



SANTA ANA COLLEGE

ENGL 101H - Honors Freshman Composition

Catalog Entry

Discipline English

Course Number 101H

Course Title Honors Freshman Composition

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

Requisite: A college GPA or high school GPA for first term college students of 3.0 or higher;

Prerequisite: Eligibility for college-level composition as determined by a qualifying profile from the English placement process.

Catalog Description

An enriched exposure to expository and argumentative essays and the research paper, requiring in-depth analysis of issues and substantive treatment of student-selected topics.

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

CIC Approval

11/27/2023

Student Learning Outcomes

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

1. 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)
2. demonstrate proficiency in summarizing, paraphrasing, and analyzing texts.
3. demonstrate proficiency in supporting complex thesis statements with sufficient support.
4. demonstrate proficiency in using standard written English.
5. 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

At the conclusion of this course, the student should be able to:

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

All segments are recursive and ongoing.

- I. 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.
- II. 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 seminar approach or through small-group led discussion sessions.

III. 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 done in-class to focus on how to address in-class essay writing strategies.

IV. 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.

V. 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.

VI. Sentence Structure, Diction, and Mechanics—The student will develop style and sentence variety and correctness by observing, analyzing, and imitating written models, through sentence combining and by applying customary rules of grammar, punctuation, and spelling.

VII. 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

Hacker and Sommers The Bedford Handbook 11th with 2020 APA update Bedford 9781319361082 2020

Axelrod, Rise B, Charles R. Cooper, and Ellen C. Carillo Reading Critically, Writing Well 12th Bedford/St.

Martins 9781319194475 2020

Axelrod, Rise B and Charles R. Cooper St. Martin's Guide to Writing 12th Bedford/St. Martins

9781319379902 2019

Ruszkiewicz, John, and Jay T. Dolmage *How to Write Anything with Readings* 4th Bedford/St. Martins
9781319058531 2019

Other Required Materials

A book-length work, ie. a novel like *Frankenstein* or graphic novel like *Persepolis* or set of short stories or play is required. In addition, a book-length argument is an excellent choice for the 101H or a complementary text to go with paired honors cohort class like *Culture Sketches*, a book of anthropological ethnographies, that works with the Anthropology 100H.

- **Class Discussions**

Description

Seminar-style discussions with some led by students.

- **Directed Learning Activities**

Description

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. 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**

- **Group Study & Exercises**

- **Guest Speakers**

- **Handouts**

- **Instructor Demonstrations**

- **Lecture**

- **Media Presentations**

- **Oral Presentations**

Description

Both small group and individual presentations.

- **Reading Assignments**

Description

Reading of assigned textbook and supplemental readings. Must use active reading strategies.

- Writing Projects & Reports

Description

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

Description

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?

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)

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 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 honors course

Final drafts of essays and research paper will total at least **6,000** words.

All papers written outside of class must be typewritten.

(For a sample student format guide, refer to MLA handbook or APA handbook if appropriate)

Assessment tools may include:

1. Essays assessed by 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 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 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 instructor's syllabus with minimum requirement that writing assignments must be a minimum of 60% of course grade

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 101 and 101H are required to read one book-length work, students in English 101H 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.

Grading Scale

A= 90-100%

B= 80-89%

C=70-79%

D=60-69%

F= below 60%

CB11: Course Classification Status Y - Credit Course