

COURSE SYLLABUS
ENGLISH 1113: HONORS ENGLISH COMPOSITION

COURSE DESCRIPTION: English 1113 Honors English Composition I is designed to develop the expository writing skills of academically talented students. The course emphasizes precision in grammar and mechanics, maturity of style and diction, clear organization of material, skill in several methods of objective analysis, facility with basic research procedures, and the reading and interpretation of literary texts. This course substitutes for English 1113 English Composition I and differs from it chiefly in requiring longer, more complex papers with more varied purposes and structures than those of English 1113.

RECOMMENDED TEXTBOOKS: Textbooks are selected by campus.

UNIT OBJECTIVES: Complete unit objectives will be distributed to students.

UNITS OF STUDY:

- Using Words Well
- Planning and Writing Expository Essays
- Using Research in Writing
- Reading and Writing About Literature

COURSE REQUIREMENTS: Students will be required to earn a D (70) average or better.

Students will

1. write at least six essays, (five of which must be expository, five of which must be 750+words, **and one of which must use research**)
2. write five essays (750+ words each)
3. write an essay (750+ words) for the final exam

READING REQUIREMENTS: Students in English 1113 Honors will read a minimum of 400 pages of fiction, biography, autobiography, or memoir. Students will be evaluated on a reading journal, an oral presentation of material, an objective test, and a response essay.

GRAMMAR PROFICIENCY REQUIREMENT: Students should demonstrate their mastery of edited American English.

PLAN OF EVALUATION: Students will be evaluated according to course/exit requirements.

EXIT REQUIREMENTS: At the conclusion of Honors English 1113, the student shall have written essays with

1. a formal outline
2. a thesis (a one-sentence summary of the theme)
3. an introduction and a conclusion
4. a coherent and logical thought pattern
5. supporting paragraphs developed by specific details
6. well-structured sentences showing mechanical correctness
7. correct documentation of borrowed material

DISTRICT ENGLISH DEPARTMENT GRADING SCALE/CHART:

District Theme Grading Chart: Honors English Composition I

Name _____ Class _____ Theme# _____

<p>_____ A (100-95) _____ rich content _____ engaging title _____ engaging introduction _____ readily identifiable central focus _____ meaningful pattern of development from beginning to end _____ thoroughly supported assertions _____ stylistic techniques and devices _____ fresh and highly specific phrasing _____ varied sentence structure _____ varied, concise, precise vocabulary _____ identifiable tone _____ artful transitions _____ no major mechanical errors _____ few minor mechanical errors _____ correct MLA form</p> <p>_____ B (94-85) _____ informative, interesting content _____ readily identifiable central focus _____ clear, logical pattern of development _____ well supported assertions _____ varied sentence structure _____ concise, pleasing vocabulary _____ generally smooth transitions _____ no more than one major mechanical error _____ few minor mechanical errors _____ few minor errors in MLA form ***** Note: Each of the following errors counts as one major error: fragment fused or run-on sentence comma splice verb error three different misspelled words three of the following minor errors: incorrect punctuation, pronoun/antecedent disagreement, misuse of pronouns, incorrect plural and possessive forms</p>	<p>_____ C (84-75) _____ average content _____ competent organization _____ generalities; acceptable support _____ predictable sub-vb sentence pattern _____ occasional redundancies; oversimplified and/or limited vocabulary _____ frequent choppiness; weak transition _____ no more than two major mech. errors _____ several minor mechanical errors _____ violation of MLA form _____ general lack of imagination and intellectual rigor</p> <p>_____ D (74-70) _____ underdeveloped content _____ inconsistent, ineffective pattern of organization _____ insufficient support _____ awkward, ambiguous sentences _____ limited and/or misused vocabulary _____ choppiness; serious lack of transition _____ no more than three major mechanical errors _____ many minor mechanical errors _____ violation of MLA form _____ appears to have been written in haste and/or with little regard for composition standards and/or with few composition skills</p> <p>_____ F (69 and below) _____ superficial treatment of topic _____ lack of support _____ high frequency of errors in standard English _____ four or more major mechanical errors _____ violation of MLA form _____ ideas, organization, and style fall far below the level of acceptable college writing</p>
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***Serious Violations of MLA Form**

Resulting in a grade of C, D, or F

- failure to introduce a quotation properly
- inaccuracies in quoted or paraphrased material
- overuse of quoted material

- use of back-to-back or irrelevant quotations
- incorrect form in blocked quotations

Eng 1113 HCI - Current FL07

- violation of rules of internal documentation
- failure to follow correct form in Works Cited entries
- omission of publication data in Works Cited entries
- omission of a source which should be listed on Works Cited page
- over reliance on one or two sources
- any serious violation of instructor's directions regarding form

Plagiarism (Unforgivable violation of MLA form)**

- failure to give a source for paraphrased material
- failure to use quotation marks around quoted material
- slightly changing the wording of a source and using it as paraphrased material

Major Grammatical Errors

- fragment
- fused or run-on sentence
- comma splice
- verb error
- subject/verb agreement error
- three different misspelled words
- three of the following minor errors:
 - ✓ incorrect punctuation
 - ✓ pronoun/antecedent disagreement
 - ✓ misuse of pronouns
 - ✓ incorrect plural and possessive forms

**According to the Hinds Community College Student Handbook:

Cheating on any examination, quiz, work to be completed in class, assigned work to be completed outside class; cheating on term papers; cheating on final examinations; plagiarism on any assignment; theft or attempted theft of examination questions or possession of examination questions prior to the time for examination period shall be offenses subject to the following penalties. The penalty for commission of any offense set out above is failure in the course and possible dismissal or suspension from the College. (page numbers change with each year's handbook)

UNIT 1: USING WORDS WELL
ENGLISH 1113: HONORS ENGLISH COMPOSITION I

UNIT OBJECTIVE: The student will analyze personal essays, practice editing for correctness and conciseness, and develop skills in narration and description by writing about personal experiences.

PLAN OF EVALUATION: The student will write at least one (600+ words) essay recalling an event or person from his life.

LEARNING OBJECTIVES:

The student will

1. edit sentences to eliminate faulty subordination, wordiness, and non-parallel structures
2. read and discuss personal essays by professional writers, noting dialogue, concrete language, and narrative scenes
3. practice creating narrative scenes with dialogue
4. discuss introductions, thesis statements, and conclusions for narrative and descriptive essays
5. discuss ways to organize narrative and descriptive material
6. plan and write a 600-word personal essay (narrative **or** descriptive)
7. rewrite the graded essay to the instructor's satisfaction

UNIT 2: PLANNING AND WRITING EXPOSITORY ESSAYS
ENGLISH 1113: HONORS ENGLISH COMPOSITION I

UNIT OBJECTIVE: The student will develop skills in critical thinking, organization, and clear, precise communications.

PLAN OF EVALUATION: The student will plan and produce expository essays (750+ words each), using four of the following strategies: **illustration, process analysis, causal analysis, classification/ partition, comparison/contrast, and definition.**

LEARNING OBJECTIVES:

The student will

1. examine representative essays by professional writers
2. discuss ways to begin, end, and organize the essay
3. choose a topic and write a thesis statement
4. create a logically organized sentence outline
5. write, revise, and edit the essay
6. rewrite the graded essay to the instructor's satisfaction

UNIT 3: USING RESEARCH IN WRITING
ENGLISH 1113: HONORS ENGLISH COMPOSITION I

UNIT OBJECTIVE: The student will develop skills in research, evaluation of sources, use of research to support a thesis, and documentation of borrowed material.

PLAN OF EVALUATION: The student will produce a short research report (750+ words), using one of the organizational strategies studied earlier and using at least three authoritative on-line sources.

LEARNING OBJECTIVES:

The student will

1. use magazine articles supplied by the instructor to practice paraphrasing, citing borrowed material, and creating Works Cited entries
2. research a topic from a list provided by the instructor and bring five sources to class from EBSCO, CQ Researcher, SIRS Researcher, and Opposing Viewpoints
3. outline a causal analysis, comparison/contrast, classification/partition, or definition paper, based on source material
4. write and edit a researched essay (750+ words), using at least three sources
5. rewrite the graded essay to the instructor's satisfaction

UNIT 4: READING AND WRITING ABOUT LITERATURE
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UNIT OBJECTIVE: The student will develop skills in the interpretation and analysis of literature.

PLAN OF EVALUATION: The student will read two books of at least 200 pages each, responding in journal form to the text of one and in an essay test to the other.

LEARNING OBJECTIVES:

The student will

1. choose a book from a short list provided by the instructor to read prior to mid-term
2. keep a reading journal describing characters, noting symbols and themes, discussing the culture pictured in the novel, and responding personally to characters and ideas
3. work with other students who have read the same book to present it to the class, using art, music, or power point in the group presentation
4. read a second book of the instructor's choice
5. take an objective test
6. discuss the work as a class
7. write an in-class essay during two class periods as an essay test on the second book