Honors College English II — EN 135 (3 credit hours towards degree)    Spring 2009

Instructor:_____________________________ Title:___________________________________
Office Location: _______________________ Office Phone: _____________________________
Email: _______________________________ Office Hours:_____________________________

Rev. Date: 01/10/09

PREREQUISITE
Students must have successfully completed EN 134 in order to enroll in EN 135.

COURSE DESCRIPTION
HONORS COLLEGE ENGLISH II is the second of two sequential courses. An emphasis is placed on writing about literature using different rhetorical strategies. Short stories, essays, poetry, drama, and novels provide the basis for advanced essay writing and practice in literary analysis. A writing portfolio is required for this course. Research and documentation are included. Students should be prepared to write extensively. Attendance in the Writing Center may be required.

TEXTBOOKS


NOTE: Students will not be able to pass this course without the required texts. Please be advised your instructor may assign other required texts for your individual course.

OTHER REQUIRED MATERIALS
· A CD or flash memory stick
· A college-level dictionary
· Blue or black ink pens
· Pencils for exams
· College-ruled notebook paper

MAIN COURSE GOAL:
EN 135 is designed to strengthen students’ writing so that they are prepared to write clearly and effectively in their general education courses, upper-level major courses, and professional endeavors. Students will engage in activities that require the use of analysis in order to develop
a deeper appreciation for a variety of literary works.

**IMPACT ON B-CU MISSION AND INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)**

Through the attainment of the Course Student Learning Objectives (CSLOs), students will acquire knowledge, skills and competencies outlined in the Institutional Student Learning Outcomes (ISLOs), School Student Learning Outcomes, (SSLOs) and Program Student Learning Outcomes (PSLOs). The Course Student Learning Objectives fully support the University Mission and Core Values as stated in the Strategic Plan, as well as the School Goals.

**The Institutional Student Learning Outcomes (ISLOs) include the following:**

1. Cognitive skills
2. Knowledge and competency
3. Appreciation of human differences and commonalities
4. Integrated sense of identity and civic responsibility

**FRESHMAN COLLEGE SCHOOL STUDENT LEARNING OUTCOMES (SSLOs) ADDRESSED IN THE COURSE OBJECTIVES**

1. Upon completing Freshman College courses, freshmen will recognize and describe the contributions of people of African descent in a diverse global society through readings, class discussions, and oral presentations at an acceptable level.
2. Upon completing the Freshman College courses, freshmen will identify and analyze problems/issues in order to generate solutions to individual, community and global problems/issues by participating in service projects, written assignments, and oral presentations at an acceptable level.
3. Upon completing Freshman College courses, freshmen will communicate, orally and in writing, a personal statement using Standard English.
4. Upon completing Freshman College courses, freshmen will construct an informed opinion with supporting evidence in formal writing assignments and oral projects by evaluating and synthesizing concepts presented in written material from a variety of disciplines.
5. Upon completing Freshman College courses, freshmen will analyze sources related to current socio-cultural issues in order to construct and support a thesis in a well documented research paper using MLA or APA styles at an acceptable level.
6. Upon completing Freshman College courses, freshmen will demonstrate facility in using email, Internet, Microsoft Office applications and web-based programs, such as Blackboard, LiveText, Turnitin, and discipline specific software in order to complete projects and assignments at an acceptable level.

**ENGLISH AREA PROGRAM STUDENT LEARNING OUTCOMES (PSLOs) ADDRESSED IN THE COURSE OBJECTIVES**

1. Upon completing the Freshman College courses, freshmen will evaluate critical facts and concepts in discipline-related written material to support problem solving and decision making essays and in a documented research paper to an acceptable level
2. Upon completing Freshman College courses, students will communicate, orally and in writing, a personal statement using Standard English at an acceptable level.

3. Upon completing the Freshman College courses, students will analyze, evaluate, and synthesize readings by writing journal entries and giving oral presentations that demonstrate these critical thinking processes at an acceptable level.

4. Upon completing Freshman College courses, students will be able to compose an essay within 60 minutes that will score a four or higher on the CLAST rubric.

5. Upon completing Freshman College courses, students will be able to recognize errors in written English and demonstrate an ability to correct those errors when writing timed essay exams as well as formal essays that require drafting and revising at an acceptable level.

6. Upon completing freshman English, students will analyze sources related to socio-cultural issues in order to construct and support a thesis in a well documented research paper using MLA or APA in an accepted level.

7. Upon completing Freshman College courses, students will be able to demonstrate facility in using email, Internet, Microsoft Office applications and web-based programs, such as Blackboard, LiveText, Turnitin, and discipline specific software in order to complete projects and assignments at an acceptable level.

8. Upon completing Freshman College courses, students will assemble a collection of essays over the course of a semester using an electronic portfolio that demonstrates use of different rhetorical modes at an acceptable level.

9. Upon completing Freshman College courses, students will recognize and describe the contributions of people of African descent in a diverse global society through readings, class discussions, and oral presentations at an acceptable level.

10. Upon completing Freshman College courses, students will formulate an appreciation of human differences and commonalities reflected in various narratives by engaging in role playing, group projects, journal writing, essay writing, and oral presentations that demonstrate awareness of the human condition at an acceptable level.

11. Upon completing the Freshman College courses, students will identify and analyze problems/issues in order to generate solutions to individual, community and global problems/issues by participating in service projects, written assignments, and oral presentations at an acceptable level.

**COURSE STUDENT LEARNING OBJECTIVES AND MEASUREMENTS**

**EN 135 students will:**

1. Practice the writing process throughout the semester to reinforce skills learned in previous Honors college-level composition courses.

2. Appraise literature throughout the semester as they are introduced to appropriate rhetorical methods concerning the discourse surrounding literary genres.

3. Demonstrate their ability to analyze literature, literary theory, and literary forms by writing four formal essays throughout the semester.
4. Examine diverse social issues presented within literature and relate these issues to their own life goals by creating a graphic presentation showcasing debates, differences, and/or similarities encountered throughout the semester.
5. Practice MLA documentation within a seven-page research paper based on a selected literary work, genre, or author.
6. Assemble a collection of their best writing over the course of a semester using an electronic portfolio to show mastery of the English language.

GENERAL REQUIREMENTS FOR THE COURSE
To pass English 135, students must meet the following conditions:

1. Write at least four essays, each designed to reinforce compositional skills. Some essays must be written in class within 60 minutes on impromptu topics, while formal essays will be drafted and revised over a period of time and submitted in typed form.
2. Students must write a total of at least 6,000 words. At the option of the instructor, 2,000 words may consist of informal writing, reaction papers, summaries, journals etc.
3. Achieve acceptable scores on tests, quizzes, and additional writing assignments.
4. A midterm and final examination.
5. Read, discuss, and write about readings selected by the instructor. Reading selections will include works of literature from a variety of ethnicities.
6. Complete an MLA documented research project.
7. Assemble an electronic portfolio consisting of the student's best representative work.

Honors-Level Writing, Critical Thinking, and Research
Because EN 135 is a class in the Honors Program, students are expected to meet a higher caliber of writing, critical thinking, and research. The demands of EN 135 are rigorous, and students should be prepared to exceed expectations.

METHODS OF INSTRUCTION
Instructors will use a variety of instructional methods including interactive classroom exercises, small group activities, class discussion, lectures, and use of technology, electronic communication, and Blackboard.

ASSESSMENT/GRADING SCALE
Students’ grade will be accumulated as follows:

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Essays and Portfolio</td>
<td>50%</td>
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<tr>
<td>Research Project</td>
<td>20%</td>
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<tr>
<td>Instructor will determine weight of the following categories:</td>
<td>30%</td>
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<tr>
<td>Homework</td>
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<tr>
<td>Quizzes</td>
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<td>Midterm Exam</td>
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<td>Final Exam</td>
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<td>Attendance</td>
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Total 100%
STUDENTS MUST RECEIVE AN OVERALL GRADE OF “C” OR HIGHER TO PASS ENGLISH 135.

GRADING CRITERIA
The following grading scale will be observed:

- 90 % - 100 %  A
- 80 % - 89 %  B
- 70 % - 79 %  C
- 60 % - 69 %  D
- 0 % - 59 %  F

MAKE UP EXAMS
Make-up exams will not be permitted unless the student has an excused absence with official documentation. Excused absences include those absences incurred by the student’s participation in B-CU sponsored or class-sponsored activities. Examples of excused absences include band, chorale, gospel choir, athletic teams, field trips, or proof of illness with official documentation from physician or verifiable authority.

INCOMPLETE POLICY
In the event of an extreme and unavoidable circumstance that would inhibit the student from successful completion of the course, a student may request to be given an incomplete by the instructor upon approval of the Department Chair. The instructor and the Department Chair reserve the right to deny a student’s request for an incomplete. Prior to receiving an incomplete the student must have a passing grade in the course. Students who request an incomplete must have official documentation to support the request. Examples of official documentation include proof of illness from a physician or verifiable authority, death certificates or obituaries, military activation letters on government letterhead. Upon receiving an incomplete, it is the student’s responsibility to complete all assignments and tests agreed upon by the student and the instructor before the removal of incomplete deadline set by the registrar. Non-compliance will result in a failing grade for the course.

ACADEMIC HONESTY
Students must submit their own work, and they must acknowledge any outside sources they used in preparing an assignment. If anyone copies or paraphrases the words of another writer without acknowledgment or submits another person’s work as his or her own, that person is guilty of plagiarism. **Evidence of cheating or plagiarism will result in the student receiving a grade of “0” for the work and may result in an “F” for the course.** Plagiarism and cheating are major violations of the Student Code of Conduct and may result in the student’s indefinite suspension from the college.

CLAST POLICY
Students must demonstrate appropriate communication skills prior to enrolling in senior seminar. Students who pass 3 parts of the CLAST (excluding math) or obtain a 2.5 GPA in English (EN 134 and EN 135) and reading (RE 260) will be allowed to enroll in their respective senior seminar courses. Transfer students who have passed the 3 CLAST communication tests, satisfied current exemptions or having an AA degree, will not be required to take R 260 or the CLAST prior to enrolling in senior seminar. Under documented and extenuating circumstances, students may petition the CLAST Review Committee for exemptions from this policy. (OAA Revised May 29, 2008).
AMERICANS WITH DISABILITIES ACT (ADA)
Bethune-Cookman University provides equal opportunity to qualified disabled persons in accordace with the requirements of Americans with Disabilities Act (ADA). ADA and section 504 of the Rehabilitation Act of 1973 serve to ensure that individuals with current disabling conditions are provided reasonable accommodations to enable them to enjoy the programs, activities, services, and employment opportunities offered by colleges and universities. As these laws only apply to individuals with known disabilities, it is required by B-CU that individuals provide recent documentation to establish their eligibility under these laws and to document their specific accommodation needs.

Individuals with a verifiable learning or physical disability affecting academic studies must submit documentation of a professional diagnostic evaluation (not older than three years) of their disability to Freshman College located in Faith Hall, Room #1.

All others with disabilities as defined by the ADA must contact the Student Affairs Office in the student center regarding living and dietary accommodations and the Testing Office in Faith Hall regarding the CLAST exam and other standardized testing.