignments:**
At least 4 closely graded written assignments of 500-750 words
One (long) or two (shorter) graded research papers for a total of 900-1500 words
Exercises and quizzes as determined by the teacher
Tests as determined by the teacher

**Grades:**
Quarter Semester
<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Quizzes</td>
<td>30%</td>
</tr>
<tr>
<td>Each Quarter</td>
<td>40%</td>
</tr>
<tr>
<td>Major Essays</td>
<td>60%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Drills</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Disclaimer:**

The provisions contained in this syllabus do not constitute a contract between the student and Eastfield College. These provisions may be changed at the discretion of the Coordinator/Instructor. When necessary, appropriate notice of such changes will be given to the student.

The instructor-of-record may provide additional information to enhance the course to meet the needs of the enrolled students, provided that the enhancements do not conflict with the official course syllabus.

**Institutional Policies:** [General institutional policies](#)

**Course related policies:** [Course-related institutional policies](#)

**Department policies:**

1. **Attendance Policy:** Regular attendance is imperative because this course involves a good deal more than simply reading a text; further, you cannot receive credit for a class you have not regularly attended. Not being in class, regardless of the reason, is an absence. Those who miss too many classes (more than 6 in fall/spring, more than 2 in summer) and do not drop the course will receive an “F” or “N” for the course. This aligns with the state’s attendance policy. If you come to class completely unprepared for the class activity that day, such as not having a rough draft on a peer edit day, you will be counted absent.

2. **Academic honesty:** Papers should reflect YOUR knowledge and understanding. Don’t let others do your thinking and writing for you. Information that is copied, quoted in part, paraphrased, or summarized without credit to the author is plagiarism. Instances of plagiarism have dire consequences: F on the paper, F in the class, and/or expulsion from school. Review specific Academic Honesty Statement posted on e-Campus.

3. **Cell phones:** Your cell phone must be turned off during class and put in your bag, not on your desk. Put your bags and purses on the floor and leave them there. Do not just hide your phone behind your bag! If you expect several family emergencies, then you should give the campus police phone number to your family, and campus police can come get you in case of true emergency. This shows respect for the learning environment and helps you build professional habits.