

COURSE SYLLABUS
ENGLISH 1123: HONORS ENGLISH COMPOSITION II

COURSE DESCRIPTION: English 1123: Honors English Composition II is designed for the academically talented student to further the development of writing skills emphasized in English 1113: Honors English Composition I. This course includes techniques of literary analysis, argumentation, research, documentation, and synthesis of materials.

RECOMMENDED TEXTBOOKS: Textbooks are selected by campus.

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

UNITS OF STUDY:

- Persuasive Writing
- Critical Writing
- Annotated Bibliography
- The Research Paper

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

The student will:

1. write four short essays (750+ words each), two of which must be documented
2. write an annotated bibliography of 15 sources
3. write a documented research paper (2500+ words)
4. write a final examination essay (750+ words)

EXIT REQUIREMENTS: At the conclusion of Honors English Composition II, each student will have written a minimum of three acceptable documented papers and two analytical papers which meet the requirements of Honors English Composition I and show that the student can

1. use techniques of logical argumentation
2. analyze poetry, fiction, and drama, showing an understanding of the elements of each genre
3. use a wide variety of print and electronic sources
4. correctly evaluate, use, and cite borrowed material

DISTRICT ENGLISH DEPARTMENT GRADING SCALE/CHART:

District Theme Grading Chart: Honors English Composition II

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</p> <p>*****</p> <p>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
- violation of rules of internal documentation

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- 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 in each year's handbook)

UNIT 1: PERSUASIVE WRITING
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UNIT OBJECTIVE: The student will write about a controversial issue to develop skills in persuasion and documentation.

PLAN OF EVALUATION: The student will be evaluated on the writing of a persuasive essay, documented with at least two sources.

LEARNING OBJECTIVES:

The student will

1. define “controversial issue” and choose an issue which he can discuss in a 750 word paper (750+ words)
2. analyze, interpret, and evaluate evidence
3. create emotional appeal as a part of persuasive writing
4. use audience analysis as a basis for persuasive writing
5. outline an argument
6. synthesize personal ideas and opinions with other sources to support a claim
7. use quotations from sources to support a claim
8. defend a position on a controversial issue in a logically organized persuasive essay

UNIT 2: CRITICAL WRITING
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UNIT OBJECTIVE: The student will write about literature to develop skills in interpretation, critical analysis, and evaluation.

PLAN OF EVALUATION: The student will be evaluated on the writing of three critical essays (750+ words), one of them using documented research.

LEARNING OBJECTIVES:

The student will

1. study the elements of four of the literary genres (poetry, short story, novel, and drama) and the form of the critical essay
2. interpret a short story based on symbol, setting, character, conflict, irony, or point of view, using at least one electronic source and one print source
3. interpret a short story independently, based on symbol, setting, character, conflict, irony, or point of view
4. interpret a poem in a logically organized essay, analyzing content, imagery, figurative language, sound devices, and structure

[Note: Students will analyze the novel in the research paper (2500+ words) and the drama in the final exam.]

UNIT 3: ANNOTATED BIBLIOGRAPHY
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UNIT OBJECTIVES: The student will conduct research on a novel chosen from a list provided by the instructor, evaluate sources, and create an annotated bibliography according to MLA form.

PLAN OF EVALUATION: The student will be evaluated on the form and content of an annotated bibliography of at least 15 sources.

LEARNING OBJECTIVES:

The student will

1. explore library resources and research techniques
2. create a list of at least 25 scholarly sources from the HCC McLendon Library and from electronic databases
3. evaluate these sources to determine the best 15 sources
4. create a bibliography of 15 sources with a brief summary and evaluation of each source

UNIT 4: THE RESEARCH PAPER
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UNIT OBJECTIVE: The student will use research, literary analysis, and the basic concepts of documentation in writing.

PLAN OF EVALUATION: The student will be evaluated on restriction of topic, organization, content, form (including grammar and mechanics), research, and MLA documentation of a paper (2500+words), based on a novel read outside of class.

LEARNING OBJECTIVES:

The student will

1. explore various methods of literary analysis, such as archetypal, psychological, textual, and historical-biographical
2. use an annotated bibliography, created earlier, to conduct in-depth research on a novel
3. follow sequential steps in outlining and writing a documented paper (2500+ words)