

Union County College
Faculty Curriculum Committee

Course Revision Form

PART I

ORIGINATOR(S): Susannah Chewning	DATE: 1/9/13
DEPARTMENT CHAIR: Connie Rubin (ENG/FA/ML Chair) and Jeff Shalan (Honors Coordinator)	
COURSE CODE: ENG101H	TITLE: English Composition I (Honors)
	PROGRAM: all Associate programs
PROPOSED EFFECTIVE CATALOG DATE: 2013-14	
PROPOSED TERM EFFECTIVE: Fall 2013	

PART II

A. TYPE OF CHANGE PROPOSED. Check the appropriate item(s) in this section and complete only those sections below that are applicable to your proposal.		
<input type="checkbox"/> Title	<input type="checkbox"/> Corequisite	<input checked="" type="checkbox"/> General Ed Designation
<input checked="" type="checkbox"/> Code	<input type="checkbox"/> Lecture Hours	<input type="checkbox"/> Instructional Delivery Method
<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Lab Hours	
<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Credit Hours	
B. TITLE CHANGE		
Current Title:		
Recommended Title:		
Rationale to Support Change:		

C. CODE CHANGE
Current Code: ENGH 101
Recommended New Code: ENG 101H
Rationale to Support Change: Honors program change
D. CREDIT/LECTURE/LAB HOURS CHANGE
Current Credit/Lecture/Lab Hours:
Recommended New Credit/Lecture/Lab Hours:
Rationale to Support Change:
E. PREREQUISITE/COREQUISITE CHANGE
Current Prerequisite(s): Recommended Prerequisite(s): Rationale to Support Change:
Current Corequisite(s): Recommended Corequisite(s): Rationale to Support Change:
F. DESCRIPTION CHANGE
Current Description: <i>First half of a two-semester sequence, completed by either ENG 102 or ENG 122 as required by program of study, which focuses on the development of the student's skill in writing expository prose. Consistent with the philosophy of Honors Studies, this course is conducted in a seminar format, and students are encouraged to work with other students and to direct their own learning by selecting from a variety of opportunities that will be made available to them. Prerequisites: ENG 099, if required, and permission of instructor or coordinator of Honors Studies. 3 lecture hours and 1 conference hour per week. 3 credit hour</i>

Recommended New Description:

English 101 Honors is the first half of a two-semester sequence, completed by either ENG 102 or ENG 122 as required by program of study, which focuses on the development of the student's skill in writing expository prose. Consistent with the honors philosophy, this course is conducted in a seminar format and emphasizes in-depth discussion and higher level thinking skills in an active learning environment. Prerequisites: ENG 099, if required, and permission of instructor or coordinator of Honors Studies. 3 lecture hours and 1 conference hour per week. 3 credit hour

Rationale to Support Change: Minor change to reflect revised syllabus.

G. COURSE DESIGNATION

General Education

Please check the requested General Education knowledge area below:

Communications

- Cultural and Global Awareness
- Ethical Dimension
- History
- Humanities

- Mathematics
- Sciences
- Social Sciences
- Technological and Information Competency

- Basic Skills
- Distance Learning
- Career Course (Identify program): _____
- Other (Please Specify): _____

H. INSTRUCTIONAL DELIVERY METHOD

CURRENT METHOD

- Traditional Online Blended (partial online)

PROPOSED METHOD

- Traditional Online Blended (partial online)

I. REQUIRED ATTACHMENTS

Department Approval: Attach email from department chair indicating department review and approval of the new course proposal.

Revised course syllabus.

For distance learning courses only (this section will be reviewed by the ATC): an appendix addressing the technical issues related to administering the course via a distance learning modality. Consult with the Academic Technology Committee for specifics.

Review/Approval for _____ English Composition I (Honors) _____
(Title of Course)

APPROVALS:

NEW COURSE/PROGRAM SUB-COMM.CHAIR **DATE**

CURRICULUM COMMITTEE CHAIR **DATE**

VP FOR ACADEMIC AFFAIRS **DATE**

RECEIVED:

REGISTRAR **DATE**

ASSISTANT VP FOR ACADEMIC AFFAIRS **DATE**

After all reviews/approvals have been completed, please return a copy of the completed signed form to Curriculum Committee Chair.

ENG 101H English Composition I (Honors)

3 credit hours

3 lecture hours per week plus one TAC hour per week for paper draft revision.

Prerequisites: ENG 099, if required, and permission of instructor or coordinator of Honors Studies.

Course Description: English 101 Honors is the first half of a two-semester sequence, completed by either ENG 102 or ENG 122 as required by program of study, which focuses on the development of the student's skill in writing expository prose. Consistent with the honors philosophy, this course is conducted in a seminar format and emphasizes in-depth discussion and higher level thinking skills in an active learning environment.

Course Learning Outcomes: by the end of the semester each student will

- explore methods of rhetoric, exposition, and argumentation
- learn and master the standards of grammar and style
- look at the role of reading in writing
- through a study of the works of writers from many backgrounds, get a sense of our own understanding of the writing process and our place within it
- examine the role of writing and of language in and outside of the classroom
- identify and discuss the ethical dimensions in writing, research, and other forms of communication
- produce a well-defined thesis on a topic pertinent to the course and develop it into an effective and well-organized essay
- conduct effective research on her chosen topic, using both Library and Internet resources
- identify and correct errors in mechanics and develop a clear and readable style.

Suggested Student Resources:

Considering Literacy: Reading and Writing the Educational Experience, ed. Adler/Kassner. Pearson, 2006.

Nexus: A Rhetorical Reader for Writers, ed. Flachman and Flachmann. Pearson, 2011.

Ways of Reading, ed. Bartholomea/Petrosky. Bedford, 2011.

Hacker, Diana. A Writer's Reference, 6th ed. Boston, MA: Bedford/St. Martin's, 2007.

The American Heritage College Dictionary. 4th edition. New York: Houghton Mifflin, 2002.

Course Requirements:

- Attendance and Punctuality.
- Theme Analysis Conferences (TAC) will be required for all.
- Reading assignments.
- Four papers, 3750-4750 words in total (about fifteen pages of formal writing).

- Individual in-class presentation.
- Group Presentation.
- Mid-term and final exams.

Evaluation methods:

- Participation (including weekly responses) 25%
- Quizzes and exams 10%
- Presentations 15%
- Formal Papers 50%

Suggested Class Schedule

- Week 1** Introduction to class. Writing Sample. Reading/response.
- Week 2** Reading/response. Visit to UCC Library.
- Week 3** Reading/response. In-class Essay. Model paper 1.
- Week 4** Reading/response. Rough draft of paper 1 due.
- Week 5** Reading/response. Paper 1 due. Presentations.
- Week 6** Reading/response. In-class Essay. Model paper 2. Presentations.
- Week 7** Reading/response. Rough draft of paper 2 due.
- Week 8** Midterm assessment. Paper 2 due. Presentations.
- Week 9** Reading/response. Presentations.
- Week 10** Reading/response. In-class Essay. Model paper 3.
- Week 11** Reading/response. Rough draft of paper 3 due.
- Week 12** Reading/response. In-class Essay. Paper 3 due. Presentations.
- Week 13** Reading/response. Presentations.
- Week 14** Reading/response. Rough draft of paper 4 due. Presentations.
- Week 15** Final paper due; final exam.

Suggested Teaching Methodologies:

- Delivery using in-class and online resources
- Lecture
- Class and small-group discussion

ASSESSMENT METHODS and CORRELATION OF OUTCOMES:

After completing ENG101H students will be able to:

General Education Goals and Objectives	Student Learning Outcomes	Assessment Methods of Outcomes
NJCC Goal Category: Written and Oral Communication		
a: Comprehend and evaluate what they read, hear and see.	look at the role of reading in writing; explore methods of rhetoric, exposition, and argumentation	Class discussion and formal and informal writing
b: State and evaluate the views and findings of others	through a study of the works of writers from many backgrounds, get a sense of our own understanding of the writing process and our place within it	Formal essays integrating multiple sources in an appropriate style
c: Logically and persuasively state and support orally and in writing their points of view or findings	produce a well-defined thesis on a topic pertinent to the course and develop it into an effective and well-organized essay	Class discussion, formal and informal essays
d: Evaluate, revise, and edit their communication	learn and master the standards of grammar and style; identify and correct errors in mechanics and develop a clear and readable style	Formal essays
NJ CCC Integrated Goals: Ethical Reasoning and Action		
a: Analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue or situation	through a study of the works of writers from many backgrounds, get a sense of our own understanding of the writing process and our place within it	Class discussion and presentation; formal and informal essays
b: Take a position on an ethical issue or a situation and defend it with logical arguments	identify and discuss the ethical dimensions in writing, research, and other forms of communication	Class discussion and presentation; formal and informal essays
NJCC Integrated Goals: Information Literacy		
a: Identify and address an information need	investigate and analyze the components of an argument	Class discussion and presentation; formal, research-based essay
b: Access information effectively and efficiently	conduct effective research on her chosen topic, using both	Class presentation; formal, research-based essay that

	Library and Internet resources	measures students' ability to locate, evaluate, and use information to demonstrate a thesis
c. Evaluate and think critically about information	Complete research that distinguishes among a variety of resources based on a standard criteria	
d: Use information effectively for a specific purpose.	Utilize computer software to present data on a specific topic or issue	Class presentation; formal, research-based essay
e. Use information ethically and legally.	Demonstrate an understanding of the rules of academic integrity by citing sources accurately following an appropriate documentation style (preferably the MLA Style)	Formal essays

Revised: 28 January 2013

From: [Dr. Constance F. Rubin](#)
To: [Dr. Maris Lown](#); [Elizabeth A Joyce](#)
Subject: FW: Revised ENG 101H Syllabus
Date: Wednesday, November 14, 2012 5:23:34 PM
Attachments: [eng101hmastersyllabusgened.doc](#)

The attached course revision for ENG 101H was approved today, November 14th, at the meeting of the English/Fine Arts/Modern Languages Department.

Thank you, Dr. Connie Rubin