



Revised Course Proposal: ENGL C1000H - Academic Reading and Writing - Honors

Catalog Entry

Discipline English

Course Number C1000H

Course Title Academic Reading and Writing - Honors

Units: 4.000

Lecture Hours: 72.000

Scheduled Laboratory Hours:

TBA:

Total Contact Hours: 72.000

Additional Outside-of-Class Hours: 0.000

Total Outside Class Hours: 144.000

Total Student Learning Hours: 216.000

COURSE IDENTIFICATION NUMBER(S) (C-ID) C-ID ENGL 100

Requisites

Placement as determined by the college's multiple measures assessment process.

Limitations of Enrollment

A high school or college GPA of 3.0 or above.

Catalog Description

In this course, students receive instruction in academic reading and writing, including writing processes, effective use of language, analytical thinking, and the foundations of academic research. This is an honors course. Formerly: ENGL 101H - Honors Freshman Composition.

Classification Code Y - Credit Course

Transfer Code A - Transferable to both UC and CSU.

SAM Priority Code E - Non-Occupational

TOPS Code 1501.00 - English

Repeatability Code NR - Non-Repeatable

Open Entry/Exit No

Grading Options Letter Grade or Pass/No Pass

10/28/2024

Student Learning Outcomes

Upon completion of this course, the student should be able to:

1. **PART 2:**

- Demonstrate proficiency in presenting their research in an appropriately-chosen modality for the delivery of their topic, in leading discussion, and in engaging their audience.* (honors)
- Demonstrate proficiency in summarizing, paraphrasing, and analyzing texts.
- Demonstrate proficiency in supporting complex thesis statements with sufficient support.
- Demonstrate proficiency in using standard written English.

- Demonstrate proficiency in integrating and documenting appropriately-chosen sources, in MLA format (or in APA format if appropriate) in an academic research essay.

Course Objectives

- 1. Read analytically to understand and respond to diverse academic texts.
- 2. Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- 3. Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.

PART 2:

- 1. Read, analyze, and evaluate a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- 2. Apply a variety of rhetorical strategies in writing unified, well-organized essays with arguable theses and persuasive support.
- 3. Develop varied and flexible strategies for generating, drafting, and revising essays.
- 4. Analyze stylistic choices in their own writing and the writing of others.
- 5. Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- 6. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- 7. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- 8. Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.
- 9. Present their research to peers and lead seminar-style discussions (for honors students).

Course Content

Course Lecture Content

- 1. Read, analyze, and evaluate diverse texts, primarily non-fiction, for rhetorical strategies and styles.

2. Apply a variety of rhetorical strategies in academic writing, including well-organized essays with effective theses and support.
3. Develop varied and flexible strategies for generating, drafting, revising, editing, and proofreading formal writing.
4. Analyze rhetorical choices in students' own and peers' writing and effectively provide and incorporate feedback.
5. Write in various genres and modalities, including low stakes, analytical, argumentative, collaborative, reflective writing, synthesis, literature review, and other forms.
6. Exhibit acceptable college-level control of mechanics, organization, development, and coherence.
7. Identify, evaluate, and effectively integrate material from source texts through paraphrasing, summarizing, and quoting using appropriate documentation conventions.
8. Compose a minimum of 5,000 words of formal writing across major assignments.

PART 2: Optional Expanded or Additional Topics

Purpose, Audience, Strategies

- Understanding various rhetorical purposes, recognizing the needs of various audiences, and using a variety of strategies to develop a text for a specific purpose and to appeal to a specific audience.

Critical Reading

- Active reading strategies to assist students in understanding texts at both the literal, interpretive, and evaluative levels, moving toward establishing the readers' own informed opinions and generating classroom discussion. At least one book-length work of fiction will be used.
- *Honors students should generate classroom discussion of readings in a seminar approach or through small-group-led discussion sessions.

The Writing Process

- Generating ideas through prewriting techniques, planning and organizing those ideas, writing a rough draft, revising it for content, form, and appropriateness of expression, and editing it for technical correctness. At least one writing assignment is done in class to focus on how to address in-class essay writing strategies.

Finding and Limiting Topics and Methods of Framing Thesis Statements

- The student will find and limit a topic and use certain sentence patterns to frame an effective thesis statement for a variety of rhetorical purposes.

Basic Structure of the Essay

- The student will produce effective introductions that include significant, clearly defined thesis statements, unified and coherent developmental paragraphs, and conclusions that reframe the essential elements of the essay and provide the paper with an effective sense of closure.

Sentence Structure, Diction, and Mechanics

- The student will develop style sentence variety and correctness by observing, analyzing, and imitating written models, through sentence combining and by applying customary rules of grammar, punctuation, and spelling.

Resources and the Documented Paper

- Using the library and other resources such as the Internet to gather and evaluate evidence for the documented paper. In addition, the student will choose a topic, limit it appropriately, take notes, organize information, and write a paper, documenting and citing sources using MLA format, or, if appropriate given the class structure or pairing such as in a STEM-focused class or a class paired with a Social Science course, using APA format.
- *Honors Students are expected to prepare their research as if potentially submitting it for academic conference submission, so discussion of how to create effective abstracts as well as annotated bibliographies is highly encouraged, and the honorstransfercouncil.org guidelines for submission to the student conference should be consulted.
- *Field research and/or service learning or other experiential research may be appropriate additions to the research project for honors.

*Denotes honors distinctions in the course outline

Course Materials

Textbook

An anthology, or appropriate Open Educational Resources (OER) containing culturally diverse college-level essays, articles, or other texts. 2024

A college-level handbook on writing and documentation or evidence of similar writing pedagogy. 2025

Course texts may include book-length works. 2024

Texts used by individual institutions and even individual sections will vary. The list of representative texts must include at least one text with a publication date within (7) years of the course outline approval date. 2024

Other Required Materials

PART 2:

Textbook

Hacker, D. and Sommers, N. Bedford Handbook with 2020 APA update. 11th. Bedford St. Martin's. ISBN: 9781319361082. 2020.

Axelrod, R. B., Charles, C. R., and Carillo, E. C. Reading Critically, Writing Well. 12th. Bedford/St. Martins.

ISBN: 9781319194475. 2020.

Axelrod, R. B. and Cooper, C. R. St. Martin's Guide to Writing. 13th. Bedford/St. Martins. ISBN: 9781319249229. 2022.

Ruszkiewicz, J. and Dolmage, J. T. How to Write Anything with Readings. 5th. Bedford/St. Martins. ISBN: 9781319245030. 2022.

Additional Material for Honors Course:

A book-length work, i.e., a novel like *Frankenstein*, or graphic novel like *Persepolis*, or a set of short stories or plays is required. In addition, a book-length argument is an excellent choice for the C1000H or a complementary text to go with paired honors cohort classes like *Culture Sketches*, a book of anthropological ethnographies, that works with the Anthropology 100H.

What methods will be employed to help students learn?

- **Class Discussions**

- Seminar-style discussions with some led by students.

- **Directed Learning Activities**

- Directed Online Teaching Activities (DOTAs) and DLAs at the Learning Center may be used for just-in-time remediation or be required for additional outside assignments or as extra credit assignments as determined by instructors.

- **Field Research**

- Field research may be used when appropriate for a given research project, particularly if a class is paired with another course that engages with it regularly.

- **Group Study & Exercises**

- Group work, peer editing groups, and/or presentations are used to enhance collaboration, problem-solving, and communication skills.

- **Guest Speakers**

- Guest speakers may be used when appropriate.

- **Handouts**

- Instructors will provide handouts on key concepts.

- **Instructor Demonstrations**

- Instructor modeling, for example of appropriate peer editing feedback or constructive Internet searches.

- **Lecture**

- Instructor may use whiteboard/PowerPoint/Prezi (or similar) to lecture about the writing process, grammar, peer review, or formatting.
- Instructor may use live annotations of student work to exemplify student work for teaching purposes.

- **Media Presentations**

- Use of appropriate multi-media sources.

- Oral Presentations

- Both small group and individual presentations.

- Reading Assignments

- Readings of various essays in different rhetorical modes as samples; must include a book-length work of literature such as a graphic novel, play, novel, collection of short stories.

- Writing Projects & Reports

- Students are required to do a research project of 7-10 pages and should include an abstract as well as an annotated bibliography. Journals should be employed as part of the students' active reading and writing as this course requires more active critical reading, thinking, and writing.

- Other

- Creative outside-the-box projects are encouraged, such as memes, graphic memoirs, and collages that engage other senses as well as poster presentations if appropriate.

What learning activities or assignments are required outside of class?

Reading Assignments

Reading of assigned works

Practicing active reading skills

Writing Assignments

Grammar Homework

Writing, editing, revising of essays and/or research papers to include at least 5,000 words of formal, academic writing (not including the pre-writing or drafts).

Journals

Other Assignments

Reading of assigned works; practice active reading skills

Research

Homework, DLAs/Library or Learning Center Workshops

Preparation for presentations and/or group work

Writing, editing, revising of essays and/or research papers

Studying for quizzes and/or exams

*Preparing for seminars/group-led discussions

*Field research/service learning/experiential research if appropriate

Total: 144 hours

Standards of Achievement

How will learning be assessed? (Multiple measures must be used)

PART 1:

Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives will include primarily academic writing, which may include time/in-class writing.

Methods of evaluation are at the discretion of local faculty.

PART 2:

A list of evaluation methods may include the following:

1. Journals.
2. Multiple drafts of expository and argumentative essays completed outside of class.
3. Reading comprehension assessments/homework.
4. An expository or argumentative research paper, 7-10 pages, using current MLA parenthetical citation/work cited format or APA format if appropriate given the class focus or pairing ***with abstract of research paper and annotated bibliography or lit review for the honors course.**
5. Expository and argumentative essays written in class.

6. Written final essay examination.
7. Grammar exercises/homework/quizzes.
8. Class participation and seminar-style discussion.
9. Student-led discussions.
10. Library and/or Learning Center Workshops and/or DOTA and/or DLAs.
11. ***Oral Presentations of research work/seminar discussion leading for the honors course.**

Final drafts of essays and/or research papers will total at least ***6,000 words**. All papers written outside of class must be typewritten. (For a sample student format guide, refer to the MLA handbook or APA handbook if appropriate).

Assessment tools may include:

1. Essays are assessed by the instructor using a department rubric.
2. Reading comprehension assessments (objective or written responses).
3. Writing portfolio.
4. Quizzes.
5. Peer evaluation through the writing process.
6. Self-assessment through the writing process.
7. Responses to reading through journals assessed by the instructor for content.
8. Research paper evaluated by instructor through stages of development.
9. Oral presentations evaluated by self, peers, and instructors.
10. Bibliographic instruction activity.
11. Writing assignments must be a minimum of 60% of the course grade.

Writing Assignments (Essays, Research Paper, Final): 60-70%

Journal/reading responses: 5-20%

Presentations/Participation/***Seminars**: 20-30%

Quizzes/Homework/DOTAs/DLAs/Workshops/Grammar: 5-30%

*Or as outlined on the instructor's syllabus with the minimum requirement that writing assignments must be a minimum of 60% of the course grade.

Honors

Part 2

Additional objectives demonstrating advanced critical thinking that the honors students will be expected to accomplish.

Present their research to peers and lead seminar-style discussions. Demonstrate proficiency in presenting their research in an appropriately-chosen modality for the delivery of their topic, in leading discussion, and in engaging their audience. The level of critical reading, thinking, and writing that is expected in this honors course is higher than in a non-honors section; thus, the materials and assignments are reflective of that expectation.

Additional advanced content that will be covered in this honors course The reading in this honors English course is elevated. As honors English is usually paired with other disciplines, the content is usually dictated by the discipline that the honors English course is paired with and complements it.

Additional course materials requiring advanced critical thinking (please provide primary sources where applicable) assigned to honors students.

Students may also be asked to do service learning, field research, or other experientially-based research as part of their project when appropriate and available. To prepare their work for professional conference submissions, students will also prepare abstracts and annotated bibliographies/literature reviews.

Additional course materials include works suitable for paired courses such as *Culture Sketches*, *Light at the End of the World*, etc., or for richer theme exploration. Primary sources may include interviews for research projects.

Additional assignments (special projects) demonstrating advanced reading, writing, and critical thinking skills assigned to honors students.

Although students in both English C1000 and C1000H are required to read one book-length work, students in English C1000H will be required to read more deeply and critically. For example, students reading Marjane Satrapi's *Persepolis* or Gus Lee's *China Boy* will be expected not only to read for plot and theme but also to research the work's historical, social, and political contexts. Though the documented paper is required for non-honors and honors sections, the honors students will be required to use primary as well as secondary sources. The topics should go more in depth or cover more breadth. For example, students may choose to consult the Phi Theta Kappa website for its yearly honors theme as a research topic source. Doing so requires much more preliminary on-line searching to determine issues and topic related to the theme, ranging from diversity to health to pop culture. If the honors section is paired with another course, such as Anthropology, that course's material should drive the research paper topic in an honors collaboration. For example, the research project could be an exploration of an indigenous group facing an issue such as water scarcity, habitat destruction, and/or conflicts with corporate/outside interests that offers potential solutions after examining the history of the issue. In this case, a work such as Wade Davis's *Light at the End of the World* is an appropriate choice as a model. Honors students are expected to present their research work to the class, using multi-media. In addition, students are encouraged to submit their research projects to the UCI Honors Conference through the HTCC or other appropriate conferences, so they must include an abstract, a 25-word descriptive title, and an annotated bibliography.

I have reviewed this tab and have completed the requirements for this proposal. Yes

Grading Scale

Letter Grade

A 90 - 100%

B 80 - 89%

C 70 - 79%

D 60 - 69%

F less than 60%

Pass/No Pass

P = 70% and above

NP = Below 70%