SOUTHEAST COMMUNITY COLLEGE
DIVISION OF ARTS AND SCIENCES
English
Revision Date: 01-01-21
Syllabus Statements

I. CATALOG DESCRIPTION

Course Number:	ENGL1010H
Course Title	Honors English Composition I
Prerequisite(s):	Appropriate placement score OR grade of "C" or higher in ENGL0985, ENGL0999, or formerly ENGL0980.
Catalog Description:	Honors English Composition I offers interdisciplinary, theme-based practice in the techniques of effective academic writing and speaking. The process of planning, writing, revising, and editing essays for particular audiences and purposes are also emphasized. A final research project integrates research methods, collaboration, and oral presentation. Completion of this course also meets the requirements for ACFS 1015.
Credit Hours:	4.0
Class Hours:	60
Lab Hours:	0
Total Contact Hours:	60

II. COURSE OBJECTIVES: *Course will:*

A. Provide practice in writing and speaking clearly, coherently, and effectively for multiple purposes and audiences according to commonly accepted standards.
B. Examine a broad subject through the lens of a theme to facilitate the development of ideas and clear insights.
C. Provoke creative and critical thinking.
D. Utilize an interdisciplinary approach designed to strengthen problem-solving skills and awareness for real-world complexities.
E. Provide opportunities to develop and refine writing skills through peer and self- revision.
F. Provide opportunities to analyze and evaluate writing in order to identify and employ rhetorical strategies.
G. Ethically evaluate and incorporate information using a standard citation method.
H. Employ strategies for collection and evaluation of information from a variety of sources, to include the use of primary sources, institutional databases, and library resources.
I. Promote a sense of belonging and well-being as a citizen of the SCC community.
J. Assist students in developing and pursuing academic, personal, and professional goals.
K. Provide students with strategies and resources that support student success

III. STUDENT LEARNING OUTCOMES AND GENERAL EDUCATION LEARNING OUTCOMES:

A. Student Learning Outcomes: *Student will be able to:*

1. Apply principles of the writing and speaking process.
2. Construct effective thesis statements.
3. Write unified and well-supported essays with coherent paragraphs.
4. Adapt writing to engage different audiences.
5. Implement context-appropriate rhetorical methods.
6. Evaluate student, peer, and professional writing.
7. Revise essays for content, structure, tone, voice and diction.
8. Edit the draft carefully to eliminate errors in grammar, usage, and mechanics.
9. Evaluate source relevance and credibility.
10. Utilize a recognized formatting and citation style to ethically incorporate source material.
11. Demonstrate technological literacy in collecting source material.

12. Synthesize written material orally and visually to different audiences.

13. Demonstrate the knowledge and skills necessary for belongingness and engagement in the college community, including how to identify and access information, resources, and support services at Southeast Community College and take personal responsibility for one's own academic performance.

14. Demonstrate an understanding of fundamental student success skills and behaviors.

15. Describe and demonstrate the reflection, problem solving, critical thinking, and resiliency skills that support personal and academic success.

B. General Education Learning Outcomes

1. GELO #2: Written Communication

Outcome: Comprehend, analyze, and evaluate a given text.

Outcome: Develop a focused thesis statement and write with a clear purpose, using relevant examples, claims, and evidence.

Outcome: Identify and evaluate evidence from a variety of printed, visual, and electronic sources.

Outcome: Use content and style appropriate to a given audience.

Outcome: Read and write in mechanically-sound, college-level English.

IV. CONTENT/TOPICAL OUTLINE (*course outline may provide more detailed information)*

A. Audience

1. Develop an awareness of the audience.

2. Tailor writing and speaking to a specific audience.

B. Genre conventions

1. Distinguish among various purposes of writing and speaking.

2. Recognize generic conventions.

3. Employ generic conventions.

C. Focus

1. Discuss student, peer, and scholarly and professional texts.

2. Identify topics within the course theme.

3. Construct thesis statements.

4. Narrow topic to a scope appropriate to assignment.

D. Invention

1. Employ prewriting and pre-presentation strategies.

E. Organization

1. Recognize organizational patterns.

2. Select appropriate organizational patterns for student essays and presentations.

F. Essays

1. Create effective introductions.

2. Compose unified supporting paragraphs.

3. Select details to clearly and logically support thesis.

4. Craft effective conclusions.

G. Revision and Editing

1. Revise for audience and purpose.

2. Assess alternative methods of ordering information.

3. Evaluate effectiveness of transitions.

4. Add or eliminate information based on relevance to thesis.

5. Edit writing to meet common acceptable standards of grammar, usage, and mechanics.

H. Research

1. Use primary and secondary research sources, including institutional databases.

2. Evaluate sources for credibility and relevance to topic and purpose.

3. Synthesize and integrate source material.

4. Use a standard, recognized style for formatting and documenting sources.

5. Recognize and avoid plagiarism.

I. Presentation

1. Employ effective uses of visual aid
2. Select effective delivery methods for oral presentations.
3. Select effective delivery platforms for oral presentations.
4. Adapt written research into effective presentation.
5. Employ effective organization.

V. CONTENT/TOPICAL OUTLINE ACFS OUTLINE

A. Module 1: SCC & You: Together on Your Path to Possible

1. Community building
2. Belongingness
3. Your place in the community
4. Effective communication

B. Module 2: SCC & You: Steps to Effective Learning

1. The science of learning
2. Study skills, note taking, exam preparation, textbook reading, study environment
3. Time management
4. Active learning

C. Module 3: SCC & You: Navigating Your Route

1. Resources
2. Career exploration
3. Academic planning and advising

D. Module 4: SCC & You: Resiliency when the Road is Rough

1. Resiliency
2. Stress management
3. Coping skills
4. Emotional intelligence

E. Module 5: SCC & You: Mapping Your Path Forward

1. Summary
2. Next steps

VI. INSTRUCTIONAL MATERIALS

A. Required text(s):

1. Bullock, Richard, Michael Brody, and Francine Weinberg, eds. *The Little Seagull Handbook.* W.W. Norton & Company, Inc., 2017.

B. Other Resources:

1. Interdisciplinary texts including, short stories, autobiography, speeches, novels, scholarly articles, non-fiction, visuals, videos, and speakers.

VII. METHODS OF PRESENTATION/INSTRUCTION

A. Methods of presentation and delivery format are determined by the instructor. Methods traditionally include some combination of the following:

1. Technology enhanced lecture
2. Classroom discussion
3. Interactive group activities
4. Audio visual materials
5. Online instruction
6. Interactive experiential learning opportunities, including but not limited to public speakers, field trips, and film events

VIII. METHODS OF EVALUATION

A. Methods of evaluation typically include a combination of the following:

1. Minimum of 3 sustained, finished essays: equivalent of 20 polished pages (6,000 words) in addition to a number of shorter writing assignments leading (directly or indirectly) to the finished, formal pieces. One of the essays must include an introduction to effective/ethical research, the responsible incorporation of source material, and the use of MLA to document a minimum of 6-8 sources used in the paper.
2. A weekly journal/collection of informal writing to include guided opportunities to reflect on the development of their own writing and learning; misc. preparation, homework.
3. Written responses and presentations (both formal and informal) to published texts using rhetorical concepts and strategies that place the students' opinions and stance in relation to the author's.
4. Miscellaneous in-class work, to include opportunities for idea generation, in-class journals, quizzes, peer response, and written reflection.
5. Oral presentation synthesizing knowledge gained from coursework.

B. Students will receive a course outline/syllabus indicating the instructor's specific attendance policy, course requirements, and grading criteria.

C. SCC GRADING SCALE

A+	95-100	C+	75-79	F	59 or less
A	90-94	C	70-74		
B+	85-89	D+	65-69		
B	80-84	D	60-64		

IX. SPECIFIC COURSE REQUIREMENTS:

A. General Requirements

1. In order to receive a passing grade for ENGL1010, students must complete sufficient work assigned by their instructors to earn a course grade of "C" or better.
2. To ensure that this objective is met, a minimum grade of "C" in ENGL1010 is required to qualify for transfer.

B. Other requirements as determined by instructor/college.