

**HENRY FOR COMMUNITY COLLEGE  
ENGLISH DIVISION  
COURSE MASTER: ENGLISH 131 (HONORS)**

Approval Dates:

English Division: March 24, 2006

Academic Council: June 21, 2006

The Council: November 6, 2006

**DIVISION:** English

**COURSE TITLE:** English 131 (Honors): College Writing

**CREDIT HOURS:** 3 Credit Hours

**TOTAL CONTACT HOURS:** 47 Hours

**PREREQUISITES:** A satisfactory score on the English placement test or a grade of S in English 092 or English 093 and a grade of S in English 081 if required.

**CO-REQUISITE:** None

**COURSE GRADING SCALE:** A - E

**CATALOG DESCRIPTION:**

English 131 (Honors) is the first college-level composition course in a two-semester sequence, emphasizing critical reading, critical thinking, and critical writing skills. Through readings students will explore various topics and various types of writing. Through essays, written in and out of class, students will demonstrate the development of a clear main idea through well-organized supporting material, written in correct, effective English. To meet the above goals, a writing assignment integrating analysis and summary of an article and a persuasive paper incorporating limited outside information will be included. This assignment will focus on a theme related to the Honors Colloquium topic.

**GOAL STATEMENTS:**

The goal of English 131 is to prepare students to write effectively, observing the conventions of English expected by educated readers of academic and professional communication.

## **MAJOR CORE COURSE OBJECTIVES (MEASURABLE):**

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

1. Write essays containing a clearly stated thesis or a recognizable main idea.
2. Demonstrate adequate skill in introducing and concluding a theme (essay).
3. Identify appropriate and relevant evidence to be presented using a variety of rhetorical modes, including summary and argumentation.
4. Organize the supporting details in a clear and logical order using transitions to connect sentences and paragraphs.
5. Employ rhetorical strategies appropriate (transferable) to assignments in other disciplines or professional contexts.
6. Synthesize and explain divergent viewpoints on an issue.
7. Define a research interest related to the Honors Colloquium topic and develop the theme using multiple sources.
  - a. Select relevant information from a limited number of outside sources and use that information along with personal experiences and observations to demonstrate a point.
  - b. Introduce direct quotes and paraphrases accurately and use either an informal or a formal method of documentation.
8. Write an in-class essay that earns a passing grade.
9. Write clear, direct sentences, varied in length and construction, applying basic principles of subordination and parallelism.
10. Minimize errors in grammar and mechanics.
11. Employ precise and accurate diction as a result of vocabulary acquisition.
12. Revise work after collaboration with other students and suggestions from the instructor.

**Reading Objectives.** Upon successful completion of this course, students should be able to:

1. Identify main idea and supporting details in college-level essays.
2. Analyze the general structural pattern of essays.
3. Distinguish an author's viewpoint from one's own by accurate and critical reading.
4. Draw inferences from reading that lead to discussion and communication in writing.
5. Analyze how a writer uses language and literary devices to develop theme.
6. Evaluate when an author effectively or ineffectively fulfills his/her purpose.
7. Demonstrate strategies for vocabulary acquisition.

**Critical Thinking Objectives.** Upon successful completion of this course, students should be able to:

1. Generate and develop a defensible inference based on available information.
2. Identify, summarize, and synthesize a limited number of sources pertinent to a topic.
  - a. Distinguish clearly between their views and the views expressed in outside sources.
  - b. Identify appropriate, credible, and relevant evidence.

## **ASSESSMENT OF ACADEMIC ACHIEVEMENT:**

All students are required to complete the following assignments:

1. A summary and an analysis of a selected text.
2. A persuasive/argumentative essay.
3. An essay requiring integration and documentation of outside sources.

[Each of these assignments will focus on a theme related to the Honors Colloquium topic.]

All students may be asked to complete a critical thinking assessment.

## **GENERAL COURSE REQUIREMENTS:**

### **Writing Requirements**

Students should write a minimum of ten compositions, not including the final exam, totaling about 3,000 to 4,000 words. In addition to academic essays, some required compositions may involve other forms of writing, such as formal letters, memos or articles, to demonstrate rhetorical awareness and range. At least two of the compositions must be in-class essays. Students must achieve a passing grade on at least one in-class essay.

### **Reading Requirements**

Instructors should require students to read a variety of prose selections addressing the topic of the Honors Colloquium that complement assigned compositions, illustrate writing structures and devices, promote class discussion, and provide subject matter for analysis in writing.

### **Conferences**

The instructor's goal should be to confer with each student at least once during the semester, and more often with students whose writing requires it.

### **Revision**

The instructor should allow students to revise papers as needed. This approach will enable students to assess the effectiveness of their writing and to benefit immediately from the critical comments of their instructors or peers.

### **Use of the Learning Lab**

Instructors should familiarize all students with the instructional resources for writing (including handouts, texts, tapes, video programs, and computer software) available in the Learning Lab. Instructors should further encourage students to work in the Lab not only to correct writing deficiencies but also to enhance their writing skills.

### **Recommendations**

- Instructors are encouraged to give some short writing assignments to improve particular skills.
- Instructors are encouraged to consider administering the English 131 Diagnostic Test.
- Instructors should encourage students to use pre-writing as one step in the total writing process.
- Instructors are encouraged to use some form of peer evaluation to develop both

the student's critical perceptions and awareness of audience.

- Students should write at fairly regular intervals, and papers should gradually increase in complexity.
- Instructors should give specific directions in class for correcting and revising themes. Papers of poor quality should be rewritten.
- Instructors are encouraged to allow students to revise one essay before a grade is assigned.
- Instructors should comment in some detail on the good features, as well as the weaknesses of papers.
- Instructors may, if they wish, take classes to the library to explain the use of the facilities.
- Instructors may, if they wish, exchange a set of compositions with another 131 instructor to be annotated in the usual manner, returned and recorded as one's own.

### **CORE COURSE TOPICS:**

- The writing process
- Rhetorical modes, such as comparison/contrast
- Summary and analysis
- Persuasion and argumentation
- Documentation
- Textual analysis
- Rhetorical analysis
- Elements of style
- Grammar and mechanics

### **RECOMMENDED TEXTS:**

#### **RHETORICS/HANDBOOKS:**

Axelrod, The St. Martin's Guide to Writing, 6th ed. St. Martin's.

Fulwiler, The College Writer's Reference, 3rd ed. Prentice.

Nadell, The Longman Writer, Rhetoric, Reader, and Handbook, 5th ed. Allyn & Bacon.

Ramage, The Allyn and Bacon Guide to Writing, 3rd ed. Allyn & Bacon.

Rosen, The Allyn and Bacon Handbook, 5th ed. Allyn & Bacon.

### **ESSAYS AND FICTION**

[Selections related in theme to the HONORS COLLOQUIUM topic.]

#### **OPTIONAL:**

Webster's College Dictionary, Random House