

**Items in BOLD indicate Honors enhancements from standard outline for ENGL 101**

**I. COURSE DESCRIPTION:**

A. Department Information

Division: Humanities  
Department: English  
Course ID: ENGL 101H  
Course Title: Freshman Composition: **Honors**  
Units: 4  
Lecture: 4 Hours  
Laboratory: None  
Prerequisite: ENGL 015 or eligibility for ENGL 101 as determined through the SBVC assessment process

- B. Catalog and Schedule Descriptions: A writing course which emphasizes expository and argumentative essays. Includes reading and analysis of various forms of writing, instruction in library research and preparation of documented papers. Enrollment is limited to students eligible for the Honors Program.

**II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One**

**III. EXPECTED OUTCOMES FOR STUDENTS:**

Upon successful completion of this course, students should be able to:

- A. Write effective college-level essays which illustrate that the students can do the following:
1. Identify the purpose of their writing and make writing decisions based on that purpose
  2. Identify an audience for their writing and make writing decisions based on that audience
  3. Select a subject appropriate for a writing assignment and narrow its focus
  4. Construct an effective thesis statement
  5. Support a thesis with sufficient and appropriate evidence
  6. Use a variety of rhetorical modes
  7. Use a variety of methods of development
  8. Organize ideas logically
  9. Revise essays for unity, coherence, clarity, concision, and tone
  10. Edit for errors in grammar, usage, punctuation and spelling.
- B. Write effective college-level research papers which illustrate that the students can, in addition, do the following:
1. Use standard library sources to gather information
  2. Use Internet sources to gather information
  3. Evaluate the validity of sources
  4. Take notes that summarize, paraphrase and quote from sources
  5. Organize information into an outline for the paper
  6. Integrate paraphrased and quoted material into the text
  7. Properly document references in the text following MLA format
  8. Prepare a works cited page following MLA format.
- C. Read college-level prose for main ideas, support, style and tone, **and critically analyze for logic, content, effectiveness, and rhetorical devices**

**IV. CONTENT:**

- A. The essay
1. Initial considerations
    - a) Purpose
    - b) Audience
    - c) Tone
  2. Rhetorical modes
    - a) Narration

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- b) Description
- c) Exposition/persuasion
- d) Argumentation
- 3. Methods of development
  - a) Summary
  - b) Example/illustration
  - c) Definition
  - d) Comparison/contrast
  - e) Cause and effect
  - f) Classification
  - g) Analysis
- 4. Organization
  - a) Introduction
  - b) Thesis statement
    - i. Explicit
    - ii. Implied
  - c) Body
    - i. Topic sentences
    - ii. Support
      - 1) Fact vs. opinion
      - 2) Specific vs. general
      - 3) Concrete vs. abstract
      - 4) Logic vs. emotion
    - iii. Transitions
  - d) Conclusion
- 5. Coherence
  - a) Logical development
  - b) Transitions
- 6. Style
  - a) Finding one's voice
  - b) Diction
  - c) Sentence variety
  - d) Active vs. passive voice in verbs
- 7. Revision
  - a) Writing as revision: the value of multiple drafts
    - i. Checking for unity
    - ii. Checking for clarity
    - iii. Checking for concision
    - iv. Checking for sufficient development
  - b) Proofreading strategies
- B. The Research Paper
  - 1. Locating and using standard sources
    - a) Electronic catalog
    - b) Periodical indexes
    - c) Internet
  - 2. Evaluating sources
  - 3. Taking appropriate notes
    - a) Summarizing
    - b) Paraphrasing
    - c) Quoting
    - d) Avoiding plagiarism
  - 4. Organizing ideas into an outline
  - 5. Integrating quoted and paraphrased material into a text
  - 6. Documenting sources of information, using the MLA format
  - 7. Preparing a works cited page, using the MLA format

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- C. Reading: Most writing assignments in this course are based on the close reading of a text.
  - 1. Reading for main ideas and supporting evidence, **and rhetorical devices (irony, hyperbole, metaphor, analogy, etc.)**
  - 2. Critical analysis of content
  - 3. Critical analysis of style and tone
  - 4. **Evaluation for effectiveness.**

**V. METHODS OF INSTRUCTION:**

- A. Lecture on concepts, reading, assignments
- B. Discussion of readings, lectures, assignments
- C. Individual conferences
- D. Collaborative evaluation
- E. Small group workshops that provide structured practice in aspects of the composition process
- F. Tutorial comments/corrections on papers
- G. Instructor demonstrations of the writing process
- H. Reading of essays, research papers, books and magazines
- I. Textbook and handout exercises
- J. Audio-visual presentations
- K. **Field Trips to plays, movies, museums, organizations, companies relevant to course reading, writing or projects.**
- L. **Individual and/or group projects in college, local or wider community utilizing writing for community service, activism, benefit.**

**VI. TYPICAL ASSIGNMENTS:**

- A. Reading
  - 1. Reading essay assignments will reflect particular concepts being taught. For example, as part of the instruction on rhetorical modes, the following assignment might be given:  
Read "Writing Profiles" in The St. Martin's Guide to Writing. Be prepared to discuss the basic features of limited profile writing.  
Another example might focus on the concept of comparison/ contrast as a rhetorical mode and also provide for discussion of style, purpose, and audience:  
Read "Writing for an Audience" by Linda Flower and "A Case for Short Words" by Richard Lederer in Language Awareness. Write a short outline of their agreements/ disagreements regarding writing. Bring the outline to class for use in group discussion.
  - 2. **Reading literature will introduce students to thinking critically about literary texts. The course will include at least five works of literature (poetry, short stories, novels, drama, essays), two of which must be book-length works of literature in different genres (a novel and a play, for example). An assignment might focus on one element of fiction:  
Read William Faulkner's "A Rose for Emily" and be prepared to discuss the choice of point of view in the story and its implications for how the story is told and the effect it has on the reader.**
- B. Writing
  - 1. Writing assignments will focus on reading assignments or discussion topics and will reflect specific concepts or skills being taught. For example, one essay assignment might stress argumentation:  
Robert MacNeil sees as a strength of English its successful resistance to arbitrary authority. He feels that "our language is not the special private property of the language police, or grammarians, or teachers or even great writers."  
Based on your reading and personal experience, write an essay in which you or disagree with MacNeil's position. With the final draft of your essay, submit any notes, outlines, and earlier drafts.

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**C. Project**

1. **Student will put their writing experience and skills to use in the college, local or wider community through special projects designed by instructor and students. The range of such projects is wide, but possible projects might include writing an article(s) for the school or local newspapers, producing work for the literary magazine (especially essays), writing letters to politicians and bureaucrats, tutoring, or volunteering writing to college or community entities (to write press releases, organizational histories, profiles, etc.)**

**VII. EVALUATION:**

A. Methods of evaluation:

1. Essays - Each student will be evaluated on essays written in and out of class. Grades will be based on how well essays employ the writing principles being taught, i.e. structure, thesis statement, coherence, clarity, development, etc.
2. Quizzes are also part of the evaluation matrix and will test the student's knowledge of reading, lecture, and/or discussion material being used to teach the core concepts.
3. The research paper - This is to be a fully documented paper involving a variety of sources. It should be argumentative or analytical. It will be evaluated on how well it utilizes the research and composition concepts, such as source evaluation and integration, plagiarism avoidance, documentation, citation format, etc.
4. The project will allow students to put their writing experience and skills to use. The project work should include a substantial amount of writing, and will be graded based on how clearly the project's goal is articulated and the effectiveness of the writing and other work.

B. Frequency of evaluation:

1. Essays are assigned and graded at regular intervals throughout the semester.
  - a. At least 6 papers, including the research paper
  - b. Students are to write **8000** words in the course, **no more than 1000 words of this being personal writing. One paper should be at least 8-10 pages in length.**
2. The timing of quizzes on reading assignments is linked to specific reading assignments.
3. The research paper and graded components of it are evaluated as the work progresses and is completed.

**VIII. TYPICAL TEXT(S):**

Composition/ rhetorical text

Axelrod, Rise and Charles Cooper. The St. Martin's Guide To Writing. Sixth Edition. New York: St. Martin's, 2001.

Reader

Rosa, Alfred, and Paul Eschholz. Modes for Writers: Short Essays for Composition. Sixth Edition. New York: St. Martin's, 1997.

Combination Text

Dietsch, Betty. Reasoning and Writing Well: A Rhetorical, Reader and Handbook. Mountain View: Mayfield, 1998.

West, Nathaniel. The Day of the Locust. New York: NAL, 1983.

E Morrison, Toni. Beloved. New York: Plume, 1998.

Nietzsche, Friedrich Wilhelm. Thus Spake Zarathustra. New York: Dover Publications, 1999.

Stoppard, Tom. Arcadia. New York: Faber & Faber, Inc., 1995.

**IX. OTHER SUPPLIES REQUIRED OF STUDENTS: None**