

COURSE OUTLINE

English 101H Honors Freshman English

I. Catalog Statement

English 101H is a foundation course in critical reading and writing skills required of those students intending to transfer to a university. Through their reading and discussion of selected prose works, students learn to identify problems, examine possible solutions, recognize unstated assumptions and values, appraise evidence, evaluate arguments, draw inferences, and test conclusions. Through their writing, students learn to analyze, synthesize, organize information logically, and propose original ideas. Students also receive instruction in research and MLA documentation and are required to complete a fully documented research paper.

The honors course will be enhanced in one or more of the following ways:

1. accelerated standards of reading levels, emphasizing primary sources
2. accelerated standards of critical thinking including critical writing and problem-centered research

Total Lecture Units: 3.0

Total Course Units: 3.0

Total Lecture Hours: 48.0

Total Faculty Contact Hours: 48.0

Prerequisite: Placement is based on a composite of test scores and academic background or satisfactory completion of English 120, English 199, ESL 151 or equivalent.

II. Course Entry Expectations

Skills Level Ranges: Reading 6; Writing 6; Listening/Speaking 6; Math 1

Prior to enrolling in this course, the student should be able to:

1. organize and write thesis-based essays;
2. use detailed examples, facts, logical explanations, and other appropriate support for thesis statements;
3. critically analyze selected prose works dealing with important contemporary issues;

4. summarize, analyze, and synthesize information, express and apply standards for judgment, compare and contrast, and evaluate evidence in order to form and state reasoned opinions;
5. gather and organize information through library research, demonstrate a command of grammar, diction, syntax, and mechanics sufficient for college level work as specified by the English 120 rubric.

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

1. read critically and write critical, thesis-based essays from the rhetorical perspective of example, comparison/contrast, analysis, definition, and argument;
2. organize, develop, and revise original writing using appropriate tone, style, and semantics;
3. understand induction and deduction, evaluate claims and assumptions, identify logical fallacies, and present reasoned arguments;
4. analyze, synthesize, distinguish fact from opinion or belief, seek credible sources, and reach logical conclusions;
5. examine values, identify bias and prejudice, and objectively summarize the views of others;
6. prepare a research paper using proper documentation and format.

IV. Course Content

Total Faculty Contact Hours: 48

Instruction in each unit of study stresses critical thinking skills. Reading assignments, including full-length works, are completed independently outside of class. Directed classroom discussion encourages analysis and synthesis of ideas. Writing assignments require that students support theses from rhetorical perspectives, use and discuss examples, propose new ideas, and formulate conclusions. Students learn to edit, revise, and polish their writing.

- | | |
|-------------------------------------|---------|
| A. Techniques of Composition | 8 hours |
| 1. Thesis and purpose | |
| 2. Organization and development | |
| a. Prewriting | |
| b. Beginnings, transitions, endings | |
| c. Paragraphing | |
| d. Rhetorical types | |
| e. Use of details | |
| 3. Unity and coherences | |
| 4. Revision | |
| 5. Sentence variety | |
|
 | |
| B. Semantics | 8 hours |
| 1. Diction | |
| 2. Symbols and referents | |

3. Context
4. Principles of usage
5. Denotation and connotation
6. Use of the dictionary

C. Logic 8 hours

1. Induction
2. Deduction
3. Logical fallacies
4. Argumentation

D. Reading, Analyzing, and Discussing Expository and Argumentative Material 14 hours

E. Research 10 hours

1. Using the library
2. Scholarly databases
3. Scale and scope
4. Outlining
5. Drafting
6. Evaluating sources
7. Annotating sources
8. Acknowledging sources
 - a. MLA in-text citations
 - b. works cited page
 - c. footnotes
 - d. atypical sources

V. **Methods of Instruction**

The following instructional methodologies may be used in the course:

1. classroom lecture and discussion.
2. collaborative learning
3. educational technologies including word processing, Internet, and electronic presentation.

VI. **Out of Class Assignments**

The following out of class assignments may be used in the course:

essays that respond, explain, analyze, argue, and/or evaluate;

2. reading journals/responses;
3. rough drafts of essays;
4. annotated bibliography;
5. documented research paper.

VII. Methods of Evaluation

The following methods of evaluation may be used in the course:

1. eight thesis based essays of 500 to 750 words; one MLA documented research paper of 2000 words; and one thesis based in-class final exam essay.;
2. at least half of the eight required essay assignment will be written in class;
3. at least half of the eight required essay assignments will incorporate analysis of assigned readings;
4. written assignments are of sufficient length and complexity to require that students independently select, order, and clearly express their ideas.

VIII. Textbooks

Atwan, Robert. *America Now*. New York: Bedford, 2009. Print.
12th grade reading level. ISBN 0312486944.

Atwan, Robert. *Convergences*. New York: Bedford, 2008. Print.
12th grade reading level. ISBN 0312467346.

Behrens, Laurence. *Writing and Reading Across the Curriculum*. New York: Longman, 2008. Print.
12th Grade Reading Level. ISBN 0205653944.

Eschholz, Paul. *Language Awareness*. New York: Bedford, 2009. Print.
12th Grade Reading Level. ISBN0312463162.

Hacker, Diana. *A Writer's Reference*. New York: Bedford, 2009. Print.
12th Grade Reading Level. ISBN 0312593325.

Hacker, Diana. *Rules for Writers APA*. New York: Bedford, 2009. Print.
12th Grade Reading Level. ISBN 0312593392.

McCuen, Jo-Rae. *Readings for Writers*. New York: Wadsworth, 2009. Print.
12th Grade Reading Level. ISBN 0495899496.

McGraw-Hill, *75 Thematic Readings*, 1st edition, Boston: McGraw-Hill, 2002.
12th Grade Reading Level. ISBN 0072469315.

Peters, Linda. *The Norton Reader*. New York: Norton, 2008. Print
12th Grade Reading Level. ISBN 0393931730.

IX. Student Learning Outcomes

Upon successful completion, the student will be able to:

1. critically read materials from a variety of perspectives in order to draw logical interpretive conclusions based on textual evidence.
2. write thesis-based essays that demonstrate critical thinking skills through a variety of rhetorical and analytical strategies appropriate to the academic context, and that incorporate appropriate tone, style, evidence, and semantics.
3. prepare an essay organizing, synthesizing evaluating, and applying research materials, employing quotation, paraphrase, and summary as effective means of support and using proper documentation and format.