

July 19, 2013

1. College: **College of Liberal and Applied Arts**
2. Department: **English**
3. Course status: **existing; does not require modification**
4. Course prefix and number: **ENG 133H**
5. Course title: **Composition and Rhetoric: Exposition and Argument**
6. Course catalog description: **Intensive study and application of academic writing with a focus on analytical reading and writing. Essay assignments that address rhetorical analysis, argumentative writing and the incorporation of research.**
7. Number of semester credit hours: **3**
8. Estimated total course enrollment per year: **30**
9. Course prerequisites and/or required qualifications for enrolling in the class:
Prerequisite: 28 or above on ACT or 580 or above on SAT. Not open to students with credit in English 131.
10. Course is **not/will not be** available online.
11. Foundational Component Area: **Communication Writing**
12. Explain why this course fits into this foundation component area: **Enrolling students with already more advanced compositional skills, students in ENG 133H, Composition and Rhetoric: Exposition and Research, review and further develop their ability to communicate their ideas effectively, through appropriate and competently constructed sentences, paragraphs, and essays that serve to articulate points of view well to a variety of audiences; furthermore, students learn appropriate research methodologies, how to evaluate sometimes contradictory secondary sources and to synthesize the ideas of others into their arguments. Like ENG 132 but at a more advanced level, ENG 133H, an Honors College course, enhances written literacy skills of students by enabling them to develop ideas, express them clearly, and participate in research-based written communication, recognizing evidence that is or is not credible, relevant, or persuasive to the subject, occasion, and audience. These skills include the following Core Objectives: Critical Thinking Skills, Communication Skills, Teamwork, and Personal Responsibility.**
13. Core Objectives
 - Critical Thinking - Students will be instructed in elements of critical thinking such as creative thinking, innovation, and inquiry, and in analysis, evaluation, and synthesis of information. In ENG 133H, students make application of these skills in the writing of a variety of persuasive, analytical, and argumentative essays, which require students to make inquiries into and explorations of topics in creative, innovative, or analytical ways. Furthermore, students will learn how to utilize effective research methodologies, evaluate secondary sources, and to integrate the ideas of others into their own arguments. Students are expected to complete readings, to engage in course and group discussions, and to analyze, interpret, and synthesize their findings resultant from these critical engagements into well-developed, research-based essays evidencing the student's command of effective engagement of audience (pathos), logical development of ideas (logos),

and effective use of examples, expertise, or insight (ethos). The instruction in ENG 133H will take place by means of lecture, assigned readings, and instructor input during class discussions which model for students how to express and respect diverse points of view and how to make effective valuation (of credibility, relevance, or persuasiveness) and application of secondary resources. Each student's mastery of Critical Thinking will be demonstrated by means of a culminating Course Capstone Essay in which students will be asked to respond critically or analytically to a writing prompt derived from either an assigned reading or arguable position in a sustained, well-developed essay of at least 750 words; the prompt will require an evaluation of supports for argument.

- Communication Skills - In ENG 133H, students will be instructed in elements of communication skills, such as effective development, interpretation and expression of ideas through written, oral and visual communication. This instruction will take place by means of lecture, assigned readings, and instructor input in class discussions. Instructors provide students models, examples, and explanations about writing processes that help them to create coherent, well-developed, well-organized and unified discussions inclusive of persuasive, analytical, and argumentative writing methodologies. Students will write several research-based assignments or essays throughout the semester. Each student's mastery of Communication Skills will be demonstrated by means of a Course Capstone Essay in which students will be asked to respond to a writing prompt derived from either an assigned reading or arguable position in a sustained, well-developed essay of at least 750 words; this written assignment will demonstrate appropriate organization, clarity, development of ideas, and rigor consistent for Honors studies in writing competency.
- Teamwork - In ENG 133H, students will acquire teamwork skills, including the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. This instruction will take place by means of lecture, assigned readings, and instructor input in class discussions. Teamwork activities may include peer review processes and small group work, collaborative writing occasions, group presentations, or panel discussions. As peer review is the common teamwork experience in ENG 133H, students will be required to share potentially diverse ideas with one another, to address those views in appropriate ways, and to help one another to finalize essays for course submission. Each student's mastery of teamwork will be demonstrated by means of a Course Capstone Essay in which students will be asked to collaborate in a response to a writing prompt derived either from an assigned reading or arguable position in a sustained, well-developed essay of at least 750 words.
- Personal Responsibility - In ENG 133H, students will be instructed in elements of Personal Responsibility, such as the ability to connect choices, actions and consequences to ethical decision-making. This instruction will take place by means of lecture, assigned readings, and instructor input in class discussions. In ENG 133H, students have occasion to study and experience human dynamics and interrelationships as these pertain to the ethical and logical presentation of supports to claims and to effective communication to diverse audiences. Students will learn that writing argument and research well includes making choices that

involve complex moralities, ethics, and psychological, spiritual, and intellectual valuations, and that acts of such writing bear with them consequences. Each student's mastery of Personal Responsibility will be demonstrated by means of a Course Capstone Essay in which students will be asked to respond to a writing prompt derived from either an assigned reading or arguable position in a sustained, well-developed essay of at least 750 words; this assignment will ask students to respond to the moral or ethical issues presented by the prompt or evidenced by research-based support, including such considerations as credibility, refutability, personal acts, obligations, or responsibilities.

Contact person for questions about this submission:

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