English 1301, Honors

Professor: Kathy Andersen-Wyman

Textbooks:
Rice, Elmer. *The Adding Machine.* (Samuel French, 1956.)
A good dictionary

Evaluation:
<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Work</td>
<td>40%</td>
</tr>
<tr>
<td>3 Completed Drafts</td>
<td>15%</td>
</tr>
<tr>
<td>3 Polished Essays</td>
<td>35%</td>
</tr>
<tr>
<td>Final</td>
<td>10%</td>
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Note: Class schedule and assignments will be adjusted according to student needs.


Week Two: Discuss reading: pp. 444-494. *Summarize each reading, and choose something from each reading that you can use as a student.* In class writing, 5 min. Group work. Discuss group work. Discuss Paper 1 and relevant aspects of the writing process. Intro Rhetoric.

Week Three: Discuss reading: pp. 495-535. *Summarize each reading, and choose something from each reading that you can use as a student.* Group work. Final discussion of group work, readings and Paper 1. Discussion of peer evaluations. Choose readings for following weeks.

Week Four: Completed draft of Paper 1 due. Peer evaluations. Bring all draft materials. Discuss revision. Revision practice.

Week Five: Paper 1 due: include all draft materials. Sentence practice. Discuss reading: pp. __________. In-class writing. Small groups.

Week Seven: Discuss group work. Discuss argumentation and logic, organization and rhetoric. Discuss revision.

Week Eight: Completed draft of Paper 2 due. Peer evaluations. Paper 2 due: include all draft materials. Sentence practice.


Week Ten: Discuss group work. Grammar workshop. Discuss reading: pp. __________. Small groups.


Week Thirteen: No class. Thanksgiving Holiday.


Week Sixteen: Essay exam Final.

Learning Outcomes
Honors English 1301

1. Students can write well developed, well organized compositions that have a clear, narrowed, sophisticated main idea and include a useful introduction and conclusion, supported by well argued college level content and details sufficient to the task.

   Assessment: 5-8 compositions (passing with at least 70%)

2. Students can write in Standard English use proper sentence structure, mechanics, punctuation, diction, etc., and employ a style appropriate to audiences.

   Assessment: 5-8 compositions (passing with at least 70%)
3. Students can follow MLA guidelines, such as rules for format, parenthetical documentation, works cited page, plagiarism, and argumentation.

   Assessment: 1-4 compositions (passing with at least 70%)

4. Students can conduct different methods of research necessary for a college student (library, online, field, etc.), evaluate a source according to their rhetorical needs, and integrate the source into their own work without losing their writing voice.

   Assessment: 1-4 compositions (passing with at least 70%)

5. Students apply critical reading skills to sophisticated texts and respond intelligently and clearly via group work (written and oral) and in their essays.

   Assessment: 6-8 group work responses, and 1-4 compositions (passing with at least 70%)

6. Students can analyze a literary work and write a composition appropriate to the instructions, indicating their understanding of the work in a timed, final exam.

   Assessment: final exam (passing with at least 70%), though passing the course is not dependent on passing the exam