

# ENGL 1AH: HONORS COMPOSITION & READING

## Foothill College Course Outline of Record

Heading	Value
<b>Effective Term:</b>	Summer 2025
<b>Units:</b>	5
<b>Hours:</b>	5 lecture per week (60 total per quarter)
<b>Prerequisite:</b>	Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249.
<b>Advisory:</b>	Not open to students with credit in ENGL 1A or 1T.
<b>Degree &amp; Credit Status:</b>	Degree-Applicable Credit Course
<b>Foothill GE:</b>	Area 1A: English Composition
<b>Transferable:</b>	CSU/UC
<b>Grade Type:</b>	Letter Grade (Request for Pass/No Pass)
<b>Repeatability:</b>	Not Repeatable

## Student Learning Outcomes

- Students can integrate information from texts to develop a main idea (quoting and paraphrasing)
- Students can articulate a main idea at the essay level (thesis)

## Description

Techniques and practice of expository and argumentative writing based on critical reading and thinking about texts. Reading focused primarily on works of non-fiction prose, chosen to represent a broad spectrum of opinions and ideas, writing styles, and cultural experiences. Fulfills the Foothill College reading and composition requirement for the AA/AS degree and the university-transfer general education requirement in English reading and written composition. The honors section offers rigorous preparation in analytic reading and writing skills for students intending to transfer to a four-year college or university. Provides opportunity to engage contemporary social and ethical issues through small group discussion, a structured sequence of papers requiring higher-level thinking tasks, and collaborative projects. Emphasis is placed on multiple drafts and substantive revision to produce articulate writing appropriate to academic disciplines. Research paper is required.

## Course Objectives

The student will be able to:

### Writing

- Write extended expository text-based compositions, including a research paper, that synthesize readings and extend ideas gained from class discussion.
- Formulate an arguable thesis and substantiate it through analysis, logical and systematic organization, supporting evidence, and clarity of expression.
- Use diction and tone appropriate to the academic community and the purpose of the specific writing task.

D. Use a variety of sentence structures.

E. Use vocabulary appropriate to audience and the sophistication of the writing task.

F. Proofread for, and revise, errors in language and mechanics to the degree that the nature and frequency of errors do not become distracting.

G. Use research techniques, textual citations, and MLA documentation.

H. Produce a collaborative report in a written or multi-media format.

### Reading

A. Analyze college-level expository, narrative, and argumentative non-fiction prose written on a level of difficulty equivalent to the public letters of Martin Luther King, Jr. ("Letter from the Birmingham Jail"), the social commentary of Joan Didion ("Slouching Towards Bethlehem"), the essays of Richard Rodriguez ("Toward an American Language").

B. Comprehend and evaluate the author's line of reasoning, the overall main point, and the kind of evidence or development presented.

C. Identify the author's intended audience and rhetorical purpose for addressing that audience.

D. Draw comparisons to other works.

E. Draw reasoned inferences based on careful reading of a text.

F. Critique texts and sources.

G. Recognize differences in value systems based on culture in a given text.

H. Apply academic ideas and theoretical models to personal and real-life experience.

## Course Content

### Writing

A. Write a total of at least 8,000 words: Thesis-driven compositions, the shortest of which will be 750 words, and journal responses to assigned readings

B. Focus on writing about course readings:

- Paraphrasing
- Summarizing
- Synthesizing
- Quoting and documenting (MLA)

C. Focus on writing as process (discovery and synthesis):

- Invention, generation, collection of ideas, to include:
  - Discussion, brainstorming, journal-keeping
  - Mapping, outlining
- Organization, development, concession and other argument strategies
- Formulation of arguable thesis
- Drafting, revision, editing

D. Focus on writing as product:

- Synthesis of texts and student ideas
- Rhetorical features (structure, analysis, insight)
- Readability
- Volume
- On-task

E. Focus on patterns of error and methods of correction

F. Focus on variety of sources (print/non-print/electronic) with evaluation of credibility and relevance of same

### Reading

A. Read a minimum of two book-length works (including anthologies), supplemented at instructor's discretion by additional readings, handbook, reference, and/or rhetoric

B. Complete a sequence of reading assignments arranged in order of relatively less difficult to more complex, taking into consideration such factors as overall number of words or pages, complexity of syntax, level and range of vocabulary

C. Analyze prose for the following:

1. Main idea, support, organizational pattern
2. Rhetorical form, style, voice, and purpose
3. Genre and cultural context
4. Basic concepts of critical thinking, to include:
  - a. Assumptions from which arguments are developed
  - b. Logical use of evidence
  - c. Internal consistency
- D. Determine how the author's assumptions on the reader's background, knowledge/experience, and purpose contribute to the organization of the text
- E. Examine connections among resources, e.g., personal experiences, course texts, and other materials
- F. Evaluate points of view, development of arguments, and ideas in texts
- G. Analyze the effects of culture on written form and content

## Lab Content

Not applicable.

## Special Facilities and/or Equipment

When taught as a fully online course, the faculty shall employ one or more of the following methods of regular, timely, and effective student/faculty contact:

- A. Private messages within the course management system
- B. Personal email outside of the course management system
- C. Telephone contact/weekly announcements in the course management system
- D. Chat room within the course management system
- E. Timely feedback and return of student work (tasks, tests, surveys, and discussions) in course management system by methods clarified in the syllabus
- F. Discussion forums with appropriate facilitation and/or substantive instructor participation
- G. E-portfolios/blogs/wiki for sharing student works in progress; provide feedback from fellow students and faculty in a collaborative manner, and to demonstrate mastery, comprehension, application, and synthesis of a given set of concepts
- H. Field trips

## Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Collaborative projects  
Tests and quizzes

Write a total of at least 8,000 words: a minimum of three untimed, formal essays (in-class or online) and two timed, informal essay exams (in-class or online)

Final examination: a composition or other written project to be completed within the allotted two-hour period

## Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lectures  
Discussions  
Structured small-group exercises

## Representative Text(s) and Other Materials

At least two full-length books (including an anthology), primarily focusing on non-fiction; supplemented with additional readings or handbook. The following are suggested texts for the course:

Behrens, Laurence, and Leonard J. Rosen. Writing and Reading Across the Curriculum. 14th ed. New York: Longman, 2018.  
Bullock, Richard, et al. The Norton Field Guide to Writing, with Readings and Handbook. New York: Norton, 2019.  
Hacker, Diana, and Nancy Sommers. A Writer's Reference. 10th ed. New York: Bedford/St. Martin's, 2021.  
Graff, Gerald, and Cathy Berkenstein. They Say/I Say: The Moves that Matter in Academic Writing with Readings. 5th ed. New York: Norton, 2021.  
Mott, Valerie. College Writing Handbook. Open Educational Resources, 2020. [courses.lumenlearning.com/suny-jeffersonccc-styleguide/](https://courses.lumenlearning.com/suny-jeffersonccc-styleguide/)

The following are suggested single author non-fiction books for the course:

Jamail, Dahr. The End of Ice: Bearing Witness and Finding Meaning in the Path of Climate Disruption. New York: New Press, 2020.  
Kendi, Ibram X. How to Be an Antiracist. New York: One World, 2019.  
Mann, Charles C. The Wizard and the Prophet: Two Remarkable Scientists and Their Dueling Visions to Shape Tomorrow's World. New York: Vintage, 2019.  
Moraga, Cherríe. Native Country of the Heart: A Memoir. New York: Picador, 2020.  
Tufekci, Zeynep. Twitter and Teargas: The Power and Fragility of Networked Protest. New Haven: Yale, 2018.  
Wallace-Wells, David. The Uninhabitable Earth: Life after Warming. New York: Tim Duggan Books, 2020.

## Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

- A. Reading non-fiction essays and at least one book-length work
- B. Collaborative presentation in response to readings
- C. Writing formal analyses of readings in college academic essay format

## Discipline(s)

English