JEFFERSON COLLEGE

COURSE SYLLABUS

ENG102H

HONORS COMPOSITION II

3 Credit Hours

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by
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Arts & Science Education
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ENG102H Honors English Composition II

I. CATALOG DESCRIPTION

Prerequisite: English Composition I
3 semester credit hours

Honors Composition II teaches methods for writing clear exposition and techniques for reading the writings of great thinkers of the world. Students will be given the opportunity to define their values and to discover their unique voices as writers. Honors Composition II partially fulfills the English Composition requirement for the Associate of Arts degree and fulfills part of the requirement for an Honors Certificate or Honors Diploma. (S)

II. GENERAL COURSE OBJECTIVES

Students should:
A. Become familiar with and analyze the works of great thinkers who have changed the way we view the world, our institutions and ourselves.

B. Read critically and actively: prereading, annotating, questioning, reviewing, and forming their own ideas.

C. Express in thoughtful and clearly expressed compositions their own critical positions on issues.

D. Research issues discussed in class and supplement the text with relevant books, journal articles, newspaper articles, editorials, film, artwork, music, interviews and cartoons.

E. Analyze the quality of endurance in the assigned readings and study some of the fundamental techniques of the writers, using the writings as models to broaden their range of rhetorical strategies beyond the usual rhetorical modes.

F. Demonstrate the power of language as they examine connotation, metaphor, allusions and several other aspects of language.

G. Develop logical and well-supported arguments, written and oral.

H. Make connections, connecting writings in the text and connecting writings with outside observations, readings and research.

I. Present a final research paper that addresses an insightful question related to a unit we have studied.
J. Assess their progress as thinkers and writers.

III. COURSE OUTLINE (Course content will be drawn from the following.)

A. Government (Lao-tzu, Machiavelli, Rousseau, Jefferson, Arendt)
B. Justice (Douglass, Thoreau, King, Beauvoir)
C. Education (Montaigne, Emerson, Douglass, Montessori, Dewey)
D. Wealth (Smith, Marx, Galbraith, Reich)
E. Mind (Plato, Descartes, Freud, Jung, Klein, Gardner)
F. Nature (Bacon, Darwin, Carson, Gould, Kaku)
G. Ethics and Morality (Aristotle, The Torah, St. Matthew, Muhammad, Murdoch, Nietzsche, The Dalai Lama)
H. Feminism (Wollstonecraft, Woolf, Beauvoir, Gilligan, hooks)
I. Research Project

IV. UNIT OBJECTIVES

In each unit, students will:
A. Study the fundamental techniques of the writers to broaden their understanding of rhetorical strategies and their range of rhetorical strategies beyond the usual rhetorical modes.
B. Develop logical and well-developed responses to the readings in discussions, free writings and compositions.
C. Connect readings in the text with outside observations, additional readings and research.
D. Reflect in writing on their responses to the readings and discussions and on their process and development as writers.

Additional Specific Objectives for Each Unit
A. Government
   Students will:
   1. Examine critically and actively readings about roles and forms of government that have inspired debate and defenses.
   2. Analyze the relationship between the individual citizen and the government as presented in the readings.
B. Justice
Students will:
1. Examine critically and actively readings to view the general concept of justice from several perspectives.
2. Examine political, economic and social justice in the writings of great thinkers.

C. Education
Students will:
1. Examine critically and actively readings that present a variety of approaches to the topic of education.
2. Examine the views of educational theorists about methods, content, critical thinking and cognitive abilities.

D. Wealth
Students will:
1. Examine critically and actively readings that present a variety of perspectives on wealth.
2. Consider the concerns expressed by great thinkers about the unequal distribution of wealth among individuals and between citizens and the state.

E. Mind
Students will:
1. Examine critically and actively the writings of philosophers and scientists concerning the nature of the human mind.
2. Examine the thoughts of philosophers and scientists on intelligence as it relates to culture, gender and educational approaches.

F. Nature
Students will:
1. Examine critically and actively various writings on the working of nature and on the nature of nature.
2. Examine a scope of views on nature: nature as a divine force, nature as the physical world that can be understood through scientific inquiry and human's place in nature.

G. Ethics and Morality
Students will:
1. Examine critically and actively writings about moral and ethical systems and their approaches to the management of day to day life within the ethical context of “the good life”: appropriate behavior, fairness, and the relationship of morality to religion and faith.
2. Examine a range of behaviors in matters of ethics and morality that are explained in the readings: obedience, reflection, contemplation, the “good
H. Feminism
Students will:
1. Examine critically and actively writings about feminist history and theory.
2. Examine a wide range of ideas focusing on women’s roles, functions and capabilities in society, literature, psychology and politics.

I. Research
Students will:
1. Demonstrate an understanding of the processes of research writing.
2. Demonstrate an understanding of the conventions of MLA.
3. Will present research to the class.

V. METHODS OF INSTRUCTION

A. Reading of Text and Outside Readings

B. Assigned Written Responses and Compositions

C. Class Discussions

D. Small Group Discussions/Analyses

E. Research

VI. REQUIRED TEXTBOOKS


VII. REQUIRED MATERIALS

Textbooks
Three-Ring Binder
Computer Disk
VIII. SUPPLEMENTAL REFERENCE

Library Collection
Videos

IX. METHODS OF EVALUATION

A. Compositions
B. Portfolios
C. Class Participation
D. Research Process and Paper
E. Final Writing

The grading scale is as follows:

90-100 = A
80- 89  = B
70- 79  = C
60- 69  = D
Below 60 = F