This template should be used by faculty to create an official record of a course for inclusion in the CT State Community College catalog. A completed template must be submitted for every course to be moved to the single college catalog.

COURSE TITLE: Title to appear in the catalog (note: Banner has a 30-character limit)	**Composition Honors**
COURSE CODE: 3-letter subject code and number (include cross-listed code & number if applicable)	ENG 1010H
CREDIT HOURS: Number of credits awarded for successful completion of course	3
CONTACT HOURS: Number of hours of instruction time (i.e., hours of contact between students and instructor)	Lecture: 3 Lab: Clinical: Other (e.g., studio):
BILLING HOURS: Number of credits for which students are charged	3
ADDITIONAL FEES Check all that apply	☐ Supplemental Course Fee Level 1 ☐ Supplemental Course Fee Level 2 ☐ Advanced Manufacturing Course Fee ☐ Material Fee ☐ Other: ☒ None
WORKLOAD HOURS: Number of hours used to determine faculty workload	3
PREREQUISITES: Courses for which students must be eligible and/or courses that must be completed (with minimum grade specified) to enroll	Placement as determined by placement process and by permission of the instructor.
COREQUISITES:	NA

Courses in which students must be concurrently enrolled	
COURSE DESCRIPTORS: For example: General Education course (include category), Clinical, Lab, Studio, Distance Learning, Seminar, Practicum. Use designated codes: (once developed)	Lecture and workshop
CATALOG COURSE DESCRIPTION: The description to appear in the catalog	Composition focuses on the study and practice of effective written communication across a variety of rhetorical situations. The course develops skills in applying language conventions, engaging with and using authoritative sources, and crafting logical arguments. Students in Honors Composition should expect additional emphasis on research and its application.
STUDENT LEARNING OUTCOMES: The student learning outcomes for the course should be assessable (e.g., consistent with Bloom's taxonomy) and aligned with program outcomes (where applicable).	Upon successful completion of this course the student will be able to: 1. *Respond to Rhetorical Situations* - Adapt writing as audience and purpose requires - Develop and apply an independent writing process that includes generating, revising, editing, and proofreading - Reflect on and explain writing choices regarding audience and purpose 2. *Engage with and Use Authoritative Sources* - Use the reading process to differentiate between supporting points, evidence, and reasoning in complex texts (texts that engage with multiple perspectives and use a variety of rhetorical strategies and evidence) - Employ effective annotation skills to the reading of complex texts - Locate and evaluate sources appropriate to the rhetorical situation - Interpret and analyze argument, evidence, and rhetorical strategies in complex texts - Evaluate information in complex texts for accuracy, validity, and relevance, with particular attention to the type and purpose of source material - Demonstrate critical and evaluative reading comprehension

- Write accurate summaries and paraphrases of complex texts and differentiate these from student's own writing
- Respond to an argument in a complex text and synthesize perspectives in multiple texts
- Integrate complex texts to fulfill the rhetorical purpose

3. *Craft Logical Arguments*

- Produce essays with clear thesis statements (or controlling ideas) and logical support for assertions
- Compose unified, coherent, and fully developed paragraphs with attention to transitions and signal phrasing for source material
- By the end of the semester, write at least one thesis-driven, text-based essay of 1500 words demonstrating competent argumentation using complex texts

4. *Apply Language Conventions*

- Apply Standard English language conventions (diction, tone, or level of formality) consistently, with particular attention to college-level writing situations
- Cite varied sources in MLA citation style

TOPICS OUTLINE: The instructional units in which the above outcomes will be taught and assessed.	The bulleted items listed in the outcomes clearly point to the topics addressed in this class. These outcomes might be realized through varied instructional strategies including: 1. lectures, 2. critical reading and writing and research activities, 3. class discussions, 4. writing and research workshops.
TERMS OFFERED Please check all that apply	☒ Fall ☐ Winter ☒ Spring ☒ Summer
COURSE MODALITY Please check all that apply	☒ On-ground ☒ Online (asynchronous or synchronous) ☒ Hybrid ☒ Other (specify): LRON

ADDITIONAL INFORMATION: If applicable, include any special instructions or requirements (e.g., field work or background check required) as well as any recommended texts or materials (e.g., open-source materials)	Students in Honors Composition will be supported by a librarian. Small class sizes will allow students to receive detailed, individualized feedback from their professor as they work their essays through the writing process. English courses may include opportunities to visit museums, attend plays, etc., that could incur additional costs.
CLASSROOM REQUIREMENTS (e.g., Computer lab, Kitchen, Science lab, Studio, Lecture)	Computer / writing lab