

ENGL M01AH: HONORS: ENGLISH COMPOSITION

Originator

ssims

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College

Moorpark College

Discipline (CB01A)

ENGL - English

Course Number (CB01B)

M01AH

Course Title (CB02)

Honors: English Composition

Banner/Short Title

Honors: English Composition

Credit Type

Credit

Start Term

Fall 2022

Catalog Course Description

Emphasizes expository writing and research, demonstrating principles of thesis and support, rhetorical organization, control of diction, clear sentence and paragraph construction, and command of the conventions of English usage. Develops analytical and interpretive reading skills. Honors work challenges students to be more analytical and creative through expanded assignments, real-world applications and enrichment opportunities.

Course Credit Limitations: 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". Moorpark College Honors Program requires a letter grade.

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)

A - Satisfies English composition req (CSUGE-B A2/A3, IGETC 1A/1B, VCCCD D1, or 4-yr)

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Faculty notes on field trips; include possible destinations or other pertinent information

Performing Arts Center, Museums, etc.

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

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 M02 or placement as determined by the college's multiple measures assessment process

Entrance Skills**Entrance Skills**

ENGL M02

Prerequisite Course Objectives

ENGL M02-demonstrate the ability to comprehend and analyze college-level readings through discussion and writings, such as summary and paraphrase.

ENGL M02-use writing as a medium of academic and professional communication and self-expression.

ENGL M02-create sentences that contain structural variety and that use language appropriate to audience and purpose.

ENGL M02-compose paragraphs that are focused, unified, coherent, adequately developed, detailed, and engaging.

ENGL M02-apply the writing process (prewriting, drafting, revising, etc.) to composing essays.

ENGL M02-construct a short, organized essay that develops a controlling idea.

ENGL M02-employ strategies for completing in-class writings, including essay examinations.

ENGL M02-observe the conventions of standard written English, with relative freedom from such errors as fragments, run-ons, and comma splices; faulty verb agreement; improper pronoun reference; and basic mechanical problems (spelling, punctuation, capitalization).

ENGL M02-translate written reports into oral presentations and group projects.

ENGL M02-review and report on campus and community services (service learning, researching campus services, internships, etc.) as related to writing and/or group projects.

Requisite Justification

Requisite Type

Prerequisite

Requisite

ENGL M02 or placement as determined by the college's multiple measures assessment process

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Closely related lecture/laboratory course

Student Learning Outcomes (CSLOs)

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

- | | |
|---|--|
| 1 | write a thesis-driven essay that is clearly organized, supported by relevant evidence, uses academic prose, and follows up-to-date MLA citation conventions |
| 2 | demonstrate critical reading, writing, thinking, and research skills through analysis, synthesis, and evaluation of a variety of material encompassing varying viewpoints. |

Course Objectives

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

- | | |
|----|--|
| 1 | compose several expository papers from 2-8 pages long, totaling 6000 words, employing skills such as: –use of the stages of the writing process (generating ideas, drafting, revising, and editing). –awareness of purpose and audience. –clear statement of thesis, focus, or controlling idea. –logical organization. –development of ideas, including appropriate rhetorical strategies, paragraph construction, effective transitions, and convincing support. –control of diction. –adherence to the conventions of academic prose. |
| 2 | compose timed essay examinations with clear thesis, logical organization, convincing arguments, and specific supporting detail. |
| 3 | organize and compose a 6-8 page research paper incorporating and accurately documenting a variety of appropriate source materials. |
| 4 | analyze a variety of essays and at least one book-length work. |
| 5 | demonstrate critical thinking skills in oral and written discussion of assigned readings. |
| 6 | identify and assess the main idea of essays and write clear, relevant responses in informal journal entries and formal essays with a clear statement of thesis, focus, or controlling idea. |
| 7 | utilize the stages of the writing process: generating ideas, drafting, revising, and editing. |
| 8 | develop paragraphs which incorporate appropriate rhetorical strategies, effective transitions, and convincing support. |
| 9 | HONORS: take a leadership role in class discussions, oral reports, peer groups, panel presentations, and similar projects. |
| 10 | HONORS: exhibit independent and creative thought by successfully completing assigned class projects and written work. |
| 11 | HONORS: demonstrate an increased sensitivity to issues of ethnicity, culture, gender, sexual orientation, and age in accordance with the theme of the course. |
| 12 | HONORS: demonstrate critical thinking in class participation and expository writing assignments related to substantial readings in select. |
| 13 | HONORS: interpret and present the results of research and/or close, careful reading of primary texts, perhaps centered on one particular focus or theme. Findings may be presented in a public forum such as a lecture, Internet posting or literary magazine. |

Course Content

Lecture/Course Content

30% Oral and written discussion of assigned readings, including students' essays

Identification and analysis of thesis and main supporting ideas

- logic, organization, effectiveness of argument
- writing strategies, style

Oral discussion may include student-led discussion and seminar

Written discussion may include journal entries, in-class writings, essays, and essay examinations

Readings will include a book-length work

50% Writing the expository essay

- All elements of the writing process
- Creating an arguable thesis, logical organization, full development including use of appropriate rhetorical strategies, and control of diction
- Global revision and editing for conventions of academic prose
- One-on-one instructor/student conferencing on drafts
- Essays to total 6,000 words (24 pages)

15% The research paper (6-8 pages)

- Library tour
- Research strategies
- Evaluation, use, and documentation of sources; avoidance of plagiarism

5% Strategies for writing timed essay examinations

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):

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
 Objective exams
 Oral analysis/critiques
 Oral presentations
 Classroom Discussion
 Projects
 Participation
 Reports/Papers/Journals

Instructional Methodology

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

Audio-visual presentations
 Class discussions
 Collaborative group work
 Distance Education
 Group discussions
 Small group activities
 Other (specify)

Specify other method of instruction

Assessment of oral presentation

Describe specific examples of the methods the instructor will use:

In addition to lectures and discussions, the instructor will use online presentations (PowerPoint, Google Slides, etc.), video presentations (films, documentaries, instructional), group activities, and classroom demonstrations to explain course content. Also, the instructor will facilitate peer reviews, journal writing activities, and brainstorming sessions.

Representative Course Assignments

Writing Assignments

notes, outlines, summaries, and analyses of texts.

essays and research paper, including multiple drafts and peer critiques.

in-class essay exam that demonstrates at least one rhetorical method, such as compare/contrast, process analysis, or division/classification.

quizzes on assigned material.

journal entries responding to class discussions, reading assignments, and current events.

HONORS: thorough and substantial critical responses to peers' writing.

HONORS: thorough research and documentation with emphasis on academic conventions.

HONORS: abstracts or summaries of advanced texts.

Critical Thinking Assignments

revise essays for focus, support, clarity, and style.

contrast the differences between classic and Rogerian arguments; evaluate the pros and cons of each argument technique.

write responses to readings and discussions, including peers' papers.

discuss and debate of readings and current events.

identify and analyze the thesis and main supporting ideas; logic, organization, effectiveness of argument; writing strategies, style.

HONORS: cooperative group planning for oral presentations of extended research, perhaps centering on a particular theme or focus that could include a presentation in a public forum.

HONORS: extended research, perhaps centered on a particular theme or focus.

Reading Assignments

One book length work (One Campus, One Book: *The Hate U Give*, *Born a Crime*, *Educated*, etc.)

Related articles in peer-reviewed journals

Textbook/anthology of readings

- Everything's an Argument- Andrea Lunsford
- The Little Seagull Handbook- Bullock et. al
- The Norton Field Guide to Writing with Readings- Bullock et. al

HONORS: two book-length works such as One Campus, One Book choices (examples, *The Hate U Give* by Angie Thomas; *Educated* by Tara Westover, *Born a Crime* by Trevor Noah, etc.)

Outside Assignments

Representative Outside Assignments

use of electronic resources, including supplementary textbook materials, for research, communication with classmates, and individualized remediation as necessary.

attendance at performances/showings directly related to course.

cooperative group planning for presentations and/or projects.

participation in a workshop at the Moorpark College Writing Center.

readings from texts and other sources, peer papers, and a book-length work.

HONORS: observations and extended research, perhaps centered on a particular theme or focus.

HONORS: cooperative group planning for oral presentations of extended research, perhaps centering on a particular theme or focus that could include a presentation in a public forum.

HONORS: readings from complex, primary texts, perhaps book-length non-fiction.

Articulation

C-ID Descriptor Number

ENGL 100

Status

Approved

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
UC Los Angeles	ENGCMP 3	English Composition, Rhetoric, and Language	5
UC Berkeley	ENGLISH R1A	Reading and Composition	4
CSU Bakersfield	ENGL 1109	Writing and Research	3
CSU Channel Islands	ENGL 105	Composition and Rhetoric I	3
CSU Fullerton	ENGL 101	Beginning College Writing	3
San Diego State	ENGL/RWS 100	Rhetoric of Written Argument	3

Comparable Courses within the VCCCD

ENGL M01A - English Composition
 ENGL R101 - College Composition
 ENGL V01A - English Composition
 ENGL R101H - Honors: College Composition

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Moreno Valley College	ENG 1AH	Honors English Composition	4
Norco College	ENG 1AH	Honors English Composition	4
Riverside City College	ENG 1AH	Honors English Composition	4

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****D. Language and Rationality****D1. English Composition**

Approved

E. Health and Physical Education/Kinesiology**F. Ethnic Studies/Gender Studies****Course is CSU transferable**

Yes

CSU Baccalaureate List effective term:

Summer 2001

CSU GE-Breadth**Area A: English Language Communication and Critical Thinking****A2 Written Communication**

Approved

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

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

UC TCA

UC TCA
Approved

IGETC

Area 1: English Communication

Area 1A: English Composition
Approved

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

Description

Reinking, James, and Robert A. von der Osten. *Strategies for Successful Writing: A Rhetoric, Research Guide, Reader, and Handbook*. 12th ed., Pearson, 2020.

Resource Type

Textbook

Description

Atwan, Robert. *America Now: Short Essays on Current Issues*. 13th ed., Bedford/St. Martin's, 2019.

Resource Type

Textbook

Description

Kelly, Joseph. *The Seagull Reader*. 3rd ed., Norton, 2013.

Resource Type

Textbook

Description

Hacker, Diana, and Nancy Sommers. *A Writer's Reference*. 10th ed., Boston Bedford/St. Martin's, 2020.

Resource Type

Textbook

Description

Goshgarian, Gary. *Exploring Language*. 14th ed., Pearson, 2014.

Resource Type

Textbook

Description

Anderson, Lorraine, Scott Slovic, and John P. O'Grady. *Literature and the Environment: A Reader on Nature and Culture*. 2nd ed., Pearson, 2012.

Resource Type

Textbook

Description

Behrens, Laurence, and Leonard J. Rosen. *Writing and Reading across the Curriculum*. 14th ed., Pearson. 2019.

Resource Type

Other Resource Type

Description

The following representative texts may be used by instructors wishing to center the course on a particular focus or theme.

For example, for a Media theme:

Medved, Michael. *Hollywood vs. America: The Explosive Bestseller that Shows How-and-Why the Entertainment Industry Has Broken Faith with its Audience*. Harper Perennial, 1993.

Giannetti, Louis. *Understanding Movies*. 13th ed. Pearson, 2013.

For example, for an Environmental theme:

Dillard, Annie. *Pilgrim at Tinker Creek*. Harper, 2016.

Dillard, Annie. *The Living*. Harper, 2013.

Muir, John. *My First Summer in the Sierra*. Dover, 2004.

Abbey, Edward. *Desert Solitaire: A Season in the Wilderness*. Touchstone, 1990.

Snyder, Gary. *Riprap and Cold Mountain Poems*. 50th Anniversary Ed. Counterpoint, 2010.

Library Resources**Assignments requiring library resources**

Research, using the Library's print and online resources, in order to write a paper using reputable sources and correct documentation.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Utilize library resources to locate a peer-reviewed article on a topic of your choice. Create an oral presentation based on your topic, and then generate a question based on your presentation. Use library resources to research and identify an answer to the question posed, and write a research paper reflecting your findings.

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (1%–50% online)
 Hybrid (51%–99% 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)	Post student writing in an online workshop. Students critique the writing.
E-mail	Individual interaction between student and instructor.
Other DE (e.g., recorded lectures)	Recorded lectures will highlight key elements of writing.
Video Conferencing	Instructor will hold regularly-scheduled online office hours.
Synchronous Dialog (e.g., online chat)	Instant messaging.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Post student writing in an online workshop. Students critique the writing.
E-mail	Individual interaction between student and instructor.
Other DE (e.g., recorded lectures)	Recorded lectures will highlight key elements of writing.
Video Conferencing	Instructor will hold regularly-scheduled online office hours.
Synchronous Dialog (e.g., online chat)	Instant messaging.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Post student writing in an online workshop. Students critique the writing.
E-mail	Individual interaction between student and instructor.
Other DE (e.g., recorded lectures)	Recorded lectures will highlight key elements of writing.
Video Conferencing	Instructor will hold regularly-scheduled online office hours.
Synchronous Dialog (e.g., online chat)	Instant messaging.

Examinations

Hybrid (1%–50% online) Modality

On campus
 Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification

ENGLISH

Review and Approval Dates**Department Chair**

02/28/22

Dean

03/06/22

Technical Review

03/17/2022

Curriculum Committee

04/05/2022

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000432910

DOE/accreditation approval date

MM/DD/YYYY