

**SOUTHEAST COMMUNITY COLLEGE
DIVISION OF ARTS AND SCIENCES**

English

Revision Date: 07-01-23

[Syllabus Statements](#)

I. CATALOG DESCRIPTION

Course Number: ENGL1020H
Course Title: Honors English Composition II
Prerequisite(s): Grade of B or higher in ENGL 1010, English Composition I, or a Grade of C or higher in ENGL 1054, Writing and Communities, or a Grade of C or higher in ENGL 1010H, Honors Composition I.
Catalog Description: Students will read and analyze various texts and respond with research-based argumentative essays that demonstrate information literacy, critical-reading, and source integration. A significant research project is required.
Credit Hours: 3.0
Class Hours: 45
Lab Hours: 0
Total Contact Hours: 45

II. COURSE OBJECTIVES: *Course will:*

- A. Examine a broad subject through the lens of a theme to facilitate the development of ideas and clear insights.
- B. Provide opportunities to expand rhetorical knowledge.
- C. Emphasize techniques of effective argumentation.
- D. Promote information literacy.
- E. Provide practice in reading, thinking, and writing critically.
- F. Reinforce application of the writing process.
- G. Expand knowledge of academic writing conventions.
- H. Provide practice presenting individual research to a public audience.
- I. Utilize an interdisciplinary approach designed to strengthen problem-solving skills and awareness for real-world complexities.

III. STUDENT LEARNING OUTCOMES AND GENERAL EDUCATION LEARNING OUTCOMES

- A. Student Learning Outcomes: *Student will be able to:*
 - 1. Evaluate rhetorical strategies in texts
 - 2. Employ rhetorical strategies
 - 3. Evaluate arguments
 - 4. Craft clear and arguable claim/thesis
 - 5. Use logical, academic organizational patterns
 - 6. Locate appropriate primary and secondary sources
 - 7. Evaluate source material
 - 8. Integrate print and electronic source information
 - 9. Synthesize written material orally and visually to different audiences
 - 10. Use source material ethically
 - 11. Utilize institutional database materials
 - 12. Differentiate conventions of various texts
 - 13. Respond appropriately to counterarguments
 - 14. Employ revision and editing strategies
 - 15. Incorporate feedback into the revision process
 - 16. Utilize a standard format, documentation, and citation style

- 17. Present individual research to a public audience
- 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.
 - 2. GELO #3: Critical Thinking & Problem Solving
 - Outcome: Collect, identify, interpret and analyze data.
 - Outcome: Synthesize information to arrive at reasoned solutions to problems.
 - Outcome: Evaluate ideas presented in writing, media, speech, or artistic presentations.
 - Outcome: Evaluate the validity of arguments, alternatives, data, outcomes, and/or impacts of actions.

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

- A. Critical Thinking/Reading
- B. Writing Process
- C. Argumentation
- D. Genre Conventions
- E. Documentation/Avoiding Plagiarism
- F. Information Literacy
- G. Research Process
- H. Presentation of research

V. 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.

VI. METHODS OF PRESENTATION/INSTRUCTION

- A. Methods of presentation typically include a combination of the following:
 - 1. Technology enhanced lecture
 - 2. Class Discussion
 - 3. Presentation
 - 4. Informal Writing
 - 5. Formal Writing
 - 6. Audio/Visual presentations
 - 7. Collaborative learning
 - 8. Interactive experiential learning opportunities, including but not limited to public speakers, field trips, and film events

VII. METHODS OF EVALUATION

- A. Methods of evaluation will require a research-based project of significant length and may include a combination of the following:
 - 1. Weekly informal writing such as reading response, journaling, or free-writing:

2. Formal writing projects such as short essays, formal essays, annotated bibliographies, and/or evaluations.
 3. Final project (formal essay) demonstrating accomplishment of course objectives and competencies, including a formal public presentation of individual work
 4. Misc. such as participation, homework, in-class work.
- 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 | | |

VIII. SPECIFIC COURSE REQUIREMENTS

- A.** General Requirements
1. In order to receive a passing grade for English 1020, students must complete sufficient work assigned by their instructors to earn a course grade of “C” or better.
 2. To insure that this objective is met, a minimum grade of “C” in English 1020 is required to qualify for transfer.
- B.** Other Requirements as Determined by Instructor/College
1. Instructors will distribute and discuss their specific course policies and requirements with their students at the beginning and during the term.