I. Basic Course Information

A. Course Number and Title: ENGL 112H, English Composition II Honors: Text and Analysis

B. New or Modified Course: Modified

C. Date of Proposal: Semester: Spring Year: 2011

D. Sponsoring Department: English

E. Semester Credit Hours: 3

F. Weekly Contact Hours: 3 Lecture: 3 Laboratory: 0

G. Prerequisites: Grade of A in English I with a minimum GPA of 3.5; or permission of the instructor

H. Laboratory Fees: None

I. Name and Telephone Number or E-Mail Address of Department Chair: Christine Pipitone-Herron, cpipiton@raritanval.edu

II. Catalog Description

Prerequisite: Grade of A in English Composition I with a minimum GPA of 3.5, or permission of the instructor. English Composition II Honors is a second-semester composition course that continues to refine the writing skills learned in English Composition I, including fluency, coherence, organization, and control of grammar and mechanics. The course focuses on analysis and synthesis of texts, finer points of writing style, and responsible researching skills. Students write a series of documented essays in comparative, analytical, and persuasive modes. A variety of texts serves as the springboard for written and oral analysis as students continue to strengthen and refine their analytical skills through careful examination of readings.

III. Statement of Course Need

English Composition II is a second-semester composition course that, together with English Composition I, is a requirement in all A.A., A.S. and selected A.A.S.
degrees. The course is designed to refine the writing skills learned in English Composition I, with closer emphasis on the finer points of writing style, analysis and synthesis of texts, and responsible research. Students continue to refine these skills so that they will be able to apply them to coursework in other disciplines. The Honors versions of English Composition II allow students who possess more advanced skills in academic writing and critical thinking to hone those skills in a seminar that promotes independent scholarship and intensive intellectual discourse.

IV. Place of Course in College Curriculum

A. Free elective.
B. The course serves as a General Education course in English Composition
C. The course meets a requirement in the following programs: English Composition II is required in all A.A., A.S., and selected A.A.S. degrees.
D. English Composition II is transferable as a General Education or a Free Elective.
E. Honors course

V. Outline of Course Content

A. Close reading, analysis, and synthesis of themes from varied texts, as assigned, which may include but not be limited to short fiction and non-fiction, poetry, drama, essays, articles
B. Making connections: approaches to synthesis of themes using varied strategies
   1. Comparative mode
   2. Analytical mode
   3. Persuasive mode
C. Finer points of writing styles
   1. Organization
   2. Fluency
   3. Coherence
   4. Grammar and Mechanics
D. Responsible researching skills
   1. Use and application of technology to access research
   2. Proper documentation procedures
   3. Integration of quoted material
   4. Bibliographical format

Note: English Composition II Honors: Text and Analysis is conducted as a seminar and allows students to take the lead in scholarly discussions that stimulate and promote critical thinking, sophisticated analysis of texts, and meaningful responses to the ideas of peers. English Composition II Honors students have the opportunity to be original and creative in their written work and are expected to produce
analytical essays that move well-beyond the standards for analytical essays in regular sections of English Composition II. Honors students will also research and read complex critical essays written by theorists, primary sources, and other outside texts and integrate those texts into their own analytical writing. English Composition II Honors students are also encouraged to develop their own focused topics for research and writing as they enhance their innovative approaches to thinking and writing.

VI. Educational Goals and Learning Outcomes

A. Educational Goals

Students will:
1. demonstrate a strengthening of writing skills, including fluency, coherence, organization, and control of grammar and mechanics (GE-NJ 1)
2. analyze various kinds of texts (GE-NJ 1)
3. synthesize ideas in various kinds of texts (GE-NJ 1)
4. employ responsible researching and documentation procedures (GE-NJ 1, 4, 9)
5. discuss work in a thoughtful, constructive manner that demonstrates analytical thinking and close engagement with texts in small groups and/or class dialogues (GE-NJ 1)
6. demonstrate flexibility of thought and desire for intellectual development through participation in academic discussions and debates centered on complex textual analysis (GE-NJ 1)
7. critique peers' ideas in small and large group discussions in a collegial and scholarly manner (GE-NJ 1)
8. investigate literary criticism, primary sources and historical texts as a means to expanding textual analysis and supporting argumentative writing with direct quotations from outside sources (GE-NJ 1, 6, 7)
9. integrate text into larger social and historical contexts in order to make connections between ideas and to generate a greater understanding of self and society (GE-NJ 1, 5, 6, 7, 8)

B. Learning Outcomes

Students will be able to:
1. identify thematic connections among and between various texts.
2. demonstrate familiarity with comparative, analytical, and persuasive modes of writing
3. employ terminology appropriate for a given reading or assignment
4. write clearly, grammatically and fluently with focus and continuity in standard American English in take-home and in-class writings
5. exhibit the ability to organize information in order to develop and support a main idea in both in-class and take-home papers.
6. explicate readings carefully in both written work and during class discussion and/or group work.
7. construct focused topics for research and writing.
8. produce discussion topics for peers to consider during seminar dialogue.
9. facilitate seminar discussion through the development of discussion topics.

VII. Modes of Teaching and Learning

This course will include the following modes of teaching:
A. lecture/discussion
B. small-group work, depending on the instructor
C. student oral presentations, depending on the instructor
D. guest speakers, as appropriate, depending on the instructor
E. student collaboration

VIII. Papers, Examinations, and other Assessment Instruments

Assessment methods may be:
A. research papers
B. examinations in the form of in-class essays
C. formal take-home essays
D. journals, depending on the instructor
E. portfolios, depending on the instructor
F. class participation
G. oral presentations, depending on the instructor

IX. Grade Determinants

A. writing based on analyzing and synthesizing themes among and between assigned texts, with at least one involving research
B. class participation and preparation
C. group work or group project, as assigned by the instructor
D. other writing assignments in and out of class to be determined by the instructor in accordance with the learning outcomes listed above.

X. Texts and Materials

A. textbooks
B. primary sources
C. student writing
D. film and video
E. audio sources
F. web sources
Note: English Composition II Honors courses vary, depending upon the instructor's individualized approach. However, rather than using an
anthology, English Composition II Honors instructors generally assign individual texts including but not limited to: novels, plays, poetry, essays, short stories, and/or films. Many instructors design courses around themes that encourage students to make connections between texts and society. Generally, English Composition II Honors students write fewer papers than those in regular sections of English Composition II, but Honors instructors evaluate students' writing based on higher expectations and more rigorous standards of scholarship. The course outline for English Composition II Honors is similar to that of the regular sections of English Composition II, but instructors may choose to teach texts that are more complex and require greater attention to detail and inquiry in terms of critical thinking and analysis. Course themes are chosen at the discretion of the individual instructor as are course learning activities and assessment methods.

XI. Resources

In addition to a regular classroom, this course will also require the use of the library for independent research tasks.