JEFFERSON COLLEGE

COURSE SYLLABUS

ENG102H

HONORS COMPOSITION II

3 Credit Hours

Prepared by:
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Revised Date: February 2010
by Trish Loomis

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ENG102H Honors Composition II

I. CATALOG DESCRIPTION

A. Prerequisite: Honors Program admission and ENG101/101H English/Honors Composition I with a grade of “C” or better.

B. 3 semester credit hours

C. 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. EXPECTED LEARNING OUTCOMES AND ASSESSMENT MEASURES

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<th>Expected Learning Outcomes</th>
<th>Assessment Measures</th>
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<tr>
<td>Students will analyze the works of great thinkers who have changed the way we view the world, our institutions and ourselves.</td>
<td>Journals</td>
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<td>Article Summaries</td>
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<td>Class Discussion</td>
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<td>Written Essays</td>
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<td>Collaborative group activities</td>
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<td>Students will explain their own critical positions on issues.</td>
<td>Written Essays</td>
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<td>Class discussions</td>
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<td>Collaborative group activities</td>
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<td>Students will research and report on issues discussed in class and supplement the text with relevant books, articles, editorials, etc.</td>
<td>Leading class discussion</td>
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<td>Reflective journals</td>
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<td>Written essays</td>
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<td>Research paper</td>
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<td>Students will critique their own and peer work</td>
<td>Reflective writings</td>
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<td>Peer responses</td>
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<td>Portfolio</td>
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<td>Students will develop logical and well supported arguments, written and oral.</td>
<td>Class Discussion</td>
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<td>Written essays</td>
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<td>Research paper</td>
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<td>Students will analyze style and rhetorical techniques of writers’ works assigned for class discussion.</td>
<td>Class discussion</td>
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<td>Written essays</td>
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<td>Journals</td>
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Students will produce a “presentation” portfolio of their selected writings.

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<th>Portfolio</th>
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<td>Written Essays</td>
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<td>Reflective writings</td>
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Students will prepare a research paper and explain their research and findings to the class.

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<th>Research paper</th>
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<td>Class presentation</td>
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III. OUTLINE OF TOPICS

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
   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
   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. Wealth
   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.
D. Mind
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.

E. Nature
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.

F. Gender and Culture
1. Examine critically and actively writings of anthropologists and historians who present a range of thoughts regarding the possibility of understanding other cultures and their concepts of masculinity and femininity.
2. Consider the ways in which other people interact and promulgate social roles and how these insights can help us understand ourselves and others.

G. Ethics and Morality
1. Examine critically and actively writings about several approaches to the concept of ethics and morality.
2. Examine a range of issues in matters of ethics and morality that are explained in the readings: the purpose of humanity, religion, the environment, vegetarianism

H. The Individual
1. Examine critically and discuss how theories about the individual
2. Examine the place of the individual in different societies and time periods.

I. Research
1. Demonstrate an understanding of the processes of research writing.
2. Demonstrate an understanding of the conventions of MLA.
3. Present research to the class.

IV. 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

V. REQUIRED TEXTBOOKS


VI. REQUIRED MATERIALS

A. Textbooks

B. Three-Ring Binder

C. Computer Disk

VII. SUPPLEMENTAL REFERENCE

A. Library collection

B. Videos

VIII. METHODS OF EVALUATION

A. Compositions

B. Portfolios

C. Class Participation

D. Research Process and Paper

E. Final Writing

F. The grading scale is as follows:
   - 90-100 = A
   - 80-89 = B
   - 70-79 = C
   - 60-69 = D
   - Below 60 = F
IX. ADA COMPLIANCE

Students who have needs because of a learning disability or other kinds of disabilities should contact the Access/ABILITY Office at (636) 797-3000 extension 169 or 158 and discuss accommodations with the instructor.

X. ACADEMIC HONESTY STATEMENT

If a student plagiarizes writing or cheats on an assignment or test, he or she will fail that assignment and may fail the entire course. Dishonesty is a gross violation of the academic honesty policy as stated in the Jefferson College Student Handbook and indicates a failure to meet the standards of this course.