

- A. English Composition I is a first-semester composition course that is a requirement of most degree-seeking students. English Composition I Honors is designed to challenge those students whose basic writing skills require little attention, who understand the nature of revision as a method of enriching their own thinking, and who appreciate the complexity of differing views on current controversial issues.
- B. This course does not have a Lab component
- C. This course generally transfers as a first-semester freshman English core requirement dependent on the Transfer institution.

IV. Place of Course in College Curriculum

- A. Free Elective.
- B. This course serves as a General Education course in English Composition.
- C. English Composition I or English Composition I Honors is required of all degree programs.
- D. Course transferability: for New Jersey schools go to the NJ Transfer website, www.njtransfer.org. For all other colleges and universities go to their individual websites.
- E. Honors course.

V. Outline of Course Content

- A. Reading
 - 1. Critical reading of a variety of texts, mostly but not limited to nonfiction, with an emphasis on recognizing and analyzing the author's purpose and audience.
 - 2. Making connections among multiple texts.
- B. Writing
 - 1. Emphasizing writing as a process (prewriting, drafting, peer reviewing, revising).
 - 2. Producing essays that present the student's ideas in conversation with a text or texts.
 - 3. Developing, articulating, and sustaining the student's argument.
 - 4. Developing intentionality in grammar, style, and formatting.
- C. Information Literacy
 - 1. Required introductory session of library instruction or library-created materials
 - 2. Introduction to MLA documentation style
 - 3. Research as strategic exploration

VI. A. Course Learning Outcomes:

At the completion of the course, students will be able to:

- 1. Apply basic rhetorical concepts in reading and composing texts. (GE-1)
- 2. Develop an understanding of critical reading strategies. (GE-1)

3. Compose texts in response to a variety of rhetorical situations that integrate the writer's ideas with those from other texts. (GE-1)
4. Engage in a variety of composing and revision processes, including giving and responding to feedback. (GE-1)
5. Locate and evaluate information sources for relevance and credibility. (GE-1; GE-IL)
6. Demonstrate awareness of language and citation conventions.(GE-1)

B. Assessment Instruments

This course may employ the following assessment methods:

1. Process essays (required)
2. Timed essays
3. Research-informed project or essay (required)
4. Quizzes
5. Annotated texts
6. Reading responses
7. Reflection responses
8. Portfolios
9. Class participation (required)
10. Student presentation

VII. Grade Determinants

- A. Requirement that at least 75% of the student's final grade be derived from graded writing.
- B. 3 multi-draft process essays
- C. 1 research-informed project or essay
- D. In-class writing
- E. Class preparation and participation assignments

Given the goals and outcomes described above, LIST the primary formats, modes, and methods for teaching and learning that may be used in the course:

- A. discussion
- B. mini-lecture
- C. small group work
- D. guest speakers
- E. student oral presentations

VIII. TEXTS AND MATERIALS

The following types of course materials may be used:

- A. Open educational texts and resources
- B. Film
- C. Audio sources
- D. Web sources

(Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.)

IX. RESOURCES

- A. Library instruction (required)
- B. Classroom with instructor computer and projector (required)
- C. Student access to a computer during class (required)
- D. Service Learning support where applicable

X. Check One: Honors Course Honors Options N/A

Definition: According to the Honors Council, an Honors course is one that enriches and challenges students beyond a course's regular scope and curriculum. An Honors course will offer a sophisticated use of research, introduce intellectually stimulating readings and critical perspectives, promote a higher level of critical discussion and written work, and encourage independent study projects, at the option of the instructor.

English Composition I Honors is conducted as a seminar and invites students to take an active role in thoughtful discussions that foster curiosity, intellectual engagement, and a deeper understanding of how writers craft meaning. English Composition I Honors students are encouraged to experiment with voice, structure, and perspective as they compose essays that go beyond the expectations of regular sections of English Composition I. Students will read and analyze diverse texts and respond to those texts through original, reflective, and analytical writing. In addition to refining their rhetorical awareness, Honors students will develop and pursue their own writing projects that demonstrate creativity, critical thinking, and a growing command of academic writing and research.