

**RARITAN VALLEY COMMUNITY COLLEGE
ACADEMIC COURSE OUTLINE**

**ENGL 111H: ENGLISH COMPOSITION I HONORS:
COMPOSITION AND CONTROVERSY**

I. Basic Course Information

- A. Course Number and Title: ENGL 111H, English Composition I Honors:
Composition and Controversy
- B. New or Modified Course: Modified
- C. Date of Proposal: Semester: Spring Year: 2018
- D. **Effective Term: Fall 2018**
- E. Sponsoring Department: English
- F. Semester Credit Hours: 3
- G. Weekly Contact Hours: 3 Lecture: 3
Laboratory: 0
Out of class student work per week: 6
- H. Prerequisites: Minimum requirements for ENGL 111 placement, minimum GPA of 3.5 from high school or previous college, and/or permission of the instructor.
- I. Laboratory Fees: None
- J. Name and Telephone Number or E-Mail Address of Department Chair and Divisional Dean at time of approval: Susan Arvay susan.arvay@raritanval.edu; Patrice Marks patrice.marks@raritanval.edu

II. Catalog Description

Prerequisites: Minimum requirements for ENGL 111 placement, minimum GPA of 3.5 from high school or previous college, and/or permission of the instructor. Like all sections of English Composition I, English Composition I Honors focuses on the development of critical reading and thinking skills and to write thesis-driven, text-based essays. The course emphasizes greater fluency and greater control of language and the conventions of grammar and mechanics. Students learn research skills and apply those skills to at least one essay involving research. This course uses complex and controversial issues as the basis for writing argumentatively, and students analyze and incorporate opposing points of view in their own original arguments.

III. Statement of Course Need

- A. English Composition I is a requirement in all A.A., A.S., and A.A.S. degree programs. English Composition I Honors is designed to challenge those students whose basic writing skills require little attention, who understand the nature of revision as a method of enriching their own thinking, and who appreciate the complexity of differing views on current controversial issues.
- B. This course does not have a Lab component
- C. This course generally transfers as a first-semester freshman English core requirement.

IV. Place of Course in College Curriculum

- A. Free Elective.
- B. This course serves as a General Education course in English Composition.
- C. English Composition I or English Composition I Honors is required of all degree programs.
- D. Course transferability: for New Jersey schools go to the NJ Transfer website, www.njtransfer.org. For all other colleges and universities go to their individual websites.
- E. Honors course.

V. Outline of Course Content

- A. Reading
 - 1. Critical reading, analysis, and synthesis of themes from varied texts, as assigned.
 - 2. Making connections: approaches to synthesis of themes
- B. Writing
 - 1. Process (prewriting, drafting, reviewing, revising)
 - 2. Argumentation and the construction of an argumentative thesis
 - 3. Persuasive writing and documentation
- C. Information Literacy
 - 1. Library instruction
 - 2. MLA documentation style
 - 3. Responsible use of research material

VI. General Education and Course Learning Outcomes

A. General Education Learning Outcomes:

At the completion of the course, students will be able to:

- 1. Apply the writing process: invent, draft, revise and edit using the conventions of academic writing. (NJCCC Core SLO)

2. Analyze and synthesize textual evidence to produce academic writing with attribution. (NJCCC Core SLO)
3. Compose essays that assert and develop a debatable thesis statement by using relevant evidence in academic discourse. (NJCCC Core SLO)
4. Evaluate and integrate sources using proper documentation. (NJCCC Core SLO)

B. Course Learning Outcomes

Students will be able to:

1. demonstrate familiarity with analytical, argumentative, and persuasive modes of writing;
1. synthesize primary and secondary texts in discussion ~~and written work~~
2. apply rhetorical and theoretical strategies to written work;
3. challenge traditional world views by applying diverse theoretical paradigms;
4. identify and incorporate critical texts through responsible research
5. write clearly, grammatically, and fluently.

C. Assessment Instruments

This course may employ the following assessment methods:

1. formal out-of-class essays
2. in-class timed essays
3. research papers
4. journals
5. portfolios
6. class participation
7. quizzes
8. oral presentations

VII. GRADE DETERMINANTS

- A. 25 pages of text-based, graded writing
- B. 4-5 out-of-class essays of 4-8 pages
- C. A minimum of 3 in-class timed essays (including the final in-class essay)
- D. At least one out-of-class essay involving text-based research
- E. A common departmental final in-class essay synthesizing 2 or more texts
- F. Requirement that at least 80% of the student's final grade be derived from graded essays, with the following ranges: 45-55% of the final grade should be out-of-class essays, 25-35% should be in-class timed essays, and 10-20% should be class participation and preparation.

- G. Class preparation and participation
- H. Oral presentation on original research paper

This course may include the following modes of teaching:

- A. lecture/discussion
- B. small group work
- C. student oral presentations
- D. guest speakers
- E. student collaboration
- F. independent study
- G. debate simulations

VIII. TEXTS AND MATERIALS

The following types of course materials may be used:

- A. Textbook of readings such as:
 - 1. Gerald Graff, Cathy Birkenstein, and Russel Durst, *They Say, I Say With Readings* (current edition)
- B. Film
- C. Audio sources
- D. Web sources

(Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.)

IX. RESOURCES

- A. Library instruction (required)
- B. Classrooms with CATT set-up preferred
- C. Computer lab preferred
- D. Service Learning support where applicable