

ENGL R101H: HONORS: COLLEGE COMPOSITION

Originator

ecaruth

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College

Oxnard College

Discipline (CB01A)

ENGL - English

Course Number (CB01B)

R101H

Course Title (CB02)

Honors: College Composition

Banner/Short Title

Honors: College Composition

Credit Type

Credit

Start Term

Spring 2021

Catalog Course Description

This course provides development of skills in written expression, especially expository themes, including training in research techniques and preparation of a research paper. It is designed to develop critical thinking, analytical, and rhetorical skills. Honors work challenges students to be more analytical and creative through expanded assignments, and enrichment opportunities. Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of "C" or better or "P"

Taxonomy of Programs (TOP) Code (CB03)

1501.00 - English

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Grading method

Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

70

Maximum Contact/In-Class Lecture Hours

70

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

70

Total Maximum Contact/In-Class Hours

70

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

140

Maximum Outside-of-Class Hours

140

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

210

Total Maximum Student Learning Hours

210

Minimum Units (CB07)

4

Maximum Units (CB06)

4

Prerequisites

ENGL R097 or ENGL R100 or eligibility for ENGL R101 as determined by the college's multiple measures assessment process.

Entrance Skills

Entrance Skills

ENGL R097 or ENGL R100

Prerequisite Course Objectives

ENGL R097-Write short essays of at least five paragraphs with effective introductory paragraphs; well-organized, coherent, and detailed support of thesis; and effective conclusions

ENGL R097-Write essays with acceptable college-level grammar, syntax, spelling, and idiomatic usage

ENGL R097-Analyze essay exam questions and organize and write effective responses

ENGL R097-Demonstrate familiarity with the principles of research and documentation

ENGL R097-Write a short paper incorporating documentation

ENGL R100-Use pre-writing techniques in thought/information gathering.

ENGL R100-Develop a thesis.

ENGL R100-Employ logical organizational strategies in writing essays.

ENGL R100-Write short (500-word) essays with effective introductory paragraphs; well-organized, coherent, and detailed support of thesis; and effective conclusions.

ENGL R100-Revise content and rewrite for fluent expression.

ENGL R100-Write essays with acceptable college-level grammar, syntax, spelling, and idiomatic usage.

ENGL R100-Analyze essay exam questions and organize and write effective responses.

ENGL R100-Successfully use principles of research and documentation systems.

ENGL R100-Read college-level materials and recognize the main idea.

ENGL R100-Summarize and paraphrase.

ENGL R100-Identify a writer's tone, purpose, point of view.

ENGL R100-Distinguish fact from opinion.

Requisite Justification

Requisite Type

Prerequisite

Requisite

ENGL R097

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Content review

Requisite Type

Prerequisite

Requisite

ENGL R100

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Content review

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | Write an essay demonstrating basic sentence-level competency. |
| 2 | Using MLA, accurately document information from appropriate academic sources with in-text parenthetical citations keyed to a list of works cited. |
| 3 | Using MLA, properly format the layout of a works cited list. |
| 4 | Create MLA works cited entries with appropriate content and form. |
| 5 | Write an essay with a thesis that synthesizes an original argument. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | Write multiple-page expository and persuasive essays |
| 2 | Demonstrate college-level control of mechanical elements of writing such as grammar, syntax, spelling, vocabulary, and idiomatic usage |
| 3 | Research a topic, analyze and synthesize information, and report findings in a properly documented essay |
| 4 | Demonstrate critical thinking skills and rhetorical awareness in analyzing others' non-fiction writing and in developing essays |
| 5 | Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence |

Course Content

Lecture/Course Content

1. Plagiarism and how to avoid it
2. Review of principles of ENGL R096 and R100 as needed
 - a. Sentence Mechanics
 - b. Paragraphing techniques
 - c. Essay organization: introduction, thesis, body, conclusion; coherence
3. The Writing Process

- a. Heuristics, pre-writing techniques
- b. Drafting the essay
- c. Revising
- d. Editing/Proofreading
- 4. Critical thinking and analysis in reading and writing
 - a. Overview of traditional logic and critical thinking
 - b. Reading critically
 - i. Student essays
 - ii. Professional essays
 - iii. Book-length non-fiction with a sustained theme or argument
 - c. Reason and support in writing
- 5. Rhetorical considerations
 - a. Audience
 - b. Purpose
 - c. Voice/persona
 - d. Content
- 6. Modes of development – a minimum of six essays from these modes
 - a. Description
 - b. Narration
 - c. Illustration/example
 - d. Comparison and contrast
 - e. Definition
 - f. Classification
 - g. Process analysis
 - h. Causal analysis
 - i. Rhetorical analysis
 - j. Opinion/Assertion
 - k. Argumentation/persuasion
- 7. Style
 - a. Diction
 - b. Syntactical variation
 - c. Tone
- 8. Writing from sources
 - a. Introduction to library sources and other databases
 - b. Note taking, excerpting, paraphrasing, summarizing
 - c. Documentation (using MLA parenthetical documentation format; may introduce other formats, such as footnote systems, APA, etc.), works cited
- 9. Timed writing strategies
 - a. Essay examinations
 - b. Writing proficiency exams
- 10. Concentrate on expository readings to complement and instruct the required rhetorical modes of writing.
- 11. Honors students will be assigned additional readings and written assignments and focus on additional independent study.

Laboratory or Activity Content

N/A

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Skills demonstrations
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Essays
Group projects
Individual projects
Journals
Oral presentations

Portfolios
 Quizzes
 Reports/papers
 Research papers
 Skills demonstrations
 Skill tests

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Computer-aided presentations
 Collaborative group work
 Class activities
 Class discussions
 Distance Education
 Group discussions
 Guest speakers
 Instructor-guided interpretation and analysis
 Instructor-guided use of technology
 Internet research
 Lecture
 Small group activities

Describe specific examples of the methods the instructor will use:

1. The instructor will lead small group projects in class.
2. The instructor will guide students in short written assignments relating to the parent class.
3. The instructor will assign journals to help students practice writing and develop ideas.
4. Students will engage in discussion with the class and/or small groups.
5. The instructor will guide and focus students' learning basic skills and how to apply those skills to their writing.
6. Students will engage in reading lessons that hone reading skills and focus on annotation and comprehension as well as interpretation and application of readings to other written assignments, small group work, or class discussions.

Representative Course Assignments

Writing Assignments

1. Total formal writing requirements including essays and essay exams will require a minimum of 8,000 words.
2. Minimum of six essays equivalent to four typed pages or more, some written and revised outside of class, some in-class, graded according to the composition standards being learned: unity, coherence, development, and sentence skills
3. A minimum of twelve pages of documented essay writing, including one documented essay of at least four to six pages, to be distributed over one or more formal essays to be evaluated for demonstration of college-level writing skills as well as for appropriate selection and integration of sources and for accurate MLA documentation practice.
4. A minimum of two essays will require peer reviewed sources.

Critical Thinking Assignments

1. Participate in class and small group discussion on various topics relating to assigned reading and writing assignments.
2. Students will learn self-direction and self-motivation through various skills building assignments, both individually and within team or small groups.

Reading Assignments

1. Professional expository, opinion, and persuasive essays representing diverse rhetorical modes and diversity of backgrounds with an emphasis on non-fiction works
2. (Honors) A minimum of two book-length, non-fiction works with a sustained theme or argument
3. Chapters in rhetoric or handbook that complement the assigned rhetorical modes of writing
4. Textbooks, such as:
 - *The Bedford Guide for College Writers with Reader* Kennedy and Kennedy, eds.) 2020
 - *The Little Seagull Handbook With Exercises* (Bullock, ed.) 2016
 Non-fiction works, such as:
 - Novella Carpenter, *Farm City: The Education of an Urban Farmer* (2010)
 - Alice Bag, *Violence Girl: East L.A. Rage to Hollywood Stage, a Chicana Punk Story* (2011)

- Barbara Ehrenreich, *Nickel and Dimed: On (Not) Getting by in America* (2011)
- John Robbins, *No Happy Cows: Dispatches From the Front Lines of the Food Revolution* (2012)
- Kristina Rizga, *Mission High: One School, How Experts Tried to Fail It, and the Students and Teachers Who Made It Triumph* (2016)
- Lily Espinoza, *Not Getting Stuck: Success Stories of being Latina and Transferring from a California Community College* (2017)
- Martín González, *21 Miles of Scenic Beauty...and Then Oxnard: Counterstories and Testimonies* (2017)
- David García, *Strategies of Segregation: Race, Residence, and the Struggle for Educational Equality* (Volume 47, American Crossroads) (2018)
- T.V. Reed, *The Art of Protest: Culture and Activism from the Civil Rights Movement to the Present* (2019)

Other assignments (if applicable)

1. Research for documented essays, incorporating a variety of sources and research methodology
2. (Honors) Additional research featuring primary and peer-reviewed source material

Outside Assignments

Representative Outside Assignments

1. Professional expository, opinion, and persuasive essays representing diverse rhetorical modes and diversity of backgrounds with an emphasis on non-fiction works
2. A minimum of two book-length, non-fiction works with a sustained theme or argument
3. Chapters in rhetoric or handbook that complement the assigned rhetorical modes of writing
4. Supplemental reading beyond assigned texts.
5. Written assignments.
6. Outside of class group work.
7. Internet inquiry activities such as locating reliable websites to use in research.
8. Completion of online quizzes and other homework assignments.
9. Watching instructional videos such as those created by the instructor or TED Talks.
10. Skills-based exercises to reinforce basic skills, such as worksheets or other similar exercises.

Articulation

Comparable Courses within the VCCCD

ENGL M01A - English Composition
 ENGL M01AH - Honors: English Composition
 ENGL R101 - College Composition
 ENGL V01A - English Composition
 ENGL V01C - Advanced Composition and Critical Thinking

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Classic Textbook

Yes

Description

Kennedy, X.J., Kennedy, D., & Muth, M. (2020). *The Bedford Guide for College Writers with Reader, Research Manual, and Handbook, 2020 APA Update*. MacMillan Learning.

Resource Type

Other Instructional Materials

Description

Espinoza, L. (2017). *Not Getting Stuck: Success Stories of Being Latina and Transferring from a California Community College*. Alive Books.

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructor will respond to students' written assignments.
Asynchronous Dialog (e.g., discussion board)	Students will interact with each other via discussion postings on directed topics.
Synchronous Dialog (e.g., online chat)	Online chat or messaging.
Other DE (e.g., recorded lectures)	The instructor will provide instructional videos specific for the class.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructor will respond to students' written assignments.
Asynchronous Dialog (e.g., discussion board)	Students will interact with each other via discussion postings on directed topics.
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100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructor will respond to students' written assignments.
Asynchronous Dialog (e.g., discussion board)	Students will interact with each other via discussion postings on directed topics.
Synchronous Dialog (e.g., online chat)	Online chat or messaging.
Other DE (e.g., recorded lectures)	The instructor will provide instructional videos specific for the class.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

Examinations**Hybrid (1%–50% online) Modality**

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

ENGLISH

Review and Approval Dates**Department Chair**

09/01/2020

Dean

09/01/2020

Technical Review

09/09/2020

Curriculum Committee

09/09/2020

Curriculum Committee

11/25/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000579271

DOE/accreditation approval date

MM/DD/YYYY