

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

HONORS COMPOSITION I
ENGL 1010 (formerly ENG 1070)

Class Hours: 3.0

Credit Hours: 3.0

**Laboratory
Hours: 0.0**

Date Revised: Fall 1998

Catalog Course Description:

Enriched version of 1010. Study and practice of expository and persuasive writing. Topics include essays, letters, and memos, with emphasis on writing processes, logic, and research.

Entry Level Standards:

Students must be able to plan and write essays by pre-writing, outlining, writing, and revising with attention to adapting writing style to different readers and purposes. Students must demonstrate proficiency in standard English grammar, spelling, and mechanics. The student should be able to employ basic research techniques in gathering and reporting information. Students in Honors Composition I will be expected to display a level of critical thinking, reading, and writing expertise far superior to students in standard sections of the course.

Prerequisites:

English ACT score of 26 or above
Permission of the English department

Textbook(s) and Other Reference Materials Basic to the Course:

Miller, Robert K. The Informed Argument: A Multidisciplinary Reader and Guide. 5th ed. Ft. Worth: Harcourt, 1998.
Hodges, John C., et al. Hodges' Harbrace Handbook. 13th ed. Ft. Worth: Harcourt, 1998.
A novel or additional work to be selected by the instructor.

I. Week/Unit/Topic Basis:

Week	Topic
1	Introduction to Argument; Memo and letter format
2-4	Logic and Logical Fallacies; Other Forms of Persuasion; Essay 1
5-7	Using Sources; Annotating, Paraphrasing, Summarizing, Synthesizing; Essay 2 -- Synthesis
8-11	Principles of Research; Essay 3 -- Analysis; Essay 4 -- Researched Essay
12-15	Reading and writing about a novel; Essay 5 -- Literature Essay
16	Final Exam Essay -- In-class

II. Course Objectives*:

- A. Produce good writing by means of a process. I.3
- B. Write clearly, logically, and concisely to accomplish the writer's goals and provide for the reader's needs. I.3
- C. Select appropriate rhetorical patterns to inform, to explain, and to persuade. II.3, III.2
- D. Demonstrate familiarity with primary and secondary research. VII.1, VII.2, VII.3, VII.4
- E. Transfer principles learned in honors ENGL 1020 for effective writing across the curriculum. I.3
- F. Read and analyze assigned readings. I.2
- G. Demonstrate a high level of critical and analytical thinking skills in writing, presentations, and discussion in a workshop/seminar setting. III.2

*Roman numerals after course objectives reference goals of the university parallel program.

III. Instructional Processes*:

Students will:

1. Collaborate in teams for peer review of drafts to analyze audience and message, to develop and organize ideas, and to evaluate drafts as to effectiveness and clarity. *Communication Outcome, Personal Development Outcome, Problem Solving and Decision Making Outcome, Transitional Strategy, Active Learning Strategy*
2. Attend an extra-curricular enrichment activity and incorporate this experience into a class assignment. *Personal Development Outcome, Transitional Strategy, Active Learning Strategy*
3. Read assigned essays and participate in class discussion. *Communication Outcome, Personal Development Outcome, Problem Solving and Decision Making Outcome, Cultural Diversity and Social Adaptation Outcome, Active Learning Strategy*
4. Write analytical, expository, argumentative essays using word processing software. *Communication Outcome, Problem Solving and Decision Making Outcome, Cultural Diversity and Social Adaptation Outcome, Technological Literacy Outcome, Active Learning Strategy*
5. Develop research skills using library sources and the internet to find information pertinent to essay topics. *Communication Outcome, Personal Development Outcome, Problem Solving and Decision Making Outcome, Technological Literacy Outcome, Information Literacy Outcome, Transitional Strategy, Active Learning Strategy*
6. Develop oral presentation skills to present individual and group information from research. *Communication Outcome, Personal Development Outcome, Problem Solving and Decision Making Outcome, Information Literacy Outcome, Transitional Strategy, Active Learning Strategy*
7. Work independently and with a group to interpret and to present assigned topics. *Communication Outcome, Problem Solving and Decision Making Outcome, Information Literacy Outcome, Transitional Strategy, Active Learning Strategy*
8. Internalize the work ethic by regularly attending class, being punctual, being dependable, cooperating with the teacher and other classmates, contributing to class discussion and projects, and acting in a professional manner while in class. *Personal Development Outcome*

*Strategies and outcomes listed after instructional processes reference Pellissippi State's goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Use a process approach to writing. A, B, C
2. Analyze audience. B, C
3. Use appropriate level of diction. B
4. Develop and organize ideas and information about an essay topic. A, B, C
5. Develop a thesis statement for an essay. B
6. Follow recognized patterns to write essays and letters. C
7. Write correspondence that is easily understood. B
8. Locate source materials. D
9. Use primary and secondary research in essays. D
10. Document to avoid plagiarism. D
11. Proofread and edit all writing carefully. B
12. Make presentations of individual and group information from research. D, F, H

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures:

Major writing assignments will constitute a minimum of 70 percent of the final grade and will be weighted at the discretion of the instructor. At least one of these assignments will be written in class. Other in-class writings, such as responses, essay questions, letters/memos, exercises, and quizzes, as well as peer reviews, homework assignments, oral presentations, and corrections may constitute 30 percent of the final grade.

B. Laboratory Expectations: None

C. Field Work:

When feasible some assignments may require students to attend a performance or other appropriate event (such as a literary reading, museum exhibit, off-campus lecture or special program).

D. Other Evaluation Methods:

Students will be expected to participate in and lead class discussion on certain topics or make an oral presentation. Students will keep all written work in a folder which will be submitted at the end of the semester.

VI. Policies:

A. Attendance Policy:

Attendance, promptness, and participation are essential to success in college courses. The general attendance policy of the College states that students must be present for at least 75 percent of scheduled class meetings in order to receive credit for the course; thus, students who miss 25 percent of class meetings will fail the course. Therefore, any student who must miss an excessive number of classes for any reason is advised to withdraw from the College under the "Mitigating Circumstances" provision as described in the PSTCC Catalog.

B. Academic Dishonesty:

Any student found engaging in an act of academic dishonesty will be promptly dismissed from the course with a grade of F. Academic dishonesty includes the following:

Plagiarism--presenting someone else's words or ideas as your own;

Collusion--allowing other people to write, to revise, or to alter significantly the text of a paper that is supposed to be your work alone.

C. Correction and Return of Essay Assignments:

Essays will be marked with numbers from the Harbrace Handbook and with instructor comments. Students are required to make all corrections according to instructor's directions before the grade on an essay is final. Essays, revisions, and corrections will be kept in a Harbrace folder throughout the semester and collected by the instructor at the end of the semester. The English Department does not return student folders. Students who wish to retain copies of essays should make photocopies.